



## The effect of using the strategy Learning by playing for some skills handball patting According to the curriculum for female students Second stage, College of Physical Education and Sports Sciences, University of Baghdad

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### Abstract

The aim of the research was to identify On the effect of the learning-by-play strategy on learning some handball skills among second-stage female students, Comparing the results of students' performance before and after implementing the learning by playing strategy, Providing development proposals for teaching handball skills in light of the research results., I depend researcher Curriculum experimental In research procedures as an appropriate approach to achieving research objectives, For two groups, one experimental and the other control, Community of female students Second For the academic year 2024-2025, consisting of (4 Female people (numbering) 151) Student Chosen. Research sample 30 female students from Section (B) were selected and (4) female students were excluded for the exploratory experiment. The researcher divided the sample, which numbered (26) female students, into two groups randomly: an experimental group in which the (learning by playing method) was used, and a control group (in which the extended curriculum was used). Conclusions Interactive activities and games accompanying the educational units contributed to developing and enhancing understanding and practical application of the skill. Educational units prepared and designed according to the play method proved to be effective in achieving the cognitive and skill objectives of the subject. The play-based learning method enhanced students' motivation towards good learning, and raised the level of participation and interaction within the educational unit. Recommendations: - Involve students in evaluating educational activities. Adopt the play-based learning method in teaching basic skills for all sports. Encourage teachers to design educational units that integrate play-based learning in the early stages of education. Conduct more research on

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other handball skills and other activities. Conduct more modern strategies for learning sports skills and compare them with traditional ones.

**Keywords:** Learning by playing, teaching methods, handball dribbling, second-year students.

## Introduction

Witness Modern teaching methods in the field of physical education are constantly evolving, aiming to improve the effectiveness of learning sports skills and make them more attractive to students. Learning by playing is an educational method that combines fun and learning, providing an interactive environment that develops students' skills, social skills, and cognitive aspects. Since handball requires the development of various skills such as handling, dribbling, and shooting, the use of teaching methods that focus on interaction and motivation may contribute significantly to improving the learning of these skills. The modern educational process in the field of teaching takes on a distinct, unique, and independent character, and scientific knowledge different from other sciences and experiments. It is distinguished by how and how to crystallize the idea and organize education for learners in the simplest form, and by providing educational capabilities that help them achieve good cognitive achievement for female students. The roots of education extend to deep ideas. It is centered All for learners in providing means of knowledge and educational abundance extending to the depths of the learners' cognitive roots in terms of the method of learning. Educational games are one of the modern means that contribute to making the learning environment for me Mand learning More interactive and exciting for learners, providing opportunities to acquire skills through (Activities the Fun and the interesting) And She won The method of learning through play has received wide attention in educational and sports circles, as it is considered... same strategy Distinguished and effective in the educational process It combines educational and entertainment aspects, which helps develop self-motivation among learners and achieve the goals of the educational process in a better way.. (Al-Shammari, Ahmed Jassim. (2021).) Handball skills are complex motor skills that require a high degree of coordination between the physical and mental aspects. This calls for the use of flexible and innovative teaching methods that are compatible with the nature of these skills. Hence, the need to adopt unconventional strategies, such as learning through play, emerged. This strategy enables students to practice educational activities within game-like contexts, contributing to improved technical performance and interaction within the classroom., From this standpoint, this study came to demonstrate impact The learning-by-play method for learning handball skills female students stage The second stage, however, Research problem Despite the multiplicity of teaching methods and approaches in physical education lessons, some... Instructors They still rely on traditional methods that lack excitement and interaction, which weakens students' motivation and negatively impacts their acquisition of motor skills. Furthermore, basic handball skills require appropriate teaching methods that allow for repetition and practice in a stimulating environment. Hence, the research problem emerged with the following question:: What is the effect of using the learning-by-play strategy in teaching

some handball skills to second-year female students? The aim of the research was to identify On the effect of the learning-by-play strategy on learning some handball skills among second-stage female students, Comparing the results of students' performance before and after implementing the learning by playing strategy, Providing development proposals for teaching handball skills in light of the research results.,

