

The effect of competitive training on the skill level of the third year students of the handball course

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Abstract

The research aims to identify the impact of competitive training on the skill level of the third year students at the Faculty of Physical Education, Helwan University for the handball course. Faculty of Physical Education for Girls in Cairo, enrolled in the academic year 2021/2022, and their number reached (441) students. The students who failed, players, injured and absent students were excluded from attendance, and their number was (44) students, so that the actual number of students of the third year was (397) students representing the research community. 2021/2022 and they represent (122) female students, divided administratively into (8) sections, and the number of each section ranged between (16, 18) female students. This is due to the exclusion of the students who failed, players, injured and absent students from attending in these divisions, so that the percentage of the research sample became 31.2% of the original research community. The students were randomly divided into two groups, one experimental and the other controlling, and the number of the experimental group was (59) students with a ratio of (4) groups. While the number of the control group amounted to (33) students of (2) divisions, and the exploratory sample was chosen for the research from the original research community and from outside the basic research sample, which numbered (32) students, with (2) Division, and the results of the research revealed that the calculated (t) value was statistically significant at the significance level of α 0.05 between the average degrees of the dimensional measurements of the experimental / control group on all the skill variables "under research", and in favor of the dimensional measurements of the experimental group.

تأثير التدريبات التنافسية علي المستوى المهاري لطالبات الفرقة الثالثة لمقرر كرة اليد

الستخلص :

يهدف البحث الي التعرف علي تأثير التدريبات التنافسية علي المستوى المهاري لطالبات الفرقة الثالثة بكلية التربية الرياضية جامعة حلوان لمقرر كرة اليد ، استخدمت الباحثة المنهج التجريبي باستخدام (القياس القبلي والبعدي) لمجموعتين إحداهما تجريبية والأخرى ضابطة وذلك لملائمته لطبيعة البحث ، تمثل مجتمع البحث من طالبات الفرقة الثالثة بكلية التربية الرياضية للبنات بالقاهرة ومقيدات بالعام الجامعي ٢٠٢١/٢٠٢٢ وقد بلغ عددهن (٤٤١) طالبة ، وقد تم إستبعاد الطالبات الراسبات واللاعبات والمصابات والمتغيبات عن الحضور وعددهن (٤٤) طالبة ليصبح العدد الفعلي لطالبات الفرقة الثالثة (٣٩٧) طالبة يمثلن مجتمع البحث ، تم إختيار عينة البحث بالطريقة العمدية العشوائية من طالبات الفرقة الثالثة بكلية التربية الرياضية للبنات - بالقاهرة والمقيدات بالعام الجامعي (٢٠٢١/٢٠٢٢) (٢٠٢٢/٢٠٢١) ويُمتثلن عدد (١٢٢) طالبة مقسمين إداريا علي (٨) شعب ، وقد تراوح عدد كل شعبة ما بين (١٦ ، ١٨) طالبة وذلك نظراً لإستبعاد الطالبات الراسبات واللاعبات والمصابات والمتغيبات عن الحضور في هذه الشعب لتصبح النسبة المئوية لعينة البحث ٣١.٢% من المجتمع الأصلي للبحث ، وقد تم تقسيم الطالبات عشوائيا الي مجموعتين احداهما تجريبية والأخرى ضابطة ، وبلغ عدد المجموعة التجريبية (٥٩) طالبة بواقع (٤) شعب ، بينما بلغ عدد المجموعة الضابطة (٣٣) طالبة بواقع (٢) شعبة وتم إختيار العينة الاستطلاعية للبحث من مجتمع البحث الأصلي ومن خارج عينة البحث الأساسية والبالغ عددها (٣٢) طالبة بواقع (٢) شعبة، وأسفرت نتائج البحث ان قيمة (ت) المحسوبة جاءت دالة احصائيا عند مستوى دلالة $\alpha \geq 0.05$ بين متوسط درجات القياسات البعدية للمجموعة التجريبية / الضابطة على جميع المتغيرات مهارية " قيد البحث " ، ولصالح القياسات البعدية للمجموعة التجريبية

The effect of competitive training on the skill level of the third year students of the handball course

Introduction and research problem:

Handball is one of the team games of a competitive and exciting nature. It is one of the most enjoyable sports because of its speed in performing skills between moving from defense to attack and vice versa. The basic skills of any team game are the strong support and backbone of

the game, and the cornerstone on which the success of performance and the success of the player depends, and it requires a lot of time and effort, whether educational or training (14:1)

The teaching of motor skills is based on the transfer of information from the teacher to the learner, so the teacher's effort in communicating the information depends on the optimal choice of the method that serves his capabilities and preparations. and error), and the coach or teacher must try to arouse the interest of the players or learners to practice sports activity by various means and methods in order to increase the level of skill in the game, whether technically, legally or tactically (9:44, 50) .

