



The effect of the beehive strategy on the performance of the skills of overwhelming beating and defending the court with volleyball

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Abstract

The aim of the research is to prepare practical volleyball lessons by using the beehive strategy for the fifth preparatory students, and to identify the impact of the beehive strategy in performing the overwhelming multiplication and defending the stadium in volleyball among the fifth preparatory students, and I adopted for the experimental approach with the experimental design with two experimental groups and the equal control Exactly the arbitrator of the tribal and posttests, and the research community is available in the fifth preparatory students in the morning study in the Al -Fursan Preparatory for Boys within the formations of the General Directorate of Baghdad/ Karkh for the second year (2023/2024), the total number of (225) students, who are distributed By their nature, to the four people, the application sample of (48) students were chosen randomly in the two divisions (B) and (c) representing (21.333 %) of the origin society, and one of the two main applications of the application sample was chosen randomly to be the Division (B) the group The experimental number of (24) students, and the other division (C) the control group of (24) students, represents (21.333 %) of the origin society, After preparing the skill performance tests and preparing practical lessons in this strategy, it was applied after the tribal tests by experimenting for a period of (12) weeks at a rate of (1) one lesson per week and for each skill (6) consecutive weeks, and then conducting dimensional tests and processing the results automatically with a system (SPSS) to be Conclusions and recommendations that the vocabulary of the beehive strategy can be applied and its vocabulary is employed in educational tasks in practical physical education lessons for the fifth -grade middle school students, and its application helps in improving the level of the skills of overwhelming hitting and defending the stadium in volleyball for the fifth preparatory

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students, and they outperform the improvement of this level The skill performance of the two skills in students who are studying without them in the practical lessons of volleyball, and it is necessary to focus on practical applications to teach the performance of overwhelming multiplication skills and defend the stadium in volleyball with a greater rate of explanation, guidance and feedback from external sources to increase students 'empowerment to discover and revitalize the role of class students Fifth preparatory in practical lessons, It is necessary to pay attention to developing the capabilities of physical education teachers in preparatory schools, and to increase their knowledge of the importance of the applications of the beehive strategy in practical lessons in a manner that depends on scientific planning according to the foundations and principles of methods of teaching physical education.

Keywords: Beehive strategy, crushing hitting, canned defense skill, volleyball

Introduction:

The current era is characterized by many rapid changes and transformations that require a reconsideration of educational methods in general, and curricula and teaching methods in particular, to ensure that they keep pace with the latest developments and contemporary educational trends, because education is no longer limited to providing students with culture and science, and education is no longer for life, but rather life itself, so it sought to invent various strategies in order to build the integrated personality of the student. (Al-Shazly, 2018, p. 471).

“The principle of activation in learning to perform motor skills in physical education lessons depends on continuous evaluation and feedback, as students 'performance is evaluated, constructive comments are given on their performance, and observations and suggestions are provided to improve their level and develop their motor and skill skills) ”.Muhammad, 2018, pp. 77-78(

Likewise“ ,activating the student's role in the lesson allows them to truly contribute to the activities so that this contribution takes them beyond the passive receiving role ”. (Abdul Ali and Jabbar, 2022, p. 3) by activating many modern teaching strategies because of their great importance in the learning and teaching process, as you see (Sahab Ismail, 2021, p. 2) that the teaching process is the cornerstone of the desired behavior of individuals and the acquisition of knowledge, values, customs and other patterns of behavior.

Also“ ,group circles can be organized where learners share experiences and advice among themselves, teachers can guide discussion and provide technical supervision, and team performance indicators can be used and evaluated regularly to measure continuous improvement and identify areas that need development) ”.Harvey & Other 2019, 485(

“The beehive strategy is concerned with enriching the cognitive structure necessary for teaching the skill, and with comprehensive cooperation among learners that ensures the participation of all of them with dedication and exciting continuity, which prompts them to explore and demonstrate the expertise they possess in order to excel in the skill

competition ”.(Ali, 2020, p. 109) This is consistent with the opinion of (Haneen Maysam, 2023, 66), which believes that active participation in learning with colleagues and encouraging each other makes the educational material attractive and exciting, which makes them cooperative and productive in groups.

