



The Effect Of An Educational Curriculum In Developing The Effectiveness Of Defensive Performance For Young Volleyball Players

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ABSTRACT

The critical research focused on preparing exercises to improve the defensive skill performance and its effectiveness against the opposing team's attack. Defensive disease. The study aimed to prepare educational practices in developing the point of the defensive performance of young players in volleyball. The researcher used the experimental method, but the research sample was represented by the players of specialized schools in the governorate of Dhi Qar, Al-Jbayish district, in volleyball for ages (14-16). They numbered (20) players from the sample as a whole in the exploratory experiment, and the main experiment was done on (12) players, (6) players From an experimental sample, and (6) players as a control sample. Through the research results, it became clear that there is a significant relationship between the development of skill performance and the effectiveness of defensive performance among volleyball players. The researchers recommend paying attention to defensive skills, conducting similar research, and comparing them with the research.

Keywords: effectiveness of defensive performance, volleyball.

• Introduction

Physical education occupies an advanced position in the lives of people and nations and plays a vital role. It is essential in man's daily life until it has become one of the best weapons of states for raising their children and preparing them for a happy life. Developed countries attach particular importance to sports so that their institutions realize these facts and absorb their results with a new horizon to achieve genuine happiness for citizens in the early stages. Volleyball is one of the famous, exciting,

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and popular sports, with an open environment characterized by many stimuli. That interdependence, and the apparent overlap between the various skills, require players, in many cases, to perform two skills or more within a short time. This requires the player to have distinct abilities, high physical compatibility, and ample kinetic characteristics. The attacking systems and formations became very powerful, fast, surprising, and accurate in performance, which increased the burden on the defensive players to limit the penetration of balls to their defenses, so the international teams resorted to developing defensive formations in proportion to the impressive offensive power reached. The effectiveness of the defensive performance of volleyball players requires the players to have the ability to defend in different playing situations, meaning the ability to repel the attack, and build a quick attack through which to get the point, and this requires high degrees of mastery of defensive skills. That the time of the attack may reach more or less a second shows how important it is to develop the defensive performance of the players. The observer of the local league matches notices the superiority of the offensive performance over the defensive performance in an obvious way. The foreign ministry and what we see today on TV screens, from the international volleyball tournaments and competitions to the tremendous development of the defensive formations of the wall. Defending the stadium was the most effective way to get points and win matches.

- **Research problem :**

Volleyball is a team game in which there are many primary and technical skills, and it is divided into defensive and offensive skills. The offensive skills are those that the attacking team controls the formation, style, speed, and direction for each abusive situation; as for the opposing team, it must prepare to make responses and decisions based on the defensive formations that are supposed to fit those offensive formations. Teams that are characterized by the presence of effective defensive formations can achieve good results; Because these formations are a strong incentive to increase success and superiority in attack, and at the same time, they have a negative psychological impact on the opposing team; Because it is a barrier to their offensive superiority. Moreover, through the researcher's follow-up to the club matches for the junior, youth, and advanced categories, he noticed: Lack of coaching focus On the defensive level. The presence of players with good physical characteristics and high offensive performance accompanied by significant weakness in defensive skills requires a serious and honest pause; To correct the educational path of those skills.

- **Research aims :**

1- Preparing an educational curriculum to develop the effectiveness of the defensive performance of young players in volleyball.

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2. Recognize the impact of the educational curriculum in developing the effectiveness of the defensive performance of young players in volleyball.

- **Research hypotheses :**

1- There are statistically significant differences between the pre and post-tests between the experimental and control groups and in favor of the post-tests.

2- There are statistically significant differences between the experimental and control groups in the post-tests and in favor of the experimental group.

- **search procedures**

" One of the essential steps on which the success of the research is based is choosing the appropriate approach to solve the research problem, and the research method is the method that the researcher uses to determine the steps of his research that enables him to solve his problem and objectives. " (Kandelji, 1999). In order to solve the research problem, the researcher used the experimental method. It is more suitable for the research problem, as the experimental method gives the researcher accurate **information**.

