



The Impact of an Educational Programme Based on Play in Improving Some Handball Basic Skills to the Cadet Class

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Abstract:

The study aimed at identifying the impact of an educational programme based on plays (various games and non diverse ones) in improving some handball basic skill to cadet class. The researcher used the experimental method of one group and two tests, the pre and the post tests, which fit the nature of the study. Handball players in Ain Elkhadra of the sports season 2017/ 2018 were the case study. They were 27; the main study was applied on 17 players while the survey study was applied on 10 ones. To gather data, the researcher used the test. And to analyze them, he used the statistic program SPSS. After analysis and discussion, the study showed that: there are morale differences between the pre and post measurements of the two types applied program and for the post one. There are morale differences between the post measurements of the two types applied program and for the post various games. There are no differences in the pass and reception skills in the post measurement. The recommended the semi sport games in teaching and improving handball basic skills.

Keywords: handball; play; pass and reception; bouncing; cadet class

1- Introduction and problem of the study:

Handball is one of the sports characterized by difficult skills and movements that require the coach to use methods of skill and movement learning that fit the physiological, morphological and psychological characteristics of the player on the one hand and in terms of the appropriate conditions surrounding the achievement on the other in order to improve performance, One of these methods is the way of play, which is one of the ways that can be considered to have a close relationship in improving various difficult skills, and this is what we explain in the various books published in this field because of their importance in achieving the goals during training sessions because of what this method requires of the control over the type of tools and good performance that entails controlling the body and the tool. (Kamal Aref, 1989, 3-4).

legalized play characterized by speed and art opens the door to the players and spectators at the same time, and the vitality of the game becomes clear in the continuous technical and tactical development. Therefore, it is necessary to train this element in a scientific way to acquire new knowledge about the formation and implementation of training, we acquire a lot of elements of our sport during play and the desire grows from playing for training to improve technical and planning skills and imperfection, And since playing is not linked to a specific age stage, we find that the coach directs the games in terms of the players' preparations to play them and make them look easy and difficult, simple or complex, depending on the choice of the game and the prior planning of how to achieve it in order to raise the level of motor performance, develop physical abilities and improve the skill level. (Ellin Wadih, 1996, 38).

One of the first interests of coaches and educators is to teach and master the skills of different sports and develop them within dedicated and serial educational units during the season and focus on an educational unit through the implementation and repetition of attempts. For the purpose of getting more learning, there must be many attempts at exercises practice, when the effect of exercise is to perform or complete particular job or duty entirely, and Since training for learning purposes is recruitment, adaptation and renewal of effort and time, the methods of learning to perform exercises have varied, so researchers and specialists try to continue to find various alternatives and educational means for the purpose of reaching the goal of effective learning and accelerating its learning. Therefore, progress in motor learning is associated with the use and mastery of methods that help to learn sports events in general and handball in particular. (Muhammed Kadem, 2008).

Learning through play is one of the most important ways, "where sociologists believe that the cultural and social preparation of the individual may occur through play, because it increases the ability of the individual to focus and makes him more harmonious and convenient in his family and in society and works to develop his intelligence and experience, where playing develops the spirit of competition and cooperation, and through it the creativity of the individual can be developed and expanded in order to achieve the responsibility of parents in education and provide the appropriate atmosphere for that."

Play also contributes to the teenager's ability to express himself and success in play helps him discover himself, teaches him perseverance and seriousness in work as well as good exploitation of his sensory motor abilities.

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As for the recreational aspect of play, "Jones Motts" explains in his theory of the recreational value of play "that the individual needs play as a means to restore the body's activity and vitality after hours of stressful work and works to remove nervous tension, mental stress and psychological anxiety."

The needs of the individual can be achieved, which is "cooperation, sharing of love and familiarity, attention to the opinions of others, desire to influence others, and a person's sense of tranquillity within the framework of the society in which he lives through play and recreation during sports activities." (Ellin Wadih, 1996, 38).

- Handball is one of the most important group games that has been widespread during the late last century because of its unspeakable suspense and excitement, as it contains multiple aspects that gather large number of variables at all levels of skill, physical, mental and sensory, and the skill side is one of the most important aspects that determine the level of performance in this game.

- The use of play in the sports activity inside the classroom in many situations is of great importance, as scientists believe that "games occupy a prominent place in the education plan, as they are one of the preferred means in the field of teaching basic skills." (Al-Lami, 2013, 23).

