



# Effect of Using McCarthy Model in Teaching Front Hand Jump on Floor Movement's Mat in Gymnastics for juniors

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## ABSTRACT

Study aims to use a McCarthy model as a modern and advanced model of one of the teaching methods used in teaching some movements in the ground gymnasium, including the frontal leap on the rug of the ground movements of the juniors, and the researcher used the experimental curriculum in the manner of the first and second Terbette groups. The juniors (10) years of mascara, where the educational and training curriculum was implemented and applied to the two experimental groups for a period of (12) weeks for each group on for a period of 12 weeks. (Educational units per week and the duration of each educational unit (90) minutes

### Conclusions

were:

- 1-Special tests were used and the results were extracted by statistical processing of data and the most important
- 2-The educational curriculum using a Makareth model contributed to teaching the skill of the front hands on the rug of ground movements and both the two experimental groups
- 3-The educational curriculum using a Makareth model helped teach the skill of the front hands on the rug of ground movements compared to the traditional educational un

Most important recommendations were:

- 1- Emphasizing the use of the proposed educational curriculum from the researcher because of its effect on teaching the skill of the front hands on the rug of the ground movements of the two experimental groups (first and second).

### Keywords:

McCarthy Model ; Front Hand Jump; Movement's Mat ; Gymnastics

### 1-Introduction and Importance of Research:

world is experiencing accelerating changes and consecutive jokes in the various fields that prevail in this era a clear impact on the acceleration and growth of the size of knowledge, which constitutes a great burden on individuals at the present time to receive and realize this huge size of knowledge in various

fields, whether economic, political, social or scientific This casts a shadow of education; (Hamed Ammar: 2006) explains that "education is the basis of development in any society and the effective power in change and the amendment of the ingredients of the personality and its formation in line with the demands of progress and development, as well as enabling

individuals and societies to compete and excel in the world of one village." It was obligatory for those interested in education. In general and curricula experts in particular, a review of curricula to keep pace with development, as countries have witnessed repeated calls from all directions that education and its curricula should be updated and give more attention to modern science. And the curricula of teaching and its methods as one of the basic pillars of education are required to bring about change and development to keep pace with the requirements of the times with what it provides to learners with different learning patterns, including mental and practical knowledge and skills, and the ways you gain from ways of thinking and the inclinations, interests, values, trends and aspects of their appreciation. This development must be in the elements of the curriculum as a whole of goals, content, activities, teaching methods and evaluation methods. Among the models based on learning based on the brain is the McCarthy model, where the model was developed in 1972 based on research in the field of education, psychology, neuroscience and management science, to help teachers organize the teaching of learners and train them depending on their difference in their way of learning, and in the light of the foregoing The McCarthy model is a cognitive model that has eight stages, each of which takes place in one side of the brain, through which it tries to provide various scientific concepts and knowledge based on the integration of the work of the hemispheres of the brain, seeking to achieve growth in the mental processes that take place in a balanced manner, in order to meet the diversity in learning patterns and thinking. The learners have.

### 1-2 Research Problem:

Through follow-up of the researcher of the teaching methods and methods used in education for various sporting skills and events, including gymnasium, I noticed that there is no renewal in modern methods and methods in teaching methods in all ages that serve the sports side, as there is a comprehensive interdependence between the performance and modern education methods used for the

purpose of reaching good performance. A comprehensive study requires all aspects related to raising the level of performance and attention to all methods and means related to the training and education process.

### 1-3 Research Objectives

1-The effectiveness of using a McCarthy model in teaching the front hands on the rug of the ground movements in gymnasium.

2-Learn about the differences between the results of the front-hand leap test on the rug of the ground (tribal and post- test) movements of the first and second experimental groups

3-Learn about the differences between the first and second experimental groups in the results of the front-hand leap test on the rug of the post-movements.

4- Learn about the proportions of the development of the front hands on the rug of the ground movements of the first and second experimental groups.

### 1-4 Research Hypotheses:

1- presence of moral differences between the results of the front-hand jump test on the rug of the ground (tribal and post- test) movements of the first and second experimental groups and in favor of post-test test.

2- presence of moral differences between the first and second experimental groups in the results of the front-hand jump test on the rug of the post-movements and for the benefit of the first experimental group

3- presence of a variation in the proportions of the development of the front hands on the rug of the ground movements of the first and second experimental groups.

