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Influence of Practical Lesson on Some Morphological Characteristics of Physical Education Female Students

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ABSTRACT

Through the researcher's observation of the first stage students, it is found that a group of students does not engage in any physical activity before being admitted to college, whether in clubs or sports teams, and that scientific lessons have become a new effort for them and need good fitness to perform the required duties. The study aims to know the effect of the practical lesson on some of the Morphological characteristics in Physical Education students. Methods: the experimental method has been applied for the study (N= 18). Selecting random methods has been applied from the first stage in the physical education department, Soran university. (mean age = 19.5 +-2). Results have shown no statistically significant moral effect between tribal and remote tests of practical lessons in the development of variables, all of which are met by female students. There are differences in mathematical circles in favour of remote but non-moral tests. Practical lessons for the first stage of the Department of Sports Education students are not enough to develop and develop functional variables.

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INTRODUCTION

Nowadays, the development of global sporting achievement in recent decades has not come at random, but was an inevitable result of the use of scientific research and proper planning methods, by employing the foundations and principles of modern science in sports education such as training, physiology, statistics, biomechanics, sociology, and sports medicine (Farrow, Baker, & MacMahon, 2013).

Technical advancements in the field of scientific measurements of physical abilities play an essential role in the field of training and education, providing teachers, teachers, and trainers with modern scientific tools and means that are seen as having a positive impact on education and the selection of the most appropriate methods of learning, reducing time and effort wastes (Ainsworth, Redpath, Wilson, Wernham, & Young, 2020; Tokuhama-Espinosa, 2010). The speed of development of the learning process, as well as the possibility of selecting the appropriate vocabulary for each educational stage, standards are one of the objective methods on which it is based in evaluating student performance where it is possible to compare and interpret the grades derived from the application of tests and standards and benefit from them in developing the level (Allen, 2003).

However, measurement and evaluation should not be viewed as goals but rather as a means of achieving greater progress. They are regarded as a natural source of identifying the student's condition and physical and functional readiness, and the student is motivated to do more to meet the training and educational process's objectives (Weidman, Twale, & Stein, 2001).

The primary goal of the evaluation processes for course content is to identify the objectives set, as well as what has been achieved and what has not been achieved, and the evaluation in the field of physical education, in particular, does not go beyond the previous concept, as it is a scientific means to achieve educational and educational goals. It includes determining the levy(Edmondson, 2005). According to Vogt, the degree of attention provided by teacher training programs to physical education students demonstrates the progress and responsibility of these institutions toward the future of their generations (He et al., 2014; Herron, 2000). their accomplishments and progress rates in all of the experiences supplied by the educational institution to the student, as well as the degree of achievement and interaction, and the amount to which programs achieve their objectives(Comeaux & Harrison, 2011.

The anthropometric variables referred to as latent morphological dimensions include the longitudinal dimension of the skeleton, the transversal dimension of the skeleton, volume, and subcutaneous fat tissue. The international biological curriculum includes a standardized list of 39 anthropometric measurements that are performed consistently. We usually use index and standard methods to analyze and evaluate anthropometric values (Kastrati, 2013). The index method is determined to determine the optimal body proportions for adults. The method of standardization is critical for determining the constitutional styles associated with specific sports disciplines. Understanding anthropometric characteristics are critical when preparing physical education lessons, selecting strategies and organizational structures for function, and selecting physical exercises(Lebedinskiy et al., 2017).

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The nature of science lessons in faculties and departments of physical education is determined by the students' ability to use functional devices and their physical and professional qualities in all practical lessons throughout their studies, mainly fitness, which is the backbone of students. (Hollis et al., 2017; Mohnsen, 2008). Through the researcher's observation of the first stage students, it is found that firstly, a group of students does not engage in any physical activity before being admitted to college—the absence whether in clubs or sports teams. Scientific lessons have become a new thing for them. At the same time, they need good fitness to perform the required duties.

Consequently, the research problem reveals the reality of the program's effectiveness at individual levels and the extent to which it achieves its goals. The research problem revolves around finding the impact of curriculum on the students' development. The researcher chose some first-level students as participants, followed them, and then replicate the same study when they join higher levels. The goal is to fully and accurately characterize their physical abilities. It is done by urging practical lessons to the department of physical education of Soran University. Failure to achieve educational objectives set for the curriculum through the program practical lessons used by the teaching curriculum and this decrease may be due to the lack of time and the short duration of the semester or to the negative student being a recipient only in addition to the density of the number of one group during practical lectures, which increases the burden of the educational process on the lecturers. It is necessary to monitor each student's performance, and correct errors that occur during the learning process, particularly the first stage, and thus the teacher requires additional time and effort to enrich the educational process and achieve the best and ideal performance of the skills to be learned, in addition to the individual differences between students and their differences in guest level. This prompted the researcher to be exposed to this problem by studying the impact of practical lessons in the school of sports education on some of the variables in the Department of Physical Education students. The study aims to know the effects of the practical lesson on some of the Morphological characteristics of the Department of Physical Education students.

