



THE EFFECT OF OVERLAPPING WAVES STRATEGY ON LEARNING THE FOREHAND TENNIS SKILL FOR STUDENTS

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Abstract

One of the most prominent features of the current era is the tremendous development in quantity and quality and the scientific acceleration of human knowledge and its continuous renewal. This requires changing our view of science and teaching so that we work to educate young people to be able to take responsibility and develop and advance their society. Teaching strategies are means of thinking and analysis used by those in charge of the teaching process to facilitate the learner's task in understanding the educational tasks, as it is an interactive process between the teacher, the learner, and the subject. It relates to all aspects that facilitate the learning process, such as teaching methods and methods of stimulating learners' motivation and employing them in a manner that takes into account the learners' tendencies, desires, and aptitudes. This is based on the selection and use of available means and capabilities in the teaching process to achieve the desired goals.

It seems that interest in the teaching process has prompted those interested in the educational process to think about devising strategies that take into account all the data of the situation that will be dealt with, and since the overlapping of learning aspects with thinking is an important factor through which the initial specific information is provided with mental stimulation to expand the knowledge wave, then it becomes smaller and then expanded.

Introduction

The cognitive information that the learner possesses, when the learner has information at a high level, the wave expands and grows, and when the learner's cognitive information is little, the wave becomes smaller and atrophies, and this matter requires strategies and methods that facilitate this process of symmetry and harmonization, and the most important of these strategies is the strategy of overlapping waves.

Among the modern methods of teaching is the V-shape strategy, which is a method adopted in many countries of the civilized world, which helps to arrange the student's ideas and express himself in a better way. It also helps him to link conceptual theoretical thinking and practical procedural elements, and makes the student notice this interaction between thinking and action in any field in which he seeks to create new information or knowledge.

The importance of the current study lies in the following points

1. A new vision is presented in the teaching of physical education subjects, especially tennis, through the effectiveness of the overlapping waves strategy and the (V) shape strategy in acquiring the achievement of this subject and learning its skills.

2. Its results and conclusions may provide a guide for tennis teachers to develop methods of teaching this subject.

Research Problem

The researcher identified the current research problem with the following questions:

1. Does the teaching strategies used in the current research (overlapping waves) as well as the method used have an effect on the tennis forehand skill of the students of the third stage in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022)
2. If there are differences in the tennis forehand skill of the students of the two stages of the third stage in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022), according to the teaching strategies and the method used, then which strategy or method is preferred?

Research Objectives

The current research aims to identify

1. The effect of teaching strategies (overlapping waves, the method used) on learning the tennis forehand skill of third-stage students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022)
2. The effect of the duration of the evaluation (pre, post, and follow up) on learning the skill of tennis forehand for third-stage students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022)

Research Hypotheses

In light of the research objectives, the researcher assumes the following:

1. There is an effect of the teaching strategy (overlapping waves, the method used) in learning the tennis forehand skill of third-stage students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022) at the level of significance (0.05)
2. There is an effect of the duration of the evaluation (pre, post, follow-up) on learning the forehand skill (tennis) for third-stage students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022) at the level of significance (0.05)

Research Areas

First - the human field: students of the third stage in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2021-2022)

Second - the temporal field: for the period from (12/29/2021) to (20/2/2022)

Third - the spatial field: the stadium and hall of the Directorate of Sports Activities at Al-Muthanna University.

Terms used in the search

First - the strategy: (Zeitoun, 1999) mentioned two concepts of strategy, one of which complements the other. They are

1. It is the art of using the capabilities and means available in an optimal way to achieve the desired goals in the best possible way, in the sense that they are specific methods to address a problem or to undertake a task or scientific methods to achieve a specific goal.
2. It is a well-constructed plan that is flexible in implementation, during which the available capabilities and means are used in an optimal way to achieve the desired goals.

Second - the strategy of overlapping waves (): A set of procedures that are more closely related to cognitive growth and the processes of cognitive modification of permanent concepts at every stage that the learner goes through.

This chapter includes the most important research procedures, in terms of defining its population, choosing its experimental design, assigning strategies to its groups, and building a standardized achievement test. Its pattern (true and false) and measuring tennis skills using the performance evaluation form, as well as the main experimental procedures in terms of conducting a pre-measurement and applying teaching strategies, then conducting a post-measurement and tracking, and finally referring to the statistical methods used.

