

The effect of the guided discovery method on learning some motor skills
among primary school students

أثر أسلوب الاكتشاف الموجه في تعلم بعض المهارات الحركية لدى تلاميذ المرحلة
الابتدائية

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Abstract : The purpose of this research is to find out the impact of the guided discovery method on learning some motor skills among primary school students, Where we used the descriptive approach, the sample of the study consisted of (40) students, then they were chosen randomly, The researcher relied on tests for the skills of "running, jumping, catching, partridge" and to process the data, we used the (spss) program The study concluded the existence of statistically significant differences between the results of the tribal and post test when using the discovery method directed to improve some motor skills among primary school students in favor of the dimension test, That is, the method of discovery directed has a positive impact on learning some motor skills among primary phase students.

Keywords: Directed discovery method ; kinetic skills ; primary school students.

المخلص : الغرض من هذا البحث معرفة مدى تأثير أسلوب الاكتشاف الموجه في تعلم بعض المهارات الحركية لدى تلاميذ الطور الابتدائي ، حيث استخدمنا المنهج الوصفي ، تكونت عينة الدراسة (40) تلميذا ثم اختيارها بالطريقة العشوائية ، و اعتمد الباحث الاختبارات خاصة ب مهارات " الجري، الوثب ، اللقف ، الحجل " و لمعالجة البيانات استخدمنا برنامج (spss) وقد توصلت الدراسة إلى وجود فروق ذات دلالة إحصائية بين نتائج الاختبار القبلي و البعدي عند استخدام أسلوب الاكتشاف الموجه في تحسين بعض المهارات الحركية لدى تلاميذ المرحلة الابتدائية لصالح الاختبار البعدي ، أي أن أسلوب الاكتشاف الموجه له أثر إيجابي في تعلم بعض المهارات الحركية لدى تلاميذ الطور الابتدائي.

الكلمات المفتاحية : أسلوب الاكتشاف الموجه : المهارات الحركية : تلاميذ المرحلة الابتدائية.

the theoretical side:

Introduction and problem of study:

The fact that cannot be doubted is that the world today is witnessing a great development, and an unparalleled cognitive and information flow in all fields and fields, and this development and flow made all countries of the world reconsider reviewing their policy, strategies and goals in order to keep pace with development, so that education An important part of the policies of the countries, through which we compete and coexist, because preparing the individual to live in these challenges is all based on education, its methods, methods, and the extent of its efficacy, and to achieve the goals of education and its curricula, it is necessary to choose effective methods to invest this, As a result of this inevitability, researchers and intellectuals in the field of physical education and education considered how to develop the educational curriculum in order to develop an educational path that is appropriate to the requirements of the times, and to achieve this path requires keeping pace with modern curricula for knowledge and controlling modern knowledge, which led many of The countries of the world to the trend towards developing their educational systems and reviewing from time to time to their curricula and ways to implement them through the methods and methods of teaching in the light of the educational systems used to achieve effective teaching and the formation of positive trends (Mutaqan Mustafa, Batat 2021, p. 557) Like many countries, Algeria has made educational reforms according to contemporary educational theories, relying on the active teaching pedagogy (approaching competencies) that was adopted in Algeria in 2004, which led the ministry to develop a new curriculum for work that includes the transition from the logic of education and indoctrination to the logic of learning Through practice, which makes the

mentor, the guide and the students the focus of contemporary educational currency, and the teacher is the cornerstone of success or educational failure, through his enabling the approved and appropriate methods to study the subject and his good choice of the appropriate way to achieve goals The lesson, and we often see a successful teacher in his teaching and distinguished in his performance of having the appropriate educational methods for teaching and the best way to achieve goals, So that the teaching methods are the measures that the teacher takes in implementing a method of teaching in order to achieve the specific goals (curriculum, programs), using a means of the appropriate educational methods used, so the professor of physical education and sports is required to be familiar with modern teaching methods because the method if it is used in A period can achieve a certain amount of goals. If the goals change, the method must be changed, and this is what the study of 'Bin Amiroush Suleiman and Dahmani Muhammad indicated, which discussed the extent of diversification of teaching methods in physical and sports education, was one of its results that diversification in teaching methods instead of accreditation On one method to avoid boredom and stagnation and not to achieve the required educational goals of educated behavior, and for this, diversification is necessary, So that the learner does not feel routine, stagnation, and boredom, and thus avoids mistakes (Bin Amiroush Suleiman, Dahmani, 2021, p. 59), which leads to ease in achieving goals, and this is what agreed with the study of "Ahmed Qasim Muhammad" entitled Teaching Methods and Methods Used by Sports teachers in Iraqi Kurdistan, which concluded that sports teachers in basic schools use several methods of teaching, and tend to use the training method over the rest of the other methods (Ahmed Qasim Muhammad, 2015, p. 84) Also modern teaching methods in particular have a great contribution to the upbringing of the

