

* . .
* .



(26) 2011- 2010 /
()
(13)
) (13) .()
) .()
(

0

.2010/11/29 2010/10/25

() -1

() -2

.()

_____ *
- -

....

Abstract

The current study aims at effect of using some especial tools and multimedia in improving the two strikes forehand and backhand in Tennis . In addition the research uses the empirical methodology to harmonize the research nature. This research was performed on third-year students in the College of sport education/ University of Mosul 2010-2011 as a researchable community, they've been chosen in the intentional way, while the research sample consists of (26) student chosen in the intentional too of the origin community, representing the two classes(H,T) respectively, divided into two empirical groups, each one with (13) students, in which the first group used the (especial tools), while the second one used the (multimedia technique), in which the equivalence made upon two groups in the essential variables (age, length, weight) and some physical and dynamic decency elements which effects in improving the techniques of performing the two ground skills forehand and backhand in Tennis. The research depends on the empirical design of two equivalent empirical groups with pre and post tests . An educational program has been prepared with two techniques, the first one using the especial tools and the other one using the multimedia to improve the performance techniques of the two strikes (subject of the research) in light of content of the book-curriculum (Tennis games) and formulating the behavior goals. Which takes five weeks to perform the program, one unit weekly for each group. The program has been working from 25/10/2010 until 29/11/2010. And after performing the - post test-, After collecting the data and treating it statistically using. The study reached the followings Conclusions:

- 1- The positive effect of some (especial tools and multimedia) in improving the two ground strikes forehand and backhand performance techniques.
- 2- The second empirical group which used the(multimedia technique) achieved better improvement in the two ground strikes forehand and backhand performance techniques in Tennis as compared with the first trail group (especial tools).

2013

:
-
1-1

)

....

()

()

.

: 2-1

)

.(

:

-

: 3-1

:

-

: 4-1

-

2013

.
-
.
:
5-1
/
:
1-5-1
.2010/ 12/13 2010/ 10 /25
:
2-5-1
/
:
3-5-1
:
6-1
:
-

(24 2003).

:

: -

(85 2010)

)

:

(

....

$$\begin{array}{r} \cdot(\quad) \\ : \quad (\quad) \quad -1 \\ \quad : (\quad) \quad 1-2 \\ : \underline{\hspace{10em}} / \end{array}$$

".

1994 (8 1997)."

(20 1994).

(28 1982).

0(70 1996).

2013

(31 2000).

%50

:

-1

%25

%75

%15

%50

(colored tennis balls):

(1)

....



(1)

: -2

(2) .Center Hits



(2)

: -3

(114 2011) .

()

(3)

2013



(3)

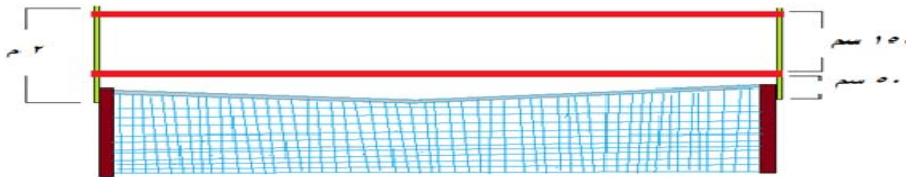
: : -4
:

(12 2003)

: -2

150

(4) .(84 2008)



()

(4)

....

" (2004) : /

:

)." (2008) (218 2004

:

Multimedia

(Digital Enhancement)

(117-115 2008).

: *

:Text : -1

-) : Image : -2

(

:Sound -3

....

: 2-2

Low compression "(Hammond &Smith,2006) 1-2-2

("tennis balls and skill development

(LBCs)

(11-5)

(LBCs)

(LBCs)

" (2010) 2-2-2

"

54

2010

)

18

:

-1

-2

2013

()

"(2011) 3-2-2

"

()

(30)

/

(15)

:

()

-1

"

-2

"

"

-3

"

"

:

1-3

:

2 -3

/

)

(191)

(2011-2010)

()

(

(46)

- - -

) :

4-3

.(-

....

: 5-3

: 1-5-3

()

(273 1987)

()
)

(10) (

(2) (1)

(1)

(1)

10	2	5	3	
10	2	4	4	

1-1-5-3

:

: 1-1-5-3

2013

(%80)

(1)

(1)

: **2-1-5-3**

(98 2006).

2010/10/18

2010/10/11

(4)

(0,83)

(0,89)

: **3-1-5-3**

(1)

(CD)

(0,91)

: **6-3**

2010/10/19

-	/	. . - (!)
-	/	. -
-	/	. -

....