In order to transfer the effect of positive training, the teacher or coach must teach skills and knowledge by presenting and explaining the skill and trying to impart it to the players and apply it in other situations that support some practical examples, for example (competitive exercises) as they are characterized by diversity and suspense and work to attract the attention of players or learners and raise their needs and motives to practice(9:70).

The skills are taught from easy to difficult, simple to complex, to ensure that the skill is implemented accurately and smoothly.

Abd al-Fattah Abdullah (2004) indicated that the simplified effective practice of the game in the form of competitions works on developing the special skills and physical characteristics of the learners, given that the learner during the competition goes through various and changing situations and requires him to adapt his skills and abilities to these situations, and competitive training add a kind of practical experience Which increases the amount of information that can be obtained through the actual application of skills, whether technical or legal (7: 108, 110) .

Sports competitions are an important factor, and necessary for every sports activity, and we should consider sports competitions not only as a kind of test, but also as an important type of educational work as it contributes a large share to the development of the athlete's physical and technical skills and abilities, and also shapes his sky Congenital, voluntary. Allawi (2002 AD) indicates that to ensure mastery of motor skills, and work to stabilize them, the individual athlete must perform the skills and train on them under various circumstances in a manner commensurate with competitive playing situations, which are similar to playing positions during matches. (11:40)

Competitive training mainly aim at refining the basic and tactical skills of the game for many individual and group sports through real playing situations, which may be in the form of trial matches in most cases,

or group exercises at other times in the form of competitive trainings similar to competitive playing situations During matches (12:139)

Competitive training are meant to give athletes specific duties in small areas of the playing field in order to develop their physical and skill abilities and reach accuracy in carrying out offensive and defensive skill duties.

khairia Al-Sukari (2007) stated that competitive training are one of the most important types of exercises through which the player's level of competence reaches the excellent training state (sports format) to enter competitions and depends on the coach's ability to choose these exercises. (6:33)

It is possible to stabilize motor skills and reach the highest possible skill level by subjecting players or learners to situations similar to playing situations. The degree to which the player or learner masters motor skills is related to his ability to focus and pay attention.

Through the researcher's work in the field of teaching handball to female students of the Faculty of Physical Education for Girls - Helwan University, she noticed that the female students have difficulty in performing some skills and the ability to differentiate between them and when to use each skill of them, in addition to the difficulty of performing the appropriate skill at the right time and place because they are not exposed to situations similar to playing situations that give them the opportunity to make the right decision at the right time.

The expected scientific addition to the study:

1- Knowledge of the technical aspects of the game, methods of optimal performance, knowledge of educational points and common errors.

Search objective:

1- This research aims to identify the effect of competitive training on the skill level of the third year students of the sample under research

Research hypotheses :

1- There are statistically significant differences between the post-measurement of the experimental group and the post-measurement of the control group in favor of the experimental group in the skill level of the sample under study.

Terms used in the search:**Competitive training*:**

Activities aimed at teaching and developing a set of basic skills through competition between two or more, which help to develop the special skills of learners and increase their skill level, by applying them in situations similar to playing situations.

skill level:

The ideal image of performance and the effective method of carrying out a particular motor task.

Search procedures**First: Research Methodology:**

The researcher used the experimental method using (pre and post measurement) for two groups, one experimental and the other control, due to its suitability to the nature of the research.

Second: the research community:

The research community is represented by the students of the third year at the Faculty of Physical Education for Girls in Cairo, who are enrolled in the academic year 2021/2022, and their number reached (441) students. They represent the research community.

