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## Effect of a multi-media educational bag in learning some basic offensive skills with foil for students

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### Abstract

Importance of research is evident through statement of role of learning in educational bag multi -means offensive of self-education. research problem has emerged that level of learning in attacking skill performance does not rise to level of ambition and does not progress at level during learning period, and this is what made researcher disclosure by exploring opinion of experts and specialists and through viewing to learn se skills at university educational level influence of multi-media educational bag some of for students. Research sample was Basrah so multi-media educational bag has importance in teaching some of basic offensive skills in foil weapon for students. Recommendations were: adopting multi - media educational bag because of its importance in of basic offensive skills with a foil weapon for students.

**Keywords:** Multi-media educational bag, basic offensive, foil skills

### 1. Introduction

Science and knowledge two elements great importance in process of promoting country and progressing at various levels, including civilization, educational, educational, social and even sports. Science and knowledge plays a major role in drawing correct and targeted construction rules in building any aspect that concerns human life, and for this sports side is an important axis in a person's life that is not without its daily work from any sports practice and its aim is pleasure and health or achieving sports achievement. therefore, it must be preceded by practicing any type of sports or a game in which performance must be learned in a way that learner can practice with least effort and speed of learning, and for this re are multiple types of educational methods and each method that achieves required educational level and according to game specialization. We find that learning in multi - media educational bag is one of mechanisms of self-learning during which freedom can be given to learner by providing self-level and in a gradual manner and according to his age ability and understanding in performance and educational aims are placed closely to quality of performance and a sequence, and this includes all sports. Of sport increased its practice and history subjective of learner and its practitioner, in addition to various skills of fencing game, especially offensive, which attracts practitioners in its practice.

Hence importance of research by explaining role of learning in self-educational bag multi-media to raise level of offensive.

#### 1.1 Problem

Basic offensive skills of fencing game are close and similar in physical and technical level and require learning to link se skills in a serial manner and achieving final aims of m is to obtain required points, which requires an educational method that combines se skills and collect m in one educational method. Through researcher humble experience in education and game of fencing, he found that level of learning in attacking skill performance does not rise to level of ambition and does not progress at level during learning period, and this is what made researcher disclosure by exploring opinion of experts and specialists and by viewing to learn se skills at university educational level, found main reason is various user educational methods

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and did not use method of multi-media self-educational bag and it is suitable for privacy of fencing game and gives opportunity for learner in self-performance as well as a method that collects several skills in one in one and is required to raise level of learning of basic offensive skills in fencing.

### 1.2 Purpose

1. Influence of multi-media bag some of foil weapon for students.
2. To find out results of post-tests between controlled in teaching offensive foil weapon.

### 1.3 Hypotheses

1. Presence of moral differences between results of Pre and post-tests and for two control and experimental groups in teaching some of basic offensive skills in foil weapon for students.
2. Presence of moral differences in results of post-tests between two controlled and experimental groups and in favor of experimental group in teaching some of basic offensive skills in foil weapon for students.

### 1.4 Fields

1. **Human field:** Third-stage students in Faculty of Physical Education and Sports Science - at Basrah University
2. **Time's field:** From 5/ 2 /2022 and to 11 /4 /2022.
3. **Spatial field:** Fencing Hall, Faculty of Physical Education and Sports Science- Basrah University.

## 2. Theoretical Studies

### 2.1 Self-learning in educational bag (multi-media style) (Nahida Abdul Zaid: 2011) [8]

Educational portfolios are programs of Court of Regulation, proposing a set of educational activities and alternatives that help in achieving specific educational aims dependent on

principles of self-learning that enables learner to interact with educational material according to his capabilities and capabilities by following a specific path in process of motor learning, and se programs contain materials Organized and interconnected educational or photographer. Bags are multi-media: This type of bag is one of most important modern trends in learning and education process using more than one mediator to display one educational material, as well as it is one of most common and advanced species in terms of its level and contents, and works to adopt more than one sense of learning, It is also one of most useful bags at present time because of its advantages that make ability to design and use m for most educational materials, as it is used from learners in all educational stages.

## 3. Research Methodology and Field Procedures

### 3.1 Research Approach

Researcher used experimental approach with method of equal groups (control and experimental) to compromise in solving research problem and achieving his goals, as Haider Abdul Razzaq Kazem (2015) [1] sees "experimentation searches for reason and how it occurs, and researcher deals with variables of study, In some of, an intended change and control and control in some or relevant variables, so that impact of this will reach a follower of one or more, in or words, to reach causal relationships between both independent variable and dependent variable.

### 3.2 Sample and Community

Research community, (180) which numbered (20) students from one division, and y constitute (11.11%) of original community, which in turn was divided into two groups (control and experimental) in random way, so that each group reached (10) students and research sample is homogeneous inside each group and its equivalent as Table 1.

**Table 1:** Homogeneity and equivalent of control and experimental groups

Measurement and evaluation	Control groups			Experimental groups			t-Calculated	Sig
	M	S	Difference	M	S	Difference		
Length/ cm	174.56	2.526	1.447	174.67	2.698	1.544	0.089	Random
Weight/ kg	74.762	1.632	2.182	74.875	1.735	2.317	0.142	Random
Direct straight attack.	3.879	0.489	12.606	3.698	0.568	15.359	0.726	Random
Attack by changing direction.	4.127	0.674	16.331	4.274	0.499	11.675	0.526	Random
Conclusive attack.	4.552	0.447	9.819	4.662	0.652	13.985	0.418	Random

Table (T) = 1.7242

Pre -Tests: on 12 /2 /2023.

### User learning application

Application of multi - Medea educational bag: Researcher has prepared educational exercises for basic offensive skills with a foil weapon and its programming within educational units within lessons of fencing material for students and according

to instructions for applying educational bag multi - media and according to self-learning, and in its period of eight Weeks within. Appeared on 13/2 /2023 to10/4/2023.

