

The effect of utilizing an educational bag on some motor aspects and the performance of basic abilities in freestyle swimming for students

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Abstract

The aim of this research is to create an educational bag that will help students enhance their motor abilities and fundamental freestyle swimming capabilities. Including assesses the impact of utilizing an educational bag on students' motor characteristics and fundamental freestyle swimming skills. In the pre-test and post-test, the researcher employed an experimental design with two equal groups. The first-year students at Al-Mustaqbal University's Faculty of Physical Education and Sports Sciences selected the research community for the academic year 2023-2024. They had a total of 279 students, and 24 of them were chosen as a sample for the study. Following that, the sample was randomly divided into two groups, the first of which was a control group of twelve (12) students. The second group was also an experimental group, with twelve students. Through the research results, the researcher was able to reach conclusions, the most important of which are:

- 1- The use of the educational bag and the method followed had a positive effect in improving the motor qualities and basic skills in free swimming for students.
- 2- The feedback provided by the educational bag had an effect in controlling the performance of the skills studied in the correct manner.

Keywords: Educational bag, swimming capabilities, students.

1- Definition of the research:

1-1 Introduction to the research and its importance:

Our modern period is characterized by rapid advancement in a variety of fields. Including areas of teaching strategies in physical education with a high rate of success. The results achieved were not accidental, but rather the result of careful scientific design. In addition to employing the most effective teaching approaches developed by several physical education experts and specialists. Several attempts have been conducted to establish educational alternatives to educate and improve skills using current methods and approaches. Taking into consideration individual variances among learners. Each student is given instructional vocabulary. Individual variations require managing particularly for each individual, resulting in the formation of trends in individual education.

The interest in personalized education has resulted in the implementation of instructional programs that are appropriate for this form of learning and reach its objectives. Perhaps one of the most essential techniques of individual learning is (the educational bag). Which is one of the self-learning approaches that arranges instructional content in a variety of techniques. It employs printed materials, programmed booklets, CDs, recordings, and other tools that aid the student attain the instructional objectives as effectively as possible. The student studies them independently, and they are created under the supervision of a professional teacher. As a result, the student has the option to choose the method of instruction he prefers. Motor features are one of the most essential elements to consider since they play such a significant role in the learning process. In addition to the high motor vigor that the student exhibits throughout the primary stage of study, the capacity to master new sports abilities, and a strong desire to participate in sports. This development leads to motor guidance and connection with fluidity in sports and fundamental motions, with fluidity at its highest in the third stage and decreasing in the first and second phases.

Freestyle swimming is a sporting talent that combines both physical and mental abilities. For one to function optimally in this setting, perfect synchronization of physical and mental talents is required. Several instructional approaches play an important part in strengthening students' skills and motor abilities. Among these strategies, the instructional bag is particularly helpful for teaching difficult abilities such as freestyle swimming. As a result, research is essential in developing an educational package for particular freestyle swimming skills and enhancing students' motor abilities since it offers a solid foundation for feedback. In the sphere of education, it is defined as presenting the student with a wealth of valuable knowledge regarding the needed task. As a result, it is critical to employ feedback-generating tools and methods since they have a significant impact on helping students adjust to their requirements.

1 - 2 research problem:

Serious verification of the educational process vocabulary, with an emphasis on the relationship between the instructor and the learner, as well as the educational strategy. Which will provide specific results if the linkages between the words of this process are adequately regulated in such a way that we cannot stress one without the other. As well, the researcher followed the game since he is a swimming instructor for first-year students at the College of Physical Education and Sports Sciences. He noted that many kids struggle to accomplish

certain free-swimming skills and have motor abilities that do not meet the needed level. In addition, academic expectations at college are many and diverse. In addition, swimming is a game that involves a variety of prerequisites and circumstances, as well as ability, which is distinguished by its difficulty. Furthermore, first-year students are expected to develop these abilities as part of their curriculum.