The research community was represented by the players of the Specialized School in the province of Dhi Qar in the district of Jabayish for the sports season (2021/2022) in volleyball, which numbered (20) players for ages (14-16). The intentional sample in which choice is free from the researcher according to the nature of the research to achieve the goal of the study (Khouribet, 1988), as the research sample was divided into two groups, the experimental group on which the educational curriculum prepared by the researchers was applied, numbering (6), and the control group, to which the usual method was applied, which numbered (6) Players As for the pilot sample, they numbered (6) players, and two players were excluded.

The homogeneity of the sample and the equivalence of the two research groups:

Before starting to apply Research vocabulary, All the variables that could affect the results of the research were ascertained, as the two researchers conducted the homogenization process for the control and experimental sample with the variables (height, mass, age, and training age) and the equivalence of the two research groups for the effectiveness of defensive performance by conducting a volleyball match between the two samples The results were processed using the (SPSS) program, as shown in Tables (1) and (2):

Table (1) It shows the homogeneity of the variables of the research sample (height, mass, chronological age, training age)

Variables	measuring unit	Arithmetic mean	standard deviation	skew modulus
height	cm	184.36	9.179	4.978
Bloc	kg	60.565	2.789	4.605
Chronological age	year	15.083	0.793	5.257
training age	year	4.083	0.669	16,385

Table (2) It shows the equivalence of the results of the tribal tests between the experimental and control groups in the tests of the effectiveness of defensive performance of volleyball players for juniors

Statistical transaction's variable name	measuring unit	experimental group		control group		Calculate dT value	Indication level	indication
		s	±	s	±			
transmitter receiver-	Degree	1.075	0.445	1.064	0.338	0.574	0.340	not significant
rust wall	Degree	0.498	0.274	0.388	0.398	0.452	0.532	not significant
Defending the stadium	Degree	0.755	0.521	0.730	0.496	0.550	0.480	not significant

degree of freedom (n-2) (12-2=10), Not significant if the Sig level is < from (0.05)

- **Field Research Procedures:**

Observation form for defensive skills:

For a purpose, The performance process Evaluation picture minute, Lost I depend on researcher _ on form especially to analyze. Evaluation level performance skills

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defensive (reception sending, Defense About the stadium, wall Al-Sad). has use researcher _ Form evaluation skills defensive being stomach From Before the Union international for the ball The Plane, so It was completed use in evaluation level performance the difference. It was analyzed in Course Seoul Olympic (1988), used it Lots Of researchers Iraqis gave consequences well has It was completed analysis Videotaped films by the device the offer, so It was completed extract data and analyzed it According for what comes:

First: the evaluation The private The skill of receiving the transmitter :

- 1- reception Send that From hardiness Reach the ball directly and elaborate to me player prepared gives (3) degrees.
- 2- Reception Send that From hardiness no Reach the ball directly to me player prepared to grow moving on her to reach to her It is given (2) a mark.
- 3- reception Send that From hardiness no Reach the ball directly to me player prepared but pray to player else inside stadium It gives (1) a mark.
- 4 - reception Send that Register in it Point directly on me the team the future Given (zero) from grades.

Second: evaluation The private b Skill Defense About stadium :

- 1-Defense About the stadium that Lead to me vehicles offensive perfect It gives (3) marks.
- 2-Defense About stadium that Makes the ball accessible, can Benefit Of which b player attacker one It gives (2) a score
- 3-Defense About a playground that Led to me Crossing the ball to my stadium, the team rival. It is given (1) a score
- 4- Defense About stadium loser that in it loses the team Points directly given (zero) _ From grades.