Research Methodology

The difference in the approach is due to the nature of the problem and the available capabilities. It is the nature of the problem that imposes the used approach. And since the nature of the problem of the current research is experimental, so the researcher used the experimental approach for its suitability to the nature of the problem of the current research and its objectives.

Experimental Design

Experiment designs are numerous and varied, and each of them fits a specific goal, as the purpose of conducting the research and the quality of the study necessitates that the experiment be of this or that design. The correct and good choice of the appropriate design guarantees the possibility of overcoming the difficulties that the researcher may encounter when performing statistical analysis. Accordingly, the optimal designs for experiments vary according to the study factors included in the experiment.

Accordingly, the researcher used the experimental method by designing two equal groups with pre and post tests.

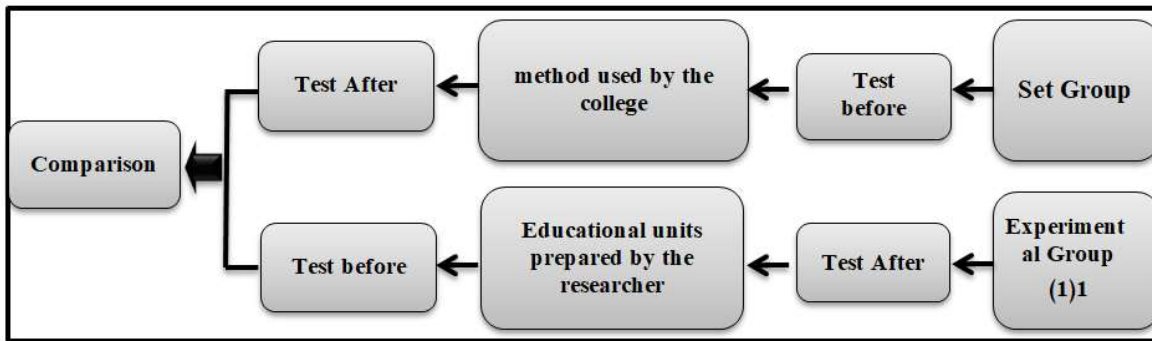


Figure (4) shows the experimental design of the research groups

Research Tools

The research community and its samples

The statistical population of the current research includes students of the third stage - people (B, C, D) - in the College of Physical Education and Sports Sciences at Al-Muthanna University, for the academic year (2021-2022). The size of this community was (71) students, distributed among academic divisions (B, C, and D), with (23, 24, and 24) students, respectively.

Table (1-3)

The size of the research community is distributed according to the academic divisions

Notes	Experimental sample	The number of students participating in the experiment	Total Number	Division
The sample of the pilot experiment consisted of students who were not selected within the main experiment	8	15	23	B
	9	15	24	C
	9	15	24	.Dr
	26	45	71	Total

The researcher chose (45) students from that community as a sample for the main research experiment, (15) students from each branch, and the selection of the sample was in the stratified random and proportional manner, since we are facing groups, each of which is experimental, although at the same time it is considered a control group for others. In order to ensure statistical equivalence between the different study groups, the researcher allocated the treatments (strategies) to the groups, and accordingly the strategies were randomly distributed among the study groups, as follows:

- The second group (Division C): uses the overlapping waves strategy.
- The third group (Division D): The strategy used by the subject teacher is used.

As for the remainder of the research community of students (26), they represent the sample of the exploratory experiment. Table (1) shows that.

Means of data collection

The nature of the hypotheses is what controls the researcher's selection of his research tools as a solution to the problem and in fulfillment of the hypotheses. Accordingly, the researcher has used the following **Research Tools**

1. Testing and measurement: The researcher used a standard achievement selection reference to measure students' achievement in theoretical tennis, as well as a tennis skills performance evaluation form to measure the performance of tennis skills (forehand, backhand, serve) that are taught to students during the school year. Where they were prepared scientifically studied to collect data from research samples.
2. Observation: Through follow-up and observation of practical and theoretical lessons, training units, and access to the methods and methods of teaching and learning used in teaching and learning tennis, in addition to the use of modern technologies (the Internet), the researcher was able to identify the problem of his research.
3. The interview: To complete the research requirements, and choose the means to reach the desired results, the researcher conducted some personal interviews (direct contact) with a group of experts and specialists and a group of tennis teachers and coaches.(*)

Equipment and tools

The researcher used many devices and tools (number) that helped in obtaining the required data:

1. Manual (scientific) calculator (Casio)
2. A computer (laptop) type (hp)
3. Electronic stop watch (Diamond type)

4. Stationery.
5. Tennis rackets.
6. Tennis balls.
7. Fox 4 classic whistle.
8. Tennis court legal.
9. Test results registration forms.