) () (2)
 (26=) (

	±		±		
1.505	1.556	21.384	0.987	22.135	()
0.888	5.991	175.307	7.598	172.923	()
0.366	7.321	70.538	6.603	69.538	()

2,06 =24 (0,05) ≥ () •

(26=) () (3)

					()		
	±		±				
1.926	0.171	2.764	0.169	2.893	20		1
0.626	0.482	5.300	0.717	5.150	(3)		2
0.856	0.774	2.184	0.213	2.238			3
1.212	1.020	18.169	0.854	17.721			4
0.114	1.983	14.461	1.391	14.538			5

2,06 = 24 (0,05) ≥ () *

2013

(26=)

(4)

()					
	±		±		
1,379	0,856	5,179	1,074	4,653	
1,410	0,716	4,974	0,853	4,538	

2,06 =24

(0,05) ≥

() *

(4 3 2)

()

()

: 7-3

"

"

(10)

.(138-137 2004).

(90)

.(3)

(47 2009)

:

.....

- 1 أ- ب- ت-
 - 2 أ- ب- ت-
- (1)

20100/11/29 : 2010/10/25
8-3

.() 2010/11/30
9-3

- 1
- 2 (122-68 1984)
- 3 %
- 4 (442 2000)
- 5 ()

2013

(279- 272 1996) () -6
 Stochastic package for social) spss
 (2010) (sciences
 : -4
 : 1-4

() (5)

(13=). ()

()						
	±		±			
*7,244	1,078	5,384	1,074	4,653		
*5,308	0,799	5,127	0,853	4,538		

(2.18) = (12) (0.05)≥ () *

(5)

()
 (0.05)≥ () (5,308 7,244)
 .(2.18) (12)
)
 (

....

)

(Hammond &Smith,2006)

0

()

(1989) (Wagner,2005,p34).

(1987) (232 1989)

()

()

.(152 1987)

()

(6)

()

(13=).

()						
	±		±			
*11,180	0,927	6,089	0,856	5,179		
*5,422	0,875	5,730	0,716	4,974		

(2.18) = (12)

(0.05)≥

() *

2013

(6)

(0.05)≥ () ()
() (5,422 11,180)
() (2.18) (12)
()

(2004)

"(2011) (72 2004).

.(93 2011).
()

).

(Data Show)

(73 2000

....

(2011)

(2010)

:

2-4

)

.(

()

(7)

(26=).

()					
	±		±		
1,787	0,927	6,089	1,078	5,384	
1,832	0,875	5,736	0,799	5,127	

(2.06) = (24)

(0.05)≥

() *

(7)

()

(0,05)≥

()

(1,832 1,787)

.(2,06) (24)

()

()

)

(

2013

(237 2003).

) (184 2001)
(

(46-45 1977).

: -5

: 1-5

-1

-2

() -3

.()

: 2-5

() .1

....

.2

.3

.4

.5

1 spss

:

.1

.2010

:

1

.2

. 2011

:

:

.3

1997

-)

:

.4

.2009

(

-

:

.5

.1996

:

.6

1996

2013

					.
				:	.7
				.1994	
				:	.8
			2001		
				:	.9
		.2010	(54)	(16)	
		2		:	.10
				.2000	
		1		:	.11
				.1984	
()				:	.12
		.2011			
				:	.13
			.2004		1
		1		:	.14
				.2000	
				:	.15
				.2003	
				:	.16
			.1989		

....

	1		:		.17
				.1987	
	1		:		.18
		.2004			
. 2003		1	:		.19
	1		:		.20
				.2004	
	2		:		.21
		.2000			
			:		.22
		.1977		3	
			:		.23
				.1987	
.1982		()	:		.24
			:		.25
				. 2008	
	1		:		.26
				.2010	

27. Hammond, John & Smith, Christina (2006): **Low Compression Tennis Balls and Skill Development**, Journal of sports science and medicine, 575-581.

28. Wegner, Oscar & Ferry, Steven (2005) : **play better tennis in 2 hours**, 1st.ed., the McGraw-Hill company, USA. p33-34.

29. <http://www.tennisteacher.com>

2013

(1)

5	4	3	2	1				
			*		/		.	1
				*	/		.	2
			*		/		.	3
*		*		*	/		..	4
*			*		/		..	5
*	*	*		*	/		..	6
*	*	*		*	/		..	7
		*	*	*	/		..	8
*	*	*	*	*	/		.	9
*			*		/		.	10
*		*		*	/		.	11
				*	/		.	12
*	*	*		*	/		.	13

*

- .1
- .2
- .3
- .4
- .5

....

