

THE EFFECTIVENESS OF RECREATIONAL SPORTS ACTIVITIES IN THE METHOD OF COLLECTIVE COMPETITION IN A NUMBER OF MOTOR ABILITIES AND SOCIAL INTERACTION FOR MIDDLE SCHOOL STUDENTS IN RAMADI REGION

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Abstract

The field of sports recreation and its methods is an important element of sports sociology for self-realization, interaction with others, developing tendencies, and getting rid of many life pressures, whether mental, psychological, or social, as the individual represents a set of behaviors within a group of individuals, and these behaviors are affected by the group, as well as how the group may affect individual behavior. The research aims to identify the effectiveness of recreational sports activities in a number of motor abilities and social interaction for middle school students in Ramadi district. The experimental approach was used to design the two groups equal in number and equivalent research variables dependent, and the experiment was applied to a sample of students of the fourth stage of Al-Mughira bin Division Preparatory School for Boys in Ramadi district, which was deliberately chosen to provide appropriate conditions, and their number is 24 students, divided into two groups in a random manner. The research took (6) weeks at a rate of two units per week, and the units included a set of recreational sports activities in a collective competition style in line with the skills learned in basketball, volleyball, and handball games. And five football, and after the completion of the research experiment, a number of results were reached, the most important of which is that both methodology to the control group and experimental group have brought about a development in motor abilities and social interaction, and that the experimental group that applied recreational activities in the manner of collective competition has outperformed the traditional approach followed in motor abilities and social interaction, and the results showed that recreational activities in the style of collective competition have increased the enthusiasm of students and their positive feelings towards the application of exercises.

Keywords: recreational activities, group competition, motor abilities, social interaction.

Introduction

The field of sports recreation and its methods is an important element of sports sociology for self-realization, interaction with others, developing tendencies, and getting rid of many of the pressures of life, whether mental, psychological, or social, as the individual represents a set of behaviors within a group of individuals(1), and these behaviors are affected by the

group, as well as how the group may affect individual behavior. The recreational motor activities in the physical education lesson are the main engine for acquiring many values and absorbing the components of the lesson if they are carried out competitively to achieve the educational, educational(2), and behavioral goals of students at an important stage of students' lives, which is the preparatory school stage, as it has been directed in a scientifically thoughtful manner, so developed countries pay great attention to developing their programs based on the conditions that societies are going through to achieve many goals for many students to build a social personality capable of Future production has emerged compensatory theory with its ideas as one of the theories of recreation to fill the shortage in other recreation literature(3), as it showed that the task of recreation "basic is not only venting for repressed emotions but compensation for aspects of behavior, and showed that the complexity of social life in our modern era has deprived many individuals the opportunity to achieve self-realization, which generated the spread and phenomenon of many vehicles of deficiency in society" (4). From this point of view, the importance of research appeared in a cognitive direction to provide teachers and physical education teachers in the Ramadi district with the concepts of recreational sports activities as a basic material; the second direction is the practical application of these activities and the consequent research results to acquire motor abilities such as compatibility, agility, balance, and social interaction and achieve the goal of upgrading the physical education lesson as an important area to build the personality of students in the preparatory stage.

Recreational sports activities: "It is a set of motor activities of a recreational and social nature that are voluntarily practiced by young people and aim to enjoy, and which contribute to refining students' skills and developing their abilities to achieve integration in their personalities" (5).

Group competition method: "It is the organization of individuals when teaching motor skills in the form of groups to interact with each group to compete with the other group, in which students realize that they are linked with their peers in the group in a way that cannot succeed unless their peers succeed" (6).

Motor abilities: They are abilities that "depend on the investment of motor sensation and the use of the central and peripheral nervous system for control and are classified into motor agility, balance, compatibility, and motor accuracy" (7) and (8).

Social interaction: It is "mutual influence between individuals, or social forces, as mutual influence occurs in the social milieu, and this is a social interaction" (9).