In order for the educator to make the athlete reach the mastery of motor skills, he uses many methods through which he can reach the goal and master the skill, and among these methods we find the method of "semi-sports games", which is among the most important ways through which the skill performance is improved and the objectives of the educational session are achieved. Many scientists have acknowledged the importance of playing, including:

-According to Freud: "Play is the favorite and biggest concern for children and that through play they create a world of their own."

-As Judd sees: that play is that directed activity or free, undirected activity that the child performs in order to achieve pleasure for himself. (Nawal Ibrahim Shaltout, Mohsen Muhammad Homs, 2008, p. 185).

-Play occupies a vital place in the lives of children and even continues to affect even adults, which is why psychologists and educators agree that play in all its forms and types is considered the starting point for growth in all its aspects for children and on this basis there is no division between play and work in the lives of children in childhood (Labbad and others, 2022, p. 314).

-The methods of dynamic, skill learning vary according to the type of skill and the role of each method in the actual performance of skill and achieving the goal and as we know that the use of semi-sports in handball training sessions has a positive role in skill improvement, The reason for the researcher's study is the application of a program by games, where the researcher saw that the player deliberately delays as well as the tendency to evade doing exercises especially with repetition and high intensity, which is what came in the mind of the researcher: to do an experimental research through the use of games as a way to teach basic skills in the sport of handball, The general problem of the study was as follows: Does the games-based educational program have an impact on the education and improvement of some of the basic handball skills of the cubs category?.

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1-1- Partial questions:

-Are there statistically significant differences between the pre and post-measurements in teaching and improving some of the basic handball skills attributed to non-diverse games?

-Are there statistically significant differences between the pre and post-measurements in teaching and improving some of the basic handball skills attributed to the diverse gaming program?

-Are there any differences between the two post-measurements of the study sample in teaching and improving some of the basic handball skills attributed to one of the two programs?

1-2- Study hypotheses:

1-2-1- The overall hypotheses: The educational program based on games has an impact on teaching and improving some basic skills in handball.

1-2-2- Partial hypotheses:

- There are statistically significant differences between the pre and post-measurements in teaching and improving some of the basic handball skills attributed to non-diverse games.

- There are statistically significant differences between the pre and post-measurements in teaching and improving some of the basic handball skills attributed to various games.

- There are differences between the two post-measurements in teaching and improving some basic skills in handball between the two programs.

1-3- Study Objectives:

The study aimed to find out the following:

- Identifying the impact of the educational program based on games in teaching and improving some basic skills in handball among players of the cubs' category.

- Identifying whether the use of games in the training sessions has an impact on teaching and improving some basic skills in handball among players of the cubs' category.

- To know whether there are differences between the pre and post-measurements between the two programs in the study sample.

- to know whether there are differences between the two post-measurements between the two programs for the research sample.

1-4- The importance of the study:

The importance of the study lies in the application of one of the learning methods, which is playing through the use of games within the training sessions, and this is according to a proposed educational program in order to enable the player to learn and improve his level of skills in some basic skills in handball.

2-The keywords in the study:

2-1-Scholars' definition of play:

« Arabic dictionaries define play as an act associated with an unhelpful act or with the tendency to ridicule, also as an activity against the seriousness» , According to the Holy Quran, God Almighty said: "those who take their religion as amusement and diversion" Surah Al-An'am, verse 70.

and the playing came in the sense of enjoyment in the Almighty's saying on the tongues of Joseph's brothers to their father, the Almighty said "Send him with us tomorrow to enjoy himself and play" Surah Yusuf, verse 12.

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There have been many definitions of play, including its definition as a learning-educational activity, and its definition as a social value and as an element in social education, while other definitions refer to the relationship of play with the child's general development or its association with mental abilities, while some definitions of play indicated its importance and recreational value, and also the definitions that refer to play as a therapeutic value."

"Wester" defines play as "every movement or series of movements intended for amusement, or the speed and lightness in handling, using and dealing with things."

Judd defines play as: "A directed or unguided activity performed by children in order to achieve pleasure and entertainment, and exploits the energy of body and mind and is characterized by speed and lightness." (Shehata, 2007, 19-20)

« Belqis and Marei (1987) define play as "a free, directed activity that takes the form of movement or action, and is practiced individually or collectively, and makes use of the body's kinetic and mental energy, and is characterized by speed and lightness because it is linked to internal motives, and it does not make the player tire" » (The trick, 2007, 34).

- The definition of semi-sports games: they are mini-exercises that aim mainly to serve the objectives of the lesson or the educational unit, which are characterized by activity, vitality, sense of self and getting rid of negative emotions. (Bezziou Salim, 2013, 353).