individual and making him an integrated individual balanced with the necessary requirements during the practice of sports, so the employment of modern teaching strategies is able to achieve the goals desired by the Ministry of Education as desired in the educational curriculum and the accompanying documents. Especially what is related to the development of the student's psychomotor abilities in this important age stage (7-12) years, given that the next stage is the first stage of adolescence, given that this last stage is a sum of experiences and teaching skills planned by the teacher and Her monastery in order to help the disciples to achieve the objectives, Thus it is considered a position that is characterized by interaction and cooperation between two parties for each of them, roles that are practiced by the dawn of the established goals, so that this type of teaching is achieved to the interaction of the values between the teacher and his students in terms of sincere performance and the students 'response to this performance It is a study of each From 'Zarq Ahmed and Habra Muhammad', which aimed to identify the role of modern teaching strategies in achieving targeted competencies from the point of view of physical and sports education professors. The study reached a number of results, the most important A role in attaining the targeted competence (Zarqa Ahmed, Habara, 2022, p. 577), On this basis, the teacher must seek to help his pupils to transform from neglecting to positive and from the beauty to effectiveness during the various teaching positions using his optimal use of the appropriate teaching means, so the teacher's function is not limited to the rule, but that the other is weak, but that the other is weak. Work with students with his different levels and with modern foundations that lead to the best of their preparation, giving and interaction, and one of the most important general foundations in the use of the teaching strategy is the exploitation of the self -activity of students

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with an inherit Teaching assistance, And it provides them with the opportunity to think, the creative work and the dependence on the soul, so what they can do through the lesson without exhausting them with orders and its norms, there is no need for it, and to accommodate them on the work that does not escape from it, and to find the spirit of mutual cooperation between them and the teacher to advance the goal of the teacher and the teacher of the desired goal (Salem) Al - Latif Suwaidan, 2000, p.66) Learning, and its effective participation in the lesson satisfies its inclinations and desires, and then learning the best, and at the same time, 'Atallah' considers it one of the main axes of the effective teaching process in the field of Physical and mathematical education (Sadiq Al -Hayek, Abu Al - Wafa, 2022, p. 93), Therefore, it became necessary for the professor to keep pace with and work with it, and it is the same teaching that 'Al -Dairi', as it depends on the self -activity in implementing the decisions of the physical education lesson under the supervision and direction of the Maker (Ashworth Sara * MOSSTON, 2001, P) When classifying the methods of teaching physical and mathematical education. In it, what is unknown is discovered in the form of a directed discovery method and a method of problem solving ... (Khaled Al -Hamad, Khaled, 2001, p. 76), That is, the discovery process separates the two groups, and the guided discovery method facilitates increasing students' attention, excitement, and suspense, because this is one of the factors of motor learning, as there is no mastery of work until there is excitement and desire to work, as it is used in performing skills that facilitate the possibility of learning movements. It is difficult, so the students are more focused, and the guided discovery method is defined as a method that depends on the teacher directing the students to involve them in the learning process by giving a set of questions that represent a kinetic stimulus, followed by a kinetic response from the students in the right

direction in the kinetic performance, using after mental operations and kinetic experiences. An interesting method for discovering information, rules, and facts. Discovery learning is learning that is achieved as a result of selective, high-level mental processes, through which the given information is analyzed, then recombined and transformed into new images, With the aim of accessing unknown information and conclusions, as is concerned with the means and methods that a person takes, using his mental and physical sources (Walid Ahmed Jaber, 2014, p. 126), and from here this study is its importance, but it seeks to establish the concepts of teaching strategies as a new entry Management of physical education lesson, from the challenge of methods and criteria that are based on it, and then seek to get to know the role that can be tired of teaching strategies using the discovery method directed in the development of educational practices in general in learning some motor skills among the students of the primary school (Anwar Al Khouli, Ratib, 1988, p. 15).