Also“ ,the beehive strategy helps in enhancing confidence among students when presenting each cell that it offers or presenting them with points that need improvement, in clearly defining tasks according to the students ’level, and in providing the school with constructive feedback for each cell on an ongoing basis, to evaluate the extent to which the students benefit from the strategy) ”.Sarhan, 2019, p. 243(

The student's role in the beehive strategy is as follows:

Searching for a large number of information related to answering the teacher’s questions about the skill performance of each of the two skills investigated by adopting the educational model presented for the skill specified in the lesson.

Group discussion and cooperation to arrive at answers to the teacher’s questions about skill performance.

Mastering the tasks of moving between roles within a single cell in strategy tasks.

All ideas are accepted (from the teacher, colleagues, the student in the role of the queen, and the overall classroom environment).

Trying to integrate ideas with mental alertness until they are integrated by linking various ideas that support skill performance.

Investing knowledge of performance in the application and practical practice of educational exercises in the practical lesson.

Integrating into the educational tasks of the strategy in cooperation with students in completing group exercises.

Participate in peer evaluation and self-evaluation of skill performance.

The role of the teacher in the beehive strategy is as follows:

Question cards are designed and prepared in the form of hexagonal cells that are interesting and motivating for students.

Encourages students to take responsibility and participate effectively and cooperatively in the practical lesson.

It raises questions and turns educational activity into a friendly competition between cells through healthy, honest competition.

It makes students the focus of the educational process instead of being limited to traditional education.

Develops mental skills by enhancing students' critical and creative thinking by directing them to work on solving problems or exploring knowledge by performing jointly.

Strengthening social ties between students through interaction within the practical volleyball lesson, which strengthens relationships and improves teamwork in skill performance. This is consistent with the opinion of (Najla Abbas, 2018, p. 9), who believes that participatory e-learning allows female students, whether individually or in groups, to be responsible for their achievements, which highlights the role of each of them, and helps to evaluate their role individually and evaluate their role as a whole.

The teacher monitors the students' acceptance and integration into the practical volleyball lesson environment.

Providing continuous feedback immediately after each skill performance. He takes it upon himself to continuously evaluate the skill performance of each student and provides advice.

The importance of research lies in many important basic points, including developing students' capabilities in skill performance, through the application of modern strategies in presentation and interpretation, which enable students to develop their cognitive and skill abilities and employ them in a way that reflects positively on the skill performance of the skills of striking and defending the court with volleyball, and then obtaining educational results of distinguished and high quality. Here, the role of the beehive strategy emerges, which contributes to better and faster learning.

Also, "teaching sports motor skills requires continuous evaluation and feedback, as students' performance is evaluated, constructive comments are given on their performance, and observations and suggestions are provided to improve their level and develop their motor and skill skills. Active learning in skill motor learning encourages systematic thinking and the development of deduction, analysis, and critical thinking skills, through conducting experiments and practical activities, analyzing results, and learning from mistakes. It depends on the integration of different skills and the development of thinking skills, as students are directed to develop plans to achieve goals and employ different skills to achieve the desired results". Mustafa, 2019, p. 127 (It also agrees with the opinion of (Jinan Sakr, 2021, 7), which believes that the wider the information storage space is, the more it provides an opportunity for the answers and questions to be more correct, and it gives the student learner more opportunities to control his knowledge without restricting the channels of receiving information. As you see (Safa Abdel Karim, 2022, p. 4), the process of thinking and the method of conjuring information from a set of facts or rules, and this mechanism builds a positive direction upon requests and works to acquire information and thus pushes them to generate ideas and acquire This knowledge is in addition to encouraging students to think, especially innovative thinking, and to activate all mental processes that would be important in raising the level of the learning process. This is in agreement with the opinion of (Donia Ali Abdel Hussein. Najla Abbas Al-Zuhairi, 2024, 193) who believes that The practice of mental processes and perception has an impact on growth and development, and this practice cannot be achieved without training and exercise that works to attract the learner's mind in order to practice the skills inherent in it, as it highlights his mental development, which places him in a rich, stimulating, and sound environment that contains a set of experiences, trends, and stimuli appropriate to the age of each learner.