Third: Evaluation The private b Skill Wall blocking :

- 1- Wall rust is successful in that From hardiness Gets the team Point directly. Three (3) marks are given.
- 2-Wall rust that From hardiness be the ball in possession _ the team rival Two (2) marks are given.
- 3-Wall rust that From hardiness be the ball in possession Team rust One (1) point is given.
- 4-Wall rust loser that pierces hate or causes in Error legal Gives zero) from grades. (Radi, 2001- 2002)

- **Survey experience:**

The exploratory experiment is considered a " practical training for the researcher to identify for himself the negatives and positives that he encounters during the experiment to avoid them in the future" (9-8); in order to identify the negatives and

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obstacles that can accompany the main experiment and the possibility of avoiding them, the researcher conducted the exploratory experiment with an assistant work team. On the sample of (6) players on a day Coincidence Saturday (18/6/) 2022), and the exploratory experiment produced several observations, which are: As follows: -

- 1-Get enough time.
- 2-Recognize appropriate Assessment form for defensive skills.
- 3-Identify the appropriate devices and tools for performance evaluation.
- 4-Extracting the scientific basis.

- **The tests**

Before starting the research procedures, the researchers made sure of the readiness of the research sample and the preparation of the tools used, as well as the preparation of the auxiliary work cadre to conduct the tribal tests.

- 1-Tribal tests. (pre-performance evaluation)

The two researchers conducted a pre-performance evaluation on the experimental and control samples on Thursday (23/6/2022) at the Al-Jbayish Sports Club hall. By conducting a match between the experimental and control groups and photographing the match with a high-resolution camera. Moreover, the researchers confirmed all the observations related to the pretest regarding time, place, and the assistant work team.

- **The main experience:**

An educational curriculum has been prepared by researchers, in line with the capabilities of the players, as they are from the junior category, to develop the technical performance of defensive skills (receiving the serve, blocking, and defending the stadium), where the exercises focused on how to use the exercises prepared for the educational curriculum by (3) units per week, as well use of aids during the application of the curriculum. The curriculum was applied from Sunday (26/6/2022) until Wednesday (24/8/2022).

- **Post -tests (post-performance evaluation)**

After applying the curriculum prepared by the researchers, the performance was re-evaluated under the same conditions in which the tribal performance evaluation was conducted and at the Al-Jbayish Sports Club hall on Friday at 10 am, corresponding to (26/8/2022), and by the same auxiliary team at of professors and arbitrators.

Statistical means

1. The researchers used the statistical program (Spss), version (24).
2. Arithmetic mean.
3. t-test
4. Torsion coefficient .

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5. Correlation coefficient (person)

- **Discuss the results:**

Presentation and analysis of the tribal and remote results of the experimental and control groups in tests of the effectiveness of defensive performance for junior volleyball players and their discussion:

The researchers applied the tests to the primary research sample of the two groups (experimental and control) consisting of (6) players in each group in volleyball for juniors. Knowledge Possibilities players and their abilities give a clear picture From Ways physical and skill And the plan And that During following methods Scientific correct in the exams and its application and achieve Target From puppy to implement this is the exams that Depends on availability the conditions Scientific for the test. (Shihab, 2014)

Presentation and analysis of the pre and post-results of the experimental group in tests of the effectiveness of defensive performance for junior volleyball players :

After unloading the data for the pre and post-tests of the experimental group from the researcher and processing them statistically, as shown in Table (3).

Table (3)

Statistical transactions the exams	measuring unit	tribal		dimensional		Calculated T value	Indication level	indication
		s	±	s	±			
transmitter-receiver	Degree	075 . 1	.0 445	1.955	0.322	8.099	0.000 *	D
rust wall	Degree	498 . 0	.0 274	1.458	0.884	11,642	0.000 *	D
Defending the stadium	Degree	755 . 0	.0 521	1.598	0.054	14.105	0.000 *	D

It shows the results of the pre and post-tests of the experimental group in the tests of the effectiveness of defensive performance for junior volleyball players.

