

Impact of the integration of some teaching methods on the level of performance of some offensive strikes for beginners in table tennis **Dr. Habib Reda Habib Ebrahim⁽¹⁾**

Introduction and the research problem:

The various types of teaching methods are the real means of communication that convey the learning message, whether the content of this message is cognitive or psychological or skills and values. Teaching methods are the main concern of the teacher, so he should choose the best methods that fit his abilities, and the verbal and psychomotor capabilities of the learners, as well as their interests and experiences and the numbers of learners. (**Ali Rashid, 1996:63**)(5).

Teaching styles are divided into a group of direct styles including commands, practice and the application through the reciprocal guidance among peers, the multilevel self- application, the kinetic tasks and cooperative learning. Through which the teacher chooses the activities and tasks being learned. The teacher controls the lesson material, the method of implementation, a

group of indirect styles including discovery, problem solving, the individual program, self-learning, which give the student the right to choose the types of activity he desires to practice and how to implement them. (**Abo ElNaga Ezz Eldin: 2005:65**)(4).

The kinetic tasks technique aims at motivating the learner to depend on himself and establish the kinetic skills as these tasks are provided for the learner without any intervention or participation on the part of the teacher. These forms should be graded in difficulty and the learner can choose what commensurate with his abilities, potentials and aptitudes as a first step from which he steps to the second task so that he may be able to achieve the requirements of the last task. (**Saeed El Shahid, 1997; 69**)(20).

The style of kinetic tasks is based on taking into account the individual differences among learners due to the

¹ Lecturer at Theories and applications of racket sports department. Faculty of Physical Education for boys Zagazig University-Egypt.

differences among learners in their physical abilities and skills, as some are weak, and some are moderate and others are excellent. hence, the teacher who adopts this style, when planning for the lesson, has to take into account all the levels, hence the teacher provides educational steps with multiple levels in the degree of difficulty in order to allow each learner to chose the level that commensurate with his abilities then continue in progress till he achieves the end goal. **(Abo el Naga Ezz Eldin; 2005; 87)(4).**

While the co-operative learning style aims at linking the learners' minds in collective work and positive participation by organizing the learning environment in-small and useful groups which result in effective learning, where learners merge together and collaborate in order to achieve a common goal which is the goal of the whole group. It serves as a model for diversity in management within the classroom; as co-operative learning requires an active interaction among learners, in addition to presenting increased opportunities for social development for

learners. **(Holt et;al., 2002: 12)(10), (Kenny et;al., 1995:10)(12).**

Cooperative learning is classified as one of the teaching methods that seeks to encourage cooperation and interaction among students and excluding the existing tendency of competition among them which does not often result in positive outcomes, but results in a type of discouragement and individualism and the lack of the principle of cooperation **(Slavin, 2007; 21)(22).**

The table tennis course is one of the coursers listed in the internal by law of the faculty of physical education for boy, Zagazig University in the second semester in the first year college students. Which require the application of modern scientific modes in order to achieve their goals including learning some basic skills. In order to make progress in the domain of this sport. To achieve its goals the teacher must be familiar with and aware of the means and methods of modern teaching, which helps the learner to learn the skills and performing them correctly and effectively.

Through teaching table tennis course for first year

students at the faculty of physical education for boys, Zagazig University. The researcher noted that there is a clear failure of the students in the performance of some strikes such as counter fore and counter back in table tennis. This may be due to the large increase in the number of students. In fact that makes it difficult for the teacher to perform all the processes of teaching and learning, supervision, guidance, follow up, and correcting the mistakes of all those number of students, during the period allocated for the part that should be taught of the daily educational module. This may exhaust the teacher and make him fully occupied with maintaining order at the expense of the implementation of the module or lesson, without regard to what the students have achieved of the educational return. In addition to employing the style of learning by commands in teaching table tennis skills which the teacher in fully responsible for, however. The teacher may not be able to reconcile his regulatory and supervisory responsibilities and the implementation of the

educational and pedagogical content included in the lesson, which limits the creative abilities of students and makes the educational process seem rigid and tepid.