As a result, the difficulty of practicing these abilities became a concern. As a result, the researcher decided to investigate this issue and attempt to discover answers by building and implementing an instructional backpack for the skills being investigated.

1-3 Research Objectives:

The research aims to:

- 1- Designing an educational bag to improve the motor qualities and some basic skills of freestyle for students.
- 2- Identify the effect of using the educational bag on the motor qualities and some basic skills of freestyle for students.

1-4 Imposing Research:

The researcher assumes that:

- 1-The educational bag has a positive impact on the motor qualities and some basic skills of freestyle for students.

1-5 Research Areas:

- Human field: Students of the first stage / Faculty of Physical Education, Future University for the academic year 2023-2024.
- Time: 13/11/2023 – 28/12/2023.
- Spatial area: Marina closed swimming pool - Babylon Governorate.

2- Research methodology and field procedures:

2-1 Research methodology:

The research problem determines the appropriate methodology to reach suitable solutions. Among the principles of scientific research followed by the researcher is alignment with the nature of the problem. Based on this, the researcher used the experimental method with two equivalent groups through pre-tests and post-tests, as it is considered the most effective means to obtain reliable knowledge.

2-2 Research Community and Sample:

The research community consists of first-year students from the College of Physical Education and Sports Sciences at Al-Mustaqbal University for the academic year (2023-2024), totaling (279) students. A sample of (24) students was selected. Additionally, the sample was randomly divided into two groups: the first is a control group, consisting of (12) students, while the second is an experimental group, also consisting of (12) students. To determine the nature of the sample's distribution around its mean, the researcher used the coefficient of variation for some variables related to the research sample (such as height, weight, and age) to assess the homogeneity among the sample members. The results showed that the sample is normally distributed, as indicated in Table (1).

Table (1) Illustrates the arithmetic means, standard deviations, and coefficients of variation for the research sample in specific variables

Statistical Treatments variables	Arithmetic mean S	Arithmetic mean A	Coefficient of variation F%
Length	167.037	167.037	6.324
Weight	69.629	69.629	11.044
lifetime	18.962	18.962	7.988

2-3 Sample equivalence:

The researcher equalized the sample in terms of the dependent variables (height, weight, age, and basic freestyle swimming skills), as indicated in the table below.

Table (2) Demonstrates the arithmetic mean, median, standard deviation, and skewness values for the skills investigated

No.	skills	Control group		Experimental Group		Calculated t-value		Statistical significance
		S	A	S	A			
1	homeostasis	9.342	1.009	8.995	0.987	1.888	0.443	Immoral
2	Agility	22.987	2.986	23.906	2.861	1.982	0.094	Immoral
3	Compatibility	7.538	1.894	8.213	2.231	1.932	0.987	Immoral
4	Mute breathing for the longest underwater	2.778	0.987	2.643	0.213	1.967	0.445	Immoral
5	Horizontal buoyancy on the abdomen	2.864	0.981	2.786	0.564	1.665	0.243	Immoral
6	Swimming distance (10) m using Najada	61.898	3.564	62.231	4.998	1.982	0.098	Immoral

Table (2) illustrates that the computed (t) value is lower than the tabular (t) value at 28 degrees of freedom. Additionally, all (Sig) values are larger than 0.05, indicating that the two groups are equivalent.

2-4 Devices, tools and methods used in the research:**2-4-1 Information collection methods:**

- 1- Questionnaire.
- 2- Testing and measurement.

2-4-2 Devices and tools used in the research:

- 1- Educational bag.
- 2- Video camera type (SUNY) number (1).
- 3- Laser discs.
- 4- Swimming pool
- 5- Stopwatch type (SMART TIME).
- 6- Hand calculator type (KENKO)
- 7- Portable calculator (laptop) number (4) type (DELL).
- 8- Measuring tape.
- 9- Floatation boards number (12).
- 10- Swimming goggles number (1)

2-5 Field Research Procedures:

2-5-1 Balance Test:

Objective of the test: To measure an individual's balance ability.

Tools used: Stopwatch.