### 1-5 Research Fields:

1. Human field. : Players of the gymnastics of the Basra Federation in Ammar (10) years of age (10) players
2. Spatial field: The training center for Gymnastics in Basra

3. Time field: the period from 4 /11/2022 to 6 / 2 / 2023.

### 1-6 Study Terms:

**1- 6-1 McCarthy Model:** It is defined procedurally as a set of stages that depend on integrating the four learning methods and the functions of the brain together, and is represented by the arrangement in contemplative observation, crystallizing the concept, active experimentation, and perceived physical experiences, each of which has two steps, which are in order: linking, merging, perception and media, And application and expansion.

### 2-Theoretical Studies:

#### 2-1:McCarthy Model

A McCarthy model consists of four stages according to the four learning patterns, each stage is divided into two steps, so the whole model includes eight steps, each of which fits a specific type of thinking skills and a number of other skills that should be available in order for learning to occur "(Alia Ali: 2014) (Amal Ayyash, Amal Zahran 2013), and these stages and steps as follows:  
**First stage: Reflective Observation** At this stage, learners have the opportunity to move from the perceived experiences to contemplative observation, and it is preferable to start with them by clarifying the value of learning experiences and their personal importance to them, then giving them the time to discover the meaning included in these experiences, and the planned lessons begin according to this model by finding the relationship between learners and concepts They will learn, and it is important to find confidence that allows each learner to participate in his views and conduct dialogue with others about the quality of joint experience. The teacher must also provide a learning environment that allows the discovery to happen. (Alia Ali: 2014) explains that the teaching methods and the activities that the teacher uses at this stage aim to answer the question of why? Including: drama, personal stories, use of opposites, discussion, mental maps, watching videos, and making menus, and this stage includes two steps

**First Step - Connect and Reminds** (MC Carthy. • B, GERMAIN.C and Lippitt.L: 2002) that "this step is designed to encourage learners to acquire sensory experience Knowledge and beliefs of learners and what teachers intend to provide them with knowledge. "There are no correct answers in this dialogue, and the teacher must encourage learners to diversify ideas, dialogue and participation, and provide concepts from a personal perspective, and attract their attention depending on the solution to problems, and starting with similar situations among learners and construction in light Their previous acquaintances, and facilitate the work of cooperative teams. At this stage, it is possible to assess encouragement, collective participation and generation of ideas

**Second step - Attend:** In this step, the participation of the participation and the dialogue that took place in the first stage, in which the teacher also encourages the learners to contemplate their personal knowledge and experience to decide whether it is compatible with the experiences that were presented to them, and here it happens, as for the merger or Not between the new knowledge and their experiences in their cognitive structure.

**Second stage - crystallization of the concept formulation:** (Ibtisam Jaafar: 2013) that the learner at this stage is transferred to crystallizing and forming the concept in the light of his observations, and teaching depends on the traditional method, and the teacher at this stage must provide learners with the necessary information and provide information In an organized way, encouraging learners to analyze data and form concepts. This stage includes two steps

**Third step - Image visualization** (Alia Ali: 2014) that "this step aims to expand the representation of the meaning of learners through integration with their personal experiences to accommodate the concept, and to link a relationship between what he knows and what he reached by the teacher, and adds (Mc Carthy. B , Germain.c and lippitt.l: 2002) The primary goal of this stage is the integration

between personal experience and understanding of concepts, and the focus at this stage is on expanding the re-introduction of meaning and shift from contemplative experience to contemplative thinking, and teachers have to use other media disagreement Reading and writing to communicate knowledge to learners such as literature, music and movement, helping students in transforming into a broader view of the concept, deepening the communication between the concept and its relationship to the life of the learners, linking what the learners already know and what the experience has created, and helping learners in the contemplative production that combines emotion and knowledge, and in this The stage is evaluated the efficiency of students in production and meditation

**Fourth step** - Inform shows (Amal Ayyash & Amal Zahran: 2013) that the goal of this step is to integrate learners in purposeful thinking, and emphasize the analysis of concepts, facts, generalizations and theories. A set of proposals to teachers is submitted to their learners for this stage, including: Emphasizing that the concept is organized and original, and providing information in a sequential manner until continuity occurs, and pushing them towards important and distinctive details and not to dump them with a huge number of facts, and the use of various methods such as interactive lectures and texts, hosting speakers, films and visual means The more available, and at this stage the written or verbal lists that express the understanding of learners.