The survey of references and associated studies that dealt with teaching methods in motor learning such as the studies conducted by Schilling & Mary (2000) (20), Mohammed Mohamed El Shahat (2002) (15), Ayman Abdel Fattah Al-Basty and Magdy Hussein Amir (2005) (6). Mohamed Ahmad Abdallall (2006) (13), Tughreed Mohamed Eraqi (2007) (23), Sabry Gabir Hassan (2007) (21), Mohsen Haseeb Alsayid and Yassir Abdon (2007) (16).

Showed that most studies dealt individually with teaching methods or comparing between two teaching methods, or, comparing between a number of teaching methods and that a few studies dealt with the combination of teaching methods technique to learn the basic skills in team and individual sports. While no one of the researchers mentioned or addressed using the integration method combining the teaching methods of learning offensive

strikes in table tennis, within the limits of the investigator's knowledge. Thus the researcher was motivated to make an attempt to recognize and identify the effect of employing the method of combining some teaching techniques (the motor tasks, and the cooperative learning) on learning some offensive strikes (counter fore and counter back) in table tennis as the combination of the two methods of motor tasks and cooperative learning gives teachers the opportunity to supervise all the students at the same times. The student who serves as an observer corrects and evaluates the performer by the teacher, and also through cooperation among them to perform a collective common task. Then a comparison is made between this and the three teaching methods individually, each of them separately to identify the effectiveness of each of them in learning some of the offensive strikes (the counter fore and the counter back) in table tennis for the first year students of the physical education faculty for boys. Zagazig University.

Study Aims

This research aims to identify:

1- The effect of using some teaching methods (motor tasks, cooperative learning, learning by commands), on the performance level of some offensive task (counter fore and counter back) in table tennis among the first year students of the faculty of physical education for boys, Zagazig University.

2- The effect of using the integration between two methods; the motor task and cooperative learning on the level of performing some offensive strikes, in table tennis among the first year students of the faculty of physical education for boys, Zagazig University.

3- Making a comparison between the four research groups, (motor tasks, cooperative learning, the integration between the two methods, the motor tasks and co-operative learning, at the level of performing some offensive strikes in question in table tennis among the first year students of the faculty of physical education for boys – Zagazig University.

Research Hypothesis

1- The effect of using teaching methods (motor tasks, cooperative learning, the integration between the two methods, the motor tasks and cooperative learning, and learning by commands) have positive impact at the level of performing some offensive strikes (counter fore and counter back) in table tennis.

2- There are statistically significant differences between the four research groups (motor tasks, cooperative learning, integration between the two methods of motor takes and cooperative learning, learning by commands) in the post measurement of the performance level of some offensive strikes in table tennis in flavour of the integration of the methods of motor tasks and cooperative learning group.

Terminology

Teaching Style: a group of teaching procedures previously planned by the teacher that are given a distinctive form, in the light of the available potentials to achieve the instructional goals as effectively as possible (Abo El Naga Ezz Eldin; 2000: 5) (3).

The motor tasks style: it is a technique which takes into account the different levels of

learner in a classroom, where the learner performs the physical exercise at his own level, and tries to engage all the learners in performing the same physical exercise at the same time. (Mohsen Mohamed Hommos, 1997: 98) 17).

Co-operative learning: It is the process that takes place between several parties in a teaching learning situation in the form of small group ranging from 4 to 6 students. It is based on the distribution of roles within a single group taking the members' abilities into consideration, to increase the effectiveness, of learning and achieve the desired goal. (Abo el Naga Ezz Eldin, 2000: 69) (3).

The Procedures

The Research method:

The researcher used the experimental method. By uses the experimental design which is based on the pre-and post measurement of four groups, of which three groups are experimental groups, and one group is a control group.

Subject:

The sample was chosen according to the intentional method. The sample consisted of 55 students of the first year students of the physical educations faculty for boys –

Zagazig University, in the second semester of the academic year 2012 / 2013, 15 students were excluded from the exploratory study, thus the basic research sample became 40 students, and were divided into four groups as follows:

The first group: used the motor tasks style and it consisted of 10 students (the first experimental group).

The second group: used the cooperative learning style. It consisted of 10 students, (the second experimental group).

The third group: used the style of integrating the motor tasks style and the cooperative learning style. It consisted of 10 students (the third experimental group).

The fourth group: used the learning by commands style. It consisted of 10 students (the control group).