- The procedural definition of play "is an activity carried out by an individual or a group that aims to achieve pleasure and recreation within the educational class in order to achieve the goal."

2-2-The definition of learning: Learning in the Arabic language comes from the source: he knew, meaning: he found out, he inquired, and he informed.

In English, learning means getting knowledge or skill through study, experience, thinking, memorizing, remembering, taking notes, or figuring out and knowing how.

- The concept of learning originated mainly in psychology, where psychologists defined learning as gaining a series of responses that continued over time and led to behavioral change (Laith Ali Hakim, 2009, p. 98).

- « Mac defines learning as "the change in performance resulting from the training process" » (Youssef Lazem Kammash, 2017, 33).

Procedural definition of learning: It's the change in performance and behavior as a result of experience and previous gains.

2-3- The definition of motor learning: « It is defined as "a set of processes that occur through exercises or experiences and that lead to a constant change in the abilities and skills of performance. » (Talha Hussein, Muhammad Fawzi, 2006, 44).

Procedural definition of motor learning: "It is the level gained through exercise and previous experience to reach the performance and stabilization of motor skills through practice."

2-4- The definition of skill: Hertz defined it as "the composite motor characteristic of the individual, which shows potential for a good coordination between the nervous system and the body's motor systems" (Issam Abd Al-Khaleq, 219).

- The procedural definition of skill: the motor performance performed by the athlete through the availability of characteristics and manifestations of sports movement to achieve compatibility.

2-5- Basic handball skills:

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Handball: Handball is one of the most popular group sports activities and practice among athletes of different ages as it is known, it depends on the effectiveness of movement, high endurance, and the performance of body, skills, plans and mind.

And it is a team game played by hand in a private stadium where the team tries to score goals against its opponent in accordance with its own laws by the World Handball Federation. (Ammar Maleki, Kazkouz Muhammed, 2021,435).

1. ball Pass: This skill is not less important than the skill of receiving, as receiving the ball is complementary to passing the ball, in fact, good passing and correct receiving are the essence to keep the ball under the control of the attacking team and they are the main key to reaching the opponent's goal, Modern handball play requires the player to be very precise in his passes as well as their speed.

2. ballbouncing: According to the law of handball, the ball must be played after three steps or before three seconds without the player bouncing and dribbling, either by bouncing the ball or running with it, Running and bouncing the ball are important skills in modern handball.

3. Shooting (scoring): The purpose of the handball match is to score goals, and the winning team is who succeeds in scoring more goals against the opposing team, Therefore, the skill of shooting is the limit between victory and defeat, in fact, the basic skills and offensive plans with their various types become useless if they are not crowned in the end with a successful shot on this goal, as well as that skill is loved by both the player and the spectator and attracts them more than other skills. (Al-Tikriti and others, 2013, 309).

- **Procedural definition:** they are the basic movements on which the game depends in order to achieve the goal, which is passing the ball to the colleague and scoring the largest number of goals.

Previous studies:

- **The study of Hamza Jairan (2010)** "The role of semi-sports games in developing the sensory-motor and social-emotional aspect in the physical and sports education class for secondary school students" : The study aimed to highlight the function that semi-sports games have in the lives of secondary school students in the physical and sports education class through the development of various aspects of their growth, especially the mental and psychomotor aspects, The study also aimed to find out whether semi-sports have a role in improving the sensory behavior of high school students in the physical and sports education class, as well as whether they contribute to improving their emotional aspect, The researcher used the descriptive method for its relevance to the nature of the study, He also used a questionnaire tool to collect information that was applied to a randomly selected sample of 60 physical and sports education teachers in the high schools of Djelfa, Laghouat and Biskra. In his study, the researcher concluded: The semi-sports games have a positive role in improving the sensory-motor behavior of secondary school students, Semi-sports games contribute to improving the socio-emotional aspect of secondary school students.

-**Wadiah Yassin Al-Tikriti and others study 2013** "The impact of small games in learning some basic handball skills for the cubs of Sulaimaniyah Sports Club" : The study aimed to identify the impact of small games in learning some basic skills in handball for the Cubs of Sulaymaniyah Sports Club, and to identify the differences between the experimental and control groups in learning some basic skills in handball, The researchers used the experimental method on the experimental and control groups in the pre and post-test, The

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research sample was made up of (22) players aged (12-13 years) who were distributed equally between the two groups and the researchers used personal interview, observation and measurement as means of data collection, The educational curriculum took (12) educational units at a rate of (3) lessons per week to learn the skill of pass, shooting and bouncing, The data were treated using arithmetic average, standard deviation and t-test for the associated sample and independent samples, The study concluded: The experimental group achieved remarkable development of all the variables under consideration, and the small games had an effective and significant role in learning skills, which led to significant differences between the pre and post-tests in favor of the post.