METHODS

The researcher used the experimental method to suit him and the nature of the problem. The research population was made up of 27 students from the Department of Sports Education, and 27first stage female students were selected from the research sample, and 18 were students, making up 66.6 per cent of the research sample. from the research community. (age mean = 19.5+-2). Moreover, variables: weight, BMI, fat percentages, muscle percentage, calories, visceral fat , all measuring has been applied by Omron body composition monitor with scale HBF-516B.

Data collection process

pre-tests

The conduct pre-tests on the research sample through the application of functional measurements to identify the results of the tests in morning 10:00 AM was conducted in the department of the physical education football field to take the variables of the sample

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participants, and duration of the test is 45 minutes, on 13/1/2021 on the football field in the Department of Sports Education.

post-tests

The post-tests aim to identify the differences that may have been formed as a result of their measurement by conducting the same tests conducted in tribal tests taking into account the same clitoris that accompanied the tribal tests (spatial and temporal) and the post-tests were conducted on Thursday 7/4/2021 and the results are based on a custom form to compare the results through statistical means.

statistical using

Descriptive and comparative statistics processed all data collected by the research. From the space of descriptive statistics, the arithmetic means and standard deviation were calculated for each variable, while the T-test was used to determine the differences between pre-test and post-test. The statistical program for personal computers SPSS for Windows-version 20.0, was used for data processing.

RESULTS AND DISCUSSION

table (1) shows that it is found that the mathematical medium is the weight of the pre-test(58.8) and with a standard deviation (±12.26). In contrast, the computational medium of the post-test(60.12)and standard deviation (±12) when using the(T) test for symmetrical samples, the calculated value (T)(0.31)appeared and when compared to the scheduled value (T)(2.12)below the point of indication(N-1) and no moral differences appear between the two tests.

It also shows from the same table that BMI arithmetic medium for pre-test (23.4) and standard deviation (±4.64), while the computational medium of the pos-test(23.6)and standard deviation (±3.79)When using the T-test for symmetrical samples, the calculated value (T) (0.13) appears and when compared to the scheduled value (T)(2.12) below the N-1indication level. Hence, no moral differences appear between the two tests. In many researchers, the BMI is most essential and will be a significant change during exercise(Cawley & Meyerhoefer, 2012), but in this case, many reasons showing that the practical lecture and exercise during the practical lecture in physical education, not enough for improved(Kasinathan, Balasubramanian, Ramakrishnan, & Basu, 1979).

Looking at Table 1, it is found that the fat arithmetic medium of the pre-test(34.5) and with a standard deviation (±6.03), while the computational medium of the post-test(35.38) and standard deviation (± 5.4) 5). Using the (T) test for symmetrical samples, the calculated value (T) (0.43) appeared and when compared to the scheduling value (T)(2.12) below the level of indication (N-1) and thus did not show moral differences between the pre and post-tests, the connecting this result is a posit with others because many the study showing the during exercise some of the variables of the body composition will be changed according to the fat (Cawley & Meyerhoefer, 2012).

When viewing the same table, it is found that the arithmetic medium is the muscle ratio of the pre-test (26.4) and with a standard deviation (± 1.6), while the computational medium of the

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post-test (26). 29)And with a standard deviation (±1. 63) when using the(T) test for corresponding samples, the calculated value (T)(-0.19)appeared and when compared to the scheduling value (T)(2.12) below the level of indication(N-1) and therefore, there are no moral differences between the two tests (Mendell et al., 2012).

When looking at the same table, it appears that the calorie arithmetic medium of post-test(1276.9) and standard deviation (±127.67), while the computational medium of the post-test(1280.35) and standard deviation (±855.85) 61) when using the T-test for symmetrical samples, the calculated value (T)(0.01)appeared and when compared to the scheduling value (T)(2.12)below the N-1indication level, so there are no morally significant differences between the tribal and remote tests,

The arithmetic medium of the internal fat changer for the pre-test in the middle of my account (4.1) and with a standard deviation (±1.22), while the computational medium of the post-test(3.82)and standard deviation (±0.88), and at The use of the (T) test for symmetrical samples showed the calculated value (T) (-0.74) and when compared to the scheduling value (T) (2.12) below the level of indication(N-1), the results also appeared that there were no morally significant differences between the tribal and remote tests.

Many studies and papers showes that practical lession in physical education collages has been effected to the morohologica charecterestic but should restate and reprogram for physical education (Poli et al., 2017). I think the quality of the lesson is not enough to improve and increase the physiological characters, specific for female student.

Variables	Pre-test		Post-test		T Value Calculated	T Value Scheduling
	M	Sd.	M	Sd.		
Weight	58.8	12.26	60.12	12	0.31	2.12
BMI	23.4	4.64	23.6	3.79	0.13	2.12
Fat percentage	34.5	6.03	35.38	5.45	0.43	2.12
Muscle percentage	26.4	1.6	26.29	1.63	-0.19	2.12
Calories	1276.9	127.67	1280.35	855.61	0.01	2.12
Vestral fat	4.1	1.22	3.82	0.88	-0.74	2.12

Table 1: Pre-test vs post-test comparison

CONCLUSION

The tests showed no statistically significant moral effect between pre and post-tests of practical lessons in the development of variables, all of which are met by female students. There are differences in mathematical circles in favour of remote but non-moral tests. Practical lessons for

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the first stage of the female students of the Department of Physical Education are not enough to develop and develop functional variables.

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