Degree of freedom (n-1) (6-1 = 5), * D if the degree of significance level is (Sig) \geq (0.05)

Table (3) shows the arithmetic mean and the standard deviations in the experimental group's pre-and post-test tests (Service reception, blocking wall, playing field defense) and when using the T-Test law. For correlated samples, it appeared that all results were values (T) calculated as a statistical function below the level (0.05) and with a degree of freedom (5), which indicates the significance of all results, and thus the difference is statistically significant in favor of the post-test.

Presentation and analysis of the pre and post-results of the control group Tests of the effectiveness of defensive performance of junior volleyball players :

After unloading the data for the pre and post-tests of the control group from the researcher and processing them statistically, as shown in Table (4).

Table (4) It shows the results of the pre and post-tests for the control group in the tests of the effectiveness of defensive performance of volleyball players for juniors

Degree of freedom (n-1) (6-1 = 5), * D if the degree of significance level is (Sig) \geq (0.05)

Statistical transactions the exams	measuring unit	tribal		dimensional		Calculated T value	Indication level	indication
		s	±	s	±			
transmitter-receiver	Degree	.1064	.0338	.1207	.0210	6.064	* 0.033	D
rust wall	Degree	.0388	.0398	.1308	.0298	5.700	* 0.037	D
Defending the stadium	Degree	.0730	.0496	.1109	.0347	4.126	* 0.028	D

Table (4) shows the results of the arithmetic mean and the standard deviations in the pre-and post-test for the control group in the tests (Service reception, blocking wall, stadium defense) and when using the T-Test law. All results were values (T) computed as a statistical function for the correlated samples. It is below the level (0.05) and with a degree of freedom (5), which indicates the significance of all results. Thus, the difference is statistically significant in favor of the post-test.

Presentation and analysis of the dimensional results of the two experimental research groups And the controller in the tests of the effectiveness of defensive performance of volleyball players for juniors and their discussion:

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After unloading the data for the two post-tests of the experimental and control groups from the researcher and processing them statistically, as shown in Table (5).

Table (5)

It shows the results of the post-tests of the two experimental research groups And the controller in tests of the effectiveness of defensive performance of volleyball players for juniors Degree of freedom (n-2) (12-2=10), * D if the degree of the significance level is

Statistical transactions the exams	measuring unit	experimental group		control group		Calculated T value	Indication level	indication
		s	±	s	±			
transmitter-receiver	Degree	1.955	0.322	.1207	.0210	7.775	0.000*	D
rust wall	Degree	1.458	0.884	.1308	.0298	5.808	0.000*	D
Defending the stadium	Degree	1.598	0.054	.1109	.0347	9.660	0.000*	D

(Sig) ≥ (0.05)

Table (5) shows the results of the experimental and control groups' arithmetic means and standard deviations in the post-test (Service reception, blocking wall, stadium defense) and when using the T-Test law. For the uncorrelated samples, all results were values (T) computed as a statistical function. It is below the level of (0.05) with a degree of freedom (10), indicating the significance of all results. Thus the difference is statistically significant in favor of the experimental group.

Discuss The dimensional results of the experimental and control groups of two research groups in tests of the effectiveness of defensive performance for junior volleyball players:

Through Table No. (3), (4), and (5), Which show the arithmetic means, standard deviations, and t-test values calculated for defensive skills (defending serve, blocking wall, defending the playing field) in the search for the tribal and remote tests of the experimental and control group. These values are less than (0.05), indicating significant differences in favor of the post-test.