The problem of the research lies in the researchers' observation that there is a discrepancy between the students' level during their performance of most of the basic skills in volleyball, especially the skills of smashing and defending the court in volleyball for fifth-grade middle school students, and the need for an element of suspense, active participation, and strengthening their self-confidence to feel balanced, cooperative, and happy, which makes them adapt to their peers effectively. Therefore, the researchers decided to experiment with a cooperative strategy that suits the skill

nature of volleyball as an attempt to develop solutions to this problem. By expanding the circle of effective participation in the educational process and assigning students tasks that support the cooperation of members of one cell by answering the questions posed by their teacher and then competing with other cells, which makes the student not just a recipient, but rather an active element within the cell. This research aims to prepare practical volleyball lessons using the beehive strategy for fifth grade middle school students, and to identify the effect of the beehive strategy on the performance of the skills of crushing and defending the court with volleyball among fifth grade middle school students. I hypothesized The researchers concluded that there are no statistically significant differences between the results of the pre- and post-tests of the performance of the smash hit and defending the court in volleyball for the experimental and control groups, and there are no statistically significant differences between the results of the post-tests of the experimental and control groups in the performance of the skills of smashing and defending the court in volleyball.

Method and procedures:

The problem of the current research imposed the adoption of the experimental method with an experimental design with two equal experimental and control groups, with precise precision of the pre- and post-tests, due to its suitability to the two hypotheses of the current research and its independent variable represented by With the beehive strategy that is applied to the students of the experimental group, as for the control group, it applies the educational method followed as it is in the practical volleyball lesson, and defines the available research population as fifth-grade middle school students who continue their morning study at Al-Fursan Preparatory School for Boys within the formations of the General Directorate of Education in Baghdad/Al-Karkh Second for the academic year (2023/2024), the total number of which is (225) students, and they are naturally distributed into four academic divisions: (A) (57) students, (B) (54) students, (C) (59) students, and (D) (55) students. The reasons for the two researchers to conduct the research on them were the availability of an indoor volleyball hall in this middle school and the cooperation of its administration and volleyball teachers with the two researchers, ensuring the presence of the students at their work hours and easy communication with them, in addition to the fact that they are students of the research problem and that similar experimental studies were not conducted on them in conjunction with the current research procedures, and to fulfill the requirements of field procedures, it was chosen. (10) students were randomly selected for the survey sample from the various academic divisions, representing a percentage of (4.444%) of the original population, as no statistical treatment was performed on their data. The application sample, which numbered (48) students, was randomly selected in the two divisions (B) and (C), representing a percentage of (21.333%) of the original population. The requirements of the experimental design with the experimental and control groups were also imposed, choosing one of the two divisions of the main application sample randomly to be the division. (B) The experimental group, which has a number of (24) students, and the other group (C), the control group, which has a number of (24) students.

To measure the performance of each of the two skills, the test is filmed to evaluate the tester's performance in the three attempts by experts after the total score for the

performance of the best attempt is approved. The distribution of the total score for the test is as follows:

Preparatory section: grade.(3)

Main section: its grade is.(5)

The final section: its grade is.(2)

