

## **SUMMARY OF RESEARCH**

### **Research problem and its importance :**

Characterized by the times in which we live now the revolution of scientific and technological, where successively the accumulation of theories and technological applications in the witnessing of human before, we live in the information age, which carries with it many changes in all aspects of life, as a result of these changes was necessary to respond to them through the development of community institutions of all kinds and sizes that the educational institutions in any society is the first development to keep pace with the nature of the times and respond to the changes which include various walks of life

The constructivist learning model The constructivist Learning Model A teaching methods based on the philosophy of constructivism, which emphasizes learning a meaning-based understanding by participating property for students and acquisition of individual knowledge through experience, along with the constructivist learning takes into account individual differences when the application, in addition to feedback through four stages to him, and suitable for constructivist learning model all ages and levels, and gives ample room for the development of knowledge and creativity of the students, as well as develop their abilities to organize and arrange the facts and information to improve and develop basic skills in the game of handball. We may conclude from the foregoing that teaching based on student activism is the actual application of the structural basis philosophical and psychological of the curriculum, has reached some studies need to design active educational according to general rules include the promotion of discovery and study of methods of dealing with problems everyday, and away from traditional forms of design education, Alta interested to confirm the knowledge. And in another language, the emphasis on thinking and investigation and self-growth FFA fields of research and learning to further learning and employment in the discovery

of what we know we do not know what is the focus of constructivist learning strategies.

Through the work of the researcher as a teacher assistant, Department of Curriculum and Instruction Faculty of Physical Education in Damietta (Mansoura University), and through the researcher taught the curriculum Handball (Kamaaon), researcher found that most of the colleagues rely on teaching basic skills for all games including handball on the way to demonstrate It is customary and traditional way of teaching, prompting the researcher to try to extensive readings in learning styles in an attempt to find a method to teach the skills challenge handball. The Atralbages constructivist learning method, where one of the most followed by models in science education during the past few years - to the knowledge of the researcher - where stresses the active role of students and scientific experiments that they do in groups or teams to build their understanding and knowledge of science.

Through the attention of the researcher to most of the studies and references that dealt with different teaching styles, it became clear to him that by explaining the constructivist learning model, which includes four stages (the call - the exploration and innovation - a proposal explanations and solutions - making procedures), which depends on both the method of "guided discovery and application of self-solving problems, "one of the methods of others directly in teaching, which relies on the participation of the learner in a positive effective in building expertise, relying on his information earlier, as it takes into account individual differences and gives ample room for creativity and innovation and that next to the use of learning technology in the process of advocacy.

From this point of view the researcher to use a form of learning in constructivist learning some offensive skills in handball in an easy and simple and non-traditional students provides an opportunity for reflection and creativity and innovation, is either to build knowledge and scientific concepts. The researcher felt that such research is undertaken in an attempt

to identify the impact of the use of constructivist learning model to learn some offensive skills in handball for the students of the faculty of Physical Education in Damietta (Mansoura University).

### **Research Objectives:**

The aim of this research is to try to identify the impact of the use of constructivist learning model on the performance of some offensive skills and cognitive achievement in handball for students of the Faculty of Physical Education in Damietta (Mansoura University) through:

- 1 - Design an educational program proposed using the constructivist learning model to learn some offensive skills in handball for the students of the Faculty of Physical Education in Damietta (Mansoura University).
- 2 - Identify the impact of the use of the proposed educational program using the constructivist learning model to learn some offensive skills in handball for the sample under discussion.
- 3 - Understand the impact of the use of the proposed educational program using the constructivist learning model on the Cognitive Achievement of some offensive skills in handball for the sample under discussion.
- 4 - Identifying the impact of the use of the proposed educational program using the constructivist learning model on some physical variables under discussion

### **Hypotheses :**

- 1 - There are significant differences between pre and post test of the control group, which used the method of explanation and the form (traditional) and for the telemetric.
- 2 - There are significant differences between pre and post test

experimental group which used the constructivist learning model and for the telemetric at the physical level and the skill and knowledge.

3 - There are significant differences between measurements Badien between control and experimental groups in the variables of physical and skill and knowledge for the experimental group, which used the constructivist learning model

### **Search procedures:**

### **The Research Methodology:**

Based on the research objectives and to verify the hypothesis researcher used the experimental method of measurement using designing pre and post test for two experimental and one other officer of the relevance of this study.