- The control group achieved an improvement of all the variables under consideration, and the experimental method by the trainer led to the emergence of significant differences between the pre and post-tests among the members of the control group, which were subjected to the approach followed by the trainer in favor of the post-test.

- Small games during the experimental group units positively affected the learning of the shooting, pass and bouncing skills in handball for cubs players in the experimental group compared to the control group, which led to moral differences in the tests for the benefit of the experimental group.

- **The Study of fedaa Akram Al-Khayat and others 2010** "The effect of the stations' style according to collaborative and self-learning in teaching some basic skills in handball": The study aimed to reveal the effect of using the stations' style according to collaborative and self-learning and the imperative style in teaching some basic skills in handball, Identifying the differences in the post-test between the three groups (experimental 1, experimental 2, and control) in giving some basic skills in handball, The researchers used the experimental method for its relevance to the nature of the study, and the research sample is represented by the first school year students of the Sports Institute in Arbil, and they are (48) students divided into groups that have 16 one of them, The first group studied with the stations' style, according to collaborative learning, and the second group was taught with the stations' style, according to self-learning, while the control group studied with the followed imperative style. The researchers used the specific skill tests in handball (receiving and passing, bouncing, shooting) and after completing the application of the program the post-tests were conducted, After collecting, unloading and processing the data by appropriate statistical means, the study concluded:

- The members of the first experimental group who learned with the station's style according to cooperative learning outperformed the members of the second experimental group who learned with the station's style according to self-learning, and the members of the control group who learned according to the imperative method (followed) in the skills of (reception and pass- bouncing- shooting).

- The members of the second experimental group, which learned with the stations' style according to self-learning outperformed the members of the control group, which were taught depending on the imperative method (followed) in the skill of (bouncing).

- members Equality of the second experimental and control group in the skills of pass, reception and shooting.

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- The study of Mochrif Aziz Al-Lami (2006) : "The impact of learning using small games to develop the most basic skills of handball players, for ages (8-12) years"

The study aimed to recognize the impact of the learning method with small games on the experimental group in learning some basic handball skills, as well as to compare the results of the experimental group with the control group that is subject to learning the same handball basic skills in the traditional way, The researcher used the experimental method, the study was applied to a study population composed of five training centers of the Central Iraqi Handball Federation for the Middle Euphrates region, The study sample included two equal groups (16) selected in a random manner, one is experimental and the other is a control group, The study concluded that the educational method has an impact on the development of (shooting, deception, bouncing, and pass) skills, and the researcher recommended the use of small games in teaching the basic skills of handball.

4- Comment on studies: All these studies dealt with the study and improvement of the basic skills of handball and by using many educational methods and styles, The method of learning with stations was used according to cooperative learning, as well as small games, while another dealt with the use of semi-sports games in developing the sensory-motor aspect, All of these studies used the experimental method with (pre and post-tests) designs on two groups, experimental and control, The studies also used skill tests. The studies were applied to different samples (Purposive and random), The study sample varied between pupils and students of educational institutions at different age levels.

5- The application side:

5-1- The pilot study:

The researcher studied the players to find out where they lack in their exercise of handball skills and why they do not control these key skills, The survey was carried out at Ain Al-Khadra club for handball, The study was conducted on a group of players as an exploratory sample, where skill tests were applied to them in order to determine the appropriateness of these tests to measure what they were put to As well as identifying the obstacles that may hinder the progress of the educational program as well as understanding the study sample of the program that to be implemented, As well as to check the understanding of the study sample for the program to be applied, also, The training units and the temporal and spatial aspects of the program's application were also controlled.

5-2- The method used:

The researcher used the experimental method due to its relevance to the nature of the study with one group and two tests, pre and post.

5-3- Study population and sample :

The study population was represented by the cubs' players of Ain Al-Khadra handball club for the 2017/2018 sports season and the educational program based on the various semi-sports games and the program of non-diverse semi-sports games were used on them, The sample was chosen intentionally by 17 players on whom the main study was done.

5-4- Tools used in the study:

- Tools used: sources and references, electronic stopwatches - legal handballs - pillars and flags - chalk - tapes - whistle, the information and data collection form of the study sample.