After collecting the results of the research through the tribal and posterior tests for all the research variables for the research group in the light of the statistical laws used in the research that fits with the nature of the research, which was converted into tables as an ideal tool for the research "because they reduce the possibilities of

error in the following stages of the research." research and enhance scientific evidence, and give it strength ."(Schummer, 1974) These results were discussed based on specialized scientific references. In order to verify the research hypotheses, the researcher was able to confirm the validity of the research hypotheses by calculating the results obtained from the research data and supporting their discussion with many solid scientific sources. The results presented in the above tables of significant differences between the pre and post-tests of the experimental and control groups. Practice the exercises prepared by the researchers, as it is natural that any Exercises or any method in achieving a percentage of Learning and the development that suits that learning and development with the effectiveness of the exercises in achieving the set goals, as well as its proportion to the learners' abilities and tendencies the degree of their readiness and their differences, as Preparing exercises for the proposed curriculum by researchers In line with the players' physical and skill abilities to enhance movement through which the learner absorbs the internal perception of the skill that the player will perform, and this perception leads the learner to distinguish between what has been done and what must be done. The more the learner understands This will increase his sense of performance and organize the educational process to improve his motor abilities. So We find now Prepared exercises of researchers was to her Effect significant in events development Defensive skills in volleyball I have a sample search And from then help on show progress Clear in level the performance I have a sample search But by disparate this signifies on me that exercise used within the proposed curriculum she was Relevance to level the sample and absorb it being was built on me establish Scientific correct, has It was completed implemented in the form of Salim and orderly, this What Confirmed by (Dhafer, 2002) that " from phenomena natural for operation learning must that is being there has evolved in learning What long the coach Follow steps foundations sound to learn and educate. (Ismail, 2001)

The experimental sample's acquisition of defensive skills contributed significantly to developing technical performance and accuracy of defensive skills. Confirms the particular importance these skills play in the game of volleyball, as one of the requirements of modern play and multiple playing situations during matches and resorting to adequate servings and effective crushing kicks. The defending player must adjust the ball's path and use the appropriate timings to defend the ball, creating Suitable opportunities to change the playing position from Defense to attack. As for the control group, the development was noticeably slow, and the reason is due to the coaches adopting the classic method, not using additional tools, staying away from modern tactical performances, and not keeping pace with the development of international teams and neighboring countries, including the Iranian school and the Egyptian school, which relied on the use of modernity in exercise and integrating physical exercises with skill exercises to shorten time and effort, as well as the use of auxiliary tools that increased the effectiveness of physical and skill

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exercises, raising the players' moral capabilities, and suspense within the academic unit. The successful person is the one who makes better use of these means so that it becomes an organization. We exaggerate or underestimate their use. (Zaid, 2008)

The researchers see the apparent improvement of the experimental sample members in all defensive skills (defending the serve, blocking wall, defending the field), this is what was shown by the results of the post-test despite the discrepancy in the development of those values between skills, and this is normal and depends on the difficulty and specificity of each skill during Learning. The researchers attribute the reason for this development to the use of special exercises that the researchers used because of their importance in teaching the technical performance steps for each skill. What keeps on the two researchers when implemented were To perform educational exercises that applied to the experimental group, then gave a Rate evolve High.

The development that has occurred as a result of Giving the learner a clear picture of the technical performance of the motor skill during the theoretical part during the presentation and viewing of the skill thus helped the learners to acquire outstanding motor performance and effectively create the educational environment. Its reliance on practice and spreading the feature of repetition within the academic unit is a distinctive Effect on building a movement. Here Wajih Mahjoub states, " One of the results of the exercise is the occurrence of a relatively stable ability to perform or learn. This Effect produces a constant change in the individual's behavior and causes a constant change in the processes that allow the individual to perform specific work in the future. (Mahjoub, 2000)The researchers also see that the significant differences are due to the economic time and effort to learn all defensive skills through repetition of performance in the special exercises that were applied to the experimental research sample without neglecting one skill at the expense of another skill.

Receiving serve is one of the basic technical skills in the volleyball game. Moreover, the impact requires the players to focus and take the correct stance that matches the type of transmission and its degree of accuracy. The receiving player or defender must reach the ball, pass it to the prepared player, and build a fast and effective attack. "The burden placed on the receiving player, or the free player, is more than the rest of the players due to his skill, physical and mental capabilities that the defending player must distinguish, or the future, including speed, strength, kinetic response and the prior expectation of the ball falling." (Khammas et al., 2912) what the researchers sought through the use of additional tools that increased the speed and accuracy of the performance of the future player and the delivery of the ball in an accurate manner that suits the type of transmission, especially the transmission from jumping (flutter) and the capping transmission (crushing) helped the defending player to receive the correct and successful reception, which gives Opportunities for the prepared player to diversify the play.