Performance specifications: The subject stands on one preferred foot and places the other foot on the inside of the knee of the standing leg, with arms at the sides. Upon hearing the start signal, the subject raises the heel of the standing foot to balance on the toes instead of the entire foot, remaining in this position for as long as possible. The subject is given three attempts, and the best time is recorded.

Recording: The balance time of the subject is an indicator of the individual's balance ability.

Performance evaluation: The test has a reliability coefficient of (0.87). The researcher recorded a reliability coefficient of (0.862) for the test and a self-validity coefficient of (0.928).

2-5-2 Zigzag Running Test Between Barriers:

Objective of the test: To measure agility.

Tools used: Four benches, markers, or low chairs, and a stopwatch.

Performance specifications: The subject stands behind the starting line, which is (3m) away from the first barrier and (1m) wide. The distance between each of the four barriers is one meter. Upon hearing the start signal, the subject runs between the barriers, and the time taken for two laps is recorded.

Recording: Calculation of the time taken for two continuous laps.

Test evaluation: The researcher recorded a reliability coefficient of (0.872) for the test and a validity coefficient of (0.933).

2-5-4 Measurement of Basic Skills in Freestyle Swimming:

Through the researcher's review of some specialized books and scientific sources, measurement was conducted using an observation card. This aims to assess the level of learning of basic skills in freestyle swimming.

2-6 Design of the Educational Package:

The overall success of the training package design process, as well as the specific success in achieving its objectives, relies on the presence of a self-assessment system characterized by continuous evaluation. In addition, it aims to improve the processes that lead to the greatest degree of adaptation to developmental changes in the training process for the student. The researcher seeks to present the educational package and its contents in a new and attractive way, after reviewing many studies and theoretical research that focused on the preparation and design of educational packages. Alongside information derived from the World Wide Web (Internet), the researcher implemented three stages in the preparation and design of the educational package:

- Analysis Stage.
- Composition Stage.
- Evaluation Stage.

2-6-1 Phase One (Analysis Phase):

1- General Objectives:

In order to provide trainees with the fundamental knowledge and skills in freestyle swimming in an organized and systematic manner, while enhancing theoretical understanding. Additionally, to apply practical skills in a way that effectively transfers knowledge and skill, as well as achieving the desired educational objectives through engaging means and educational alternatives instead of the traditional method used in lessons. This was represented by the choice to design an educational package. Furthermore, the integration of technological means into the educational process was represented through blended learning of the fundamental skills of freestyle swimming.

2- Identification of Individual Characteristics of Each Student:

In order to identify the individual characteristics of each learner, the researcher used educational means that differ in stimulating the senses of the learner during learning, including: theoretical material taken from scientific sources supported by illustrative forms (stimulating the sense of sight), as well as sequential images (storyboarding) that stimulate the sense of sight and an educational film (stimulating both sight and hearing). Additionally, this allows the student to read the educational package at a suitable time.

3- Analysis of Educational Level:

The researcher created and built the theoretical material, which is one of the educational alternatives (means) included in the educational package to study the scientific stages covered. It focused on the fundamental skills in freestyle swimming that should be acquired in this package. The technical stages of performance were evaluated through three sections:

- 1- Preparatory Section.
- 2- Main Section.
- 3- Concluding Section.

4- Identification of Behavioral (Educational) Objectives:

The researcher worked to identify the general objectives for teaching basic skills in freestyle swimming to students at the College of Physical Education - University of the Future. After reviewing the general objectives, it was deemed necessary for building the educational package. This is because it helps in defining the behavioral objectives, in addition to the researcher observing that these objectives are insufficient and unclear in describing the behavior that students are expected to follow. They are merely general objectives.

Therefore, the researcher found himself facing a new responsibility, which is to facilitate the process of formative assessment by formulating statements of behavioral (educational) objectives. Students are expected to implement these during the learning period. The existence of behavioral objectives is very essential in the educational package. Thus, the researcher, with the help of the professors teaching the swimming course for the first year at the College of Physical Education, University of the Future, formulated the behavioral (educational) objectives, which were included in the (educational package guide).

