



## Research Article

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# The impact of teaching competencies proactive approach on the level of learning motor performance in the longjump and some basic skills in volleyball

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## Abstract

**Background:** Among the physical education and sports goals in the secondary phase of the development of physical and motor side with the student, and this is because they contain a variety of them sporting activities long jump and volleyball, where the curriculum seeks through these activities to achieve dynamic sensory goals that focus on the physical and skill aspects depending on the nature all sporting activity. It is understood that the teaching of physical education and sports are currently in accordance with the approach competencies system since 2003 on the grounds that it is compatible with the efforts of the school at the moment working on a comprehensive student-prepared to cope with the burdens of professional life in the future. On the basis of the total points of the most important teaching competencies proactive approach it has been limited to the field of study in trying to figure out the impact of teaching competencies proactive approach to learning motor performance in the long jump and some skills in volleyball. We have pursued in this study as a survey descriptive approach patterns, where research sample included 52 students of the third year students of secondary camp, where divided equally male and female, after statistical processing and analysis was reached following application of the approach system competencies and extending its compatibility with a private game of volleyball and the effectiveness of the long jump curriculum, and how to achieve educational goals associated side sensory motor, and how assessment, where we came to identify card Note to assess motor performance in the long jump in addition to determining the basic skills in volleyball. • system approach to teaching competencies contribute positively in learning some motor skills in volleyball. • system approach to teaching competencies positively affect motor performance term except to approach the stage to jump

**Keywords:** Teaching Competencies, Motor Performance, Long Jump, Basic Skills, Volleyball.

## INTRODUCTION

Algeria has adopted a teaching proactive approach competencies in all subjects, including physical education and sports through the construction of a new curriculum since 2003, which is in fact an extension of the approach to the goals being compatible with the efforts of the school at the moment and is working on a pupil fully and adequately prepared to cope with everyday life and cope with various changes cultural and social through what he have to pay school life of harmony accuracy between educational programs and student and the environment surrounding it, which are now built to achieve efficiencies at all levels, it appears in the behaviors and actions of the student when confronted for the happenstance of problematic in the course school and in life everyday to end both" GOETGHEBUER, G, BEAUFAYS, O. 2003. le volley Ball ED, le clavier bleu. France" [10].

Teaching proactive approach competencies in physical education and sports has become a realistic is where passed eleven years for the release of its curriculum in our institutions Althahmyh. ohma requires a systematic restructuring of the party physical education and sports teacher by placing a clear program featuring guidance, planning, organizing, Calendar according to the teaching strategies and means essential Althahmyh. dor in the formation and education and discipline young people from social and ethical point of view, and educational objectives as any educational system or other study material objective of the program and its goals physical cognitive, psychological and social, it is not something that is added to the only course, it is of paramount importance in guiding the student to gain the skills necessary to spend leisure time in a meaningful way, allowing the proper configuration for the various organs of the body function, such as the one cardiac circulatory, respiratory and muscular system" Safwat Hassanein: (1988) [7]. The impact of programming on the development of physical attributes and learn

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motor skills in physical education lesson. Unpublished MS, Zagazig University. College of physical education”

And contributes studied physical education and sports is known at all that physical education and sports are of great importance in the development of sensuous side motor, cognitive, social emotional the student, and this is because they contain a variety of them sporting activities long jump and volleyball, where the curriculum seeks through these activities to achieve the above objectives, which fall within the prescribed curriculum in physical education goals, the most important objectives of the sense of mobility that focus on the physical and skill aspects depending on the nature of each activity athlete” Mauston Muska& Ashworth, Sara. ( 1994) <sup>[5]</sup> Teaching Physical Education. Fourth Edition. Macmillan College”.

Based on the most important points of the total curriculum and teaching competencies proactive approach and objectives sensory mobility has been limited to the field of study in trying to figure out the impact of teaching competencies proactive approach to learning motor performance in the long jump and some basic skills in volleyball.

### Problematic

The new curriculum approach has been adopted competencies being compatible with the efforts of the school at the moment working on a pupil comprehensive preparation to face the everyday life, and now years had passed since the issuance of curricula and the decision adopted in our educational institutions in various sports activities has become necessary to make a comprehensive assessment of the reality of teaching proactive approach competencies and how to achieve the objectives of physical education and sports in the educational curriculum prescribed in the various phases and that in practice” Abdel Aziz Fahmy (1994) <sup>[8]</sup>: principles of statistics. Algeria. Diwan University publications.” what is the impact of teaching by approach competencies to the performance of long jump and volley-ball And note that the school is seeking through various sports activities planned in the Platform for physical education and sports to cognitive and sensory aspects of the development of mobility and social emotional for the construction of the student's personality based comprehensive, integrated, and among these activities, we find volleyball Activity long jump where it was limited to the field of study in an attempt to identify the effectiveness of the or the impact of teaching proactive approach competencies at the level of learning motor performance in the long jump and some basic skills in volleyball as a realistic application of the new system, and it: Is Platform for Physical Education affects accordance with the approach competencies positively in learning motor performance in the long jump and some basic skills in volleyball?