The social and political conditions experienced by Anbar province and the exposure of its society to forced displacement at the hands of the enemies of humanity have imposed on educators to go towards exploiting all areas of the education process to restore society from many social problems, and the lesson of physical education is the important area from which it must be the starting point, and through the work of the researcher for years within the educational supervision of the specialist in physical education and his continuous visit to follow up the performance of teachers and know about many of the problems that this vital lesson is going through. Note that students in the preparatory stage have a great need to acquire motor abilities as well as social interaction between students and build different

relationships and skills for social interaction, such as communication, turnout, cooperation, and interest in others, as a result of the changes that have occurred in society, so the research raises the following question: Is there an effectiveness of recreational sports activities in the manner of collective competition in a number of motor abilities and social interaction for middle school students to spend Ramadi?

Research Objectives: preparing recreational sports activities for the physical education lesson in line with the research sample. **Acquaintance:** The effectiveness of recreational sports activities in a number of motor abilities and social interaction for middle school students in Ramadi. Identify the differences between the control group and the experimental group in a number of motor abilities and social interaction for middle school students to spend Ramadi. **Research hypotheses:** There are statistically significant differences between the results of the pre- and post-measurements of the control and experimental research groups in a number of motor abilities and social interaction of middle school students of Ramadi district. There are statistically significant differences between the results of the dimensional measurements between the control and experimental groups in a number of motor abilities and social interaction of middle school students in Ramadi district.

Material y methods

Study Design:

The researcher used the experimental method by designing the two equivalent and equal groups with a number with a pre- and post-test(10).

Participants:

The research community was determined by the students of Al-Mughira bin Division High School for boys in the center of Ramadi district, the fourth scientific stage for the academic year 2022-2023, which numbered (60) students divided into two divisions, namely (A and B) by (30) students for each division. For the purpose of applying the research and not affecting the curriculum, Division (A) was deliberately chosen to be the main research sample, and after excluding (4) students for non-compliance and (2) students due to pathological conditions, the research sample was formed from (24) students by 40%. Dividing them randomly into two control and experimental groups by the case of (12) students for each group, the selection of this sample was for a number of reasons, including the availability of sports arenas and tools and the cooperation of physical education teachers to complete the research.

Tools, devices and means of collecting information:

The following tools and devices were used: Computer type (HP). Signs (8). Basketball number 4. Volleyball number 4. 4 footballs. 4 balls. Rubber balls. Rope. Chairs. Metric tape measure. Circular rings (10). Stopwatch. Pens. As for the means of collecting information, they included the following: Testing and measurement. Arab and foreign sources. International information network (Internet). Data registration and dump forms. Auxiliary Working Group(11).

Research tests: Within the limits of the research problem, and after the researcher reviewed the sources for motor abilities and social interaction tests, the following standardized tests were determined:

Motor abilities test: Appendix (1) First: Agility test: "Winding running by the Barrow method" (12). Second: Motor Compatibility Test: "Motor Compatibility between the Legs and the Eyes—Numbered Circles" (13).

Social interaction scale: Appendix (2). The scale of social interaction was adopted, which was prepared by Nubian (2010), which was applied to a sample of university students in Egypt and Saudi Arabia and was also applied in Iraq by (14) to the players of the qualifying round teams for the Premier League handball, and the scale consists of four dimensions: Demand for others. Cooperation with others. Contact with others. Caring for others. Each dimension has its phrase, and the upper degree of the scale and each dimension (21) degree, and the lowest degree is (21) and the upper degree of the scale (84) and the lowest degree is (28), and the key to correction from: Yes, (3) degrees. Sometimes (2) degrees. No (1) degree.

Scientific weight of tests:

Honesty: The sincerity of the tests of motor abilities (agility, compatibility) and the sincerity of the social interaction scale were extracted by presenting them to the experienced specialized experts (the tests and the scale have obtained an agreement rate of 100%)(15).

Stability: The stability of the motor abilities tests and the social interaction scale was verified by the method of re-testing(16), as the researcher with the assistant team applied the tests and the scale on a sample from outside the main research experience, numbering (10) students from the fourth stage, and it was returned after an interval of (7) days for motor abilities and (10) days for the social interaction scale, and the correlation (t) between the two tests was as follows: Motor aptitude tests (0.78) for fitness tests and (0.81) for compatibility tests. Social interaction scale (0.85). Thus, it is clear that the correlation is significant as the value of (t) for all variables is greater than the tabular value of (t) of (0.63) under the level of significance (0.05) and the degree of freedom $10-2 = (8)$.