### **The research sample:**

Represents the research community the first year students at the Faculty of Physical Education in Damietta (Mansoura University) and records of enrolled college for the academic year (2009/2010) m, and the researcher has selected because they are beginners in the Undergraduate Division's first and (67) students.

The conditions and reasons for selecting the sample:

- to be the band of new students the first
- never learning or the practice of handball teams in the competitive
- to be regular students of the college curriculum more than (75%) and in accordance with the Rules of
- the researcher taught to all students of the research sample
- Students at the stage of growth and a tight one and Age
- Students subject to the plan of study and one in theory and practice

### **The means and instruments to collect data :**

Different data collection tools depending on the type of data to be obtained, the researcher used the following tools to verify the hypotheses of the research:

- 1-scientific references and previous studies
- 2 - Records
- 3 - expert opinion forms
- 4 - Tests
- 5 - Hardware and tools

### **Tools and equipment used in the research:**

- 1 - Alrstamitr device to measure length to the nearest cm.
- 2 - Medical balance to measure weight to the nearest kg.
- 3 - ruler listed from zero to (100) cm, to measure the flexibility of shoulders.
- 4 - without a seat back height (50 cm).
- 5 - a tape measure to measure the distance to the nearest cm.
- 6 - stopwatch to measure time to the nearest fraction of a second.
- 7 - a visual display.
- 8 - by the balls.
- 9 - Plastic funnels large and small.
- 10 - Wall level.
- 11 - segments of transparent cylinders and a computer.

### **Physical tests:**

- Transactions of the scientific elements of physical fitness tests selected:

### **A - Calculation of honesty**

To verify the veracity of tests physical fitness for handball In addition to the sincerity of the arbitrators, who reportedly as a result of presentation of these tests to the experts after the

identified and approved unanimously, the researcher (true differentiation), which depends on comparing the performance of two groups, one of the practitioners of handball clubs, sports team and college and the university (a distinct set) of (10) players, compared with a non-exercise of Handball (Group unmarked) of the research community and not from the sample under study consisted of (10) students also, by applying the tests in the two groups in the period (30 / 1 / 2010 to 02/02/2010), the researcher calculates the coefficient of true tests under study by identifying the significance of the differences between the averages for the two (deals - unmarked) using the test "T"

### **Skill tests:**

Transactions scientific test of basic skills and knowledge acquisition in handball:

### **A - Calculation of honesty**

To verify the veracity of tests of basic skills and test concepts, knowledge handball In addition to the sincerity of the arbitrators, who reportedly as a result of presentation of these tests to the experts after the identified and approved unanimously, the researcher (true differentiation), which depends on comparing the performance of two groups, one of the practitioners of handball clubs, sports and team College and university (a distinct set) of (10) players, compared with a non-exercise of Handball (Group unmarked) of the research community and not from the sample under study consisted of (10) students also, by applying the tests in the two groups in the period of (30 / 1 / 2010 to 02/02/2010), the researcher calculates the coefficient of true tests under study by identifying the significance of the differences between the averages for the two (deals - unmarked) using the test "T".

### **The test of knowledge:**

Select the researcher objective of the test of knowledge in the

light of the objectives of the research, which include measuring the level of the collection of knowledge and information related to the basic skills of handball in question in terms of technical and legal aspects of the research sample to reach the effectiveness of the use of constructivist learning model in cognitive achievement.

The researcher used the test of knowledge of the preparation of "Hossam El Din Nabih Abdel-Fattah Youssef" (2005), to measure the level of knowledge in handball for students of First Year Faculty of Physical Education pyramid (Helwan University), in view of the relevance of the research sample, where appropriate expressions of this test, and content that is studying First year students in handball, and includes the test (4) basic themes, namely:

- 1 - Information related to performance skill
- 2 - information related to legal procedures
- 3 - information in addition to the educational process
- 4 - related information on the game.

Included the wording of the test types of the following questions:

- 1 - multiple choice questions
- 2 - questions of right and wrong
- 3 - Test images.

### **The baseline study:**

#### **- Measurement tribal:**

Measurements were made of tribal control and experimental groups by applying the elements of physical fitness tests and tests of basic skills of handball in the period from Saturday (02/13/2010) M to Tuesday (02/16/2010) M, a researcher has taken into account during the application of tests and standards prior to the following:

- Kihme some exercise before you start the measurement.
- That is measured in similar conditions for all members of the sample.
- The use of measurement tools and the same for all members of the sample.