In order to prepare the practical lessons for the research experiment, the two researchers were briefed on the type of methods and exercises used in the physical education lesson followed with fifth-grade middle school students at Al-Fursan High School for Boys. They also reviewed many sources and specialized scientific studies on the methods of teaching physical education available in local libraries and the international information network to determine the goal of each exercise for each skill and narrow it down precisely, for the purpose of preparing what is compatible with the vocabulary of the beehive strategy. These practical lessons for the students of the experimental group were prepared by the two researchers by employing the vocabulary of the beehive strategy on the other hand. Educational and practical part of the main section of the practical lesson for volleyball, which established the general goal of applying students' practical practice to the content of each educational exercise with the help of providing knowledge about the details of skill performance and directing tasks with the beehive strategy, to suit the sub-goals included in the practical lesson. These goals were defined and reduced to improving the level of skill performance in volleyball for both the skills of crushing and defending the court, as the integration of the goals and applications of educational exercises with the tasks and steps of the stages of the beehive strategy was employed in the content of the lesson. Practical consistency takes into account the diversity of educational situations in order to provide the factors of excitement and suspense. The principle of gradation from easy to difficult was adhered to when preparing the beehive strategy exercises, and the commitment was made to take into account the individual differences of each student and his potentials and capabilities in the practical performance of each exercise, taking into account that the contents of the beehive strategy exercises are easy to apply, free of complexity, and characterized by flexibility in implementation in order to facilitate their application in the practical volleyball lesson, and to be able to develop the educational tasks according to their vocabulary later. The content of the volleyball educational exercises was a skill that was employed and its content was changed to match the requirements of the beehive strategy while preserving the goal of each educational exercise. The beehive teaching strategy is a cooperative based on dividing the experimental group's (24) students into four (4) groups, each of which has (6) students forming a hexagon of the beehive. These groups work synchronously, like beehives, and in an effective manner in the practical volleyball lesson because they enhance interaction, cooperation, and active learning for each of the students. The basic principles of the beehive strategy were used in both the educational and practical aspects of this practical lesson, specifically in the main section of it as previously mentioned, as follows:

Educational aspect:

The teacher explains the skill specified in the lesson and presents the details of its three sections to the students through an educational flex. He clarifies the minute details of its performance model, and performs it for them without the ball and with the ball



several times. He directs the teacher to cooperate in exchanging information and experiences derived from the educational model presented. He is keen to support the team spirit and teamwork among the students, and monitors their acceptance and integration into the lesson environment. Then he explains to them their educational tasks using the beehive strategy. At the end of this aspect and before starting the applied aspect, the teacher prepares cards. Educational designed in the form of hexagonal cells containing the questions. The floor of the volleyball court is planned with colored adhesive tape in hexagonal shapes for the cells to stand on, and a pair of them stand out in a specific color. The students of the experimental group, who numbered (24) female students, were divided into (4) small groups (cells), and in each group there were (6) students in proportion to the hexagonal shape of the beehive. Each group works as an independent “hive,” and the tasks are distributed among these four cells by determining the roles between the students in each cell (students in three pairs). They cooperate in dialogue and discussion with performance information to answer the teacher’s questions, and a student plays the role of a queen monitoring the correct answers and performance.

At the beginning of each educational exercise, the teacher asks a cognitive question about the skill performance of the educational exercise using multiple-choice hexagonal cell cards, so that each pair of cells puts a mark (✓) on cards, and each cell assigns a student to the role of queen bee and is given the sign (captain). His role within one cell is highlighted to carry out his duties, including (receiving and handing over the hexagram card that contains the question from the teacher so that the answer reached by the pairs of one cell is announced) so that each cell applies the educational task assigned to its students, and the roles can be changed periodically to ensure the learning of all students. This is done by allocating a time period of (1) one minute for each educational exercise that is applied within the tasks of the researched strategy, and when The cells reach the correct answer after the student announces the queen in each cell. The teacher makes sure of the extent of the students’ understanding of this skill and this enhances and confirms their skill performance. In this applied aspect, the teacher emphasizes the simultaneous implementation of all the cells working simultaneously, and monitors the work of the cells and provides notes. Each cell also shares its experience and what it has learned with the rest of the cells. Time can also be allocated to display the best performance of each cell, and then the knowledge of the exercise is applied practically by the students, taking into account the diversity of its content and in a gradual manner. (Mandoob Makki Ati et al., 2024) Its difficulty in the lesson, and so on for the rest of the exercises in this applied aspect, and everything that came about preparing and employing the vocabulary of the beehive strategy was included in the educational curriculum for the practical lessons of volleyball.