The researcher calculated the normal distribution for the members of the basic research sample, as for the following variables: age, height, weight, the capacity of arms (muscles), the motor speed of the striking arm, the dynamic flexibility, compatibility between the arm, the eye and the ball-kinetic response to the striking arm speed and the level of performance of same offensive strikes in table tennis.

Tools:

First: Physical test:

- 1- Push – up a medical ball (3 kg).

- 2- Pass the ball to the wall test.

- 3- Lower and lateral touch test.

- 4- Rapid numbered circuit tests.

- 5- Test of the ball through out from a machine.

Second: Skill tests

- 1- Counter fore test for the front side.

- 2- Counter back test for the front side.

The Educational modules proposed for the teaching methods.

The Aim of the proposed educational modules.

Teaching some offensive strikes (counter fore and counter back). In table tennis for the first year students of the faculty of physical education for boys, Zagazig University (2012 / 2013).

The position bases of the proposed Educational modules for the motor tasks styles:

When identifying the proposed educational modules concerning the motor tasks styles the researcher took the following bases into account:

- 1- Graduating the successive steps of the motor tasks from the simple to the complex and from the easy to the difficult.

2- Taking into consideration the frequencies for skill learning.

3- Observing correcting the mistakes and continuous evaluation and offering the necessary guidance.

4- Observing showing a model for each motor task through illustrative images of the skill performance to offer the feed back to the student.

5- The reached follows up the students during implementation to ensure the seriousness of work for all the members of the group and encouraging them individually.

6- Each student starts the motor task that fits his capabilities through the criterion paper available, and if he makes a mistake, he should watch the illustrative pictures, and read the technical directions to know the skill performance phases for the strike to be learned.

Laying the foundations of the proposed educational models for cooperative learning style.

When deciding on the proposed educational module concerning the cooperative learning style, the researcher observed the following main points:

1- Dividing the second group students into two heterogeneous group work, each group consisted of 5 students that were divided into (commander – observer – performer – reader – critic) taking into account the exchange of role between them within the single educational module. (i.e.) that each student passes all roles while performing the motor task according to the number of groups and repetitions of each motor task.

2- Students were divided into working groups in the light of the mean pre-measurement scores results for the skill performance level as each working group is composed of one excellent students, two average students and two weak students.

3- The researcher asked all students to read the theoretical part concerning the task to be learned and to try to understand the educational and technical steps of the strike, and to help each other to comprehend and understand.

4- The students work together to implement the strike to be learned and exert their almost effort for the good of the working group.

5- The researcher explains the parts that are difficult for the students to understand it.

6- The researcher follows up the students while implementation to ensure the position participation of all the members of the group and encouraging them collectively. Observing evaluating the students through the module evaluation part, through testing the students of each working group then calculating the mean scores for each group through collecting the single group members scores and dividing them by their number to ensure that work within a single group, members in collectively performed and that each student is committed is committed to his role within the working group.

Laying the foundations of the proposed educational module for the integration of the motor task and cooperative learning styles.

The time period devoted for the educational and practical part (32 minutes) is divided into two time periods of (16 minutes) each to be devoted to employing the motor tasks in the first half of the learning process and employing the cooperative

learning in the second half of baring.

Laying the foundations for the proposed educational modules for learning by commands style.

Verbal explanation is offered for the skill, and a practical model for it is shown then the students perform the strike and perform the instructional steps and the exercises prescribed by the teaches.

The distribution timetable for the proposed educational program:

The content of the educational modules for the four research groups were identified (The motor tasks, cooperative learning, Integration, and learning by commands). Within 12 educational modules, two educational modules per week for a period of 6 weeks, and (45 minutes) for each educational module divided as follows. 10 minutes for the preliminary part. (32 minutes) for the main part. (3 minutes) for the final part.

The unification of the total time (The time parts of the lesson - the contents of the modules - the material and human potentialities) between

the four research groups. The only difference is the proposed teaching style only. The researcher refers to the fact that the educational modules have been shown by employing the teaching styles under consideration to a group of specialists is racket sports and teaching methods and that they acknowledged the validity of the educational modules at the rate of 85.71%.

The pre measurements:

The researcher conducted the pre measurements among the members of the four research groups at the performance level of some offensive strikes in table tennis, in the period from 3/3/2013 to 6/3/2013.

Application of the proposed educational modules.