### Objectives

1. Determination of the impact of the Platform for Physical Education and Sports in accordance with the competencies approach to learning a performance in the long jump.
2. Precise the impact of the Platform for Physical Education and Sports in accordance with the competencies approach to learn some bawsic skills in volleyball.

**Research Methodology:** descriptive approach was used due to its relevance to the nature of the problem under study.

**Echantillon:** included third-year secondary pupils in one secondary school in the city of camp and the 52 pupils 26 males and 26 females.

### METHODS AND TOOLS SEARCH

- **Collection and analysis of news article:** a practical and theoretical analysis of the data which are directly linked to research topic listed, commensurate with its objectives, where we relied on sources and

references of various kinds, whether Arab or foreign, in addition to previous studies and associated.

- **Questionnaire:** was used to determine the skill tests and qualitative analysis card in the long jump.

- **A personal interview:** I have used the method of informal or unorganized individual and collective image, they are the most widely used and the richness of the collection of information, where where the interviewer more diligent and in-depth understanding of the behavior of Mufhos.oukd informed us in the maximum amount of information is collected about the kinetics of sensory targets associated effectively the long jump and the game of volleyball program in accordance with the ministerial decision.

- **Note card:** They have been used for the purpose of qualitative analysis, where it was split motor performance in the long jump into the initial stages.

- **Tests and measurements:** We used some of the skills tests for a game of volleyball in addition to the evaluation card has been built according to the views of professors Aalmokhtchin in athletics commensurate with the level of students.

- **Statistical means:** The purpose of the use of the treatment is to summarize statistical data and analysis, interpretation and judging them for the purpose of scientific inferences by studying accident numbers and their relation to different statistical treatment plan depending on the type of problem and depending on the purpose of the study and on the basis that it researcher student relied on the different methods of learning.

### RESULTS

Was an interview with a sample of professors of physical education at the secondary level, as well as inspectors of education and training to gather information on the status of the application of the approach system competencies and extending its compatibility with a private game of volleyball and the effectiveness of the long jump curriculum, and how to achieve educational goals associated side sensory motor, and how assessment, where we came to identify card Note to assess motor performance in the long jump in addition to determining the basic skills in volleyball as scheduled in the educational curriculum, it was reached following the evaluation card:

The preparation of the note card in order to qualitative assessment as follows:

Brand performance stages steps mark.

**Table 1:** Shows the note card

Stages	note	Performance	note
Approaching	2	Status of trunk during the approaching	1
		The rhythm of the last three steps	0.5
		Speed upgrade	0.5
Upgrade	3	Bumping the foot during upgrade	1
		Bend the kneeraise	1
		Trunkstraightening	1
Jump(squat way)	3	lift upgrade	1
		Status of foot	1
		Status of trunk	1
Reception	6	Extension of foot	0.5
		forwardTrunk	0.5
		Weighted arm	0.5
		The fall in the sand	0.5

Then this card is offered on a sample of professors jurisdiction of athletics and it was agreed by 100% on the division performance stages as well as the method of valuation method.

The skills tests in volleyball has been picked up in the following way:

Has been developing a set of tests to measure basic skills in volleyball prescribed in the Ministerial curriculum for the third year secondary in accordance with the approach competencies was presented to professors competence volleyball Institute with a view to the selection of appropriate tests, it has been agreed on the choice of tests which obtained the approval of 70% of the teachers as shown in table. Tests Percentage And the results shown in Alhdol were selected based on the following tests:

- Transmitter directed from the bottom.
- Repeat the scroll on the wall.
- Transmitter receiver from discarded balls accuracy.

After that was applied and re-applied to a sample of the 15 students, where he oversaw the evaluation process in motor performance long to jump three professors of physical education and sports secondary

school, to study the reliability and validity of the evaluation method, where the results were as shown in the table:

**Table 2:** Shows the skill tests

Tests	%
Transmitter wave from below	75%
Repeat scroll on the wall	75%
Accuracy of receiving transmissions from the discarded balls	71%
Service fronting the top	64%
Repeat pass with another colleague	60%
The accuracy reception of the over whelming balls	58%

We note from the table that all the honesty and reliability coefficients statistically significant, indicating that the proposed valuation method is characterized by sincerity transactions acceptable stability and ranged between 0.73 and 0.78 The self-honesty coefficients ranged between 0.88 and 0.85.