From here, the researcher wondered whether there are statistically significant differences between the results of the pre and post test when using the guided discovery method in improving some motor skills of primary school students, and to answer this general question, it was necessary to answer a set of sub-questions that came as follows: There are statistically significant differences between the results of the pre and post test when using the guided discovery method in improving the running skill of primary school students ?, Secondly, are there statistically significant differences between the results of the pre and post test when applying the guided discovery method in improving the jumping skill of primary school students Does the guided discovery method play a role in improving the partridge skill among primary school students? Fourthly, and finally, are there any statistically significant differences between the results of the

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pre and post test when using the guided discovery method in improving the licking skill of primary school students?

On the basis of the study questions, the researcher assumed a general assumption that there are statistically significant differences between the results of the tribal and post test when using the discovery method directed to improve some motor skills among primary school students in favor of the post -test. This general imposition was based on partial assumptions that came as the following there are differences Statistical indication between the results of the tribal and post test when using the method of discovery directed to improve the skill of running among primary school students and in favor of the post -test, secondly there are statistically significant differences between the results of the tribal and post test when applying the method of discovery directed to improving the jump skill in the stage of the stage Elementary in favor of the post -test, the directed discovery method plays a role in improving the skill of partition among primary school students, and finally and finally there are statistically significant differences between the results of the tribal and post test when using the method of discovery directed in improving the skill of the stand in the elementary pupils and in favor of the post -test .

There is no doubt that every study or research has objectives that it seeks to reach. The objectives of this research, for example, were not limited to knowing the impact of the guided discovery method in learning some basic motor skills represented in the skill of running, the skill of jumping, the skill of partridge, and the skill of catching. Primary stage students, and the importance of this research lies in modernizing teaching methods and changing the role of the teacher, and in turn activating the role of the student in the educational process. It is one of the educational units based on this method, as it constitutes a reference for a

teacher, because it is used in teaching physical and sports education in the primary stage.

Applied aspect:

1- Methodological methods used:

1.1 Exploratory study:

In order to ensure the process of work in the best way, it is necessary to carry out the exploratory study, which is a stage for experimenting with the components of the tools after preparation and formulation in order to ensure their validity and suitability as it provides the researcher with an opportunity to identify the various difficulties that may face him in reality as he addresses the phenomenon (Abdul Majeed Ibrahim, 2002, p. 164) and the exploratory study was conducted on 30 students from the primary stage and its purpose was:

- Ensure the appropriateness of the search tool.
- Learn about measurement methods and how to record results.
- Prior knowledge of the conditions of field study to avoid difficulties and obstacles that may face us

1.2 Fields of study:

A- Spatial Domain:

- Halls and squares located at the level of the primary municipality of Fogala Biskra state.

B- Temporal Domain:

- Then conduct pre-tests from October 09, 2022 until October 13, 2022.
- As for the post-exams, then from 09 April 2023 until 13 April 2023.

1-3- Study Methodology:

- In this study, the researcher used the descriptive approach due to its suitability to the nature of the study and its requirements, and the descriptive approach

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depends on studying the phenomenon as it exists in reality, and is interested in it as an accurate description, and clarifies its characteristics by collecting, analyzing and interpreting information (Yacoub Bouhnattala et al., 2023, p. 282).

- The descriptive approach is also defined as the approach that is concerned with describing and interpreting what is an object, and is interested in identifying the conditions and relationships that exist between facts, as well as identifying common or prevailing practices and identifying the beliefs and trends of individuals and groups. (Boudaoud Abdel Yemen, Atallah, 2008, p. 123)

1-4- Population and sample of the study:

Table (01) shows the population and sample of the study

	Study population	Study Sample	Percentage of study sample
Primary school pupils	627	160	25.51 %

- The total number of primary students of the municipality of Fugala according to estimates for the 2022-2023 school year is 627 students, while the study sample was estimated at 160 students, or 25.51% of the study population, which is a random sample and then selected by lottery.