The researcher applied the proposed educational modules to the members of the four research groups (motor tasks, cooperative learning, integration, and learning by commands, in the second semester of the academic year 20/2/2013, in the period from 9/3/2013 till 18/4/2013 for six weeks, each two units per week and the period lecture for the educational model was 45 minutes.

The post measurement

The post measurement for the four search groups were conducted in the period from 20/4/2013 to 23/4/2013 at the performance level of some offensive strikes in table tennis following the same order and conditions of the pre measurement.

Discussion

Results:

Table (1)
Significance of differences between the pre and post measurements for the first experimental group, the motor tasks at the level of performing the offensive strikes in table tennis.(N=10)

Variables	Pre Measurement		Post Measurement		T-Value
	M	STD.	M	STD.	
Counter fore	3.40	1.27	14.00	1.76	13.28 □
Counter back	3.20	1.19	13.70	1.57	12.91 □

T-Value= 2.262.

□ P- Value = 0.05

From table (1) it is clear that there are statistically significant differences at 0.05 level between the pre measurements and post measurements for the first experimental group "the motor

tasks", at the level of performing the offensive strikes (counter fore and counter back) in table tennis in favor for the post measurements.

Table (2)

Significance of differences between the pre and post measurements for the second experimental group. " cooperative learning at the level of performing the offensive strikes in table tennis(N=10).

Variables	Pre Measurement		Post Measurement		T-Value
	M	STD.	M	STD.	
Counter fore	3.50	1.59	16.20	1.87	14.73□
Counter back	3.30	1.31	15.70	1.63	14.24□

T-Value = 2.262.

□ P- Value = 0.05

From table 2 is clear that there are statistically significant differences at 0.05 level between the pre measurements and post measurements for the second

experimental group" cooperative learning" at the level of performing the offensive strikes in table tennis in favour of the post measurement.

Table (3)

Significance of differences between the pre and post easurements for the third experimental group. "Integration of motor tasks style and cooperative learning style" at the level of performing the offensive strikes in table tennis.(N=10)

Variable	Pre		Post		T-Value
	Measurement		Measurement		
Counter fore	M	STD.	M	STD.	16.47□
	3.50	1.59	18.10	1.92	
Counter back	3.20	1.31	17.90	1.80	16.15□

T-Value = 2.262.

□ P- Value = 0.05

From table (3) it is clear that there are statistically significant differences at the level of 0.05 between the pre measurements and post measurements, for the third experimental group

"Integration between motor tasks style and cooperative learning style" at the level of performing the offensive strikes in table tennis in of favour of the post measurement.

Table (4)
Significance of differences between the pre and post
measurements for the control group "learning by
commands" at the level, of performing the offensive strikes
in table tennis.

Variable	Pre Measurement		Post Measurement		T-Value
	M	STD.	M	STD.	
Counter fore	3.60	1.59	12.00	1.61	11.96 □
Counter back	3.30	1.31	11.80	1.52	11.55 □

T-Value = 2.262.

□ P- Value = 0.05

From table 4 it is clear that there are statistically significant differences at the level of 0.05 between the pre measurements and post measurements, for the control group " learning by

commands" at the level of performing the offensive strikes (counter fore and counter back) in table tennis in favour of the post measurement.

Table (5)

Variance analysis between the four search groups the post
measurements at the
level of performing the offensive strikes in table tennis

Variables	Source of variance	Total squares.	Degrees of freedom.	Mean squares	F- Value
Counter fore	Between groups	41.36	3	13.79	4.31 □
	within groups	115.29	36	3.20	
Counter back	Between groups	13.24	3	13.24	4.23 □
	within groups	3.13	36	3.13	

F-Value = 2.86.

□ P- Value = 0.05

From table 5 it is clear that there are statistically significant differences between

the four research groups (motor tasks – cooperative learning – the integration between the two

styles – learning by commands) for post measurement at the level of performing the offensive strokes in table tennis.

Accordingly, the significance of differences between the means has been calculated by testing the least significant difference. L.S.D.

Table (6)

Significance of differences between the four searches groups in the post measurements at the level of performing the offensive strikes in table tennis.