The third stage - active experimentation: • (Ibtisam Jaafar: 2013)& (Mona Khalifa: 2010) that learning at this stage is transferred to the stage of manual experimentation (practical), and that this stage represents the practical face of science, in which the ordinary teachers succeed in a way The greatest, and the role of the teacher is limited to providing the necessary tools and materials, and giving the opportunity for learners to practice their hands

Alia Abbas: 2014) adds that "among the teaching methods that can be used at this stage is experimenting, employing ideas and projects, and carrying out activities that answer the question of how? Including: designing and developing models, writing the story", and among the skills required at this stage experimentation, treatment and classification Practical and application of theoretical knowledge. This stage includes two steps

**Fifth Step** - Practice (Training) and Mc Carthy. • B, germain.c lippitt.l: 2002) The learner at this stage "turns from the stage of acquiring and representing knowledge to the application of what he learned", and the primary goal in it is reinforcement and treatment, and the teacher's role towards his learners is to provide them with manual activities that help them to apply and perfection, And test their understanding of concepts through related materials such as worksheets, exercises and texts that include problems and written works ... etc., and give them the opportunity to practice new learning through multiple methods such as learning centers and play skills, developing high expectations for mastery of skills, and using the concept of learning for mastery To determine if there is a need to re-teach, and how it will be implemented. At this stage, the quality of learners' work is evaluated and this can be done by relying on short questions

**Step Six** - Extend (MC Carthy. B, Germain.c and Lippitt.L: 2002) that this step emphasizes John Dewey's ideas about learners as studies as Scientist, and in this step the learner tests the limits and contradictions of his understanding. And the role of the teacher in it to encourage learners to develop their applied ideas and personal levels, encourage unintended learners to provide their ideas, and provide multiple experiences for learners so that they can plan individually to learn them, and they are designed to encourage learners to produce personal applications that are compatible with educated experiences. At this stage, the behavior and treatment of learners are

evaluated while carrying out tasks in light of their goods.

**Fourth stage** - CONCRETE Experience: • (Ibtisam Jaafar: 2013) "The learner at this stage integrates new knowledge with his own experiences and experiences, and thus expansion and development occurs in his knowledge; therefore, the learner has moved to the stage of perceived physical experience." (Zubaida Mohamed: 2000) adds that this can be achieved for the learner through exploration, research and examining experiences in practice in new situations, and the teacher should leave the opportunity for learners to discover the concerned and the concept of work, and challenge the learners by reviewing what they did and then analyzing the experiences with the standards of suitability and originality, and from the teaching methods The occasion for this stage is to search, explore and investigate, and learners must also do the activities that answer the question of what if? Including: oral or practical participation with others. This stage includes two steps, namely

The seventh step - Refine in which it requires • the learner to determine the place of new experiences and knowledge from his point of view, the important thing here is to purify ideas and face contradictions, and the supreme goal of this stage is to evaluate benefit and application. MC Carthy offers. B, germain.c and lippitt.L, And the evaluation at this stage will be the ability and desire of learners to liberate, purify and restore work, and the extent of analysis and completion of their actions

**Eighth step** - Perform Perform the essence of this step is to integrate, celebrate and close, and at this stage the learner returns to where he started, the supreme goal of this stage is to do things themselves and share what they did with others. It provides a set of proposals for teachers represented in: encouraging them to teach, learn and participate with others, to create a quarterly climate that helps them to share learning, give them the opportunity to share new learning, make students learn

available to a large number of society by sharing their writings with other classes, and displaying their work through the school. At this stage, the learner's ability to write the reports is evaluated, what they learned, and the quality of the learner's final product.

### **2-2McCarthy Model importance:**

importance of McCarthy model as an educational model that affects both the learner and the teacher and the learning process in a set of points highlighted (Safaa Muhammad: 2011) as follows: "For the learner, this model enhances four patterns of learning (learners interested in the personal sense, interested in facts, and those who want to know The work of things, and those interested in self-discovery, "also contributes to achieving balance and perfection for the learner, as it helps the learner to grow by mastering a full course of learning methods (feeling, then contemplating, then thinking and finally acting and behavior), also helps the weak learners to move from experimental learning To abstract thinking and practicing theoretical applications, and finally it helps to gain experience in all learning methods. For the teacher, it is one of the latest educational strategies that support learning based on the brain and thinking • As .skills

for the educational process, it represents a unique way to design education, as it reflects the best practices in the field of educational design to accommodate the differences in the learning method, as it represents an educational design tool and a tool for developing employee capabilities and developing educational units.