The two researchers also applied the exploratory experiment by applying one practical lesson to the students of the pre-determined exploratory sample of (10) students from the research community on Monday, corresponding to the date (4/3/2024) in Al-Fursan Preparatory School for Boys, as its purposes were to identify the obstacles that might arise in applying the experiment with the beehive strategy, (Abdulhussein et al., 2024) and to train the assistant work team to implement it by taking into account

setting the timings for each section of the lesson, and the two researchers learned from this experiment that In the survey, it is necessary to apply one definitional unit to the main application sample together, as it After the two researchers benefited from what was stated in the exploratory experiment, an introductory unit was implemented outside the scientific lessons on the beehive strategy. (Abdulhussein & Adnan, 2024) The purpose of this introductory unit was determined by introducing the students of the main application sample to the nature of the skill performance of the two skills investigated and volleyball skills in general, and how to perform these two skills in the pre-tests.

In accordance with the determinants of the experimental design of the research by ensuring that the results of measuring and testing the two dependent variables investigated were equal to the two research groups, these tests were applied in the closed sports hall in Al-Fursan Preparatory School for Boys, (Kadhim, 2023) on the students of the experimental and control research groups, numbering (48) students, at exactly nine o'clock in the morning on Wednesday, (Kadhim, 2024) corresponding to the date (3/6/2024). Two skill performance tests (crushing punch and defending the field) were applied and were Film them with a video camera, and display the video footage to measure skill performance to three assessors, so that the student's performance in each of the two skills is evaluated according to the approved evaluation form with grades (3: for the preparatory section, 5: for the main section, 2: for the final section).

The data of the tests of the pre-dependent variables were statistically processed using the Levene test to verify the homogeneity of variance and to achieve the conditions for parametric statistics by using the test) t-test (for unrelated samples to verify the equality of the two research groups in the results of these dependent variables, as will be mentioned below with the research results.

The two researchers applied the vocabulary of the beehive strategy to the students of the experimental group over a period of (8) consecutive weeks of time from the second semester of the academic year (2023-2024), at a rate of (1) one lesson per week according to what was allocated in their schedule, bringing the number of lessons to (8) practical lessons, and for each skill there were (4) practical lessons, as the applications of the teaching plan with the beehive strategy included the following:

- .1The application began the first week on Sunday, corresponding to (10/3/2024), and the last week ended on Sunday, (Kazar & Kazim, 2020) corresponding to (28/4/2024) of the weekly schedules.
- .2The total number of practical volleyball lessons using the beehive strategy that were applied to the students of the experimental group amounted to (8) lessons.
- .3The number of educational exercises prepared by the researchers amounted to (44) exercises, allocated to performing each skill (22) exercises, distributed in one practical lesson (4) exercises, some of which are repeated in some other practical lessons that the researchers note are necessary to suit the progress of the required improvements.
- .4The vocabulary of the beehive strategy was applied in the educational and final aspects, and the two researchers did not interfere with the details of the

preparatory and final sections of the practical volleyball lessons, which were left to their teacher in the aforementioned middle school.

.5The physical education teachers at Al-Fursan Preparatory School applied the practical lessons of volleyball using the beehive strategy. The role of the two researchers is to supervise and follow up on the conduct of the lessons of the students of the experimental group. As for the students of the control group, they study using the educational methods followed by them in the practical lesson followed.

.6The details of the total time for one practical lesson (45 minutes) were divided as follows:

Preparatory section: (10) minutes.

Main section: (30) minutes:

Educational aspect (5) minutes.

The practical aspect (25) minutes.

Closing section: (5) minutes.

As for the students in the control group, they were content with the methods followed in the lesson without the researchers' interference in their teaching, and they were content to follow them to facilitate these lessons with the same time period and on the same days as the experimental group.