Variables	Research groups	M	Differences between the means				L.S.D
			1	2	3	4	
Counter fore	motor task	14.00		2.2□	4.10□	2.00□	0.73
	cooperative learning	16.20			1.90□	4.20□	
	integration between the task styles	18.10				6.10□	
	learning by commands	12.00					
Counter back	motor task	13.70		2.00□	4.20□	1.90□	0.72
	cooperative learning	15.70			2.20□	3.90□	
	integration between the two styles	17.90				6.10□	
	learning by commands	11.80					

It is clear from table 6 that there are statistically significant differences between the four search groups in the post measurement at the level of performing the offensive strikes in table tennis in favour of the integration between motor task and cooperative learning styles group and that there are statistically significant differences between the groups of motor tasks,

clear from cooperative learning in favors of cooperative learning. There are also statistically significant differences between the motor tasks group and learning by commands group in favour of the motor tasks.

Discussion of the results

A- Discussing the first hypothesis results:

The results in table (1) indicate to the existence of statistically significant

differences at the level of 0.05 between the pre measurements and post measurements for the first experimental group "motor tasks" at the level of performing the offensive strikes (counter fore and counter back) in table tennis in favour of the post measurement.

The researchers believe that this is due to the effectiveness of the educational program that employs the motor tasks in learning the offensive strikes in table tennis as the motor task style is characterized by, observing the individual differences among the learners and that it is the learner who chooses the onset level according to his capabilities and dispositions, and it is he who evaluates his performance and corrects his mistakes by himself through the criterion paper and the immediate feed back through the criterion paper. All this resulted in the speed of comprehension, cognition and perception of the offensive strikes to be learned as well as the researchers continuous follow up of the learners during the learning process and offering feed back in due time.

This is confirmed by Saeed el Shahid (1995) (20), Mohsen Hommos (1997) (17), Abo el Nage Ezz Eldin (2005)(4) and Mohamed el sayid Ali (2008) (14), that learning by motor tasks style allows each learner to choose the onset level that suits his capabilities where the teacher provides learning steps characterized by several and gradual levels graded in difficulty from which the learner chooses what suits his capabilities as a first step from which he steps to the second task till he achieves the requirements of the last task hence he researcher observes the individual difference which may result in better outcomes in the learning process. This is what the recent pedagogical trends seek to achieve through self-learning which transfers the focus of attention to the learner as he is the first to benefit from the learning process.

This result is consistent with the results of the studies conducted by Schilling & Mary (2000) (21), Mohamed Mohamed el Shahat (2002) (15), Ayman AbdelFattah el Basty & Magdy Hussein Amir (2005) (6) and Taghreed

Mohamedel Eraqi (2007) (23) on the importance of using the motor tasks style in learning the motor skills of collective and individual sports.

The results of Table (2) showed that the existence of statistically significant differences at the level of 0.05 between the pre and post measure in the second experimental group "cooperative strikes (counter fore and counter back) in table tennis in favor of the post measurement. The researcher believes that the statically significant differences between the pre and post measurement at the level of performing the offensive strikes in table tennis in due to the effectiveness of the cooperative learning style which solves the problem of the individual and sell differences among the students in a single group and increases the amount of the motor achievement for the student. It also provides an amount of the social communication skills among students and several various sources of feedback as then the student plays the role of a commander or a critic or an observer, he recalls and envisions the strike in his mind and imagines its good

performance and that it free of errors and mistakes so he is able to elucidate the strike and correct the mistakes of his colleague (the performer), giving him a chance to discover the mistakes and comparing them with the good performance as it is found in the criterion paper and perceives the information and the method of performing the strike and its motor path, and watching the correct performance through the illustrative images of certain parts of the strike and this in turn gives the student a chance to gain a clear mental image of the performance skill and this promotes his motor performance. This result agrees with the study results of Habib Read Habib (2005) (9) concerning the effectiveness of cooperative learning style in learning the basic skills in table tennis. These results agree with the results referred to by Joyce Refaat Mahmoud Bahgat (1998) (18), and Gabir Abdel Hameed (2005) (8) that the cooperative learning style makes the students responsible for learning through their cooperation in a working group to achieve a certain goal. The distribution of the work roles

during the lesson (commander) performer, observer-critic-reader contributes also in developing the ability to accept the different points of view and the elimination of the learner's introversion and isolation, intolerance, fanaticism, prejudice and showing bias to his-views. It also increases the motivation of the students towards learning a helps them to understand the components of the motor skill to be learned.