Pre-tests: Pre-tests to measure motor abilities (agility and compatibility) were conducted on Monday, October 17, 2022, in the sports arena of Al-Mughira bin Shu'ba Preparatory School for Boys, under the supervision of the assistant work team, on the control and experimental research groups. The sample then went to the classroom after preparing the requirements for answering the social interaction scale, and the answer time took 20 minutes, and all procedures and the method of conducting the tests were installed. After dispersing the data, the equivalence of the two research groups was verified in Table 1.

Table 1 shows the equivalence of the control and experimental groups.

Variables	Unit of Measurement	Control Group N (12)		Experimental Group n (12)		Calculated value(t) *	Significance
		Arithmetic mean	Arithmetic mean	Arithmetic mean	Arithmetic mean		
Agility	second	12.83	0.98	12.33	1.37	1.04	Immoral
Compatibility	second	7.11	0.68	7.21	0.78	0.34	Immoral
Social interaction	degree	41.33	3.34	41.58	3.70	0.17	Immoral

* Tabular value (t) (2.074) under the level of significance (0.05) and degree of freedom (22). It is clear from Table (1) the equivalence of the two research groups in the dependent variables, as the calculated value of (t) was smaller than the tabular value of (t), under the level of significance (0.05) and the degree of freedom (22).

Introductory Unit: For the purpose of understanding the members of the research sample and the assistant team of physical education teachers, the researcher conducted an introductory unit for the members of the experimental group on Thursday, 20/10/2022, which included the sections of the lesson, clarifying its purpose, the method of implementing recreational activities, achieving the goal of competition, the sequence of exercises and its procedures, and in line with the time of the physical education lesson.

Main experience: The main research experiment of the experimental group began on Monday, corresponding to 10/24/2022, and took (6) weeks, two lessons per week, according to the weekly lesson curriculum installed from Monday and Thursday, and the researcher has developed a set of recreational activities that are applied in a collective competition style (Appendix 3), in the applied section, and that it suits the skills learned in basketball, volleyball, handball, and football pentathlon. The experimental group shares with the control group in the preparatory section and the final section, and the difference is in the applied section; as the control group applied, the traditional teacher's approach followed, and the research experiment was completed on Sunday, 4/12/2022. The following is an explanation of the sections of the physical education lesson for the experimental group:

1- Preparatory section (15) D: It is the implementation of administrative aspects and organizational cases in order to prepare the body of students for the main section, and the preparatory section included:

- Introduction (5) D: Students descend in a format and prepare the tools, and stand in the formation of a row to register attendance and perform the greeting of the beginning of the lesson and then direct them with expressions of encouragement to make the effort.
- General warm-up (5) D: includes activities and various exercises to raise physical ability by walking and jogging with the arms rotated forward and backward, raising the knees, running at different speeds, and weighted jumping exercises.
- Special warm-up (5) D: It includes exercises commensurate with the skill and its technical performance, taking into account the sequence of application of the exercises.

2- Main Section (25): It is divided into:

- Educational Department (10) D The teacher explains the learned skill and clarifies its types, the method of technical performance, and the mistakes that can occur; then the teacher performs a live kinetic model with the performance of each student of the skill.
 - Applied Department (15) D: The experimental group applies recreational activities in a collective competition manner and according to the lesson plan developed by the researcher and included (3) exercises, while the control group applies the teacher's exercises followed.
- 3- The final section (5) d: It includes exercises to calm down and relax, then stand by forming a row and perform the greeting of leaving the class system.

Table 2 shows the time division of physical education lessons.