After completing the application of the beehive strategy in the practical lessons of volleyball over a period of (8) consecutive academic weeks, and under the same pre-test conditions, these post-tests were applied to the students of the experimental and control groups, numbering (48) students on Tuesday, corresponding to (2024/30/4)

Also, after the end of the research experiment, the results were processed automatically using the statistical bag system) SPSS (version) V) (statistical package for social sciences (by finding each of the following values: percentage, arithmetic mean, standard deviation, and test) To live (for homogeneity of variance, and test) t-test (For uncorrelated samples, test) t-test (For correlated samples.

Results:

Test and group		N	Q	A +	(Liven)	(Say)	(t)	(Say)	differ	
Perform the smashing skill	empiricism	24		2.54	1.179	0.141	0.709	1.041	0.303	Not a sign
	Female officer	24		2.88	1.035					
Performing the skill of defending the field	empiricism	24		1.42	1.213	1.209	0.277	1.547	0.129	Not a sign
	Female officer	24		1.92	1.018					

The measurement unit is (degree), the difference is not significant if (Sig) (0.05) > at a significance level (0.05) and degree of freedom.(46)

table (2) shows the results of the pre- and post-tests for the two groups on the dependent variables

Testin g	Group	Comp arison	Q	+ A	F	A F	t) (S) ay (differ t
Perfor m the smashi ng skill	empir icism	pre vio us	2.54	1.17 9	4.9 58	1.1 22	21.6 48	0.00 0	D al
		the next	7.5	0.59					
	Fema le office r	pre vio us	2.88	1.03 5	2.6 25	1.5 27	8.42 2	0.00 0	D al
		the next	5.5	0.78					
Perfor ming the skill of defend ing the field	empir icism	pre vio us	1.4 2	1.2 13	5.5 83	1.4 12	19.3 76	0.00 0	D al
		the next	7	0.7 22					
	Fema le office r	pre vio us	1.9 2	1.0 18	3.2 5	1.0 73	14.8 33	0.00 0	D al
		the next	5.1 7	0.6 37					

The unit of measurement is (score). The difference is significant if (Sig) < (0.05) at a significance level of (0.05) and a degree of freedom.(23)

Test and group		number	Q	+ A	t(Sig)	the difference
Perform the smashing skill	empiricism	24	7.5	0.59	10.018	0.000	Dal
	Female officer	24	5.5	0.78			
Performing the skill of defending the field	empiricism	24	7	0.722	9.326	0.000	Dal
	Female officer	24	5.17	0.637			

table (3) shows the results of the post-tests between the two groups on the dependent variables

Unit of measurement (degree), difference Significant if (Sig) $(0.05) <$ at a significance level (0.05) and degree of freedom.(46)

Discussion:

The two researchers attribute the emergence of the results of this improvement and superiority to the positive impact of the students of the experimental group and their superiority in the results of the post-tests to the assistance of the beehive strategy in improving coordination and the interaction of students with each other in the four hexagonal cells in the practical volleyball lesson to build one team spirit in the atmosphere of the practical lesson whose educational tasks for each skill exercise were graded from easy to difficult in an atmosphere of enhancing teamwork and improving communication between students with this performance, and developing focus while dealing with the challenges of performing each educational exercise for the two smashing skills. Defending the field, and making good use of the vocabulary of the beehive strategy in the lesson, which helped in enhancing movement and group interaction between the hexagonal beehives formed by the students, as well as enhancing coordination between each of the two of them in each of the four cells, which helped in benefiting from the exchange of bilateral experience to support the cognitive structure in this skill performance, which enhanced the processes of joint cooperation in each beehive and between the other cells by exchanging positions and roles according to the applications of this strategy, which together led to a positive effect in improving the performance of the crushing and defense skills. On the volleyball court for this