**theoretical importance:** The research contributes to enriching educational knowledge about the effectiveness of modern strategies such as learning through play in the field of teaching physical education.. **Practical importance:** The research provides practical guidance. For teachers On how to use the learning-by-play strategy to develop female students' performance in handball, and enhance the effectiveness of educational programs directed at second-stage female students

### Learning strategy through play

It is a modern educational style that depends on integrating educational content within purposeful recreational activities and events, which work to stimulate the motivation of learners and contribute to the development of scientific, motor and social knowledge. This strategy focuses on changing the educational situation to situations similar to games with an enjoyable nature that help consolidate knowledge and information in an indirect and effective way. (Wood, 2005) Play-based learning promotes active thinking, encourages children to solve problems, and interact with their surroundings in a meaningful way.

### Previous studies

1-study (Hamdi and 2025) **The effect of using the learning method through play situations in learning some basic skills for the specialized training center in handball (Experimental approach)** The research sample included players from the training center for the intermediate stage in the Hit Education Department (for the academic year 202/2023), numbering (10) players, representing 70% of the Yemeni community of origin. Three players were selected to conduct the exploratory experiment. Some players were excluded due to exceeding the birth rate specified for the training center. The conclusions included: The method of learning through playing situations is an effective method for learning offensive handball skills. There is a positive impact of the method of learning through playing situations on learning basic handball skills for the research sample. It included the use of the method of learning through playing situations for the study used not only for the stage but for other educational stages, the use of the method of learning through playing situations within similar studies and different samples as it introduces the learner to an atmosphere of competition.

2- Study (Yassin Al-Takriti, Awat Ahmed, and others, 2013) impact Games small in to learn some Skills Basic early hand For cubs club Sulaymaniyah athlete, Recognition on impact Games Little one learning some skills Basic early hand For the cubs of Sulaymaniyah Sports Club. -Recognition on Differences between The two groups Experimental and control in

learning some skills Basic Handball for the cubs of Sulaymaniyah Sports Club. use Researchers experimental approach The experimental and control groups with pre- and post-tests. The research sample consisted of (22) players aged (12-13). year Distribute equally between the two groups. use Researchers The interview character And the note and tests And the measurement means to collect Data And it took Curriculum Educational (12) units at a rate of (3) units weekly To teach handling, shooting and taming skills, and I was treated Data Statistically Using Average Arithmetic and deviation Standard and test (T) For samples Associated and test (T) For samples Independent.

And it was done Reach to Conclusions The following :- The experimental group achieved remarkable improvement in all variables under study. And it was For games small Dora "Active" And big "in to learn skills Which led to Differences Moral between Tests Tribalism And the dimension For the benefit of Tests Dimensionality . I achieved The control group improved in all variables under study. And it led to Methodology Training from Before the coach to appearance Differences Moral between Tests Tribalism And the dimension I have individuals The group The officer In a way marked Which I submitted For the curriculum Follower from before The coach For the benefit of Tests Dimensionality, - affected Games small During the experimental group units positively in to learn skills aiming and handling And patting in ball hand For players Cubs in The group empiricism comparison In the group The officer Which led to Differences Moral between Tests Dimensionality For the benefit of The group empiricism.

3- Study (Jalti Tayeb, 2017) The research represented in studying the effect of semi-sports games on learning some basic skills in handball for male juniors. The aim of the research was to know the effect of semi-sports games on learning basic skills (passing and receiving, dribbling, shooting) in handball for male juniors. The hypothesis of the study was that semi-sports games have a positive impact on learning some basic skills in handball for male juniors. After presenting, analyzing and discussing the results of the study, and in light of the research results and within the limits of the research sample, the researcher concluded that the proposed training program using semi-sports games achieved a positive development in the results of the post-tests between the control and experimental groups, in favor of the experimental group. This indicates the effect of the proposed training program using semi-sports games on the development of the level of some basic skills (passing and receiving, dribbling, shooting) for the research sample.