- skill tests:

After a good warm-up without the ball and with the ball, the tests begin in order:

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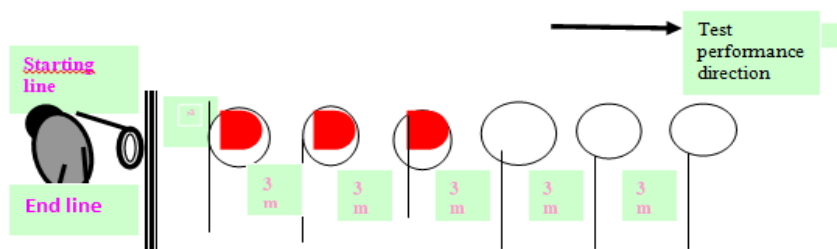
5-4-1- bouncing Test:

The test purpose: To measure the skill level of bouncing

The Tools: flags, handball, stopwatch.

The Performance specifications: 6 vertical flags on the ground are fixed in a straight line, the distance between each flag is 3m, the starting line and the end line each are 3m from the first flag, the examinee stands behind the starting line and at the signal bounces the ball while running zigzag between the flags back and forth until he crosses the finish line.

The Calendar: The performance time is calculated



The source: the author

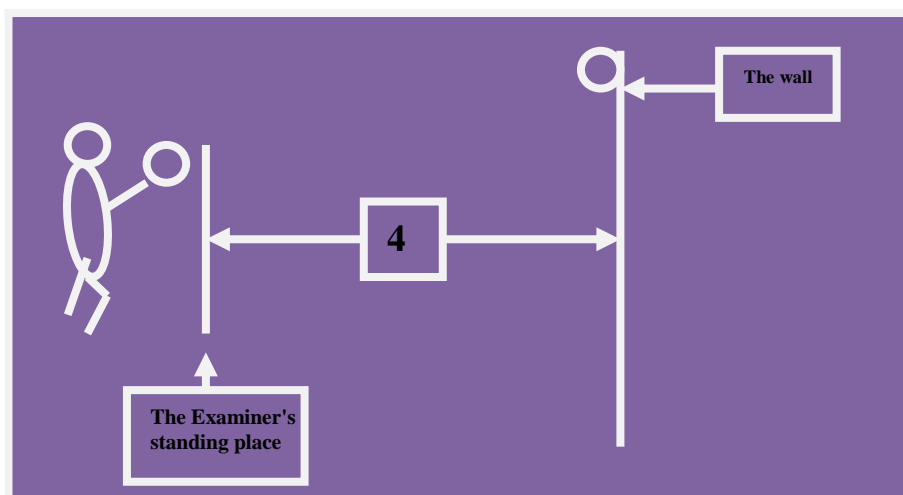
Figure No. 01 shows the form of performing the bouncing test prepared by the researcher

5-4-2- Pass and reception test:

The Purpose of the test: Measuring the speed at which the ball is passed on the wall. Tools: handball, flat wall, stopwatch.

The Performance specifications: the examinee stands at a distance of 4 m from the wall and passes the ball on the wall continuously for as many as possible in the specified time (1 minute).

The Calendar: The number of times the ball is passed is calculated



The source: the author

5-5- Homogeneity and equivalence of the research group:

- **Homogeneity:** Homogenization was done among members of the research group in the anthropomorphic variables (height, weight, age) and the following table shows this:

Table No. (1) shows the values of the averages, standard deviations, T-values and their level of indication among the research group

Variables	First group		degree of freedom	t-value	significance level	Statistical significance
	A	B				
Weight	52.94	2.62	6	0,00	0,05	insignificant
Height	1.65	0.09		0,00	0,05	insignificant
Age	16.35	0.47		0,00	0,05	insignificant

The source: the author

Through Table No. (1), which shows the significance of the differences between the members of the two research groups in the anthropometric variables, where all the values of the t-test in the variables (height, weight, age) showed that there were no differences between the members of the two groups, The t-test values were all higher than the indication level at 0.05, indicating a homogeneity between the members of the samples in these variables.

5-5 - Equivalence between the variables according to the pre-test:

For the purpose of minimizing differences among the sample members, the researcher performed a process of equality between the group in skill variables (passing and receiving, bouncing), depending on of the pre-tests results of the sample members as shown in Table (2).