Post-tests were conducted on 11/4/2023.

## 4. Analysis results

**Table 2:** Pre-test and post-test values of group (T) explains control group in evaluation used

Evaluation	Arithmetic medium		Standard	T	Sig
	Pre	Post			
Direct straight attack	3.879	5.045	0.452	2.579	Incorporeal
Attack by changing direction	4.127	5.124	0.298	3.345	Incorporeal
Conclusive attack	4.552	6.013	0.521	2.804	Incorporeal

**Table 3:** Pre-test and post-test values of group and experimental are explained in user evaluation

Valuation	Arithmetic medium		Standard error	T	Sig
	Pre-test	Post-test			
Direct straight attack	3.698	7.125	0.889	3.854	Incorporeal

Attack by changing direction	4.274	7.056	0.896	3.104	Incorporeal
Conclusive attack	4.662	8.112	0.893	3.863	Incorporeal

**Table 4:** Values (T) explains dimension between two controlled and experimental groups in evaluation used

Valuation	Control group		Experimental group		t-Calculated	Sig
	M	S	M	S		
Direct straight attack	5.045	0.865	7.125	0.998	4.727	Incorporeal
Attack by changing direction	5.124	0.964	7.056	0.925	4.341	Incorporeal
Conclusive attack	6.013	0.864	8.112	0.998	4.77	Incorporeal

Shows us re are differences between pre-test and post-test and two groups controlling and experimental He achieved required learning goals, as (Saad Mohsen: 1996) [2] confirms that educational program inevitably leads to development of achievement, if it is based on a scientific basis in organizing education process and its programming and using appropriate and gradient methods with difficulty and noting individual differences as well as use of influential educational means (Saad Mohsen: 1996) [2]. While Qasim Limzine sees, "Learning within an educational curriculum applies in objective image that leads to sides" (Afaf Abdel Karim: 1990) [5]. Through Table (4), it became clear to us that experimental group is better than control group in learning basic offensive skills with fencing weapon, that educational bag is a multi-media one of types of self-learning mechanisms was better in learning basic offensive skills with foil weapon as a result of linking skills and its education and understanding. And its application is subjective, and this is main reason for raising level of learning for skills, and Afaf Abdel Karim (1990) [5]" benefit of this type of method appears in first stage of skill learning when learner needs to identify important points after each performance to help him correct his technical performance (Afaf Abdel Karim: 1990) [5]. While (Schmidt) confirms, "For every skill we learn, re is a dynamic program that has a stock in brain, and more use of motor program, stock of resolution and serenity, (Suleiman Al-Sheikh: 1980) [3]. And from nature of serious organization of lesson and use of optimal method, which depends on self-performance and with frequency according to ability of learner until mastery of skill or part of skill all se matters work and rise to level of learning and this is confirmed by Zahir Hashem Ismail (2002) [4] in success of this teaching method of learning "that from natural phenomena of learning process that re must be an development in learning as long as teacher follows basic peaceful steps for learning, education, exercising on correct performance, focusing on attempts and repetition continuously until consolidation and stability of performance "(Zahir Hashem: 2002) [4]. Also, method of learning educational bag is a multi-means is one of methods that increases motivation for learning, which has been discovered from learner's desire to apply and perform and with a strong desire, and this helps to quickly learn and apply difficult skills that need to be integrated during learning and as we see of provoking learner's motives towards event or game to learn its skills and practice". Among se methods is to facilitate motor "(Nahida Abdul Zaid: 2011) [8]. In a similar study of this study by (Lamia Al -Dion & others), also used educational bag to develop offensive skills with foil weapon and concluded that" educational bag contributed to improving level of motor learning in skills of Shisha weapon" (Lamia Al -Diwan and others: 2006) and in our research this reflected We have role of bag used to collect all multiple means and not one means as in previous study, which gave better results. Context, Qasim confirmed that "characteristics and features of educational bag

style are a distinct style from or methods" (Qasim Lizam. 2005) [6].

## 5. Conclusions and Recommendations

### 5.1 Conclusions

1. Multi-media bag is important in teaching some of basic offensive skills with foil weapon for students.
2. Self-learning mechanisms, especially multi-media educational bag style, gives possibility of integrating skills in a serial manner and increases process of understanding and knowledge.

### 5.2 Recommendations

1. Adopting multi-media educational bag because of its importance in teaching some of basic offensive skills with taught weapon for students.
2. Emphasizing in education on self-learning mechanisms, especially method of multi-media educational bag, gives possibility of integrating skills in a serial manner and increases process of understanding and knowledge.
3. Necessity of emphasizing according to self-learning mechanisms, especially multi-media educational bag.

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**Appendix (1)****Model (from educational units)****Educational unit: First week / Learn basic offensive skills in fencing****Educational Unit: 1**

Sections of unit	Time minutes	Details and exercises	Repetitions	Notes
<b>Preliminary</b>	<b>15 Minutes</b>	<b>Attendance, General Warm-Up- Special Warm-Up</b>		
Main Section: 1. Educational 2. Applied	85 M  35 M  50 M	1. Explain Basic Offensive Skills with a Foil Weapon Together. 2. Explain Offensive Skills Separately. 3. View Photos and movies and make a model with applications of Students. 4. Apply Skills Fake with stabbing up and Down. 5. Apply Skills to specific fees and points on a Wall. 6. Performing Skills on Specific Points on Flynn Wall. 7. Performing Self-Attack skills with colleague and feedback by learner himself.	3×8 4×6 4×5 5×6	Self-Building Linking skills together in a bag Figure
Closing Section	10 M	Calming It, Breathing And Giving Work		