1-5- Data and information collection tools:

- Each study has a set of tools and means used by the researcher during his research, and in this research the research tools were represented in the following tests:

Table (02) shows the tests adopted in the study and the motor skills that measure them

Number	Test Type	Motor skill measured by
01	Running Transition Speed	sprinting
02	Long jump test of stability	capering
03	Partridge test on man for a distance of (10) meters	partridge
04	Test of throwing the rubber ball up and catching it	Mouth

1-6- Scientific conditions of the tool:

Table (03) shows the scientific conditions of the study tools

Number	Test Type	Sample	Coefficient of stability	Coefficient of honesty
01	Transitional Speed Test (Running Skill)	160	0.96	0.98
02	Long jump test of stability (jump skill)		0.98	0.98
03	Partridge test on man for a dis 10 m		0.75	0.76
04	Test of throwing the rubber ball up and holding it		0.85	0.92

- As shown in Table (03), it was found that the stability coefficient of the tests ranged between (0.75) and (0.96), which indicates that the tests have a high degree of stability, which makes them eligible for final application.

1-7- Field application procedures for the study:

First: Pre-test Procedures:

- Identify the names of students from the primary schools of the municipality of Fogala in Biskra and take their dates of birth from the school records.
- Ensure that these primaries meet the requirements of the test application (e.g. sufficient ground space to conduct a cardio respiratory fitness test).

Second: Warm-up procedures for students:

- Warm up the year by running at a low tempo of distance or time.
- Do warm-up exercises that should include all parts of the body.
- Do warm-up exercises that should include all parts of the body.
- Perform muscle stretching exercises.
- Give oral instructions to students about taking tests.

Third: Conducting basic motor skills tests:

- In this step, the research sample is divided into four (04) groups of equal number, where tests are conducted for the four groups at the same time, and the

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tests are conducted at each station by two examiners from the measurement team, and this is done as follows:

measurement team, and this is done as follows:

Table (04) shows how students are divided among the four stations for conducting tests

Phase	Sex	Number	Total	Station	Test Type
Primary school pupils	males	40	160	Station 01	Partridge test on man for a distance of (10) meters
	females	40		Station 02	Long jump test of stability
	males	40		Station 03	Transitional Speed Test
	females	40		Station 04	Test of throwing the ball up and holding it

1.8 Statistical methods used in the study:

- 1- Arithmetic average. 2- Standard deviation.
- 3- Percentage ratio. 4. T-Test.

- The equations previously referred to were calculated using the SPSS program.

2- Presentation of results, interpretation and discussion:

2-1- Presentation and interpretation of the results of the first hypothesis and discussion:

- The researcher suggested in the first hypothesis found statistically significant differences between the results of the post-test and pre-test when using the method of guided discovery in improving the running skill of primary school students in favor of the post-test

Table (05) shows the pre- and post-results of the transitional speed test

Test Type	Arithmetic mean		Standard deviation		Arithmetic mean	Standard deviation
	Tribal	Post	Tribal	Post		
Transition Speed Test	6.16	5.82	0.79	0.83	11	159

- Through Table No. (05) we note that the value of the arithmetic mean of the pre-test amounted to (6.16), as for the post-test the value of the average was (5.82), while the standard deviation of the pre-test was (0.79), as for the post-test the value of the standard deviation was (0.83), as it is clear from the same table that the value of (T) Astdnt calculated for the pre- and post-tests for the dimension of the skill of running amounted to (11) and is greater than (T) tabular which amounted to (1.96) at the level of Significance ($\alpha \geq 0.05$) and degree of freedom (159), which indicates that there are statistically significant differences between the pre- and post-tests and in favor of the post-test.

- It was found through the statistical treatment shown using the significance of the differences 'T' that the statistical differences between the results of the pre- and post-test and this for the skill of running at the level of the studied sample have statistical significance in favor of the post-test (ie after the use of the directed discovery method) because the value of (T) calculated is greater than the value of (T) tabular , and this confirms that the use of the method of guided discovery (discovery method) with the study sample has contributed to improving the level of performance, as the use of Teacher for style Discovery directed through verbal explanation and presentation of a model of skills, continuous error correction and providing feedback on performance to students by the teacher has enabled the delivery of correct information on performance in a good way, and has contributed to the improvement of the skill level of students, that is, there is an improvement in the level of performance of the skill of running, that is, whenever the teacher applies the principles, conditions and steps of the directed discovery method, the more the student acquires the skill of running, that is, mastering the stages of running and the healthy method during the performance of the skill, as The teacher's use of this method encourages the

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independence of the students and motivates them and pushes them to self-direction, which requires thinking and the use of the mind to reach solutions to the problems suffered by the student.