Third: The research sample:

The research sample was chosen in a deliberate, random manner from the students of the third year at the Faculty of Physical Education for Girls - Cairo, who are enrolled in the academic year (2021/2022), and they represent 122 students divided administratively into (8) divisions, and the number of each division ranged between (16, 18).) female student, due to the exclusion of the repeat students, players, injured and absent students from attendance in these people, so that the percentage of the research sample becomes 31.2% of the original research community The students were randomly divided into two groups, one experimental and the other control, and the number of the experimental group was (59) students with (4) divisions, while the number of the control group was (33) students with (2) divisions, and the exploratory sample was chosen for the research from the original research community And from outside the basic research sample, which numbered (32) students, with (2) divisions, in order to calculate the scientific coefficients of the tests used under research. Table (1) shows the statistical description of the sample under investigation.

Table (1)
Arithmetic mean, standard deviation, and skewness coefficient in the skill variables "under research" in the two experimental and control groups.

n = (92)

S	The variables	The unit of measure	X	y	the coefficient of skewness
1	Carbage pass to the farthest distance		9.951	2.495	0.610
2	Aiming with the torso bent in the direction of the shooting arm		0.739	0.383	0.498
3	Aiming with the torso bent against the shooting arm		1.076	0.940	0.413
4	Shooting with high jump at a target (60 * 60)		1.098	0.865	0.224
5	Deception by aiming and then passing		0.652	0.418	0.850
6	Dribbling in a zigzag direction for a distance of (40) m		42.943	2.171	0.181

It is clear from Table (1) that the skew coefficients of the control-experimental research sample in the skill variables "under research" were limited to (± 3), which indicates the data moderation in the (skilled) variables "under research".

table (2)
Arithmetic mean, standard deviation and skewness in the skill variables "under research" I have an experimental research group

n = (59)

s	The variables	The unit of measure	X	y	the coefficient of skewness
1	Carbage pass to the farthest distance		9.737	2.471	0.762
2	Aiming with the torso bent in the direction of the shooting arm		0.831	0.513	0.325
3	Aiming with the torso bent against the shooting arm		1.085	0.769	0.458
4	Shooting with high jump at a target (60 * 60)		1.186	0.776	-0.112
5	Deception by aiming and then passing		0.627	0.207	0.792
6	Dribbling in a zigzag direction for a distance of (40) m		43.188	2.010	0.284

It is evident from Table (2) that the skew coefficients of the experimental research sample in the skill variables "under research" were confined to (± 3), which indicates the moderation of the data in the (skilled) variables "under research".

Table (3)
Arithmetic mean, standard deviation and skewness in the skill variables "under research" I have a control group

n = (33)

s	The variables	The unit of measure	x	y	the coefficient of skewness
1	Carbage pass to the farthest distance		10.333	2.530	0.390
2	Aiming with the torso bent in the direction of the shooting arm		0.576	0.408	0.838
3	Aiming with the torso bent against the shooting arm		1.061	0.827	0.236
4	Shooting with high jump at a target (60 * 60)		0.939	0.598	0.729
5	Deception by aiming and then passing		0.697	0.447	0.974
6	Dribbling in a zigzag direction for a distance of (40) m		42.504	2.402	0.261

It is clear from Table (3) that the skewness of the control sample in the skill variables "under research" were limited to (± 3), which indicates the data moderation in the (skilled) variables "under research".

Reasons for choosing the research sample:

- 1- Conducting a research on the third year, as it is the final year for the students to study the handball courses, including the skill and knowledge it contains for them.
- 2- The researcher taught a large number of third year students for the academic year (2021-2022).

Steps to carry out the search:

Data collection methods and tools:

The researcher used the following tools to collect data:

1- Official records:

The researcher used the official records of the Department of Female Student Affairs at the Faculty of Physical Education for Girls at Helwan University for the academic year 2021-2022 to obtain some data for the

research sample:

- The number of third year students, and how to distribute them to each division.

The remaining students are to be returned.

2- Scientific references and studies related to the research topic:

The researcher reviewed a number of references and previous studies with the aim of limiting cognitive tests in handball and competitive exercises.

3- The test used in question:

skill tests:

- The skill tests for the skills under study have been limited (attached).

A/1 - Carbage passing to the farthest distance.

A/2 - Aiming with the torso bent in the direction of the shooting arm.

A/3- Aiming with the arm in the opposite direction of the shooting.

A/4- Shooting with a high jump at a target (60 * 60) cm by degree.

A/5 Deception by shooting and then passing.

A/6- Continuous dribbling in a zigzag direction for a distance of (40) m.