Lesson Sections		Time for the teaching unit	Time per week	Time in the experiment period (12) units	Percentage %
Preparatory Section (10) minutes	Introduction	5 minutes	5 minutes	40 minutes	%11.11
	General warm-up	5 minutes	5 minutes	40 minutes	%11.11
	Special warm-up	5 minutes	5 minutes	40 minutes	%11.11
Main Section (25) minutes	Educational Department	10 minutes	10 minutes	80 minutes	%22.22
	Applied Department	15 minutes	15 minutes	minutes	%33.33
Closing Section (5) minutes		5 minutes	5 minutes	minutes	%11.11
Total		45 minutes	45 minutes	360 minutes	%100

Post-tests: With the same temporal and spatial conditions and the method of conducting pre-tests, the post-tests were applied on Monday, corresponding to 5/12/2022. 2.10

Statistical Methods: The following statistical laws were used: "arithmetic mean - standard deviation - law (t) for correlated samples - law (t) for unrelated samples - law of correlation coefficient Pearson (t)" (17)and (18).

Results

Presentation and analysis of the results of the pre- and post-tests of the control group in the variables of agility, compatibility, and social interaction.

Table 5. Shows the results of the pre- and post-tests of the control group in the variables of agility, compatibility and social interaction.

Variables	Unit of measurement	Pre-measurement		Telemetry		Teams of the media	Deviation difference	Calculated value (t)*	Significance
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation				
Agility	second	12.83	0.98	11.59	0.80	1.31	0.81	5.69	Moral
Compatibility	second	7.11	0.68	6.46	0.54	0.65	0.51	4.64	Moral
Social interaction	degree	41.33	3.34	58	4.86	16.66	7.28	7.93	Moral

* Tabular value of (t) (2.201), under the significance level 0.05 and degree of freedom (11). It is clear from Table (3) for the results of the pre- and post-measurements of the control group that the differences were in favor of the dimensional measurements in the variables of agility, compatibility, and social interaction, as the value of (t) tabular for all variables is greater than the value of (t) calculated, under the level of significance 0.05 and the degree of freedom (11).

Presentation and analysis of the results of the pre- and post-tests of the experimental group in the variables of agility, compatibility, and social interaction.

Table 6. Shows the results of the pre- and post-tests of the experimental group in the variables of agility, compatibility and social interaction.

Variables	Unit of measurement	Pre-measurement		Telemetry		Teams of the media	Deviation difference	Calculated value (t)*	Significance
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation				
Agility	second	12.33	1.37	10.35	0.52	1.89	1.21	5.55	Moral
Compatibility	second	7.21	0.78	5.70	0.46	1.50	0.63	8.33	Moral
Social interaction	degree	41.85	3.70	66.25	6.78	24.66	5.96	14.33	Moral

* Tabular value of (t) (2.201), under the significance level 0.05 and degree of freedom (11). It is clear from Table (4) for the results of the pre- and post-measurements of the experimental group that the differences were in favor of the dimensional measurements in the variables of agility, compatibility, and social interaction, as the tabular value of (t) for all variables is greater than the value of (t) calculated, under the level of significance 0.05 and the degree of freedom (11).

Presentation and analysis of the results of post-tests between the control and experimental research groups in the variables of agility, compatibility, and social interaction.

Table 7. Shows the results of the post-tests between the control and experimental research groups in the variables of agility, compatibility and social interaction.

Variables	Unit of measurement	Control group N (12)		Experimental Group N (12)		Calculated value(t)*	Significance
		Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Agility	second	11.59	0.80	10.35	Moral	Moral	Moral
Compatibility	second	6.46	0.54	5.70	Moral	Moral	Moral
Social interaction	degree	58	4.86	66.25	Moral	Moral	Moral

* Tabular value (t) (2.074) under significance level (0.05) and degree of freedom (22). It is clear from Table (5) of the results of dimensional measurements between the control and experimental groups that the differences were in favor of the experimental group in the variables of agility, compatibility, and social interaction, as the tabular value of (t) for all variables is greater than the value of (t) calculated, under the level of significance 0.05 and the degree of freedom (22).