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The skill of the wall is one of the essential and influential defensive skills. The team has players who are good at effectively covering the largest area of playing on the network during blocking. The exercises prepared by researchers have increased Of the players' skill abilities, movement, and speed of response, the ability to stop the various attacks by the opponent and distract the attacking player during the attack. The successful use of exercises prepared by the players during Learning is a way to gain self-confidence and reassurance. The team gains direct points without the need to build offensive vehicles, so coaches must give appropriate and effective exercises commensurate with the players' abilities during play or competition, "whenever it is The technical performance of the blocking skill is good, giving enough time for the rest of the players to take their appropriate defensive positions, so it has a negative psychological impact on the attacking player for the opposing team. (Sakh ، وآخرون ، 2011)

As for the skill of defending the stadium, it is one of the essential skills after the skill of the blocking wall, where the players must defend against the attack when the blocking wall fails to stop the opposing team's attack and take the appropriate defensive positions by the player by following the movement of the ball and taking the appropriate defensive position. The difficulty of this skill lies in the accuracy of its physical requirements and that the defending player needs to understand the course of the match and the way the opponent plays. (Sikh et al., 2011)

- **Conclusions and Recommendations:**

Conclusions:

The researchers concluded the following :

- 1- There is a significant correlation between the prepared exercises and the defensive skills (the skill of receiving the service, the skill of the blocking wall, and the skill of defending the field).
- 2- The exercises used contributed significantly to developing motor and technical skills. They thus helped to raise the effectiveness of defensive performance among the experimental research sample.

Recommendations:

In light of the results of the study, the researchers recommend the following:

- 1- Working on developing the technical and skill performance of the players for their active role in developing defensive performance in volleyball.
- 2- Conducting similar research dealing with the development of technical and skill performance of players and linking them to the effectiveness of offensive performance in volleyball.
- 3- The necessity of using additional tools in educational curricula for all age groups to raise the technical and skill level of the players.

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Appendix (1) shows the model of the learning unit

A group: experimental

week: 3 Educational objectives: learning the skills (serving reception, blocking wall, defending the field).

Number of players: 6

Central section time: 60 minutes Educational objective: Emphasis on Educational teamwork units: 7,8,9

Equipment: 12 volleyballs, legal court, tables, colored ribbon, graduated earring mounted on a stand, Colorful circular earrings, iron holders

Section	time	the details	number of repetitions	time for each repetition	Rest between repetitions	Notes
main section educational part	06:51	.Explain the specifications of each skill -1 .Explanation of technical performance of skills -2 .View the Form -3				Standing regularly to start the educational unit Ensure proper performance

Application part Learn the skill of transmitter reception	45					
	15	The player stands in the center (6) to perform the skill of receiving the -1 service for the balls sent by the coach, where the receiving player delivers	2	d 1	30	Clarify to the - players the difference between the receiving position in terms of movement requirements and the position and position of the .body Focus on the - movement of the ball sent during .the reception Emphasis on - receiving the ball with the hands in their correct position extended forward and according to the .type of service
	3d	.the ball to the parallel loop of the net in the center (3)	2	d 1	s	
	3d	Two players stand in the area designated for receiving the service, and -2 two players on the opposite court defend; the coach sends to defend one	2	d 1	30	
	3d	of the players and delivers the ball to the prepared player so that the second player performs the attack from a position (2 or 4). The two	2	d 1	s	
	3d	.players on the opposite court perform the skill of defending the field	2	d 1	30	
	3d	A colored tape installed stands parallel to the net from the top, 1.5 -3 meters away from it, and a player receiving the serve passes the ball from	2	d 1	second	
	3d	.the top of the tape and drops it in the area between the tape and the net			s	
3d	Defending the serve by the player and directing the ball to the ring in -4 .the center (3) The throat dimensions are 1 meter			sec 30		
	The player stands in the back areas to receive the service, and the -5 coach sends the ball to the defending player to defend the service and .directs the ball to the areas specified in the centers (2, 3, 4)			30		
				second		
				s		