4- Study (Mahmoud Nabil, 2018) The effect of a program using some recreational games on learning some handball skills for middle school integration students: Research Summary The research aims to identify the effect of a program using some recreational games on learning some handball skills for middle school integration students. The researcher used the experimental method using a single-group experimental design using pre-post measurement. The research community was selected intentionally randomly from integration students with learning difficulties aged (12-14) years at Al-Manshiya Preparatory School for the academic year 2016/2017 AD, numbering (30) students. The research sample was selected intentionally from the research community, numbering (26) at a rate of 86% of the total

research community. The program was applied to one experimental group using pre-post measurement, and the data were statistically processed using appropriate statistical methods. The researcher concluded that the proposed educational program using the proposed recreational games had a positive impact on the level of basic skills "under study" in handball, as evidenced by the rates of improvement. The researcher recommends the necessity of conducting similar studies on aspects that were not addressed in this study.

5- Study(Jassim: Abeer: Haider, 2024) **The effect of special educational games on some visual abilities and the performance of complex offensive handball skills for players under 15 years of age:** The researcher used the experimental method using the two equivalent groups (control and experimental) with pre- and post-tests to suit the research objectives. The research community was determined as players of specialized handball schools under 15 years old in the Middle Euphrates region affiliated with the Iraqi Central Handball Federation, numbering (80) players. The research sample was represented by players of the specialized handball school in Najaf Governorate, who were chosen by simple random lottery, numbering (24) players, and they were distributed equally into two groups (experimental, control) by simple random method, with (12) players in each group. The researcher prepared and designed educational games, numbering (24) games, which were applied for a period of (8) weeks, at a rate of (3) units per week, on the experimental research sample. The researcher concluded that the educational games applied to the experimental group had a positive role in developing some of the visual abilities of the players. The educational games applied to the group had a major role in learning complex offensive handball skills..

### Field research procedures:-

Procedures and tools:-

- I depend researcher Curriculum experimental IN research procedures as an appropriate approach to achieving research objectives, For two groups, one experimental and the other control, Community of female students Second For the academic year 2024-2025, consisting of (4 Female people (numbering) 151) Student.
- Chosen Research sample 30 female students from Section (B) were selected and (4) female students were excluded for the exploratory experiment. The researcher divided the sample, which numbered (26) female students, into two groups randomly: an experimental group in which the (learning by playing method) was used, and a control group (in which the extended curriculum was used).

**Table 1: Shows the distribution of the research community, the research sample, and the sample for preparing and applying the scale.**

Description	Total number	percentag	Sample applicatio	Percentage of	explorator y	Survey percentag
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Research community	151	100%	26	17.2%	4	0.02
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table2:Description of the research object.

Total application sample	Percentage of application	Basic sample		%
30	19.8%	The officer	13	17.2
		empiricism	13	
		exploratory	4	0.2
		Total sample	30	19.8

#### 4.distribution individuals Homogeneity of the research sample

table3: It is clear Mean, median, and standard deviation of the research sample individuals

Variables	Unit of measurement	empiricism		The officer		degree of freedom	value (t)	significance
		S	A	S	A			
the age	year	9.40	1.08	9:30	1.22	24	0.22	Moral
height	poison	2.30	0.05	2.30	0.03	24	0.00	Moral
the weight	kg	33.12	4.74	34.11	5.47	24	0.49	Moral

From the table above, the t-value for all research variables (age - height - weight) is less than the tabular value at a significance level of (0.005) and a degree of freedom of 24, indicating that there are no statistically significant differences between the experimental and control groups.