Discussion

Through Tables (3) and (4), it is clear that both curricula have brought about a development in motor abilities and social interaction, and this is shown by the statistical results, as the proper planning of the lesson plan is one of the basic ingredients to achieve educational and behavioral goals, and that the organization of exercise is one of the priorities set by the successful physical education teacher, and that the teaching and learning process are "two concepts of one process aimed at completing and developing the educational process and cannot be separated because of their coherent link" (19). And confirms (20) that one of the basic duties of the teacher is to determine the objectives of his lesson and learning style, as well as determine the educational behavior to be achieved, and that the series of events of the lesson be in the content, place, motivation, feedback, evaluation, and the relationship between them and the ability to make appropriate decisions to apply the learning process, and through that the researcher has achieved the first imposition in the positivity of both experimental and followed approaches(21). In Table (5), it was found that the differences were in favor of the experimental group, which outperformed the control group, due to recreational activities in the style of collective competition, which is characterized by adding a space of competition between peers within the groups and this type of exercises removes monotony and boredom by students and this is what the researcher touched through field observation of students when they apply the exercises, and confirms (22) that "motor abilities are one of the most important foundations for the learner to acquire skills through teamwork to control the speed of the body within the motor path of the game, and to show motor experiences with the least effort, investing the student's ability in an ideal way" On the other hand, recreational activities have been achieved in the manner of social competition between members of the experimental group more than the curriculum followed, and the researcher attributes that satisfying needs and organizing relations between individuals within a competitive atmosphere of exercises has increased the familiarity between students and the

adoption of each other in the implementation of practical aspects, with the presence of the teacher, who has an active role in achieving social interaction(23), The interaction between the educator and his followers of students or players as a group affected by their morale and increased mutual trust among them, so "we find that the person interacting with a certain group of people in repeated times results in the presence of a kind of behavioral expectation on the part of the group any particular behavior recognized" (24),(25) and through that the researcher has achieved the second hypothesis and thus be hypotheses of the research in the right direction.

Conclusion

- Both control and experimental group approaches have brought about development in motor abilities and social interaction.
- The experimental group that applied recreational activities in a group competition style outperformed the traditional approach to motor abilities and social interaction.
- Recreational activities in the style of group competition have increased the students' enthusiasm and positive feeling towards the application of exercises.

Through the conclusions reached by the researcher, he recommends the following:

- The use of recreational activities in a group competition style when applying exercises among middle school students.
- Paying attention to the physical education lesson in Anbar province and providing supplies and tools as the only outlet for practicing sports activities.
- Informing physical education teachers of the results of this study to benefit from them and preparing brochures that include recreational activities in a collective competition manner.

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Appendix 1. Shows research tests (motor abilities)

First: fitness test:

Test name: Barrow slalom running. Objective: measuring agility.

Tools: Draws a rectangle on the ground length (4.80) m and width (3) m, fixes four lists on the ground in the four corners of the rectangle, and installs the fifth pillar in the middle of the rectangle with a note that the length of the post must not be less than (30) cm, stopwatch.

Performance specifications: The tester stands behind the starting line in the standby position to start running from a standing position (high starting position). At the signal, the laboratory runs between the five lists until it completes the third cycle.

Recording: Calculates the time taken by the laboratory to the nearest 1/100th of a second.

Second: compatibility test:

Test name: motor compatibility (between legs and eyes) (numbered circles).

Objective: Measure motor compatibility between the legs and eyes.

Tools: Stopwatch, draw on the ground (8) circles with a diameter of each (60) cm, and number circles from (1–8).

Performance specifications: The tester stands inside circuit No. (1), and when hearing the start signal, it jumps according to circuit No. (2) and No. (3)... up to circle number (8).

Recording: Calculating the time taken to travel on the eight circles.

Appendix 2 The social interaction scale shows Dimensions of the scale**Dimensions of the scale:**

Dimensions	Interest in others	Collaborate with others	Connecting with others	Caring for others
Ferry numbers	25,21,17,13,9,5,1	26,22,18,14,10,6,2	27,23,19,15,11,7,3	28,24,20,16,12,8,4

The scale of social interaction in its dimensions (turnout, cooperation, communication, interest in others)