2-6-2 The Second Stage (The Implementation Stage):

The researcher organized and arranged the training content in a systematic manner. This stage aims to organize information and training activities in a way that makes them easy for trainees to understand and absorb by:

- 1- Identifying alternatives (tools) and the necessity of diversifying them.
- 2- Defining strategies for the learning method. It can be individual or in large or small groups. It is essential to create a guide for the educational package in the form of a small booklet titled (Educational Package Guide). The guide included (target group and skills, duration of package application, instructions for the learner, for the teacher, justifications for using the package, components of the educational package, flowchart of the educational

package, behavioral objectives, and conclusion). Moreover, educational means – alternatives – were identified. What distinguishes the use of packages in the educational process from other methods is the use of multiple educational tools that pave the way for the learner. The learner can choose what suits them, and it also provides positive interaction with these tools. Additionally, it takes into account individual differences among learners and aligns with their learning speeds. Based on this, the researcher identified the educational means (alternatives) as follows:

Alternative One / Theoretical Material:

Self-learning relies on written educational content, allowing students to read this material multiple times until they master the required skills. The researcher created theoretical material in the form of a small booklet that included (the title and a detailed explanation of each skill under study). The theoretical material is interspersed with images (cartoon images) of swimmers demonstrating movements sequentially according to each skill, enhancing excitement and engagement in exploring this alternative. The researcher chose the theoretical material as an alternative due to its features, including:

1. Provide students with the opportunity to pause, take notes, and verify ideas.
2. Containing a broad base of theoretical information formulated from various sources.
3. Being easy to use due to its instructions and flowcharts.

Alternative Two - Sequential Images (Storyboarding):

This alternative is one of the easiest to use and the least costly. It provides learners with a clear visualization of movement by displaying the movements of different body parts during performance. The number of images for the floating skill was (15) images, for the leg strokes (13) images, for the arm strokes (14) images, and for freestyle swimming (12) images. The researcher then covered these images with a cover that facilitates student use during the skill performance of the lesson.

Alternative Three - Educational Film (CD):

The researcher chose this medium (alternative) for its combination of moving images, color, and review. The ability to pause the film, repeat it, and control the playback speed allows for very slow motion to understand the details of the movement. Thus, this alternative engages multiple senses for the learner, providing a longer retention period for the information.

2-6-3 Phase Three - Evaluation Phase:

The researcher conducted two types of tests during the implementation of the experiment (pre-tests, intermediate tests, post-tests). It is noted that the intermediate evaluation was carried out by the student through self-assessment by watching the educational film and other alternatives. The tests helped assess the students' level and provide them with feedback to determine the extent to which the research objectives were achieved. The researcher ensured that the post-test was conducted under the same conditions as the pre-test in terms of time, place, and method as much as possible.

2-6-4 Introductory Units:

The researcher used two introductory units before starting the pre-test to familiarize the research sample with the skills included in the study. The two introductory units were conducted by the swimming instructor for the first stage on Monday and Tuesday, November 14-15, 2023. In the first unit, the skills of floating on the stomach were explained and demonstrated. In the second unit, both gliding and kicking techniques were explained and demonstrated.

2-7 Pilot Experiment:

The researcher conducted a pilot experiment on a number of individuals from the research sample, specifically (5) students, after the first and second introductory units, on Wednesday, November 16, 2023, at 12:00 PM in the Marina Indoor Pool. After that, the tests for motor skills were conducted first, followed by the basic skills for freestyle swimming.

2-8 Pre-Tests:

The researcher conducted the pre-tests on Thursday, November 17, 2023, at the Marina Indoor Pool at 12:00 PM, starting with motor skills and then the performance skills for freestyle swimming for the students.

2-9 Main Experiment:

The researcher conducted the main experiment from Sunday (11/20/2023) to Tuesday (12/27/2023), after completing each of the introduction units, the exploratory experiment, and the pre-test, with two educational units used each week (see Appendix 1).

