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THE EFFECT OF INDIVIDUAL ORGANIZATION METHOD WITH LEARNING BUILT-IN LEARNING TO PERFORM SOME FREESTYLE WRESTLING CATCHES

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Abstract

The research aimed to identify the impact of the individual organizing method by learning built-in learning to perform the hip grip of standing, locking and pulling the legs from sitting, the diving grip by linking the man (skive) to Romanian wrestling, and adopted the experimental research approach by designing the experimental group and equal officer equal number, on A sample of the 20 (20) students in the Faculty of Physical Education and Sports Sciences at Maysan University who continue to study with integrated learning for the academic year (2019-2020) amounting to (20) students who were deliberately chosen from their community at a rate of (31.25%). The educational method for each holding (3) educational units at a rate of two electronic lessons and an in-person scientific lesson per week for a period of three consecutive academic weeks. Hip Throw Grab From Standing, Locking Grab And Pulling The Legs From Sitting, Diving Grab By Tying The Leg (Skive) In Roman Wrestling For Third Stage Students In The College Of Education It is necessary to have a convergence in linking the information that students receive through e-learning and what they apply in the in-person lessons to enable them to organize, compare and monitor, and it is necessary to pay attention to developing the capabilities of wrestling teachers in how to employ techniques in providing information that helps draw Kinetic programs mediated by the individual organizing method with blended learning for each of the studied wrestling grips.

• **Keywords:** individual organization style, built-in learning, freestyle wrestling catches
抽象的

该研究旨在通过学习内置学习来执行站立、锁定和从坐下拉腿的臀部抓握，以及通过将男子 (skive) 与罗马尼亚摔跤联系起来的潜水抓握来确定个人组织方法的影响，并采用通过设计实验组和同等人数的实验研究方法，对梅桑大学体育与运动科学学院 20 (20) 名继续学习综合学习学年 (2019) 的学生进行抽样调查-2020) 总计 (20) 名以 (31.25%) 的比率从社区中故意挑选出来的学生。每个控股 (3) 个教育单位的教育方法，在连续三个学术周内，每周两节电子课和一节面对面的科学课。 Hip Throw Grab 从站立， 锁定抓斗和从坐姿拉腿， 通过绑腿 (Skive) 跳水抓斗 罗马摔跤 对于教育学院的第三阶段学生 有必要将学生收到的信息联系起来通过电子学习和他们在面对面课程中的应用，使他们能够组织、比较和监控，并且有必要注意培养摔

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跤教师的能力，如何运用技术提供有助于吸引动力学的信息由个人组织方法介导的程序，对每个研究的摔跤握把进行混合学习。

• **关键词：**个人组织风格、内置学习、自由式摔跤接球

Introduction and the importance of research:

The pandemic that swept the world imposed interruptions in education at all levels and stages, thus preventing the achievement of the educational objectives of practical lessons in which the product of learning appears to change in the performance behavior of Romanian wrestling courses, which are learned by third-stage students in the faculties of physical education and sports sciences, and in order to work possible to overcome the crisis or keep up with living in it in accordance with the determinants of the health conditions imposed by the World Health Organization, to impose this work with the alternatives available but Achieving the goals remains the pursuit of the educational process, "as the traditional view of science has changed from being a collection of knowledge to the way scientists use it to access that knowledge, which has made interest in scientific material not the basis of the educational situation, but the focus on how to develop the higher thinking processes of the learner, He is encouraged to be a researcher, innovator, producer and executor of research projects stemming from his interests." (Sadiq, 2004) "E-learning is a sophisticated stage of distance learning, the latter was until the mid-1980s between a teacher in an educational institution and the student isolated in a place far from that institution, and the scientific material was to send him a book by mail, then some educational materials and books turned into an electronic model on integrated lending, and in the mid-1990s the possibility of communication became

wider with the internet entry not only between the teacher and the student but between the teacher and the group Students even among the students themselves and the possibility of developing content for subjects online." (Seller and Abu Step, 2009) "Education is the main way to address the issues of the present and the future, which ensures that progress is kept pace, that the nation's civilization is renaissance and that children who are able to meet the challenges of the twenty-first century are prepared. The most important of which is the problems that prevent it from keeping pace with the most basic aspects of scientific progress in the world (Ferman, 2012) and "the benefits and advantages of integrated learning lie in the educational process in the ease of communication at any time and place, the exchange of information and research between schools and some of them and the support of the spirit of scientific competition and culture of learners, and the possibility of implementing all methods of collective supervision (meetings and workshops) Seminars) with ease and ease, and a significant reduction in cost: virtual classes do not need halls or classrooms nor classrooms nor do they need transportation and expensive tools for these lessons, cover a large number of students in different geographical areas and at different times, relieve the teacher of the heavy burdens of review, correction, monitor grades and organization and allow him to unload his educational tasks, high speed in dealing and response and reduce the burden on educational management, and a large amount of knowledge