**Table 3:** The first and the second application of stability and validity coefficient.

		pretest		Posttest		Reliability coefficient	Honestycoefficient
		S	P	S	P		
Motor performancein the longjump	Approaching	0.96	0.64	1.1	0.22	0.74	0.86
	Upgrade	1.1	0.55	1.8	0.45	0.79	0.88
	Jump(squat way)	1.2	0.57	1.9	0.22	0.76	0.87
	The descent	1	0.35	1.9	0.22	0.8	0.89
	DigitalLevel	4.2	0.32	4.66	0.38	0.82	0.9
volleyball	Oppositefrom the bottomservice	1.8	0.13	1.77	0.1	0.73	0.85
	Repeatpasson the wall	11.73	1.1	11.2	0.98	0.78	0.88
	Reception ofthe sentballs'accuracy	10.26	1.22	10.11	1.02	0.75	0.86

With regard to the objective we have used as we mentioned earlier on the average score of the three governors and the results were too close together, which indicates that the objective evaluation method very much, and the skill tests based on the appreciation in degrees and are therefore characterized by an acceptable degree of objectivity.

After the preparation of the tests were conducted tribal measurement in the long jump, volleyball, and then subjected to the process of teaching students according to what is established in the institution under the supervision of a teacher, and in the end of the session telemetric conducted.

## Analyzing The Results

First, view and analyze the results of Alveas pre and post activity in the long jump:

- A comparison between the pre-test and post:

Tribal dimensions of the value of the significance level test T. strength of the relationship test

The arithmetic average standard deviation arithmetic average standard deviation

**Table 4:** Compared the evolution between the male and female

		Tribaltest		Posttest		T value.	The level of significance	Strength of the relationship
		Averagearithmetic	Standard deviation	Averagearithmetic	Standard deviation			
Approaching	Males	1.11	0.1	1.63	0.14	1.1	None significant	/
	Females	0.88	0.12	1.23	0.19	4.41	0.01	53
Upgrade	Males	0.69	0.13	0.92	0.22	2.39	0.05	32
	Females	0.25	0.05	0.42	0.12	5.2	0.01	59
Jump(squat way)	Males	0.69	0.13	1.03	0.24	4.41	0.01	53
	Females	0.21	0.04	0.41	0.13	4.41	0.01	53
The descent	Males	1.01	0.11	1.32	0.1	3.61	0.01	45

	Females	0.71	0.08	1.15	0.11	5.5	0.01	61
DigitalLevel	Males	4.2	0.32	4.87	0.38	2.3	0.05	10
	Females	3.2	0.42	3.86	0.48	5.07	0.01	34

**Table 5:** Shows a comparison between male and female in motor performance stages for the long jump as progress.

	Males	Females	T value	The level of significance	Strength of the relationship
Approaching	46.85%	39.77%	0.5	None significant	/
Upgrade	33.33%	68%	2.5	Significantwhen0.05	11%
Jump(squat way)	49.27%	95.24%	3.28	Significantwhen0.01	18%
The descent	30.69%	61.97%	2.21	Significantwhen0.05	10%

Second: the display and analysis of measurement pre and post results Tribal dimensions of the value of the in the activity of volleyball.

-Comparison between pretest and post test:

- A comparison between the pre-test and post:

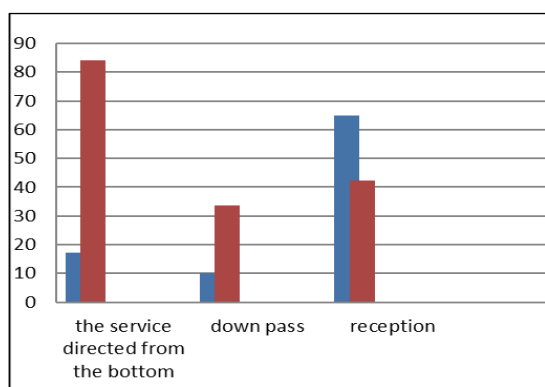
**Table 6:** Shows a comparison betweenpretestandposttestin malesand femalesin theskilltests.