Equipment and tools used in the research:

Handball court.

Hand balls.

- cones.

- whistle Surveys

Surveys

The researcher conducted the exploratory study on a sample of (33) students enrolled in the third year, with two divisions from the research community and not from the main sample under research, and through which skill tests were applied with the aim of:

1- Ensure that the test is suitable for the research sample.

2- Calculating the scientific coefficients for the test.

The results resulted in the following:

The test is suitable for the research sample.

Steps to carry out the search:

First: pre measurements:

- Pre-measurement of the cognitive test of the sample under research.

Second, the research schedule:

The researcher applied the study to the experimental and control groups according to the basic skills prescribed in the description of the handball course (3) for (14) weeks in the period from October 2021 to January 2022, with a total of (12) educational units by one unit (one per week), with a time of 110 s per unit the one.

Competitive training were applied to the experimental group and the explanation and model were applied to the control group.

Time distribution of the educational unit

Administrative work: 5 s

Warm-up: 15 s

Physical preparation: 10 s

The main part: 75 BC divided as follows:

30 min educational activity, 45 min practical activity

Calm down: 5 s

Total time: 110 BC

Third: Dimensional measurements:

- Post-measurement of the skill tests of the sample under investigation.

Scientific transactions:**skill tests****First: reality.****Peripheral comparison validity**

The researcher verified the validity of the skill tests "under research" by using the validity of the peripheral comparison (the highest quartile - the lowest quartile), and the significance of the differences was calculated, as shown in Table (4).

Table (4)

The significance of the differences between the upper quartile and the lower quartile on the skill tests under study

S	The variables	The unit of measure	Lower quartile		upper quartile		Value s (T)
			X	P+	x	P+	
1	Carbage pass to the farthest distance		6.222	0.795	14.889	1.364	17.47 Y

٢	Aiming with the torso bent in the direction of the shooting arm		0.556	0.726	1.556	0.527	٣.٣٤٣
٣	Aiming with the torso bent against the shooting arm		1.000	0.707	2.667	0.707	٥.٠٠٠
٤	Shooting with high jump at a target (60 * 60)		0.556	0.527	1.778	0.441	٥.٣٣٦
٥	Deception by aiming and then passing		0.333	0.500	2.222	0.972	٥.١٨٥
٦	Dribbling in a zigzag direction for a distance of (40) m		46.816	0.704	42.589	1.891	٦.٢٨٤

* Tabular value of "T" at the level of significance (0.05) = 2.120 * D

It is clear from Table (4) that all values of T were statistically significant at the significance level of 0.05 between the upper quartile and the lower quartile on all skill tests and in favor of the upper quartile, which indicates that the tests are of an acceptable degree of reality.

Second: Calculating the stability of the test:

Test application and re-application Test – Retest:

The researcher verified the stability of the skill tests using the method of application and re-application on a sample of (32) students, and the application was re-applied after (7) days from the first application, during the period from Saturday corresponding to October 16 2022 to Saturday corresponding to October 23 2022 The correlation coefficient was found between the results of the first and second applications, as shown in Table (5)

Table (5)

The values of the correlation coefficients between the test and re-test to the skill tests "under research"

(n = 32)

s	The tests	test		Re- test		value "t"	Semantic level p
		X	P+	X	P+		
1	Carbage pass to the farthest distance	10.344	2.493	10.469	2.459	٠.٩٨٦	0.000
2	Aiming with the torso bent in the direction of the shooting arm	0.875	0.707	1.000	0.672	٠.٨٨٢	0.000

3	Aiming with the torso bent against the shooting arm	1.313	1.091	1.438	1.105	0.900	0.000
4	Shooting with high jump at a target (60 * 60)	1.219	0.870	1.313	0.780	0.941	0.000
5	Deception by aiming and then passing	0.469	0.761	0.594	0.756	0.902	0.000
6	Dribbling in a zigzag direction for a distance of (40) m	44.245	0.661	44.231	0.662	0.998	0.000

* The tabular value of "t" at the level of 0.05 = 0.349 * D

It is clear from the data of Table (5) that there is a statistically significant correlation at the level of significance of 0.05 between the first/second test on all skill tests, where the calculated "t" value was higher than the tabular "t" value, which indicates that the skill tests are at an acceptable degree. of persistence.