bases forced to virtual halls of electronic libraries Encyclopedias and search centers on the World Wide Web of Information, "Opening many topics in discussion forums in the virtual classroom encourages students to participate without fear or fear, continuous interaction, response and continuous follow-up, all of which are done electronically without adding burdens to the educational management." (Mustafa, 2005) as "modern learning theories have shown that learning is building knowledge by involving the learner in the learning process rather than receiving knowledge is ready, so strategies based on the transfer of information are no longer valid for the realization of the gods "The learner must participate in the learning process, and he has to ask questions, make assignments, gather information and draw conclusions, and this is the scientific survey that is at the heart of learning." (Llewellyn, 2012), defines individual organization as "self-guiding processes and self-belief that transform a student's mental abilities — such as language readiness — into academic performance skills such as writing— a form of repetitive activity by students to acquire academic skill, such as setting goals, reviewing and selecting strategies, and effective self-monitoring, as opposed to the types of activities that occur for non-emotional reasons." ". Zimmerman, 2008, defines individual organization as "a process in which the learner maintains a level of awareness, behavior and emotions geared towards achieving certain goals and is driven towards achieving these goals and engages in self-organizing activities that they believe will help them achieve their goals (e.g., hearing information, asking for any ambiguity in the article)." . (Pintrich & Schunk, 2004) And for the purpose of being on logical steps when applying the method of individual organization

in integrated learning, it is necessary to strictly control the presentation of exciting women of feasibility in learning Roman wrestling catches and the need for a competing colleague when applying compensation with dolls or means available in the homes, which is as close as possible to this competitor, as "the chronological arrangement of the presentation of the police stuntman plays an important role in the power of the sparks.... It must be distinguished to be a specific president and not for other similar effects" (Al-Atum, 2011), "The re-display of the alarm triggers attention, so innovation is necessary to avoid boredom and must be interesting in terms of its nature and spatial position and must be changed to draw attention as well as the intensity and modernity of this exciting to be of applied importance in many scientific fields." (Melhem, 2009) as "the curriculum has become not just a vocabulary and courses as in the old concept but a set of activities and events carried out by the learner, and the experiences that the learner passes under the supervision of the school and guided by the teacher in accordance with the educational objectives in line with the process of development Society (Merhi and Mohammed, 2000), "The method of individual organization within learning is characterized by characteristics that leave the field wide for the individual to learn according to his own speed and then the freedom of movement, and determine the level of pre-mastery of learning where without him does not allow the passing of unity Education and transition to others, and the possibility of taking advantage of traditional teaching methods as means of assistance to increase understanding of one unit or subject in a particular unit, and the possibility of adopting various ways that enable the individual to master

his learning, whether it is office, guidance, audiovisual means or otherwise, the ultimate criterion of success is to pass the specific level of mastery of the unit regardless of the time and effort spent." ". (Johnson & Johnson,2012), through the work of the specialized researcher in teaching Romanian wrestling catches and synchronizing the latest developments in their education with integrated learning, noted the actual need to regulate students' responses to what they receive in e-learning in line with the practical lessons they attend with preventive measures, which constituted a weakness in the performance of some muskets and considered studying the method of individual organization in order to organize the knowledge provided with applied exercises with integrated learning, a research attempt to provide support and support to both the teacher and the learner in these exceptional circumstances. that stand in the way of the application of practical lessons in attendance. Thus, the research aims to identify the effect of the individual organizing method by blended learning in learning the performance of the hip throw grip from standing, the locking grip and pulling the legs from sitting, the diving grip by linking the leg (skive) to Roman wrestling among third-year students in the Faculty of Physical Education and Sports Sciences at the University of Maysan Therefore, the researcher assumes that there are statistically significant differences between the results of the tribal and remote tests for the two research groups in some grips of Roman wrestling, and there are statistically significant differences between the two research groups in the results of the tribal and post tests for some grips of Roman wrestling.

Research approach and experimental design: Adopt the experimental research approach, which is defined as "the approach in which we

treat and control an independent variable to see its impact on a child variable, noting and interpreting the resulting changes, whether the experiment included an independent variable and a dependent variable or more than one independent variable or more of a dependent variable" (Mahdi, 2019), and according to the assumptions of the study and its independent variable chose the experimental design with the exact experimental and controlled groups of the two tests.