1. The study lasted for six weeks.
2. It consisted of a total of twelve main educational units.
3. The primary experiment was conducted on the study sample, following the college's timetable and the allotted time for each educational unit, which was 90 minutes.
4. Educational units were held on Sundays and Tuesdays.

2-10 Post-tests:

The researcher conducted the post-tests on Wednesday, 28/12/2023, at the Marina closed pool at exactly twelve o'clock in the evening, first in motor skills and then in the performance of freestyle swimming for the students.

2-11 Statistical Methods:

The researcher used the following statistical methods, which were handled using the SPSS statistical package to reach the study results.

3- Presentation, Analysis, and Discussion of Results:

3-1 Presentation and Analysis of the Results of the Investigated Skills for the Pre-Test and Post-Test of the Research Groups:

3-1-1 Presentation and Analysis of the Results of the Investigated Skills Between the Pre-Test and Post-Test for the Experimental Group.

Table (3) Represents the statistical indicators and (t) values between the pre-test and post-test for the investigated skills of the experimental group

Statistical parameters Tests	Pre-test		Post-Test		Calculated t(t) value	Sig	Moral significance
	S-	A	S-	A			
homeostasis	9.342	1.009	14.885	2.675	7.963	0.00	Moral
Agility	22.987	2.986	18.885	2.765	7.998	0.00	Moral
Compatibility	7.538	1.894	11.343	1.876	9.564	0.00	Moral
Mute breathing for the longest underwater	2.778	0.987	7.993	2.545	11.897	0.00	Moral
Horizontal buoyancy on the abdomen	2.864	0.981	6.893	1.764	11.778	0.00	Moral
Swimming distance (10) m using Najada	61.898	3.564	72.634	7.895	9.887	0.00	Moral

It is evident from Table (3) that there are statistically significant differences between the pre-test and post-test in the investigated skills tests, in favor of the post-test, as the (sig) value was less than (0.05), which confirms the statistical significance of the differences in favor of the post-test.

3-1-2 Presentation and Analysis of the Results of the Investigated Skills Between the Pre-Test and Post-Test for the Control Group.

Table (4) Represents the statistical indicators and (t) values between the pre-test and post-test for the investigated skills of the control group

Statistical parameters Tests	Pre-test		Post-Test		Calculated t(t) value	sig	Moral significance
	S-	A	S-	A			
homeostasis	8.995	0.987	9.998	1.998	3.996	0.00	Moral
Agility	23.906	2.861	20.675	3.887	5.984	0.00	Moral
Compatibility	8.213	2.231	9.889	1.786	7.998	0.00	Moral
Mute breathing for the longest underwater	2.643	0.213	6.984	1.786	5.986	0.00	Moral
Horizontal buoyancy on the abdomen	2.786	0.564	6.894	1.776	7.993	0.00	Moral
Swimming distance (10) m using Najada	62.231	4.998	68.921	3.986	11.879	0.00	Moral

It is evident from Table (4) that there are statistically significant differences between the pre-test and post-test in the investigated skills tests, in favor of the post-test, as the (sig) value was less than (0.05), which confirms the statistical significance of the differences in favor of the post-test.

3-1-3 Presentation and Analysis of the Investigated Skills in the Post-Test for the Research Groups:

Table (5) Represents the (t) values between the post-tests for the investigated skills of the control and experimental groups

Statistical parameters Tests	Pre-test		Post-Test		Calculated t(t) value	sig	Moral significance
	S-	A	S-	A			
homeostasis	14.885	2.675	9.998	1.998	11.987	0.000	Moral
Agility	18.885	2.765	20.675	3.887	7.990	0.000	Moral
Compatibility	11.343	1.876	9.889	1.786	23.867	0.000	Moral
Mute breathing for the longest underwater	7.993	2.545	6.984	1.786	13.887	0.000	Moral
Horizontal buoyancy on the abdomen	6.893	1.764	6.894	1.776	15.555	0.000	Moral
Swimming distance (10) m using Najada	72.634	7.895	68.921	3.986	11.986	0.000	Moral

It is evident from Table (5) that there are statistically significant differences between the pre-test and post-test in the investigated skills tests, in favor of the post-test, as the calculated (t) value was greater than the tabulated value (2.546) at a significance level of (0.05) and degrees of freedom (22). The (sig) values are all less than (0.05), confirming the significance of the differences in favor of the experimental group.