#### 5. Design of educational units:-

After much reading and reviewing many Arab and foreign sources on how to design educational units, some of these sources are:(Al-Hamid, (2002)).and(The Curtain, (2010))and(Hassan, (2014)).The researcher designed the educational units for (the handball dribbling skill) in a way that suits the female students in terms of ease and difficulty, as the female students have physical characteristics that differ from the male students. Therefore, individual differences were taken into account in designing the educational units. The researcher relied on integrating the educational and play aspects in the educational class. One of the basic components in planning and implementing lessons within the curriculum, it aims to organize educational content and activities in a way that contributes to achieving the

specified educational objectives and using the activities Kinetics Different that fit Stage character is tied educational For learners. male(Liu, 2020)Using play-based learning in motor learning contributes to increasing student participation and developing their basic motor skills in a fun and effective way. Below is a method for designing educational units and how to calculate their evaluation.

**Objectives of evaluating educational units:**After reviewing Arabic and foreign books and sources, the researcher decided to set goals and standards for female students to begin with before designing the educational units, in order to establish appropriate educational plans (educational units) that are suitable for them, according to what was mentioned.(Hastie, 2011).

- Measuring the level of students before starting education.
- Measuring the extent to which students have learned the skill in each unit.
- Verify learning objectives and learning outcomes.
- Knowing the students' ability points and developing an appropriate plan for them.

**1. Evaluation:-**Forming four areas of evaluation specialized in the educational unit, on the basis of which the suitability of the educational units for the students is determined, is considered an important factor in providing incentive and motivation in the educational process, as well as providing them with feedback that helps learners develop their practical skills, especially in the game of handball, due to its importance in learning. Table (4)

Evaluation type	the time	Objectives	The tool used
tribal	Before starting the training unit	Knowing the student's level	Simple practical test of tapping with a handball
My formation	After the end of each unit	Measuring the extent of skill acquisition	Performance note through follow-up
final	After the third unit	Final performance measurement	practical control
Self	End of each unit	Promote self-awareness, support and motivation	Oral questions

#### 1. Practical evaluation criteria for female students:

After the researcher reviewed many Arab and foreign sources, he reviewed (Bloom's Model of Educational Objectives). (Bloom, (1956). and (Fathi Abdel Rahman, 2001) The application evaluation process was conducted according to criteria whereby the student is awarded 1-5 points for each performance indicator. The final scores for each unit are then totaled and calculated as a percentage for the students. These results are used to interpret whether the educational objectives have been achieved and to measure the extent of the students' individual needs, according to the table below (Table 5).

Educational unit	Fields	Activities and Standards	Performance indicator	Evaluation
<b>First: Pat From stability</b>	Cognitive	Understanding the concept of firm patting	The learner explains the steps of correct firm tapping.	
	My skills	Performing a firm tap with the dominant hand	Perform the tap without dropping the ball for 15 seconds.	
	declamatory	Compliance with instructions	Adheres to activity instructions and interacts positively.	
<b>Second: Patting Race</b>	Cognitive	Understanding tapping during movement	Explains the difference between fixed and mobile tapping.	
	My skills	Patting while advancing	Moves with a tap for 10 meters without losing control	
	declamatory	Teamwork	The team participates in the Tabtaba race with sportsmanship.	
<b>Third: The Labyrinth of Patting</b>	Cognitive	Realizing changing trends	Determines when to change direction during tapping	



	My skills	Patting control	Patting leads in a zigzag path without stopping	
	declamatory	psychological flexibility	Accept mistakes and try again with a positive spirit	

2. **Preparing competitive games:-** The researcher reviewed scientific sources, including Arab and foreign sources, as well as social networking sites and many other sites, on learning handball skills. Games were prepared to suit learners, taking into account individual differences and the physical condition of female students, as they lack many qualities, whether physical or skill-related. Games were chosen in a competitive and flexible manner in terms of educational and pedagogical objectives, and included them within the physical education lesson on handball.