The results of table 3 revealed statistically significant differences at the level of 0.05 between the pre and post measurement in the third experimental group (Integration between the motor tasks style and cooperative learning style) at the level of performing the offensive strikes (counter fore and counter back) in table tennis in favour of the post measurement

The researcher refers to this improvement to employing the integration between motor tasks style and cooperative learning style. As in motor tasks style, the level of learners is taken into consideration as the learner performs the physical exercise fared on his level together with engaging all learners in performance at the

same time each according to his level, this means that there is practice and application of the physical exercise at the same time and at various levels and the teacher's role is limited to directing, guiding and observing the learners. The cooperative learning style completes what is lacking in the motor tasks, that's is the students work together in a team work helping its members to achieve a certain goal, and the responsibility of learning becomes the responsibility of the students and in that the students gain a greater sense of control and domination, and their attitudes towards learning and their colleagues in class improve.

This result agrees with the results of the studies conducted by Mohamed Ahmed Abdollah (2006) (13), Sabry Gabir Hassan (2007) (19), Mohsen Hasseeb El Sayed & Yassir Abdeen (2007) (16), concerning the effectiveness of employing the integration style between the several teaching styles in learning the motor tasks in the collective and individual sports.

The researcher attributes this to the positive role of the

teacher in the learning by commands style "the traditional method" which depends on the verbal explanation on the part of the teacher about the strike, its description in a precise way as well as showing a model about the learned strike and providing the feed back and continuous evaluation during and after the teaching module; all this contributed in increasing the motor achievement of the offensive strikes under consideration in table tennis.

Theses results agree with what **Allen Wade, (2000)(7)** refers to in that the method used in explaining the information to be learned, with understanding, memorizing and repetition on the part of the learner, and criticism and comment on the part of the teacher; all this helps improve the teaching process through elocution, in addition lecturing style, which is considered a good method for conveying information and cognition.

b) Discussing the results of the second hypothesis:

the researcher believes that the superiority of the third experimental group "integration between the motor task style and cooperative learning style" is due to

combining all the advantages and features of the two modes as learning by motor tasks give the student confidence in himself when choosing the motor level that suits his capacities, and bearing the consequences of his choice, cooperative learning style results in motivating the student to love excellence, motivation for work, leadership and dependency through the student involvement with the group in motor learning and cooperation and working together to achieve the success of the group as a whole.

This result agrees with the results of the pre studies conducted by Mohamed Ahmad Abdollah (2006)(13), Sabry Gabir Hassen (2007) (19), Mohsen Haseeb El Sayed & Yassir Abdin (2007) (16) in confirming the effectiveness of the integration mode between the teaching methods in learning the motor skills in comparison with learning by commands style, (The traditional method).

In this respect, Abel Salam Mustafa (2012) (2) refers to the factor that the multiplicity of teaching style is normal in the light of the many reasons that make choosing one of them is the best suited based on the different

individuals or circumstances or the prevailing educational philosophy or the different objectives to be achieved, but there are some modern trends in the field of teaching call for integrating or mixing or blending some teaching styles together in order to make use of their advantages and avoid some of the negative aspects.

Conclusions:

1- The effectiveness of the teaching methods used (motor tasks – co-operative learning, integration between the motor task style and the cooperative learning style and learning by commands) in learning some offensive strikes (counter fore and counter back) in table tennis.

2- The cooperative learning style is more effective in teaching than the motor tasks style and learning by commands in learning the offensive strikes (under consideration) in table tennis.

3- The motor tasks style is more effective than learning by commands style in learning of the offensive strikes (under consideration) in table tennis.

4- The integration between the motor tasks style and cooperative learning style are more effective than the other teaching styles used (motor tasks-cooperative learning and

learning by commands) in learning the offensive strikes in table tennis.

Recommendations:

Based on the results referred to and the conclusions reached, the researcher recommends the following.

1- The necessity of applying the integration between the motor tasks style and cooperative learning style in learning the offensive strikes in table tennis for the students of the physical education faculty for boys – Zagazig University.

2- Using the cooperative learning style because of its several advantages in learning the offensive strikes in table tennis and promoting its performance level.

Focusing attention on the generalization of using self-learning methods to most parts of the teaching module that allows the development of table tennis court in terms of form and content.