() (2)

.....

"

/

()

:

					1
					2

:

:

:

(2)

								-1
								2
								3
								4
								5
								6

2013


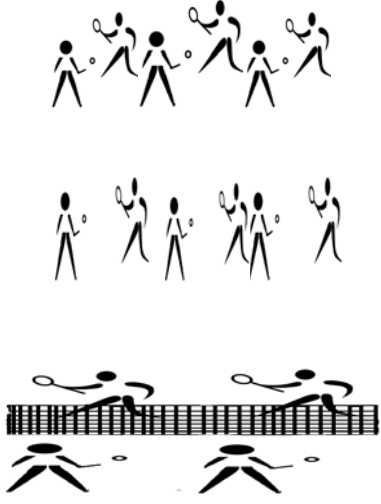
()


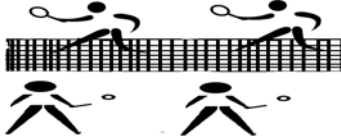


(3)

:
:
:
:

<p>- التأكيد على الحضور</p> <p>- التأكيد على أداء التمرينات البدنية</p> <p>- التأكيد على أداء التمرينات الخاصة</p>		<p>(10)</p> <p>()</p> <p>()</p> <p>()</p>	<p>20</p>
<p>- التأكيد على الانتباه أثناء الشرح للمهارة</p> <p>- التأكيد على كيفية استخدام الأدوات</p>		<p>(15)</p> <p>+</p>	<p>60</p>

....

<p>- التأكيد على أداء المرجحة وضرب الكرة براحة اليد</p> <p>- التأكيد على الوقوف والاستخدام الصحيح للأداة</p>		<p>(45) (5)</p> <p>()</p> <p>(5)</p> <p>()</p> <p>()</p>	
<p>- التأكيد على مسك القبضة بعد الشريط اللاصق</p> <p>- التأكيد على مد الذراع أثناء المرجحة الأمامية</p> <p>- التأكيد على ضرورة ارتداد الكرة في المكان المناسب (الرامي للكرة)</p> <p>- التأكيد على محاولة</p>		<p>(5)</p> <p>()</p> <p>3 ()</p> <p>(5)</p> <p>.5 (5)</p> <p>()</p> <p>()</p>	

<p>إدخال الكرة من خلال الوسيلة لتسقط في نهاية الملعب المقابل</p> <p>- التأكيد على أداء محاولتين لكل طالب</p> <p>- التأكيد على الحركة السريعة في الرجوع إلى خلف المجموعة</p>	  	<p>(5)) () .(</p> <p>(5)</p> <p>(5)</p>	
<p>- التأكيد على جمع الأدوات</p> <p>- التأكيد على الهدوء والالتزام</p>		<p>(10)</p>	

....



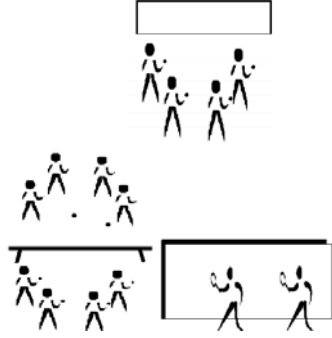
()


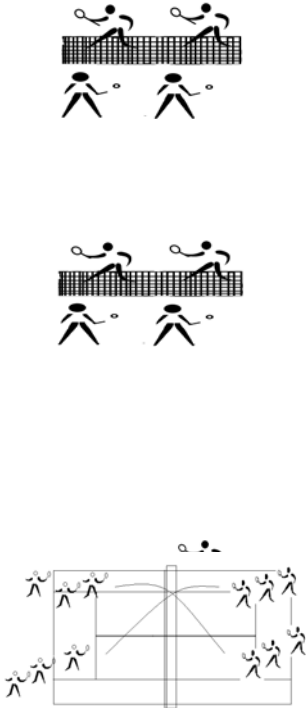
:

:

:

:

- التأكيد على الحضور - التأكيد على الانتباه في أثناء العرض	 	() () () ()	20 5 15
- التأكيد على أداء التمرينات البدنية - التأكيد على أداء التمرينات الخاصة - التأكيد على أداء المرجحة وضرب الكرة براحة اليد		(15) () 15 (45) (5)	15 60 5 5

<p>- التأكيد على أداء المرجحة الخلفية</p>		<p>) ((5) (5) . 3</p>	
<p>- - - () - -</p>		<p>5 (5) (5) (5) (5) (5)</p>	

....

-			
-		(10)	
-			