3-2 Discussion of Results:

Tables 3-4-5 show substantial statistical changes between the pre- and post-tests. Across all characteristics found in the current study, the students in the experimental group performed better. The researcher attributed this increase in motor abilities to the exercises in the instructional bag, as well as a decreased dread of entering the water. Therefore, fear is a psychological component affecting equilibrium. The higher a person stands above the earth, the less able they are to keep balance while gazing down. Furthermore, balance is affected by a variety of elements, including visual, sensory, and inner-ear-related ones. As a result, any malfunction in these (physiological) components impairs an individual's capacity to maintain balance. Additionally, this trait relies on the peripheral system for body control."

However, regarding the agility test, these significant differences confirm the impact and contribution of the educational package in developing this trait. This was evident through the reduced performance time resulting from the effectiveness of the games employed by the researcher. Additionally, intensifying sports activities and focusing on activities that enhance

attention, concentration, and neuromuscular coordination in a manner that aligns with the students' abilities is crucial.

"Wajih Mahjoub, 1987" indicates that "agility is a characteristic of the learner at this stage, which we observe in balance exercises and light games. Furthermore, it is a trait that encompasses all other traits, and the supportive tools have provided the student with experience by placing them in various situations and directions."

As for the coordination test, these differences serve as a clear indicator of the educational package's impact on developing this trait. Moreover, it enhances the efficiency of certain cognitive processes and their capacity in the student by providing the opportunity to perform coordinated movements appropriate for their age and specific condition.

"Risan Khreibat Majid," quoting "Larson and Yocum," states that "coordination relies on the integrity and accuracy of nerve functions and their interconnections." This requires sending nerve signals to multiple locations simultaneously. Additionally, hand-eye coordination and foot-eye coordination improve significantly with age. The performance of boys is better than that of girls throughout childhood. The preparation of the educational package was based on diversity, excitement, and recreation, which helped attract students to participate and engage positively, leading to such improvement."

(Muawad, 1983) confirms that "the beginner at this stage needs to be provided with the means of play and tools. That enable him to practice movement on a large scale. In which he uses all parts of his body. In order to practice his activity and movement, a child needs a large, spacious area.

The researcher also attributes this development to the positive impact that this method has had on the educational process, as it relies on individual differences in instruction. The researcher credits this superiority to the use, application, and repetition of supportive exercises through the educational package, which focused on developing students' ability to perform complex movements of different body parts simultaneously. This has helped members of this group learn and acquire the motor coordination necessary for the freestyle swimming skill.

As indicated by Wajih Mahjoub, coordination refers to the ability of the motor system to organize internal forces with external forces. The central system (the brain) remains the foundation of the coordination process. In more precise terms, these skills help the learner acquire the ability to organize, coordinate, arrange, and classify the commands and nerve impulses sent from the brain to the muscles and active parts of the body. Thus, the continuous repetition of these complex exercises contributes to the development of the ability to send and organize specific and different nerve impulses in terms of movement direction and force to multiple parts of the body simultaneously," meaning the gradual acquisition of overall motor coordination to perform these exercises. Consequently, the researcher believes that this development in general coordination among learners has helped transfer this acquired general coordination ability, leading to the improvement of motor qualities and basic skills specific to freestyle swimming. Furthermore, there is a similarity between these movements and the proposed exercises in terms of moving body parts in different directions simultaneously.