The research community and its sample: The limits of this community are represented by the students of the third stage who continue to study by blended learning for the academic year (2019-2020) in the College of Physical Education and Sports Sciences at the University of Maysan, whose number is (64) students, and they are the community of the problem under study themselves. The researcher deliberately chose 20 of them. Student to represent the research sample by (31.25%) of this population, and then divided into two groups, control and experimental of equal number.

Measurement tools and research procedures: The researcher adopted the performance tests of each of the grips (the hip throw grip from standing, the grip of locking and pulling the legs, the diving grip by linking the leg (skive) to Roman wrestling) of (10) degrees, and applied the educational method for each grip (3) educational units At the rate of two electronic lessons and an in-person scientific lesson per week for three consecutive academic weeks, the researcher presented the information with a detailed explanation and by means of pictures (Appendix 1) to be a model to imitate it in the brain comparison system for each of the three

grips and apply the educational method in that the learners have a role in choosing their organization For individual competition or cooperative learning within the limits of the two-dimensional legal wrestling mat through the employment of practical applications of the theoretical framework of reference in this study on the content of the method, In doing so, it creates an educational environment based on interaction with information and revitalization in practice by adopting integration to draw the motor programs necessary to perform these catches in which external feedback is based on

correction and recovery to enable learners to organize individually for their practical application, which requires a competitor to play his role be real and not like a fixed doll. Tribal and remote tests were statistically processed by the Social Statistical Bag System (SPSS) version (V26), to calculate the alia of both percentage values, computational medium, standard deviation, t-test testing of interconnected samples, and t-test testing of unrelated samples.

Table (1) shows the results of the tribal tests between the two groups

Grab Tests and units of measurement for each		experimental group (10)		control group(10)		value (Liven)	Degree (Sig)	value (t)	(Sig)	indication
		S	<u>±</u> A	S	<u>±</u> A					
Hip throw from standing	Degree	1.8	0.632	2.3	0.823	1.745	0.203	1.523	0.145	not significant
Lock and pull the legs from sitting	Degree	1.7	0.823	1.8	0.919	0.375	0.548	0.256	0.801	not significant
scuba diving	Degree	1.5	0.85	2.1	0.876	0.011	0.918	1.555	0.137	not significant

- The degree of freedom $n-2 = (18)$, not significant if $(Sig) < (0.05)$ at the level of significance (0.05) .

Table (2) shows the results of the pre and post tests for the two groups

the test	measuring unit	TOTAL	pretest		Dimensional Test		F	AF) T(VALU E	(Sig)	INDICATION
			S	<u>±</u> A	S	<u>±</u> A					
Hip throw	Degree	Tj (10)	1.8	0.632	7.7	0.675	5.9	1.197	15.584	0	significant

from standing		Z (10)	2.3	0.823	5.1	0.568	2.8	0.789	11.225	0	significant
Lock and pull the legs from sitting	Degree	Tj (10)	1.7	0.823	8.4	0.699	6.7	0.675	31.391	0	significant
		Z (10)	1.8	0.919	5.7	0.949	3.9	0.876	14.085	0	significant
snorkeling	Degree	Tj (10)	1.5	0.85	8.5	0.527	7	1.054	21	0	significant
		Z (10)	2.1	0.876	5.2	1.135	3.1	1.101	8.908	0	significant

The degree of freedom (n)-(1) for each group, the level of significance (0.05), the significance of the difference (Sig) \geq (0.05).

Table (3) shows the results of the post-tests between the two groups

Grab Tests and units of measurement for each	experimental group(6)		control group (6)		T VALUE	(Sig)	INDICATION
	S	$\pm A$	S	$\pm A$			
Hip throw from standing	7.7	0.675	5.1	0.568	9.323	0	significant
Lock and pull the legs from sitting	8.4	0.699	5.7	0.949	7.245	0	significant
snorkeling	8.5	0.527	5.2	1.135	8.337	0	significant

The degree of freedom $n-2 = (18)$, D if (Sig) \geq (0.05) at the significance level (0.05).