	Phrases	Yes	no	sometimes
1	I love being with my colleagues			
2	I share the joys and sorrows of others			
3	My relationship (connection) with my colleagues and relatives is not interrupted			
4	I share my colleagues emotionally in special occasions			
5	Constantly contact people I know			
6	I love the work I share with my colleagues			
7	My colleagues call me on the phone.			
8	I always ask about the affairs of my relatives and colleagues			
9	Visits are uninterrupted between me and my colleagues			
10	I like individuals doing joint work better than individual work			
11	I like to visit with my colleagues			
12	I care about the crises that happen to my colleagues.			
13	I feel comfortable when I'm with my friends			
14	I spare no effort in helping others			
15	I like the constant conversations with my colleagues			
16	I want to make new friends			
17	I feel that not cooperating with others is selfishness and hatred			
18	I feel bad when I'm alone			
19	My colleagues take care of my affairs.			
20	I like to participate in social activities			
21	Helping others and cooperating with them is a religious duty			
22	My self-confidence increases when I'm with my colleagues			
23	Sharing their lives with others is fun			
24	I have a skill in gaining new relationships			
25	I enjoy when I do joint work with others			

26	Communicating with others is scientifically and personally beneficial			
27	My interest in the affairs of my colleagues and relatives makes me happy.			
28	I miss my colleague when he is away			

Appendix .3 Shows a model of the physical education lesson using recreational activities in a group competition style.

Unit (1)

Stage: Fourth Scientific Educational Objectives: Developing the learning skill of high basketball





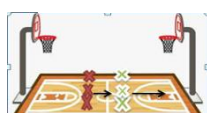
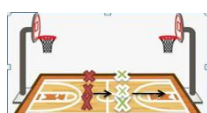
Date: 24/10/2022



Behavioral goals: that students perform the skill of Tabtaba through recreational sports activities

Unit Time : 45m

Objective: Competition - Cooperation

Number of Students: 12

Section s	Type of activity	Time	Content Explanation	Profiles	Observations
Preparatory Section (15) min	Introduction	5 min	Preparing the tools - attending students to the arena - standing in a format - recording attendance - greeting the sports lesson to start	    	Standing system
	General warm-up	5 min	Walking - jogging - walking with steps - swinging arms - jogging - with the arms rotated in front and vice versa ← raising the knees high ← zigzag running Between the signs ← a regular jog ← a ← stop.		
	Special warm-up	5 min	<ul style="list-style-type: none"> - (Standing) weighted jump on spots. (Free Exercise) - (Standing, opening, arms aside) alternate raising arms high (4 counts) - (Standing, waist) twist torso to sides (4 repetitions) -(Long sitting) bending the knees alternately (4 repetitions) 		
Main Section (25) min	Educational part	10 min	The teacher explains the skill of high drum, the method of its technical performance and when it is used - then performs a live kinetic model in front of the students so that each student performs the skill		Warm up by all students and maintain distances Perform physical exercise correctly and correct mistakes. Attention by students to explain skill performance
	Applied	15 min	Application of recreational sports activities exercises in a group competition style		

Final Section (5) D	Depart ment		<p>: From the formation of two opposite groups and the midfield line of the basketball court between the two groups at a distance of (1) meters - each student holds a basketball - determines a name for each group The exercise begins when the group hears the name specified for it You do the high Tabtaba to the end of the court The other group is Tabtaba and catch up with the student's attempt to touch a colleague before the finish line. Then repeat the exercise and determine the winning group .</p> <p>: The chair is placed in the middle of the central circle of the basketball court - the students are divided into two groups each group stands at the end of the court - the first student from each group carries a basketball - and when the whistle is heard, the first student from each group with high drums trying to reach the chair and sit on it - the winning team is the one who can sit on the chair with the most number</p> <p>: 4 students stand in the middle of the central circle - the remaining students are scattered in the yard - all students carry a basketball - when the start signal is given, the four students do the high drum and try to catch up with the remaining students and touch them and who try to escape with the performance of the high drum - the last student is the winner.</p> <p>Exercises calm and relax, then stand by forming a row and perform the greeting to leave the class system.</p>	 	<p>Apply the exercise correctly and focus on teacher guidance and group competition</p> <p>Use of words of encouragement by students</p> <p>Commitment to leave</p>
		Exer cise 1 5m			
		Exer cise 2 5m			
		Exer cise 3 5m		