Presentation and discussion of the results:

First, show the results:

The research aims to identify the effect of competitive training on the skill level in handball for third year students of the sample under research.

skill test results

Table (6)

The significance of the differences between pre- and post-measurements of the experimental group in the skill variables "under research"

n = (59)

S	The variables	pre measurements		post measurements		m.f	a.f	Value s (T)
		x	P+	X	P+			
١	Carbage pass to the farthest distance	9.737	2.471	12.746	2.656	3.008	3.009	٦.٤٢٩
٢	Aiming with the torso bent in the direction of the shooting arm	0.828	0.819	2.729	0.944	1.913	1.901	١١.٩٦٦
٣	Aiming with the torso bent against the shooting arm	1.085	0.745	2.814	0.798	1.728	1.729	٩.٢٤٥

ε	Shooting with high jump at a target (60 * 60)	1.186	0.776	3.339	1.027	2.152	2.153	١٢.٦١٥
٥	Deception by aiming and then passing	0.627	0.107	1.593	0.790	0.966	0.966	٦.٤٨٦
٦	Dribbling in a zigzag direction for a distance of (40) m	43.188	2.010	39.905	2.302	3.283	3.283	٧.٩٩٩

* Tabular “T” value at the significance level (0.05) = 2.021 * D

It is clear from the data of Table (6) that the calculated value of (T) was statistically significant at the level of significance (α 0.05) between the average scores of the pre and post measurements of the experimental group on all the skill variables "under research", and in favor of the dimensional measurements.

Table (7)
The percentages of change between pre and post measurements of the experimental group in the skill variables “under research”

n = (59)

S	The variables	Pre measurements	post measurements	percentage change
1	Carbage pass to the farthest distance	9.737	12.746	30.9
2	Aiming with the torso bent in the direction of the shooting arm	0.828	2.729	229.6
3	Aiming with the torso bent against the shooting arm	1.085	2.814	159.4
4	Shooting with high jump at a target (60 * 60)	1.186	3.339	181.5
5	Deception by aiming and then passing	0.627	1.593	154.1
6	Dribbling in a zigzag direction for a distance of (40) m	43.188	39.905	8.2

It is clear from the data of Table (7) that (the percentages of change) between the average scores of the pre and post measurements of the

experimental group on all the skill variables “under research” were limited to between 8.2 and 229.6

Table (8)
The significance of the differences between pre- and post-measurements of the control group in the skill variables "under research"

n = (33)

S	The variables	pre measurements		post measurements		The difference in averages	a.f	Values (T)
		X	P+	X	P+			
١	Carbage pass to the farthest distance	10.333	2.530	11.378	1.781	1.045	٣.٣٠ ٢	٣.٧١٠
٢	Aiming with the torso bent in the direction of the shooting arm	0.576	0.708	1.806	0.951	1.230	٠.٧٦ ١	٨.٩٧١
٣	Aiming with the torso bent against the shooting arm	1.061	0.827	2.333	0.793	1.273	١.٠٣ ١	٧.٤٣٤
٤	Shooting with high jump at a target (60 * 60)	0.939	0.998	2.694	0.951	1.755	١.٠٣ ٨	٦.٠٦٥
٥	Deception by aiming and then passing	0.697	0.147	1.212	0.739	0.515	١.٣٦ ٥	٣.١٧٤
٦	Dribbling in a zigzag direction for a distance of (40) m	42.504	2.402	41.357	2.170	1.147	٣.٥٠ ٣	٢.٥٨٥

* Tabular “T” value at the significance level (0.05) = 2.042 * D

It is clear from the data of Table (8) that the calculated (T) value was statistically significant at the level of significance (α 0.05) between the mean scores of the pre and post measurements of the control group on all the skill variables "under research", and in favor of the post measurements.