The results of table (2) show the clear improvement among the students of the two

tribal test research groups from what they were in tribal tests, and by comparing the distance between these two groups, the statistical differences were indicative in favor of the

experimental group whose students received their education for the three instruments in the method of individual organization with integrated learning, as this organization allowed them to find links between what they receive in electronic learning between what they apply in practice to integrate this investment of knowledge in the construction of the motor program for each catch. The researched catches, each of which is characterized by a change in the situation of standing sitting, which requires dynamic programs that are different from each other according to the laws of each catch, as the system of comparison between what has been done and what should be resolved directly to the illustrations accompanied by the retrieval of corrective information and performance determinant information provided by the teacher taking into account the levels of differences between learners in how to receive and organize information and in how to activate the system of comparison and self-monitoring to regulate motor responses in the form of improvements in behavior, The success factors in the individual organization strategy are in spreading awareness, developing integrated plans, positive participation of the learner, taking into account individual differences when developing the learning method, and using the self-learning method does not require radical changes in the systems, the cooperation of professional and administrative bodies, and the organization of comprehensive educational curricula. And diverse, and building self-learning units.” (Al-Qazwini, 2012) “The psychologists also dealt with self-monitoring as a tool to encourage behavior modification, as learners address it as tactics to change, or modify behavior, and it allows them to monitor their behavior by comparing the information received to them that

measures Their behavior and here the learner observes the level of effort expended, time spent and environmental conditions, and tries to adapt and reconcile effort and time with the current progress towards the goal. If he feels that the effort expended, or that he can make, does not enable him to complete the work and achieve the desired goals. (Jolly, 2003) "The principles of the basis of individual organization are to view each learner as a special state of learning, to take into account the necessary circumstances, to divide the material or skill into small steps, the logical sequence of steps, the necessary reinforcement and feedback on learning outcomes, positive and active participation in learning, and the freedom of movement of the learner during learning." (Gamel, 2002) "In order to deliver the content of the material well to students, it is necessary to follow the correct methods through which the steps of the education process are organized to reach the objectives of the lesson in the best possible scientific means, and from this point of view the teacher's comprehensive knowledge of the methods and methods of teaching is necessary to use the appropriate method that corresponds to the level of the students and the nature of the subject and the objectives envisaged in its education" (Mohammed Anwar, 2004). And “in the individual organization method, learners have a purposeful and active process, where the learners set their educational goals and then try to monitor, organize and control their cognitive, motivational and behavioral characteristics, and their orientations in the educational environment.” (Pintrich & Schunk, 2004). Teamwork among students by sharing data via the Internet or e-mail, which facilitates finding quick solutions for exchanging information, experiences and skills between them.” (Musbah, 2008).

Abstracts and applications:

1- The application of the individual organizing method by blended learning helps to improve learning performance (hip throw from standing, locking grip and pulling the legs from sitting, diving grip by linking the leg (skive) to Roman wrestling among third-year students in the College of Physical Education and Sports Sciences.

2- It is necessary to have a close connection between the information that students receive through e-learning and what they apply in the in-person lessons to enable them to organize, compare and monitor.

3- It is necessary to pay attention to developing the capabilities of wrestling teachers in how to employ techniques in providing information that helps in drawing kinetic programs through the individual organization method with the combined learning of each of the studied wrestling grips.

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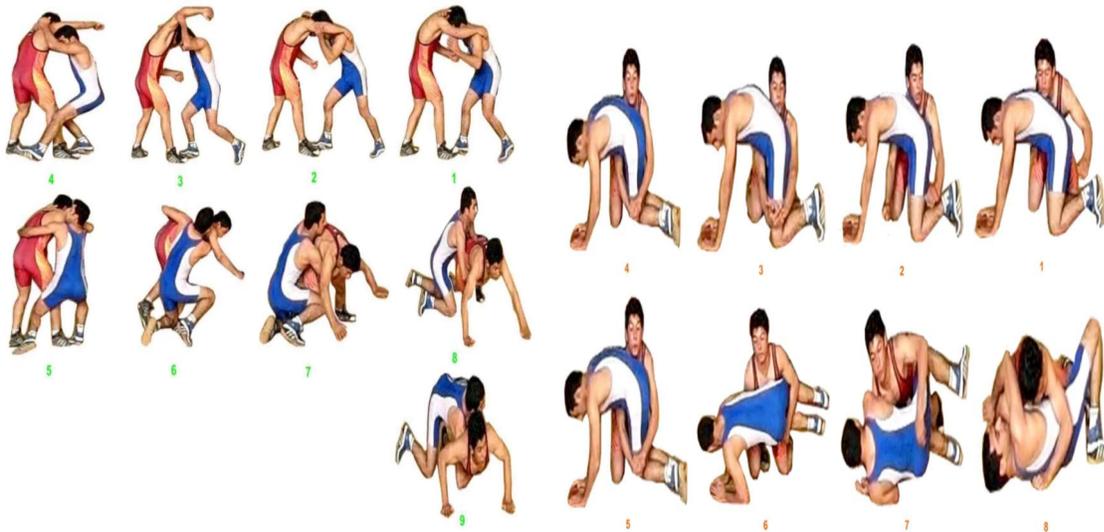
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Annex (1) shows the model of images used for grips in the individual organization method by blended learning



from standing

from sitting