- Table No. (2) shows the equivalence between the two groups in the skill variables (pass, reception, bouncing)

T	variables	A	B	degree of freedom	(T) calculated	significance level	Statistical significance
1	bouncing	11.66	1.33	16	11.66	0.00	insignificant
2	Passing and receiving	35.97	3.89		35.58	0.00	insignificant

The source: the author

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From Table (2) the results of the research showed that there were no significant differences between the members of the group in the variables (passing, bouncing) and this confirms the equivalence of the two groups.

5-6- Field application procedures for study tools:

The survey study of the skill tests:

The researcher conducted the exploratory experiment for skill tests on a group of players on (April 02, 2017), they were 10 players from the research community and outside the main sample, and they have the same characteristics as the main sample, where an educational unit from each program was applied to them in order to determine the time taken for each unit as well as to see the time that is taken for each skill test, And to identify the obstacles, as well as the safety of the tools in which the test will be applied.

5-7- Scientific foundations of tests:

Although the tests are valid, the researcher relied on the scientific bases to determine the effectiveness of these different tests, i.e. determining the extent of their validity and stability, for the stability of the test, tests were conducted on the exploratory sample, then the tests were repeated after a week, and through the simple correlation coefficient between the scores of the first test and the second test to find out the stability coefficient, As for the validity, it was extracted from self-honesty through the square root of the stability coefficient.

Table No. (03) shows the validity and stability coefficients of the applied tests

The tests	Unit of measurement	stability	validity	degree of freedom
Pass and reception test on the wall	number of times	0.792	0.899	0.05
bouncing test	second	0.899	0.948	

The source: the author

Through the results, the stability and validity of the tests were shown.

5-8- Pre-test of the research sample:

The researcher pre-tested the research sample on (Monday, April 09, 2017) from 16:00 until 17:30, which is the time for applying the training units to the sample members

5-9- The used educational program: the researcher chose a group of semi-sports games for handball after reviewing many studies, sources and references related to the game to teach and improve the skill of dribbling, passing and receiving, Where the researcher developed two programs, the first program contains educational units with various semi-sports games and the second program with non-diverse semi-sports games, The application of the two programs took 7 weeks with three training units each week, the specified time for each unit is 1:30 hours and 30 minutes, This is through the training units for the activity of handball, which contains three stages (the first educational stage of warm-up and administrative aspects), the main stage (the educational stage based on the play by keeping several games for the skills under study) and the last one which is the evaluation stage, The same work with the units of

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the second program, The program also includes several directions and an explanation of learning positions through the use of many sporting materials that serve the target game, The program contains three stages, each stage divided in time into:

- Preparatory section: 20 minutes - main section: 60 minutes - final section: 10 minutes

Table No. (04), which shows the distribution of units and the time allocated for each educational stage

Programs	The number of training units	time of each unit	timing	The timing of each educational stage from the units		
				preparatory stage	main stage	Final stage
The first program	7 units	An hour and a half	16:00-17:30	20 minutes	60 minutes	10 minutes
The second program	7 units	An hour and a half	16:00-17:30	20 minutes	60 minutes	10 minutes

The source: the author

5-10- Post-tests:

The researcher conducted the post-tests on 04/06/2017, at the same time and under the same conditions in which the pre-tests were conducted.

5-11- Statistical means:

5-11- Statistical means:

- The data were treated statistically using: arithmetic average, standard deviation, t-test for related samples, and t-test for independent samples, The data were processed on a computer using the statistical package program(SPSS).

6- Results Analysis and Discussion:

6-1- There are statistically significant differences between the pre and post-measurements in teaching and improving some basic skills in handball that are attributed to non-diverse games.

6-1-1)Results of the pre and post-test about "Pass, Reception, and bouncing".

Table No. (05) shows the results of the pre and post-tests about bouncing

bouncing test	Arithmetic average	standard deviation	Sample size	T-significance	(T) calculated	Statistical Significance Level
Pre test	12.5	1.49	17	0.01	3.96	0.05
Post test	11.7	1.35				

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The source: the author

through Table (05), which shows us the results of the pre-test about bouncing within the non-various semi-sports games test, in which the experimental group obtained an arithmetic mean of (12.5) and a standard deviation of (1.49), In the post-test, it obtained an arithmetic mean (11.7) and a standard deviation of (1.35),The calculated (T) reached (3.96) with an indication level of (0.01), and by comparing it with the hypothetical indication level (0.05), we find that it is remarkable and statistically significant Which indicates that there is an apparent statistically significant difference in favor of the post-test, The researcher attributes this superiority and improvement in the test-posts of the approved program to non-diverse games because the games add fun and acceptance among the cubs' players as well as the proportionality of the games with their age, This agrees with the study of Al-Lami (2006), which concluded that the educational approach based on playing has an impact on developing (shooting and passing, bouncing and deception) skills and recommends the use of games on learning basic skills in handball.