Physical education faculties should introduce the modern teaching styles within programs to prepare students.

Holding refinement sessions for the faculty and assistant members of the faculties of physical education to train them on how to use modern methods of teaching.

References

1. **Aamid Mohamed el Romy (2004):** The effectiveness of employing some teaching styles on the level of performance and the conservation of effect of learning some effective offensive skills in handball – "Theories and application magazine – No 50 – physical education faculty for boys – Alexandria University.
2. **Abdel Salam Mustafa (2012):** Essentials of teaching and the teacher professional development; Dar el fikr el Azaby – Cairo.
3. **Abo el Naga Ahmed Ezzel Din (2000):** Modern trends in physical education teaching methods – Dar el Asdiqua – Mansoura.
4. **Abo el Naga Ahmed Ezzel Din (2005):** Teaching in physical education (methods – styles- strategies) Shagaret el dur, books hop, Mansoua.
5. **Ali Rashid (1996):** Testing and preparing the teacher-Education practical manual-Dar el fikr el Arabi – Cairo.
6. **Ayman Abdel Fattah el Basty,& Magdy Hussan Amer (2005):** The effect of several teaching styles on some offensive skills for Hokey youth, physical education research magazine (38) issue (28), Physical education faculty for boys, Zagazig University.
7. **Elein wadei Farag (2000):** Experience in games for adults and kids, 2 edition, Al Maaref institution, Alexandri,
8. **Gabir Abdel Hamid Gabir (2005):** Teaching and learning strategies. Dar el Fikr el Ara by 2, edition – Cairo.
9. **Habib Reda Habib (2005):** The effect of using cooperative mini-teaching style on the performance level of some basis skills in table tennis, Master thesis – physical education faculty for boys, Zagazig University.
10. **Holt, D., et., al (2002):** Cooperative learning in the secondary school Maximizing language a acquisition academic a achievement and social devil a pment, Journal of Research in science Teaching, vol., 28, (2).
11. **Joyce Harrison (1996):** Instructional strategies for secondary school physical Education, (4 Ed). Brawn Benchmark.
12. **Kenny,D., et.,al (1995):**The effects of group composition on gifted and non-gifted Elementary students in cooperative learnin _ groups, American Educational Research Journal, vol.25(3).

13. **Mohamed Ahmed AbdAllah (2006)**: The effect of integrating some teaching methods on learning the skill of vertical counter fore for beginners in Hokey field; Sports sciences and arts magazine – Volume 24 – physical education faculty for girls, Helwan University.
14. **Mohamed El-Sayed Ali (2008)**: Terms in the curricula and teaching methods, second edition, Al Maaref bookshop – Alexandria.
15. **Mohamed Mohamed El-Shahat (2002)**: The effect of using some teaching styles on learning some basic skills in hokey sport for the students of physical education faculty Mansoura University, Sports Sciences and arts magazine – Volume 16, No 2- physical education faculty for girls, Helwan University.
16. **Mohsen Hasseb sayed & Yaseir Abdin (2007)**: The effect of integrating some teaching styles on the performance of physical, physiological and skills levels in athletics for secondary stage students: The second international scientific conference –second Volume-physical education faculty for boys –Zagazig University.
17. **Mohsen, Mohamed Hommos (1997)**: Aguide in teaching physical education; Al Maaref bookshop-Alexandria.
18. **Refat Mahmoud Bahgat (1998)**: Collective and individual learning, co-operation, competition and individualism: A alamel Kutob – Cairo.
19. **Sabri Gabir Hassan (2007)**: The effect of integrating come teaching styles on some offensive and cognitive skills in handball. "Physical sciences and arts magazine, volume 28, physical education faculty for girls, Helwan University.
20. **Saeed Khaleel el Shahid (1997)**: Physical education teaching methods, Students bookshop-Cairo.
21. **Schilling & Mary (2000)**: The Effect of Three Styles for of Teaching on University Students Sports Performance. <http://ericirsyedu/Pluels.Cgi>.
22. **Slavin, R., (2007)**: Cooperative Learning, Theory, research, and practice, (3 Ed) Boston.
23. **Taghreed Mohamed Aleraqi (2007)**: The effect of using the mot or tasks style on the performance level of some basic skills in table tennis, sports sciences and arts magazine – volume (26), physical education faculty for girls, Helwan University.