### **-Research methodology and field procedures 3**

#### **3-1Research Approach**

researcher used the experimental curriculum to suit it the nature of the research problem. The causal relations between both the independent and the dependent variable "(Haider Abdul Razzaq: 2015)

**Research community and sample**

research community was identified and they 3-2: are the players of the agents of the ages of (10) years, and the number of (14) players was chosen, and the research sample was chosen from the Basra Union of Gymnastics in the intentional way and by (10) players, and they were divided into the simple random way into two experimental groups (first experimental and secondary. In each group (5) players.

**Homogeneity and parity between two 3-3groups**

In order to start with one line, the researcher has found homogeneity between members of the research sample in length, weight, age, and front hands, using the difference factor and for all the variables related to the research less than the graphic value, which indicates the homogeneity of members of the two groups.

**Table (1) Shows the sample homogene**

varibele	Unit Measurement	Mean	Standard deviation	Differences factor	sig
Length	Cm	<b>134.333</b>	<b>1.366</b>	<b>%1.0</b>	<b>0.200</b>
Mass	Kg	<b>32.833</b>	<b>1.472</b>	<b>%4.5</b>	<b>0.200</b>
Age	Year	<b>12.333</b>	<b>0.816</b>	<b>%6.6</b>	<b>0.117</b>

**Table (2) Shows equivalent of the two groups in the variables related to the research**

varibele	first Experimental group		Experimental group second		T-Value calculate	Significance level
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Length	<b>131.000</b>	<b>4.472</b>	<b>130.200</b>	<b>3.898</b>	<b>0.302</b>	<b>random</b>
Mass	<b>26.800</b>	<b>3.114</b>	<b>26.000</b>	<b>2.738</b>	<b>0.431</b>	<b>random</b>
Age	<b>8.200</b>	<b>0.447</b>	<b>8.600</b>	<b>0.547</b>	<b>1.265</b>	<b>random</b>
Front Hand Jump	<b>1.800</b>	<b>0.836</b>	<b>2.200</b>	<b>0.758</b>	<b>0.792</b>	<b>random</b>

**(T) Tablery below the level of significance (0.05) and the degree of freedom (8) equal to (1.860)**

In order to find parity between the two groups, the researcher used a (T) test for independent samples, as shown in table (2).

When comparing the values (T) calculated for the search variables with the gratitude value below the level of significance (0.05) and the degree of freedom (8) of (1.860), it becomes clear that all calculated values are less than tabular and this indicates the equivalent of the two groups in those variable

**The means of collecting information, search 3-4devices and tools**

Technical scientific observation has used a way to collect information by watching the TV show to test the front hands jump from the two

- .Arab sources
- .Personal interviews
- Software and applications used in .the computer
- .Silence and tests
- A computer device with its .accessories
- Video shooting machine with its .accessories
- .Weight measurement device

.An electronic timing watch  
Metric measuring tape

### 3-5 Tests used in research

#### 3-5-1 length, weight and age measurements:

When the research measurements are conducted, the conditions are observed

.Exercise in a uniform manner

.Use the same measurement tools

Take measurements and the player wearing

.short pants

First: the length: the measurement is taken from the standing position, where the eagles are adjacent and the arms are suspended on both sides of the body, and the measurement is carried out by a listed wall so that the enemies and the back touched the shoulder and the shoulder and the back of the

.head

Second: Weight: The examiner stands above the scale in the middle completely, and the body weight is equally distributed over the feet, then the weight is taken for the nearest  $\frac{1}{2}$  kg, as the age of each player was written.

**3-5-2 Test of the front hands on the rug of ground movements:** (Abu Al-Ela Ahmed & Muhammad Subhi: 1997)

The purpose of the test: This test aims to measure the player's ability to perform the

Tools used: the rug of .front hands jump ground movements

Performance specifications: The player takes two or three steps and then performs the front hands jump

Registration: The skill has been evaluated by the agreement of the jury members, that the final degree of skill is (10) degrees, and the researchers used five arbitrators accredited to the Iraqi Federation of Gymnastec as a committee to evaluate the skill of players by watching the TV show for the test, and I used the evaluation form for the championships. Jomnastec, as well as the degree of separation ruling, which is a measure of the four degrees of judges, then the

chapter ruling removes the highest and less degree and collects the two middle classes and is divided into (2) to extract the final player degree.