Learn the skill of the wall	15d	On one side of the playing field, the numbers are prepared, right or - 1 left, and the player must move according to the place of the ball, with a .strip 30 cm higher than the upper edge of the net	2	d 1	30 second s	Emphasizing that - the reception by the players to the .throat is good
	3d	A coach stands in front of the three blocking players and raises the -2 ball toward the second court so the three-block players will block with .the tape	2	d 1	30 second s	The reception must be differentiated from the middle of the field and the .side
	3d	Two groups (2,4) attack after preparing a successful ball by the - 3 coach, and on the opposite court, two players perform the skill of the .successful blocking wall and direct the ball into the attacking court	2	d 1	30 second s	In terms of body .position
	3d	Three terraces in the centers (4,3,2), and return three players perform -4 the skill of the blocking wall, attacking and performing crushing blows and leading the player to the block wall for the next ball in the direction .of From any attacking player	2	d 1	30 second s	The flexion and height of the ball rebound must be .proportional
	3d	Player versus player facing the net. The first player is the one who -5 determines the movement right and left with one step to jump high and raise hands and fingers spread and facing the net, and the opposite .player performs the same movement			30 second s	Confirmation of correct technical performance while .handling
	3d					
Learn the skill of defendin g the field	15d	.1 The coach stands on a bench in the center (2) in the court opposite from the center (5) The player stands inside a square (2 * 2) The coach directs crushing blows toward the player to defend it and passes it to the prepared player in the center (3) Then the player performs the defense process and delivers The ball to the parallel loop of the net in the center .and so on(3)	2	d 1	30 second s	Emphasis on spreading and tightening the fingers while .blocking
	3d		2	d 1		Emphasis on - blocking the

	3d	<p>Two players stand near the center (5), one behind the other and on -2 the opposite court. The coach stands on a platform in the center (3). The coach directs crushing blows at the player in position (5) and then</p>	2	d 1	30 second s	crossing of the arms to the opposing team's .court
	3d	<p>moves to the center (3) to defend a second ball, then move To the center to defend the third ball, then move to the center (2) to defend the (6)</p>	2	d 1		.court
	3d	<p>.fourth ball, and so the second player performs</p>				Emphasizing a low position in Defense
	3d	<p>Two defensive players stand in position (1.5), and the coach stands in .3 position (3) and draws two squares in front of each player in the center</p>	2	d 1	30 second s	.with arms spread
		<p>and the dimensions of each are (2,2). The coach hits the ball toward ,(2.4) one of the players randomly, and the play defends For the ball and passes .it to the box in front of it</p>				Emphasis on blocking to rise at the same time and .rise
		<p>The players are divided into two groups, and their standing is on .4 either side of the service area in the form of a column, and the first</p>			30 second s	
		<p>player from each group stands inside the square of dimensions. (2 * 2)</p>				
		<p>The coach stands on a platform in the center (3). From the opposite court, the coach directs crushing blows toward all the defending players</p>				
		<p>to defend the ball and passes it to the square drawn in the center (3) to .remove it (2 * 2)</p>			30 second s	
		<p>Divides the players into two groups. The performing group stands .5</p>				
		<p>sequentially in the service area near the center (5), and the coach stands on a bench in the center (3). The coach directs crushing blows toward</p>				
		<p>the first player in the center (5) to defend the ball and then advances to defend a second ball in the position (4), then move to the center (6) to</p>				
		<p>defend the third ball, then move to the center (2) to defend the fourth .ball. So on, the rest of the players then perform the second set</p>				