**- The application of basic research experience:**

The researcher to the implementation of the baseline study to search for each of the experimental and control groups in the time period from Saturday (20/20/2010) to Thursday (05/13/2010) m, and according to plan time for units to educational material Handball assessments of students First Year Faculty of Physical Education in Damietta (Mansoura University) over (12) weeks by one lecture per week, ie, that the number of modules (12) unit learning and the time of the lecture or unit (120 minutes), and thus a total time of the program (1440) minutes of any by (24) hours.

**Dimensional measurements:**

**(A) measuring cognitive test concepts:**

Dimensional measurements have been made to test the knowledge of the experimental groups and control groups will be held on Saturday (5/15/2010) AD.

**(B) measuring the level of physical performance and skill:**

Dimensional measurements have been made to the physical and skill tests in the period from Sunday (16/05/2010) to Thursday (20/05/2010) m, and that the same conditions as pre and the same order as tests taking into account the installation assistant.

**(C) dump the data:**



After the completion of the application of tests, measurements and carefully review the cards have been discharged in the form dump data, and prepared for statistical treatment

### **Statistical treatments:**

Were statistically significant data processing using the following statistical methods:

- Arithmetic average.
- Standard deviation
- Torsion coefficient
- Correlation coefficient
- Test "T"
- Analysis of variance.
- Test significant differences L.S.D
- Equalization rates of progress.

### **Conclusions and recommendations**

Processors in the light of the statistical data of the study and their results may be recovered as follows:

#### **The conclusions**

1 - affect the use of constructivist learning model proposed a positive impact on all elements of fitness for handball, and offers skill level offensive core in handball (under consideration), and provide the level of achievement of knowledge and information related to basic skills in terms of (technical, legal and historical) and for students sample Search.

2 - method of explanation and form a positive impact on all elements of fitness for handball, and offers skill level offensive core in handball (under consideration), and provide the level of achievement of knowledge and information related to basic skills in terms of (technical, legal and historical) for the students of the research sample.

3 - the use of constructivist learning model has a more positive

impact of the method of explanation and the form in the development of physical fitness for handball and skills offensive core (under consideration) and provide the level of attainment of knowledge of information and knowledge related to basic skills in terms of (technical, legal and historical) to students and eye research.

4 - There are significant differences favoring the experimental group for the control group, which was applied as constructivist learning model in the level of collection of information and knowledge related to basic offensive skills (under Research)

5 - the validity of the use of the proposed educational program using the model of constructivist learning to learn skills in handball offensive contributions of students (sample)

6 - constructivist learning model has proven effective in reducing the burden on the teacher as well as to be taken into account for individual differences among students.

7 - constructivist learning model addresses many of the problems that hinder the educational process, especially those that will be caused by numerical abundance of the small number of learners and teachers.

8 - constructivist learning model is working to increase the effective participation of the learner to acquire knowledge.

9 - constructivist learning model effective in raising and sent the vigor and vitality in the learners

### **Recommendations:**

Depending on the search results and within the study sample is recommended that the researcher, including the following:

1 - the application of the proposed educational program using the constructivist learning model to the content of the advantages in

learning the offensive skills assessments for the handball, and through the main part of the module for students of colleges of physical education.

2 - The need to use the proposed educational program using the constructivist learning model to increase the collection of knowledge and experience to students the skills and the history and the law of handball.

3 - Further empirical research using other methods of education and technology in a manner comparable or constructivist learning model to reach to achieve the highest possible level in learning the basic offensive skills in handball.

4 - Develop an information card on each student record the measurements and the level of physical fitness and the level of their performance of basic skills of volleyball, and work measurements periodically to follow the evolution of the level of student skill and knowledge, and know you rise or fall as a kind of evaluation of programs used.

5 - The necessity of adopting Colleges of Physical Education Department in particular teaching methods in conjunction with the Department of Curricula at the Ministry of Education to develop the lesson of physical education in all levels of education.

6 - Students urged Practical Education (Division of Teaching) to use a variety of methods and indirectly in the Teaching of Physical Education (for students in pre-university levels of education) or as a constructivist learning model.

7- taking into account the organizers of the educational process of teaching using constructivist learning model and make the experience of creative, by providing multiple opportunities for students to create possible solutions to problems and trained in how to dialogue and discussion through the stages of constructivist learning model and how to deal with the problem and work to resolve them.