#### 3-6 Exploratory Experience

researcher conducted an exploratory experience on Thursday, 11/11/2022, and the aim of conducting the experiment was to know the

following

The number of repetitions of the performance of the players and the time it takes to perform the exercise

The suitability of the exercises for the level of the sample personnel

Ensure the validity of the photography machine and the films used

Determine the dimensions of the photography machine in the field of the movement of the player

Knowing the time allocated to implement the test

#### 3- 7 field research procedures

##### 3-7- 1 Tribal test

Researcher conducted the tribal test at the training center of the Union of Gymnastics in the Basra branch, on Saturday, 12/11/2022

#### The educational curriculum (the main 3-7- 2experience)

researcher has prepared an educational curriculum to teach the front hands jump on the rug of ground movements, relying on the McCarthy model and linking it to the movements in the gymnasium through the experts, where the educational curriculum was implemented and applied to the two experimental groups for two physical sessions for each group on 15/11/2022 for a period of 12 weeks , And the educational model of the McCarthy model in each group included (36) educational units and (3) educational units per week and the duration of each educational unit (90) minutes (supplement 1), and the educational curriculum for the first experimental group was started after two days of the tribal test The principle of gradient in the size of the educational unit of the two groups has been taken into account. And the

mechanism of action of a Makarthy model that is according to its four stages) Reflece observation, elaborating the active experimenting concept, the perceived experiences (in the main section where the educational activity includes two phases of contemplative note and is represented by the teacher’s explanation of the skill given in the lesson and the benefit from the experiences that the student possesses on the skill and a model for the movement's reflection. Then they gave them the opportunity to discover the mistakes in which the model made. And in the applied activity that includes the two stages of active experimentation, in which the performance is tried and practiced with the repetition and correcting of errors, and the role of the teacher here is to diversify the exercises and the use of images that serve the target

**3-7- post- Test**

researcher conducted a after -year test for the front of the front of the research sample on Tuesday, 14/2/2032, at the training center of the Union of Jumnastec, Basra Branch, after the completion of the period prescribed for the president's experience, and the researcher has been committed as much as possible to create the conditions in which the tribal test conducted from Where the time, place and tools used and the same assistant team that contributed to the tribal test

**3-8 Statistical means**

researcher used the SPSS VER statistical program. 17 in data processing and extracting.

**4 -Presenting, analyzing and discussing results :**

**4-1 Presentation of the results of the front-hand leap test of tribal and post-test movements for the two experimental groups (first and second) and analyzing**

Table (3)

shows the calculations, standard deviations of the differences, the calculated (T) values and statistical significanceFor the results of the Test of the Tribal and Distinctive Identity Hands for the two experimental groups (first and second)

varibele	group	difference Mean	differences standard	T-Value calculate	sig
Front Hand Jump	first experimental	<b>5.100</b>	<b>0.547</b>	<b>20.821</b>	moral
	Second experimental	<b>3.200</b>	<b>0.273</b>	<b>26.128</b>	moral

**(T) value below level of significance (0.05) and the degree of freedom (4) equals (2.132)**

from table(3) it shows the results of the front -hand leap test, for the first experimental group, the mathematical medium and the standard deviation of the differences between the tribal and post tests reached (5.100) and (0.547), and after using the (T) test to learn about the moral differences between the tribal and post tests , The value of (T) calculated (20,821), which is greater than the (T) tabular value below the level of significance (0.05) and the degree of freedom (4) and amounting to (2.132), which indicates the existence of moral differences

between the tribal and post tests and in favor of the post -test, while The mathematical milieu and the standard deviation of the differences between the tribal and post tests of the control group (3.200) and (0.273), and after using the (T) test to learn about the moral differences between the tribal and post tests, the value of (T) of the calculated (26.128) reached the value of (T) (Tablery below the level of significance (0.05) and the degree of freedom (4) and amounting to (2.132), which indicates the existence of moral differences between the



tribal and post tests and in favor of the remote test.

**4-2 Show the results of the front-to-hand skill test on the rug of the ground movements of the first and second experimental groups and analyze:**

Table (4)

shows the calculations, standard deviations, calculated (T) values and statistical significance of the results of testing the skill of the front hands on the rug of the ground movements of the first and second experimental groups

varibele	first Experimental group		Experimental group second		T-Value calculate	Significance level
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Front Hand Jump	6.900	1.140	5.400	0.894	2.315	moral

(T) value below the level of significance (0.05) and the degree of freedom (8) equal to (1.860)

From table (4) it appears that the mathematical medium and the standard deviation of the skill of the front hands on the rug of the ground movements in the post -test of the first experimental group reached (6,900) and (1.140), and for the second experimental group (5.400) and (0.894), and after using the test ( T) To learn about the morale of the differences between the first and second experimental groups, the calculated value (T) (2.315) was

greater than the (T) tabular value below the level of significance (0.05) and the degree of freedom (8) of (1.860), which indicates the presence of moral differences Between the two experimental groups (first and second) and in favor of the first experimental group.