group of middle school students, in addition to the good diversity of educational situations in the beehive strategy, and adopting the principle of diversification by applying and practicing educational exercises that were appropriate for the age and gender of fifth grade middle school students, and as a result of the teacher's use of motivational phrases to enhance students' confidence, and this strategy provided the teacher with the opportunity to provide individual and customized feedback on each student's performance of this skill when trying out multiple roles (sender, receiver, observer), which enhances his confidence in his applied practice of skill performance that is being monitored. And immediate corrections from the beehive students and the teacher in an atmosphere of fun and freedom in choosing those roles, which pushed them towards activation for their required role in teaching these two skills in group sessions of the cooperative hexagonal beehives, in addition to the principle of equal opportunities in supporting the cognitive structure by answering the questions of the teacher's six-point cards, and equal opportunities in receiving feedback on skill performance and the objectivity of its evaluation within one lesson of these practical lessons using the beehive strategy in which learning is invested in playing in an atmosphere of suspense. And educational fun, which enhanced the role of practice and application, which are the most important factor in improving skill performance for each of the two skills investigated.

"The game of volleyball is characterized by large and varied perception requirements, which are reflected in the measurements of the court, the number of players, and the method of calculating the point. Therefore, it requires players to have the ability to analyze and quickly think in different playing situations)". Najm and Abdul Karim, 2022, p. 463(

It is also" the collection and exchange of knowledge and experiences between learners and teachers, which includes managing and organizing the process of transferring valuable knowledge and experiences between the various individuals participating in the lesson, whether they are learners or teachers)". Ribeiro & Other, 2021, P: 161-170(

Because it is" Although the cooperative beehive strategy is characterized by comprehensiveness, it deals with learners according to the principle of specialization or specificity of what they are taught, in addition to its consideration of individual differences among students, and is distinguished by its cognitive and practical applications at the level of skill and intellectual and physical control of each student".)Al-Qahtani, 2019, p. 147(

Also" ,among the roles that the teacher plays in the activation strategies in teaching are a presenter, an observer, a stimulator, an environmental organizer of the lesson, a helper in establishing relationships, a reference for learning, and a builder of theories".)Al-Mutraf, 2018, p. 33(

"Explaining procedures clearly by providing simple verbal directions, repeating and interpreting directions in a concise and clear manner, as well as providing immediate feedback to students about performance can help learners visualize the operations and movements required)". Till & Cobley, 2021, P: 81(

Likewise" ,making the various questions or concepts in the beehive strategy between applied, theoretical, or analytical, and organizing the lesson time helps to make



it an appropriate time for each stage to ensure everyone's participation, to include all levels of thinking, to ensure that the groups are directed, to ensure that the activity is conducted correctly, and to ensure that roles are distributed within the cell groups for all students to participate in the lesson) ".Abdul Rahman, 2021, p. 105(

"One of the most prominent things that the beehive strategy offers at the skill level is the continuous evaluation of the cognitive and skill aspects, which stimulates competition between the hives of learners to support their knowledge and improve their skill performance to be more guaranteed in achieving the behavioral goals in the lessons) ".Ali, 2020, p. 110(

Also“ ,when diverse ideas and innovative experiences are exchanged, an environment can be created that encourages innovation in applying volleyball skills, and female students can be inspired by the ideas of others to try new and effective methods) .".Capranica &Other, 2020, P: 165(

Conclusions and recommendations:

The vocabulary of the beehive strategy can be applied and used in educational tasks In practical physical education lessons for volleyball for fifth grade middle school students.

Applying the beehive strategy helps improve the level of performance of the skills of smashing and defending the court in volleyball for fifth-grade middle school students, and they outperform the level of performance of these two skills among students who study without them in practical volleyball lessons.

It is necessary to focus on practical applications to teach the performance of the skills of striking and defending the court in volleyball, with a greater proportion of explanations, guidance, and feedback from external sources, to increase the empowerment of female students to discover and activate the role of fifth-grade middle school students in practical lessons.

It is necessary to pay attention to developing the capabilities of physical education teachers in middle schools, and increasing their knowledge of the importance of applying the beehive strategy in practical lessons in a manner that relies on scientific planning in accordance with the foundations and principles of physical education teaching methods.



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