3. **Design of educational unit content:-**

The researcher carried out the design of the educational units, consisting of (3) educational units and one unit that includes everything that was taught to the students, and it serves as feedback for the students. In fact, the basis of learning handball is the basic skills of the game as well as other games. The table below shows how the educational units were carried out for the students according to the table below, noting that this table is a miniature of the educational unit for the students. (Table 6)

Sections	Time of unity	Activities
Preparation Section	10 minutes	warm-up-progress-trot-Body preparation
Main Section	40 minutes	the explanation-Application-educational games
Final section	10 minutes	Back to normal, relax and get back to studying

4. **Exploratory experiment:-**

The pilot experiment was conducted on a sample of (4) female students from the same department outside the researcher's department. The aim was to verify the tools used on the sample, how the sample was performed, to know the difficulty faced by the sample members, to prepare all the requirements for the research in terms of balls, indicators, hoops, and to implement some of the game methods specific to the educational unit.

**5. Pre-tests:-**The researcher conducted pre-tests for the research sample to know the level of the experimental research sample of second-stage female students for the academic year 2024-2025 in the first semester in the dormitories of the College of Physical Education and Sports Sciences / University of Baghdad.

**6. Main experience:-**

The researcher conducted the main tests after completing the pre-test requirements on the experimental research sample over a period of 3 weeks at a rate of one educational unit per week. The sample implemented 3-5 educational competitive games. If the lesson was divided into two groups, the first group with the instructor takes the control group and provides it with the curriculum, and the second group with the researcher is also given the curriculum items approved by the scientific committee with the addition of competitive games in the educational unit. Through the table below, the researcher shows the educational units that he distributed during the educational lesson to the female students. Table (7)

Curriculum vocabulary	Educational units	Educational activity	Competitive games	The educational objective of the unit
Feeling the ball	First educational unit	Developing ball sense and firm tapping	3	The student should master tapping from a stationary position.
After the end of the first unit, performance evaluation is conducted to assess the extent of skill acquisition and provide motivation and moral incentive.				
One-handed tapping with a handball	The second educational unit	tapping the ball in a straight line	4	The student performs the patting movement.
Tap the ball with both hands	Educational Unit 3	Tap, switch hands, control, and pass	3	Use both hands to pat.
Re-do all units in the fourth week and give feedback to students.				

**7. Post-tests:-** After completing the requirements of the main experiment, the post-tests were conducted on the main research sample. These were the same tests that were conducted on the sample of pre-tests for female students.

**results:-**

- (Table 8) Displaying the results of the pre- and post-tests for the control group: -

control group	Test	The middleArithmetic	standard deviation	degree of freedom	Calculated value of (t)	Table (t) value
	tribal	4.12	0.87	12	2.15	2.18
	The distant	5.03	0.79	12	2.15	2.18

- (Table 9) Displaying the results of the pre- and post-tests for the experimental group:-

experimental group	Test	The middleArithmetic	standard deviation	degree of freedom	Calculated value of (t)	Table (t) value	Statistical significance
	tribal	4.22	0.81	12	4.92	2.18	function
	The distant	6.31	0.65	12	4.92	2.18	function

- Table (10) Comparison of results between the experimental and control groups:-

The two groups	The middleArithmetic	standard deviation	degree of freedom	Calculated value of (t)	Table (t) value	Statistical significance
The officer	5.03	0.79	24	3.42	2.06	function
empiricism	6.31	0.65	24	3.42	2.06	function

**Discussion of results:-**

The results in Table (8) indicate that there is a significant difference in the performance of the control group. The arithmetic mean ranged from 4.12 to 5.03, but the difference was not statistically significant, as the calculated (t) value was 2.15 and the tabular (t) value was 2.18. This indicates that education according to traditional teaching was not effective in creating these