Through the results obtained from the discussion of the hypothesis, we conclude that the directed discovery method has a positive impact on improving the running skill of primary school students at a time that contributed to improving the level of performance, as the teacher's use of this method through verbal explanation and presentation of a model of skills, continuous error correction and providing feedback on performance to students by the teacher has enabled the delivery of correct information on performance in a good way, and has contributed to learning skills, that is, there is an improvement in the skill level of the students, and therefore we say that the first hypothesis, which states that there were statistically significant differences between the results of the post-test and pre-test when using the method of guided discovery in improving the running skill of primary students was achieved in favor of the post-test.

2-2- Presentation and interpretation of the results of the second hypothesis and discussion:

- The researcher suggested in the first hypothesis found statistically significant differences between the results of the post-test and pre-when using the method of guided discovery in improving the skill of jumping among primary school students in favor of the post-test

Table No. (06) shows the pre- and post-results of the jump test from stability (jump skill)

Test Type	Arithmetic mean		Standard deviation		Arithmetic mean	Standard deviation
	Tribal	Post	Tribal	Post		
Jump test of stability	1.26	1.39	0.17	0.20	10.92	159

- Through Table No. (06) we note that the value of the arithmetic mean of the pre-test amounted to (1.26), as for the post-test the value of the arithmetic mean was (1.39), while the standard deviation of the pre-test was (0.17), as for the post-test the value of the standard deviation was (0.20), as it is clear from the same table that the value of (T) Astdent calculated for the pre- and post-tests for the dimension of the skill of running amounted to (10.92) and is greater than (T) tabular which amounted to (1.96) at The level of significance ($\alpha \geq 0.05$) and the degree of freedom (159), which indicates that there are statistically significant differences between the pre- and post-tests and in favor of the post-test.

- It was found through the statistical treatment shown in Table (06) using the significance of the differences 'T' that the statistical differences between the results of the pre- and post-test for the skill of jumping at the level of the studied sample have statistical significance in favor of the post-test because the calculated value (T) is greater than the tabular one, through the results of the table we can say that the hypothesis that states that there are statistically significant differences between the results of the post-test and pre-test when using the guided discovery method to improve the skill of jumping I have primary school pupils in favor of the post-test have been achieved.

- The researcher is due to the fact that the use of the guided discovery method with the study sample has contributed to improving the level of performance, as the teacher's use of the guided discovery method through verbal explanation and presentation of a model of skills, continuous error correction and providing feedback on performance to students by the teacher has enabled the delivery of correct information on performance in a good way, and has contributed to improving the skill level of students, that is, there is an improvement in the level of performance of the jumping skill.

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2-3- Presentation and interpretation of the results of the third hypothesis and discussion:

- The researcher suggested in the first hypothesis found statistically significant differences between the results of the post-test and pre-when using the method of guided discovery in improving the skill of jumping among primary school students in favor of the post-test.

Table (07) Shows the pre- and post-partite results of the partridge test

Test Type	Arithmetic mean		Standard deviation		Arithme tic mean	Standard deviation
	Tribal	Post	Tribal	Post		
Partridge test for 10 meters	5.87	5.59	0.80	0.78	7.84	159

- Through Table No. (07) we note that the value of the arithmetic mean of the pre-test amounted to (5.87), as for the post-test the value of the arithmetic mean was (5.59), while the standard deviation of the pre-test was (0.80), as for the post-test the value of the standard deviation was (0.78), as it is clear from the same table that the value of (T) Astdnt calculated for the pre- and post-tests for the dimension of the running skill amounted to (7.84) and is greater than (T) tabular which amounted to (1.96) at The level of significance ($\alpha \geq 0.05$) and the degree of freedom (159), which indicates that there are statistically significant differences between the pre- and post-tests and in favor of the post-test.