The percentage of development was also calculated between the results of the front -to - hand jump test of the two experimental groups (first and second), as shown in Table (5).

Table (5)

shows the rates of development between the results of the front -hand jump test for the two experimental groups (first and second)

Varibele	Group	Arithmetic mean for trabl test	Arithmetic mean for post-test	Development precent
Front Hand Jump	first experimental	1.800	6.900	%73.913
	Second experimental	2.200	5.400	%59.259

It appears from the results presented in Table (5) that the percentage of the development of the first experimental group is greater than the development of the second experimental group, which indicates the effectiveness of the educational curriculum according to the Makarthy model in the skill education (the front hands jump on the rug of ground movements).

**4-1- 1 Discussion of results:**

The results in Table (3, 4, 5) showed the presence of moral differences between the tribal and post test of the experimental group in the front hands jump and for the benefit of the post -test. The researcher attributes these moral differences to the effectiveness of the educational curriculum units that were applied to this group that was studied in the McCarthy model, so that This model includes various activities that helped the student or the player to acquire the main concepts of skill and

emphasize the interaction between the teacher and the student, which made the student courage in the educational process and not to rely on the subject teacher only in the acquisition of information through the educational activity prepared by the researcher in the educational units that encourage The student is to meditate and arouse thinking to learn and increase knowledge for them, as you see (Lubna Jaber and Maha Qaraan: 2004) that "one of the benefits of format is that it is one of the means that supports the idea of comprehensive education and taking into account the individual differences through learning in different ways") as well as the reason for that development To the effectiveness of the educational curriculum used to develop players for the skill provided to them as a result of the explanation, presentation and clarification provided by the coach, while providing feedback continuously

## 5-Conclusions and Recommendations

### 5-1 Conclusions

1-The educational curriculum using a Makareth model contributed to teaching the skill of the front hands on the rug of ground movements and both the two experimental groups

2-The educational curriculum using a Makareth model helped teach the skill of the front hands on the rug of ground movements compared to the traditional educational unit

3- The first experimental group outperformed the second experimental group in the development rate of the skill of the front hands on the rug of ground movements, reaching (73.913 %), while the development rate of the second experimental group reached (59.259 %).

### 5-2 Recommendations

1-Emphasizing the use of the educational curriculum proposed by the researcher because of its impact on teaching the skill of the front hands on the rug of the ground movements of the two experimental groups (first and second)

2- The researcher recommends an increase in studies

of a Makarthy model for the rest of the sporting events that need to use the cognitive and mental aspect, especially what is related to the educational aspect.

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**Appendix (1) a model of educational units using a Makarthy model**

Sections of educational unit	Time	Motor events and skills	Notes
Preparatory section	15 M	Record attendance	Emphasizing the system and standing in a format
the introduction General warmth	3 M 5 m	The usual biographies - the regular jogging - a jogging by rotating the right arm for the perfection and back, then recycling the left arm, then the arms together, then the succession _ a jogging by lifting the knees in front and then backward	Emphasizing the application of exercises, taking into account the distances between students
Special warm -up	7 m	_ Standing two harshs and applying the performance of the jump on the rug	
The main section	65 m		
	10 m	The same previous exercise and smoothness higher	Giving a general prelude to the frontal leap and presenting a offer to link students to meditate and notice what he offers
	10 m	Show the frontal leap during an exercise by the teacher for the students, and the skill parts are reviewed, the purpose of this offer is for the student to meditate until he compares his previous information with what he is watching during the lesson for the front hands jump	The teacher is to clarify the parts of the jump.
Educational activity	45 m	The learner says that my performance will be the best possible from the previous stage that it was, and this is what is reached by him by watching the performance of the ideal teacher.	
The first stage	25 m	Give the opportunity for the student the experimental application the performance of the	

		jump in its parts in a simple way, without the teacher performing the evaluation process.	
	<b>20</b> m	The same previous exercise performance, but here the teacher sequences the kinetic performance of the hands jump by explaining the exercise	Previous exercise application before
closing section	<b>10</b> m	Relaxation practice	Student distribution