significant differences, as it indicates:(Alyan, 2000)However, traditional programs in physical education may lack the motivation and interactive aspect required to develop motor skills effectively, especially those related to precision and control, such as (patting). Table (9) indicates a good improvement in performance if the arithmetic mean reached 4.22 -6.31. The value of (calculated t 4.92) is higher than the tabular value 2.18, which indicates the presence of a significant statistical function, confirming that the use of the learning by playing strategy in teaching the patting skill was effective in developing the skill, motor and cognitive performance of female students. Everyone who sees(Amal, 2016)The use of the play-based learning method contributes to the development of internal motivation and increases concentration and attention, which is positively reflected in the learning of motor skills among students. (Table 10) indicates that the difference between the two groups was statistically significant in favor of the experimental group, as the calculated t-value reached 3.42, which is higher than the tabular value of 2.06, while the arithmetic mean of the experimental group reached 6.31 compared to the control group, which reached 5.03. The researcher attributes this method of learning through play to a positive impact on learners in developing skill and cognitive performance, enhancing their ability to learn, and achieving defensiveness and psychological state among female students. The development in skill performance has a significant impact on learners, as the method of learning through play has a noticeable impact beyond traditional methods. A study has proven(Mawer, 1999)Play-based learning improves motor comprehension and long-term skill retention. The researcher believes, based on what has been reached, that the method of learning through play is of great importance in developing the skills of learners, whether they are technical, physical or intellectual skills. Learning through play is an effective core in the educational process, as it revolves around conveying the skill or idea that the learner is intended to apply in a simple way through creating small, simplified games that contribute to applying this idea in the simplest learning methods. Learning according to play contributes to reducing individual differences among learners, as the focus of the skill will be consistent with all learners. The method of learning through play provides learners with an image stored in mental memory, whether long-term or short-term.(Jawad Kadhim, 2016)



## Conclusions and recommendations:-

### Conclusions:-

- Interactive activities and games accompanying the learning units contributed to developing and enhancing understanding and practical application of the skill.
- Educational units prepared and designed according to the game method have proven to be effective in achieving the cognitive and skill objectives of the subject.
- The game-based learning method enhanced students' motivation to learn well and raised the level of participation and interaction within the educational unit.

### Recommendations:-

- Involving students in evaluating educational activities.
- Adopting the learning-by-play method in teaching the basic skills of all sports.
- Encourage teachers to design educational units that integrate play-based learning in early education.
- Conduct more research on other handball skills and activities.
- Conduct more modern strategies on learning mathematical skills and compare them with traditional ones.

### Appendix (1)

Sample of an educational unit using the learning-by-play method

Educational unit using the learning by playing strategy and

Skill: Handball dribbling

stage Second-year students

the time: 60 minutes

Objective: To learn and improve the skill of tapping using play activities.

Type of activity	Activities and motor skills	organization	Notes
<b>Preparatory Section</b>	Preparing lesson materials, students standing to take attendance, explaining lesson vocabulary	Organize the students in a semicircle.	Emphasize a good warm-up.
<b>General warm-up</b>	Performing the sports salute. Regular gait, instep gait, heel gait, outside gait, regular trot, swing trot, inward lateral trot, touch trot, regular trot, regular walk.		Ensure the requests understand the skill.
<b>Special warm-up</b>	Special warm-up exercises (ball exercise: passing, light tapping).		
<b>Main Section Educational aspect</b>	1. Explain the skill to the students in an interesting and smooth manner, giving examples regarding the skill and knowing the pros and cons of the skill.	Organizing students in the form of square minus one side	Objective: To develop the ability to control the ball while dribbling.. - Reinforcement: Give points to the best group, encourage cooperation and participation. And
<b>The practical side</b>	2. Explain to the students that the application of the skill will be according to the educational activities (Learning by playing strategy. Example: Activity title: Patting and dodging race.)		
<b>The final part</b>			
		- Tools Handballs, colored cones.	1. Quick discussion with students about what was done. 2. Reinforce and support the students who are



	<p>How to do it: Divide the students into two groups, each group lining up behind the starting line. Each student dribbles the ball and moves in a zigzag motion between the cones, then returns and hands the ball to the next student..</p> <p>Instructions: Focus on tapping with your dominant hand, keep looking forward, don't lose control of the ball., Repetition: 3 times for each student</p> <p>Calming exercises (deep breathing, stretching, returning to the normal body position)</p>		<p>engaged. Remind them of the importance of patting each other in teamwork.</p>
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