- It is clear from Table (07) using the significance of the differences 'T' that the statistical differences between the results of the pre- and post-test for the partridge skill at the level of the studied sample have statistical significance in favor of the post-test because the calculated value (T) is greater than the tabular one, through the results of the table we can say that the hypothesis that states that there are statistically significant differences between the results of the post-test and pre-test when using the method of guided discovery in improving the partridge skill was achieved for primary students in favor of the post-test

The researcher is due to the fact that the use of the guided discovery method with the study sample has contributed to improving the level of performance, as the teacher's use of the directed discovery method through verbal explanation and presentation of a model of skills, continuous error correction and providing feedback on performance to students by the teacher has enabled the delivery of information The correct performance in a good way, and contributed to improving the skill level of students, that is, there is an improvement in the level of performance of the partridge skill.

2-4- Presentation and interpretation of the results of the fourth hypothesis and discussion:

- The researcher suggested in the first hypothesis found statistically significant differences between the results of the post-test and pre-when using the method of guided discovery in improving the skill of jumping among primary school students in favor of the post-test

Table (08) shows the pre- and post-results of the ball catching test

Test Type	Arithmetic mean		Standard deviation		Arithmetic mean	Standard deviation
	Tribal	Post	Tribal	Post		
Test throwing the ball and then catching it	1.90	3.32	0.30	0.57	18	159

- Through Table No. (08) we note that the value of the arithmetic mean of the pre-test amounted to (1.90), as for the post-test the value of the arithmetic mean was (3.32), while the standard deviation of the pre-test was (0.30), as for the post-test the value of the standard deviation was (0.57), as it is clear from the same table that the value of (T) Astdent calculated for the pre- and post-tests for a dimension of the running skill amounted to (18) and is greater than (T) tabular which amounted to (1.96) at The level of significance ($\alpha \geq 0.05$) and the degree

of freedom (159), which indicates that there are statistically significant differences between the pre- and post-tests and in favor of the post-test.

- It is clear from Table (08) using the significance of the differences 'T' that the statistical differences between the results of the pre- and post-test for the skill of Mouth at the level of the studied sample have statistical significance in favor of the post-test because the calculated value (T) is greater than the tabular one, through the results of the table we can say that the hypothesis that states that there are statistically significant differences between the results of the post-test and pre-test when using the method of guided discovery in improving the skill of Mouth among primary school students in favor of Post-test has been achieved.

The researcher is due to the fact that the use of the directed discovery method with the study sample has contributed to improving the level of performance, as the teacher's use of the directed discovery method through verbal explanation and presentation of a model of skills, and continuous error correction and providing feedback on performance to students by the teacher has enabled the delivery of correct information on performance in a good way, and has contributed to improving the skill level of students, that is, there is an improvement in the level of performance of the skill of standing.

3- Conclusions and suggestions:

- It has been found through the study carried out by the researcher on the impact of the use of the method of guided discovery in learning some motor skills among primary school students that:

First: There are statistically significant differences between the results of the pre- and post-test when using the guided discovery method to improve the running skill of primary school students and in favor of the post-test.

Second: There are statistically significant differences between the results of the pre- and post-test when applying the guided discovery method in improving the jumping skill of primary school students in favor of the post-test

Third: The method of guided discovery plays a role in improving the skill of partridges among primary school students.

Fourth and finally: There are statistically significant differences between the results of the pre- and post-test when using the method of guided discovery in improving the skill of the mouth of primary school students and in favor of the post-test.

- The researcher also proposed a set of suggestions came as follows

1- Designing the idea of a teaching strategy in the method of guided discovery in the field of educational work, and giving teachers more training mechanism for this method in leading the classroom

2- Encouraging school principals on the idea of applying the concept of guided discovery learning in their schools, by holding seminars that clarify this experience, and the benefits benefited from it in raising the educational process.

3- Employing modern methods and methods and diversifying them during the physical education and sports class according to the age stage and procedural objectives

4- Conducting more research studies on the concept of the strategy of teaching by playing in the development of the physical education lesson.

5- Activating and spreading children's practice of sports in general and athletics in particular in all sectors to increase the base of practice.

- Review performance measures and indicators for the physical, skill, cognitive and emotional aspects of students in the first and second stages of primary education

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6- Adopting the proposed curriculum in physical education lessons for primary school students because of its clear impact on the development of their physical and motor abilities

7- The need to pay attention to the curricula of physical education lessons for all grades of the primary stage and formulate them in a way that develops the rest of the other abilities, especially creative abilities, in addition to what they achieve from other goals.

8- Conducting similar studies for the rest of the other academic stages and for both sexes.

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