Research Procedures

Evaluation of Offensive Skills Performance

The main objective of the current research is to find out the effects of teaching strategies (V-shaped maps, overlapping waves, followed) on the performance of tennis skills (forehand stroke), and achieving this goal requires evaluating the performance of these skills, and this requires calculating the degrees of the research sample when performing these skills using An objective evaluation tool (evaluation form) Whereas, the design of a new measurement tool determines its status due to its connection to multiple reasons, and after reviewing the models that were available to the researcher from the evaluation forms, including: (the evaluation form prepared by Hussam Kazem Jawad) and (the evaluation form prepared by Ali Razak) After dialogue with the subject teacher, the researcher decided to design an evaluation form for the current research, in which the evaluation of students' performance depends on the apparent structure of the skill, where the evaluation is of (10) degrees, divided according to the skill sections as follows:

- Preparedness and preparedness: the student is granted (two degrees)
- Back weighted: the student is awarded (two marks)
- Forward weighted: the student is awarded (two marks)
- Head of the racket meeting the ball: the student is awarded (two marks)
- End of the movement: the student is awarded (two marks)

In order to determine the validity of the form in evaluation, the extent of its clarity to the arbitrator (subject course), and the difficulty and ease of evaluating students' performance through that form, it was applied to a sample of the exploratory experiment.

Scientific basis for the performance appraisal form

First - the validity of the results of the evaluation form: The researcher used the validity of differentiation to verify the ability of the results of the questionnaire to distinguish between those with high achievement and those with low achievement in tennis skills. The scores extracted from the form for evaluating the performance of students in the exploratory experiment, as they were not distinguished, were compared with the scores of a group of fourth-stage students who had previously learned skills. Tennis and those who excelled in it and practiced it because they are distinguished. The results were treated statistically using the t-test for independent samples. The statistically significant value was considered an indicator to distinguish the results of the questionnaire, as all the values of the significance level associated with the calculated (t) value were less than the value (0.05), which indicates the ability of the questionnaire to distinguish between the results of the performance of distinguished and non-distinguished students in tennis skills. Table (3-16) shows that.

Table (16-3) The validity of discrimination for the results of the skills performance assessment

form

t test-			Levine's test		skill
significance level	degrees of freedom	calculated	significance level	F	
0.000	50	5,393	0.145	2,245	forehand

Second - the stability of the results of the evaluation form:

With the aim of trusting and relying on the measurement tool, and to find out the stability of the measurement with it, the researcher tried to find the stability coefficient for it by finding the correlation between the results of the first measurement and the second measurement that was applied to the sample of the exploratory experiment - that is, in the sense of using the (measurement and re-measurement) method. The researcher was keen to conduct the second measurement under conditions similar to those in the first application, as well as using the same methods in conducting the measurement and recording the results.

In order to verify the significance of the correlations between the results of the first measurement and the results of the second measurement (re-measurement), the researcher used the statistical (F) for the significance of the correlation, where the values of the significance level (F) associated with the values of the correlation coefficient were smaller than (0.05). This indicates a significant correlation coefficient between the results of the two measurements, and therefore the results of the performance appraisal form have high stability. See table (3-17)

Table (17-3) The stability of the results of the performance appraisal form

F Test				Correlation coefficient value	skill
Statistical significance	degrees of freedom	of	calculated		
0.000	25	25	15,054	0.875	forehand

Third - the objectivity of the results of the performance appraisal form:

The researcher extracted the objectivity coefficient of the performance appraisal questionnaire in the current research by finding the correlation (agreement) between the results of two judgments (*), which recorded the results of the performance appraisal.