From the above we conclude that there is a clear development as a result of the application of training units.

6-1-2-Results of the pre and post-tests about pass and reception:

Table No. (06) shows the results of the pre and post-tests about pass and reception

Pass and reception test	Arithmetic average	standard deviation	Sample size	T . level of significance	(T) calculated	Statistical Significance Level
Pre test	33.7	4.64	17	2.11	-4.77	0.05
Post test	36.47	3.98				

The source: the author

through Table (06), which shows us the results of the pre-test about pass and reception within the non-various semi-sports games test, in which the experimental group obtained an arithmetic mean of (33.7) and a standard deviation of (4.64), In the post-test, it obtained an arithmetic mean (36.57) and a standard deviation of (3.98), The calculated (T) reached (3.96) with an indication level of (-4.77), and by comparing it with the hypothetical indication level (0.00), we find that it is remarkable and statistically significant Which indicates that there is an apparent statistically significant difference in favor of the post-test about reception and pass, The researcher attributes this improvement to the fun and vitality that games provide in the learning process, as opposed to exercises with high intensity and repetitions, which make the player get bored of training, The results of the study agreed with the study of Al-Tikriti (2013), which concluded that small games have a positive impact on learning (shooting, bouncing and pass) skills.

From the above we conclude that there is a clear development as a result of the application of training units.

6-2- Various semi-sports games test:

- There are statistically significant differences between the pre and post- measurement in teaching and improving some basic skills in handball that are attributed to the various games.

6-2-1- Results of the pre and post-tests about "Pass, Reception, and Dribbling":

Table No. (07) shows the results of the pre and post-tests about bouncing.

bounci ng test	Arithme tic average	standa rd deviati on	Samp le size	T . level of significan ce	(T) calculat ed	Statistic al Significa nce Level
Pre test	11.66	1.28	17	0.2	2.83	0.05
Post test	11.19	0.91				

The source: the author

through Table (07), which shows us the results of the pre-test about bouncing within the various semi-sports games test, in which the experimental group obtained an arithmetic mean of (11.66) and a standard deviation of (1.28), In the post-test, it obtained an arithmetic mean (11.19) and a standard deviation of (0.91), The calculated (T) reached (2.93) with an indication level of (-4.77), and by comparing it with the hypothetical indication level (0.12), we find that it is remarkable and statistically significant Which indicates that there is an apparent statistically significant difference in favor of the post-test, The researcher attributes this improvement in the skill of bouncing to the applied educational program, The diversity in the applied games that serve this skill made players feel a kind of interaction, vitality and activity in completing the training sessions, and it also helps in improving the player’s motor behavior, The study was consistent with the study of (jairan 2010), which found that games play a positive role in improving motor behavior, and agreed with the study of (Al-Lami 2006) which shows that the educational curriculum based on play has an impact on the development of the skill of bouncing.

From the above we conclude that there is a clear development as a result of the application of training units.

6-2-2 - Results of the pre and post-tests of pass and reception :

Table No. (08) shows the results of the pre and post-tests of pass and reception

Passan d recepti on test	Arithm etic average	standa rd deviati on	Samp le size	T.significa nce level	(T) calculat ed	Statistic al Signific ance Level
Pre test	35.58	3.77	17	0.08	-3.03	0.05
Post test	36.94	3.35				

The source: the author

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through Table (08), which shows us the results of the pre-test about passing and receiving within the various semi-sports games test, in which the experimental group obtained an arithmetic mean of (35.58) and a standard deviation of (3.77), In the post-test, it obtained an arithmetic mean (36.94) and a standard deviation of (3.55), The calculated (T) reached (-3.03) with an indication level of (0.88), and by comparing it with the hypothetical indication level (0.12), we find that it is remarkable and statistically significant Which indicates that there is an apparent statistically significant difference in favor of the post-test, The researcher attributes this improvement in pass and reception skills to the impact of the program based on the various semi-sports because it gives more motivation, inclination and desire to learn and train, as well as giving more opportunities for players to learn, And also the various games in teaching a single skill give strength and will to learn, The results of this study were consistent with the study of (Al-Lami 2006), which concluded that the educational program based on play has an impact on developing the pass skill, As well as the study (Al-Tikriti et al. 2013) which shows that small games have an effective role in learning skills, which led to significant differences between the pre and post-measurements and in favor of the post. From the above we conclude that there is a clear development as a result of the application of training units.