4- Conclusions and Recommendations:

4-1 Conclusions:

Based on the research results, the researcher reached the following conclusions:

1. The use of the educational bag and the method applied had a positive effect on improving motor qualities and basic skills in freestyle swimming for students.
2. The feedback provided by the educational bag influenced the performance of the researched skills correctly.

4-2 Recommendations:

In light of the results obtained by the researcher, the following recommendations are made:

1. It is necessary to adopt the educational bag approach in the process of learning freestyle swimming skills for students, as well as the possibility of using the bag for students in physical education and sports science colleges and their departments.
2. Educational tools should be an essential part of the curriculum content for skills to improve motor qualities and basic skills in freestyle swimming for students.
3. Emphasis should be placed on generalizing the contents of the educational bag to colleges and departments of physical education for swimming lessons and other subjects, benefiting from the experiences it offers in the educational process.
4. Design educational bags for skills from other sports and use them in lessons for students in physical education colleges and their departments.

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Appendix (1)

A model for the second educational unit according to the educational bag

Educational objective: Teaching the skill of slipping on the abdomen.

Educational Unit : Second

Unit time : (90) minutes

Behavioral skill goal: The student performs a set of exercises from different situations according to the educational bag, and in a correct manner.

Date & Day: Tuesday 22/11/2023

Number of students: 12 students

Unit sections	Time/min	Physical exercise and motor skills	Stages of the educational bag	Observations
Preparatory Department	20		Analysis Phase	
Introduction	5	<ul style="list-style-type: none"> ❖ Taking the absence of students while introducing them to the learned skill and clarifying the organizational and administrative aspect of the lesson. ❖ Watch sequential images of exercises by sliding on the abdomen and standing from them and an educational film. ❖ General preparation of the body that includes walking, rolling and giving different exercises outside the water. ❖ Preparing the muscle groups involved in the skill performance of the basic skills inside the water. 	General Objectives Identify the individual characteristics of each student Educational level analysis Setting behavioral (educational) goals	<ul style="list-style-type: none"> ❖ The student should listen to the instructions and topics while watching the guide. ❖ The student should get used to attention while watching the pictures of the exercises for sliding on the abdomen and standing from them. ❖ Emphasize the exercises correctly and well. ❖ - The four groups participated in this part in terms of joint exercises and allotted time.
General warm-up	5			
Private-warm-up	10			
Main section	65		Installation phase	

Educational activity	15	The skill of sliding on the abdomen is accomplished through pictures, exercises and watching the following educational bag guide: - Horizontal sliding on the abdomen using the buoyancy plate. - Slipping on the abdomen with the help of a colleague.	Educational Bag Guide Theoretical material Sequential images (securitization) Educational film (Laser Disc	
Applied part	10	- Slipping on the abdomen away from the edge of the pelvis.		<ul style="list-style-type: none"> - The teacher to explain the skill and its importance in swimming. - Then he makes a typical presentation of the learned skill. - Presentation of the skill by a number of good students. <ul style="list-style-type: none"> - The teacher makes a typical presentation of the skill. - Students are divided into quadruple groups and then the practical application of the skill begins. - The teacher moves between students to correct errors and provide them with corrective and evaluative feedback.
	5	- Holding hands to the edge of the bath and pushing and sliding on the surface of the water (attachment position).		
	5	- Arms in front of push one foot away from the edge of the pelvis.		
	5	- Sitting, sliding inside the water and standing from it.		
	5	The skill of sliding on the back and standing from it is accomplished through the following pictures and exercises:		
	5	- Push the wall with the feet to slide on the back holding the buoyancy plate on the abdomen and chest.		
	5	- Push the wall with the feet to slide on the back install the buoyancy plate between the thighs.		
	5	- Pushing the feet to slide on the back arms aside the colleague pulls from the shoulder joint.		
	5	- Push the feet to slide on the back with the arms intertwined.		
Concluding section	5	- Calming exercises that include jogging and then walking with the performance of flexibility exercises (stretching) and then leaving.	Evaluation Stage	