To verify the significance of the correlations, the researcher used the (F) statistic for the significance of the correlation, where all the values of the function level of the (F) distribution accompanying the correlation coefficient values were smaller than (0.05). This indicates a significant correlation coefficient between the results of the two judgments, and therefore the results of the performance appraisal form have high objectivity. See table (3-18)

Table (18-3) Objectivity of the results of the performance appraisal form

F Test				Correlation coefficient value (agreement)	skill
Statistical significance	degrees of freedom	of	calculated		
0.000	25	25	24,604	0.925	forehand

Final implementation of tennis skills performance

After extracting the results of the exploratory experiment and ensuring the validity of the performance evaluation form, the researcher measured the tennis skills of the main sample of the experiment, which numbered (45) students.

The main study

After completing the process of building the knowledge achievement test, and verifying the validity of the evaluation form, the researcher proceeded to apply the main experiment, which included three stages:

The first stage - pre-measurement of tennis skills

Experimental research is exposed to several variables and factors that affect the safety of the experimental design, and in order for these factors not to affect the results of the current research, it had to be adjusted between the research groups in order to accurately determine the effect of the independent variable. As for the tennis skills variable (forehand strike), the pre-measurement was conducted on the research groups, according to the specifications and performance conditions for each skill. The second stage - applying my strategy (overlapping waves) The main objective of the current research is to find out the impact of the two teaching strategies (overlapping waves and learning their skills (the frontal strike). To achieve this goal, the educational units (theoretical and practical) were prepared according to the requirements of the two strategies. The researcher relied on a set of basics put forward by (Ozel) theory as a starting point for preparing the components of the study units, including:

1. That every educational subject has a structure that distinguishes it from other subjects.
2. That each structure occupies the most comprehensive and general ideas and concepts at the top, then the less comprehensive and general ideas and concepts are graded under it, then the accurate detailed information.
3. The cognitive structure of any subject is formed in the mind of the learner in the same order from the most comprehensive to the least comprehensive.
4. Learning takes place if the study material is organized along lines similar to those in which knowledge is organized in the mind of the learner.
5. The learner receives the information and links it to the previously acquired knowledge and experiences.

Through the researcher's review of the educational programs used in previous studies, and the consultation of professors specialized in the field of education and motor learning, and tennis teachers, he decided to apply the two strategies according to the following steps:

The first step - preparing lessons (educational units) according to the strategy:

An educational material was prepared from tennis, based on the vocabulary of the subject to be studied in the third stage. Several specific steps were taken in preparing the educational material according to my strategy (overlapping waves)

1. The selected (3) topics (frontal strike) included in the course were analyzed, and (4) lectures were allocated to the (frontal strike) skill, at a rate of (00:12) hours, at a rate of (an hour and a half for each lecture)
2. Teaching plans were prepared based on the strategy used in the current research (overlapping waves), which consisted of (4) plans, and each plan was given in one lecture (an hour and a half). The plans, when prepared, were generally characterized by characteristics, including: starting from the strategy used in teaching (overlapping

waves), highlighting scientific concepts, principles and generalizations, and containing educational activities and means.

3. The plans that were prepared were presented to experts and specialists (*) in the methods of teaching physical education, and tennis teachers, and they were asked to express their opinion on their suitability for teaching tennis, especially in the practical aspect, and the extent to which they represent the two strategies (overlapping waves). Experts and specialists have expressed Their approval of the plans, and indicated that they are suitable for the purposes of the study, and that they are formulated appropriately, with some modifications being made to them.

The second step - the initial experience of applying my strategy (overlapping waves)

The researcher experimented with using the two strategies (overlapping waves) in tennis lessons (the main skill item) on the experimental group, in the first semester, before applying them in the main experiment, in order to identify the following aspects:

- A. Introduce the students of each group to what strategy will be applied to them.
- B. Introduce the students of each group to the importance of using the strategy that will be applied to them in learning.
- C. The extent to which the strategy is clear and appropriate for students in each group with all its components.
- D. Identify the difficulties that the subject teacher may encounter while applying the two strategies to find formulas to mitigate or limit them as much as possible.
- E. How to prepare a lesson plan according to the two strategies.

The third step - the basic experience of applying the two strategies:

The researcher implemented the educational units according to the two strategies on the members of the two experimental groups (Divisions B and C), where he started applying the two strategies with the beginning of the first educational unit for the second semester and ended with the end of the last educational unit

The third stage - dimensional measurement

After completing the implementation of the educational units (curriculum) for tennis, for the academic year (2021-2022). The researcher proceeded to apply the post-measurement (tennis skills) to the research groups, under the same conditions and plan in which the pre-measurement was conducted.