Table (9)
The percentages of change between pre- and post-measurements of the control group in the skill variables “under research”

n = (33)

S	The variables	Pre measurements	post measurements	percentage change
1	Carbage pass to the farthest distance	10.333	11.378	10.1
2	Aiming with the torso bent in the direction of the shooting arm	0.576	1.806	213.5
3	Aiming with the torso bent against the shooting arm	1.061	2.333	119.9
4	Shooting with high jump at a	0.939	2.694	186.9

	target (60 * 60)			
5	Deception by aiming and then passing	0.697	1.212	73.9
6	Dribbling in a zigzag direction for a distance of (40) m	42.504	41.357	2.8

It is clear from the data of Table (9) that (the percentages of change) between the average scores of the pre and post measurements of the control group on all the skill variables "under research" were limited to between 2.8 and 213.5

Table (10)

The significance of the differences between the experimental - control group in post measurements In the skill variables "under research "

S	The variables	Experimental group n = (59)		The control group n = (33)		Values (T)
		X	P+	X	P+	
١	Carbage pass to the farthest distance	12.746	2.656	11.378	1.781	٢.٦٤٠
٢	Aiming with the torso bent in the direction of the shooting arm	2.729	0.944	1.806	0.951	٥.٣٢٢
٣	Aiming with the torso bent against the shooting arm	2.814	0.798	2.333	0.793	٢.٧٩٤
٤	Shooting with high jump at a target (60 * 60)	3.339	1.027	2.694	0.951	٣.٢١٧
٥	Deception by aiming and then passing	1.593	0.790	1.212	0.739	٢.٢٦٩
٦	Dribbling in a zigzag direction for a distance of (40) m	39.905	2.302	41.357	2.170	٢.٩٦١

* Tabular "T" value at the level of significance (0.05) = 2.000 * D

It is clear from the data of Table (10) that the calculated value of (T) was statistically significant at the level of significance (α 0.05) between post measurements for experimental- control group on all the skill variables "under research", and in favor of post measurements of the experimental group.

Second: Discussing the results:

To discuss and explain the hypothesis that states "there are statistically significant differences between the post measurement of the experimental group and the post measurement of the control group in favor of the experimental group in the skill level of the sample under research.

It is clear from the results of tables (6), (7), (8), (9), (10) that the calculated (T) value was statistically significant at the level of significance (α 0.05) between the average degrees of post measurements for the experimental - control group. On all the skill variables "under research", and in favor of the post measurements of the experimental group, the researcher returns this result to the effectiveness of the competitive training used in improving the skill level of the students of the sample under research, for the use of different competitive training similar to the situations that take place during play, as the performance of the exercises used. It is not only limited to the performance and repetition of skills, but you use them in multiple situations that require accuracy and speed. In executing the skill, in addition to making the appropriate decision, due to the presence of competing players, and it requires implementing the skill at the highest possible level for it, which pushes it every time to improve and develop its performance, which is reflected in the improvement of its skill level, and this is indicated by the study of "**Khaled Abdel Nour Al-Khodari**" (2010).) that the proposed training program using competitive training had an effective effect in raising the physical level and the effectiveness of the skill performance of football juniors (the research sample), and there were significant differences between the pre and post measurements in favor of the post measurements in the components of physical fitness and the skill performance effectiveness test (5).

And the results of the study "**Hekmat Adel Aziz**" (2013) confirmed that the use of intense competitive training has a positive effect on improving performance endurance and scoring accuracy among handball players. dimensional for the control and experimental groups. (1), (4)

The results of the study "**Hussain Abdul-Karim Jaafar**" (2018) indicated that competitive training has a positive impact on the level of offensive skill performance of the playing centers in handball (3).

Thus, the hypothesis that states "**there are statistically significant differences between the post measurement of the experimental group and the post measurement of the control group in favor of the experimental group in the skill level of the sample under study**" has been achieved.

First, the conclusions:

Within the framework of the results of the research and in order to achieve its objectives and hypotheses, the following can be drawn :

1- The effectiveness of competitive training and its positive and statistically significant impact at the level of (0.05) on the skill level of the sample under investigation.

- 2- The usual applied activity has a statistically significant positive effect at the level (0.05) on the skill level of the sample under study.
- 3- There are statistically significant differences between the means of dimensional measurements for the experimental and control groups at the skill level.
- 4- There is an improvement in the post measurement of the pre for the experimental and control groups in the skill level.

Second: Recommendations:

In light of the results of the research and what was extracted from those results, the researcher recommends the following:

- 1- Using competitive training to develop the skill level.
- 2- Establishing competitive training as an essential part of the course description for third year students.
- 3- Handball coaches use competition training because of their effective impact in improving the technical, cognitive and physical aspects of handball players.
- 4- Conducting more research that includes the use of competitive training and knowing its impact on the physical and tactical aspects and players' positions.

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