		Pre test		Post test		T value	The level of significance	Strength of the relationship
		Averagearithmetic	Standard deviation	Averagearithmetic	Standard deviation			
The servic directed from the bottom	males	2.19	1.23	2.57	1.01	1.19	None significant	/
	females	0.76	0.31	1.46	0.71	5.94	0.01	41
Down pass	males	20.69	4.82	22.76	3.63	3.28	0.05	20
	females	14.84	5.13	19.84	2.66	7.35	0.01	52
Reception	males	2	0.69	3.3	0.55	5.65	0.01	39
	females	1.22	0.46	2.42	0.55	7.1	0.01	50

- Compared to the evolution between the male and female:

**Table 7:** shows a comparison between males and females in the tests by the progress

Tests	males	females	T value	The level of significance	Strength of the relationship
The servic directedfromthe bottom	17.35%	84.21 %	5.00	Significant when 0.01	32 %
Down pass	10 %	33.69 %	2.20	Significant when 0.05	10 %
Reception	65 %	42.33 %	1.66	None significant	/



**Figure 1:** Comparison between males and females volleyball skills according to the percentage of progress.

Shows a comparison between males and females volleyball skills according to the percentage of progress.

## DISCUSSION

It is seen from the table and there are statistically significant to the values of T Stodnt at a level of 0.05 and 0.01 in favor of the post test in various performance stages including digital achievement in males and females, which indicates that the teaching proactive approach competencies results were positive in learning motor performance stages for the long jump, except for value which was 1.1, which is a function into an event that has not improved in performance approaching the stage when the male category.

If observed your to the strength of the relationship between the two variables is found in males indicate that the proportion of 10 to 53 degrees variation is attributable to the teaching proactive approach competencies, either when females ranged between 34 and 61, the largest of them males, with the remainder attributable to other factors Kalachtlavat between individuals The sample in terms of sex and motor level and the level of practice of sports activity and the level of intelligence.

It is clear from the table and there is statistically significant proportions of progress in each of the upgrade, aviation and fall in favor of the female group did not show statistically significant difference in approach digital and achievement stage. The strength of the relationship we find from 10 to 18 due to the variable sex, and the remaining 80 to 90 can be roughly traced to several factors, the most important

- female low level that we find in the pre-test in females compared to males.

- The ability to progress in the level of under-sized Courier adopted a collective one hour of activity per week.

It is seen from the table and there are statistically significant to the values of T Stodnt at a level of 0.05 and 0.01 for post-test in both passing and receiver and transmitter directed from the bottom in males and females, which indicates that the teaching proactive approach competencies results were positive in learning except 1:19 value that is a function which was into an event that has not improved in skill-oriented from the bottom of the transmitter when the male category.

If observed your to the strength of the relationship between the two variables is found in males indicate that the proportion of 20 to 39 of differing grades attributed to teaching proactive approach competencies, either when females ranged between 41 and 52, the largest of them males, with the remainder attributable to other factors Kalachtlavat between respondents in terms of sex and kinetic level and the level of practice of sports activity and the level of intelligence, as well as Alastaab level.

It is clear from the table and there is statistically significant proportions of progress in each of the scroll from the bottom of the transmitter and directed in favor of the female group did not show statistically significant difference in the reception skill.

The strength of the relationship we find from 10 to 32 due to the variable sex, and the remaining 70 to 90 can be roughly traced to several factors, including:

- female low level that we find in the pre-test in females compared to males.

- The ability to progress in the level of under-sized Courier adopted a collective one hour of activity per week

## CONCLUSION

- an improvement in motor performance digital and achievement of the long jump at various stages in males and females, except when approaching the male stage.

- teaching qualifications in accordance with the approach may positively impact on the level of learning basic skills in volleyball except directed at male transmission.

- high percentage of development in females compared to males.

- impact strength teaching competencies proactive approach to motor performance in the long jump and basic skills in volleyball between 50% and 60%.

- Force sex variable effect on the learning process between 10% and 30%.

Among the physical education and sports goals in the secondary phase of the development of physical and motor side with the student, and this is because they contain a variety of them sporting activities long

jump and volleyball, where the curriculum seeks through these activities to achieve dynamic sensory goals that focus on the physical and skill aspects depending on the nature all sporting activity.

It is understood that the teaching of physical education and sports are currently in accordance with the approach competencies in the system since 2003, on the grounds that it is compatible with the efforts of the school at the moment working on a comprehensive student-prepared to cope with the burdens of professional life in the future.

On the basis of the total points of the most important teaching competencies proactive approach it has been limited to the field of study in trying to figure out the impact of teaching competencies proactive approach to learning motor performance in the long jump and some skills in volleyball.

We have pursued in this study survey as one of the descriptive patterns, which included research sample 52 students from students of the third year secondary ButanuepAtaollah beloved camp, where divided equally males and females, and after statistical processing and analysis was reached to the results of the most important that the teaching approach based competencies contribute positively in learning motor performance to jump-term and some motor skills in volleyball.

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