The statistical methods and equations used in the research

First - Statistical Methods:

The researcher used the IMB-SPSS statistical program (Version 24) to process the data and show the results. The following is a presentation of the statistical methods used:

1. Arithmetic mean.
2. Standard deviation.
3. Levene's test.
4. Select (t) for the independent samples.
5. The (T) statistic of significant correlation.

Second - the equations used in the research:

1. Hoyt's equation.
2. Jackson's equation.

Presentation, analysis and discussion of results

Displaying the results of the pre and post tests

Table (4) Arithmetic means, standard deviations, (t) value, and the significance of the differences between the pre and post tests of the technical performance of the forehead kick

Statistical significance	significance level	value(t) calculated	Post -test		_ Pretest		measuring unit	variants
			p	s	p	s		
moral	0.007	4,172	0.759	6,225	1,145	3,950	degree	forehand

The results of the above table show that the significance level values of the (t) test for correlated samples of skillful technical performance were smaller than the error percentage (0.05), and this means that there are differences between the pre and post tests and in favor of the post test of the control group sample.

Table (5) The arithmetic mean, standard deviations, (t) value, and the significance of the differences between the pre and post tests of the technical skill performance of the experimental group

Statistical significance	significance level	value(t) calculated	Post -test		_ Pretest		measuring unit	variants
			p	s	p	s		
moral	0.000	8,006	0.629	8,125	1,207	3,933	degree	forehand

The results of the table above show that the significance level values of the (t) test for the correlated samples of technical and skillful performance were smaller than the error percentage (0.05), and this means that there are differences between the pre and post tests and in favor of the post test for the sample of the experimental group.

Presentation of the results of the technical and skillful performance tests of the control and experimental groups in the post tests and their analysis

Table (6) Arithmetic means, standard deviations, (t) value, and the significance of differences between the two experimental control groups in the post-test of skillful technical performance

Statistical significance	significance level	value(t) (calculated)	Post -test		_ Pretest		measuring unit	variants
			p	s	p	s		
moral	0.008	3,855	0.629	8,125	0.759	6,225	degree	forehand

The results of the above table show that the significance level values of the (t) test for the independent samples of the skillful technical performance were smaller than the error percentage (0.05), and this means that there are differences between the control and experimental groups and in favor of the results of the experimental group sample.

Discussing the results of the control and experimental groups in the post-test:

Through the results obtained by the researcher for the sample of the two experimental control

groups in the post-test, it was found that there are differences between the two groups and in favor of the experimental group in the tennis forehand. The researcher attributes this to the effectiveness of the strategy that led to raising the level of students of the sample of the experimental group. The researcher attributes the reasons for these differences to the fact that we find that the impact of this strategy was effective in bringing about learning, and then helped to show a clear progress in the level of skill performance of the two research groups, but in different proportions, and the progression in providing skills from easy to difficult and from simple to The complexity of learning motor skills, and giving exercises after presentation and explanation by the teacher, and this indicates that the strategy used for the control group and the strategy prepared for the experimental group were appropriate to the level and understanding of the sample, in addition to that it was built on sound scientific foundations and implemented properly by the teacher, in addition to Continuous training on the skill, and providing the learner with feedback, and these factors helped to increase the realism of the students, and then led to the occurrence of positive effects in the education process, and this is consistent with what was mentioned (Zafer Hashim, 2002) that “the natural phenomena of the learning process There must be a sound development in learning, so the explanation, presentation, and rehearsal should be clarified on the correct performance, and focus on it until the performance is consolidated and stable, and providing the learner with feedback increases the learner’s motivation and urges him to perform correctly” (), and also this is due The progress made in communicating information effectively using the senses, because the teacher cannot communicate information about these given skills except through the senses, as “the senses are only outlets for perception in everything that the student perceives or learns, so NLP works to develop The senses and honing their energies and capabilities to be more efficient and better in terms of accuracy and objectivity of observation, especially when applying skillful performance and within the capabilities and ability of the student.