6-3-1: Post-test results about bouncing within the various and non-various semi-sports games:

- There are differences between the two post-measurements in teaching and improving some basic skills in handball between the two programs.

Table No. (09) shows the results of the post-test about bouncing within various semi-sports and various semi-sports games.

bouncing test	Arithmetic average	standard deviation	Sample size	T . level of significance	(T) calculated	Statistical Significance Level
the non-diverse semi-sports	11.7	1.35	16	0.022	2.53	0.05
the various semi-sports	11.19	0.91				

The source: the author

through Table (09), which shows us the results of the post-test about bouncing within the various and non-diverse semi-sports games, in which the non-diverse semi-sports games obtained an arithmetic mean of (11.7) and a standard deviation of (11.19), and the various semi-sports games that obtained an arithmetic mean (11.19) and a standard deviation of (0.91), The calculated (T) reached (2.53) with an indication level of (0.022), and by comparing it with the hypothetical indication level we find that it is remarkable and statistically significant Which indicates that there is an apparent statistically significant

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difference in favor of the various semi-sports games, The researcher attributes these differences between the two measurements to the improvement provided by the two programs in learning skills, which varied between the two programs and in favor of the program of various semi-sports games in the post measurement Because of the variety of exercises that have a behavioral, kinesthetic, emotional and social impact on the player And because the diversity of giving different exercises improves the player's returns and gives him motivation and the will to learn, The results of this study are in agreement with the study of Al-Tikriti (2013), Al-Lami (2006) and Jairan (2010) in the superiority of post-measurement in favor of the applied program and its impact on improving, developing and learning basic skills in handball, The results of this study are in agreement with the study of Al-Tikriti (2013), Al-Lami (2006) and Jairan (2010) in the superiority of post measurement in favor of the applied program and its impact on improving, developing and learning basic skills in handball.

Table No. (10) shows the results of the post-test about pass and reception within various semi-sports and non-diverse semi-sports games.

Pass and reception test	Arithmetic average	Standard deviation	Sample size	T . level of significance	(T) calculated	Statistical Significance Level
the non-diverse semi-sports	36.47	3.98	16	0.290	-1.095	0.05
the various semi-sports games	36.94	3.35				

The source: the author

through Table (10), which shows us the results of the post-test about passing and receiving within the various and non-diverse semi-sports games, in which the non-diverse semi-sports games obtained an arithmetic mean of (36.47) and a standard deviation of (3.98), and the non-diverse semi-sports games that obtained an arithmetic mean (36.94) and a standard deviation of (3.35), The calculated (T) reached (0.290) with an indication level of (0.022), and by comparing it with the hypothetical indication level we find that it is inconsequential and statistically in significant which indicates that there is no apparent statistically significant difference, The researcher attributes the absence of differences in the skill of pass and reception to the fact that both programs added a kind of improvement in learning the skill, which indicates the importance of using games in the process of learning and improving basic skills in handball, and because of these games has a motivation in improving the motor and skill behavior of players, The results of this study are in agreement with the study (Al-Khayat

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and others 2010), which concluded that the members of the two groups were equal in the post-tests in the pass skill.

7-Conclusions and suggestions:

After taking the theoretical and experimental study and getting results from skill tests and after presenting and translating them, we reached the following conclusions:

- It appears by analyzing the results of the basic skill tests (passing and receiving - bouncing) through Table No. (18) in the dribbling test and Table No. (19) in the pass and reception test that there is a remarkable and statistically significant difference in favor of the post-measurement and that is in the training sessions with non-diverse games.
- Table No. (20) in the dribbling test and Table No. (21) in the pass and reception test show that there is a remarkable difference and statistically significant in favor of the post-measurement in the training sessions with various games.
- Through Table No. (22) about the difference between the two post-measurements in the bouncing test in each of the two programs, and Table No. (23) about the difference between the two post-measurements of pass and reception test, we find that there are no statistically significant differences.
- From the above, we conclude that there has been an improvement in motor skills following the results obtained by the experimental group in the post-tests (bouncing- pass and reception) as a result of the application of the proposed experimental units.

Suggestions:

- Coaches and educators should use semi-sports games in training sessions to teach and improve handball skills.
- Paying attention to the application of semi-sports games in the education and training of players at various age levels.
- Preparing educational curricula for physical education and sports that depend on semi-sports in achieving goals.
- Conducting similar studies about other skills and sports.

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