Conclusions And Recommendations

Conclusions

1. Both the control and experimental groups showed differences between the pre and post tests and in favor of the post test in learning the forehand skill.
2. The educational units, according to the overlapping waves strategy, brought about an improvement in learning the skill of the frontal lobe, and this was indicated by the results of the experimental group, as it outperformed the control group.

Recommendations and proposals

First - Recommendations

1. The need for tennis teachers in the faculties of physical education and sports sciences to pay attention to applying the educational curriculum according to the strategy of overlapping waves because of its role in improving visual abilities and basic skills.
2. Using other educational curricula for students to teach tennis skills.
3. Conducting similar studies of learning according to the strategy of overlapping waves to identify its impact on others that the researcher did not go to extremes.
4. Conducting similar studies of learning according to the strategy of overlapping waves on games other than tennis.

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Accessory (1)

Examples of methods of displaying skills in the main section of the lecture using (overlapping waves)

(first form)

Skill Show (Forehand Strike - Ready Mode)

Stage: Third Division: (B) Date:

Article: Tennis Lecture number: Lecture time: (90) minutes

Topic: Forehand Unit: Standby

behavioral goals:

First - Cognitive objectives:

After completing the lecture, the student is expected to be able to:

1. Explain the main ideas and information in performing standby.
2. Describe and explain the position of readiness in the forehand.
3. Defines the order of the standby position in relation to the logical order of the stages of the frontal strike.
4. Analyzes skillful performance by simply identifying the most common mistakes when performing the standby mode.
5. Get acquainted with the basic principles of the correct functioning of the standby mode.

Second - skill goals (general goal)

Making the student able to perform the preparation position in the skill of the forehand correctly.

Equipment and tools: tennis court, tennis balls, rackets, blackboard, colored pencils, pictures.

First - Theoretical side (educational): (20) minutes.

- Introductory education:
- reviews Previous unit information.
- The teacher discusses with the students the activities he assigned them to in the previous lecture.
- Provide corrective feedback.
- Determine the objectives of the current lecture:
- Learn the standby position in the forehand skill.
- Define processes and processors:
- Provide definition of standby movement.
- Briefly explain the benefit and importance of the standby mode.
- Recognize the movements of the standby mode.
- The teacher draws a diagram of the stages of the forehand.
- The movements of the standby position are mentioned, and each student draws the movement that he mentions on the board.

Attracting students' attention to the topic of the current lesson, the teacher asks some questions and defines mental processes and treatments by defining thinking skills by describing, comparing, deducing and reasoning, and then revealing basic concepts, processes and thinking skills through the ability to answer questions:

1. What are the types of strokes in tennis?
2. What is the first stage of the frontal strike?

The teacher gives room for the students to answer.

Pictures of the preparation position in the forehand are displayed, then the teacher applies them in order to give a clear idea of their performance.

- Students are divided into three groups, each group consists of (eight) students. Each group chooses a course for it to collect and tabulate the answers.
- The teacher writes the questions on the board and distributes them to the groups as worksheets that include information about the lecture material (ready mode), so that the set of questions includes overlapping waves by presenting the problem and discussing it by each group.
- The discussion takes place between two students only, so that the discussion is audible to all students, and the questions raised are answered with mentioning the reasons and identifying what they need from the previous information to complete the worksheet.

Width

1. What is the position of the feet in the ready position?

.....

2. How is body weight distributed in standby mode?

.....

3. How to hold the racket in the ready position.

.....

4. What is the position of the knees in the ready position?

.....

The teacher begins by collecting and arranging the procedures and identifying the places of intersection in the ideas, opinions and proposed solutions, which represent another (wave) for each group.

The rapporteur of each group writes on the board a summary including the answer. Areas of overlap and intersection are identified and valid opinions are used to reach a solution.

Measuring speed and errors:

- Each student determines the time it takes to solve the paper immediately after completion.
- The grade of the paper is determined after the discussion is completed.
- Time taken Degree.....
- Identify wrong and correct answers.
- The group rapporteur collects information and delivers it at the end of the lecture.

Second - the applied side: (40) minutes.

- Standing and preparing to perform the forehand strike with the racket.
- The exercise of moving from right to left with the racket and taking the ready position.
- Performing the front kick from the base line with two players, moving to the right and left corners, and taking a ready position.

Calendar: (5) minutes.

The teacher asks the following evaluation questions:

1. How is the head position in standby mode?
2. In which direction is the racket ready?