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Interactive Video and its Impact on Improving the Level of Practical Performance According to the Physical Education and Sports Sciences Lesson Plan

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Abstract: *The importance of the research was evident in the fact that the teaching process is based on an important technical means of transferring information from the teacher to the student, which is the teaching method and through the teaching method (interactive video), which the more appropriate it is, the better the teaching process occurs with less effort, the problem of the research was the lack of use of interactive video presentation, especially in the subject of teaching methods and in the practical aspect, and the lack of use of audio-visual and interactive presentation that depends on providing simultaneous feedback with practical performance during daily educational units, which depend on (text - movement - video - actual views), the research aimed to use educational units that rely on interactive video presentation based on audio-visual feedback according to the physical education lesson plan in the subject of teaching methods. The researcher used the experimental method according to the two equivalent groups; the research sample was from third-year students at Maysan University, College of Physical Education and Sports Sciences. Educational units (2) units were given per week, and the researcher approved a form to evaluate the student's practical performance, containing (20) paragraphs, according to the sections of the lesson plan on the practical side, according to a grade scale of (1 – 5), after conducting statistical operations, the researcher concluded that the sample of students who used the interactive educational video in the post-tests outperformed the sample of students who used the method approved by the teacher in practical performance according to the physical education lesson plan in the subject of teaching methods, the researcher recommended using interactive educational video in the second and third stage curriculum in the subject of teaching methods and other subjects for all stages within the curriculum.*

Keywords: *Interactive Video, Practical Performance, Feedback, Audio, Visual Presentation, Performance Evaluation*

Introduction

Scientific and technological development has added a number of modern means through which the educational process can be advanced and its specifications can be positively influenced, thus preparing students with a high degree of competence that qualifies them to meet the demands of the times, scientific analysis in the field of physical education has proven a great development in the fields of teaching in order to prepare educational situations, as the teaching process is based on an important means of transferring information from the teacher to the student, which is the teaching method, and through it comes the teaching method, which, whenever it is appropriate, the teaching process occurs better, faster and with less effort It made the teacher try to clarify his ideas and what he wanted to convey to the students, as interest began not in the educational

material or the tool he presented, but in the strategy used by the teacher, as a result of these changes and developments, traditional methods and approaches that were used in education have declined and been replaced by modern educational methods and approaches that are based on individual differences between learners and their abilities and needs, in order to improve the level of professional competencies of the applied student and for him to perform his roles with all efficiency and competence in light of the requirements of professional skills, he must have a sufficient amount of professional capabilities and competencies that represent the utmost importance for the effectiveness of teaching and raising the efficiency of students through practical practice according to the physical education lesson plan to perform the role assigned to him in the best possible way, good teaching requires a good set of teaching methods that are consistent with the nature of the educational material and that depend on presenting practical performance through an interactive video presentation that relies on (audio and visual text) sequentially and according to the sections of the physical education and sports sciences lesson plan, therefore, the importance of the research came, which aims to develop the performance of skills related to a lesson plan for the third stage in the subject of teaching methods and prepare them for practical application in schools.

Research Problem

What concerns us in this study is the issue of preparing and qualifying the student cognitively, educationally and professionally. The student is the essence of the educational process and its basic foundation. Therefore, he must be constantly developed and trained to renew his knowledge and improve his performance to raise the level of education and improve its quality, therefore, it was necessary to conduct continuous evaluation studies of this process to determine its reality and know its strengths and weaknesses. Therefore, the research problem was manifested in the lack of use of interactive video presentation, especially in the subject of teaching methods in the third stage, and the absence of a visual and audio curriculum that depends on providing feedback at the time of the lecture or any time the student can benefit from improving practical skills according to a gradual and sequential presentation that depends on (text - movement - video- Actual views) of the physical education lesson plan and thus direct and simultaneous feedback, discussion and dialogue can be given between the teacher and the student as well as between the students, accordingly, it is a mistake for the student training process to be random. Rather, it must be an organized process defined by its goals and plans, take a sufficient period of time to implement it, and facilitate and create all the conditions for its success, this leads to raising the adequacy of the educational system in general, and then this evaluation can be a correct path for our students during the teaching process.

Research Objective

1. Using educational units based on interactive video presentation that rely on audio-visual feedback according to the physical education lesson plan for the third stage teaching methods subject for students.
2. Identifying the effectiveness of educational units using video presentation in improving the level of performance in the practical aspect according to the lesson plan for lower education and sports sciences for students in the third stage.

Research Hypotheses

1. The educational units serve the purpose through interactive video presentation according to the physical education lesson plan in the third stage of teaching methods.
2. There is a positive impact of educational units in improving the practical performance of students according to the physical education and sports sciences lesson plan.

Research Field

1. Human Field: Third-year students at Physical Education and Sports Sciences College – University of Maysan – for the academic year 2025-2026.
2. Time field: The time field for the search experiment was limited from 11/11/2025 to 27/1 | 2026.
3. Spatial Field: Classrooms and playgrounds at the College of Physical Education and Sports Sciences, University of Maïssane.

Methodology

The most important feature of rigorous scientific activity is the use of the experimental method, and since the nature of the problem requires following the experimental method, **t**herefore, this approach was chosen "as the closest research approach to solving the problem in order to prove the validity or incorrectness of the hypotheses by controlling the various factors that could affect the phenomenon of the research subject".

Research Community and its Sample

The sample is the main focus of the work and one of its means of achieving the goal. Therefore, the researcher chose the research community in an intentional manner, which is the students in the third stage in the Department of Theoretical Sciences in the College of Physical Education and Sports Sciences at the University of Maysan for the academic year (2025-2026), and their number reached one student, the researcher chose the research sample randomly and by lottery only, and through the existing divisions, as it included Division (H), numbering (30) students, and the researcher chose the sample from this division, numbering (8) students, at a rate of (26.66%), who used interactive video, as for the division, their number is (28) students, and the researcher chose the sample randomly, who used the method followed, and their number is (8) students. Through this, the sample and the two groups reached (16) students, and the absent students, whose number is (8), and the sample of exploratory experiments, whose number is (8), were excluded. Table (1) shows this.

Table (1) shows details of the sample size

Method used	Division	Number of sample members	Total number of students in the department	Sample percentage
Interactive video	H	8 students	30	26.66%
The method followed		8 students	28	28.57%

Homogeneity of the Research Sample

The researcher did not use homogeneity because the sample was of the same type and the subject of the teaching methods was not affected by weight, height, or gender.

Means of Collecting Information, Devices and Tools Used

Devices and Tools Used

a. Various balls (foot – basket – plane – hand)
b. Whistle number (1)
c. Stopwatch number (1)
d. CD
e. Personal computer type (Acer) number (1)
f. Data Show Projector Number (1)
g. Calendar form

Means of Collecting Information

The researcher used several means to collect information, which are as follows:

a. Arab and foreign sources
b. Tests and measurement
c. Self-notes
d. Personal interviews and expert opinions

The Educational Curriculum Using Interactive Video

The researcher used a special, standardized educational curriculum that obtained the approval of experts and specialists in the field of teaching methods, as it contained a presentation of all sections of the physical education and sports sciences lesson plan in the subject of teaching methods in the practical aspect, including the audio text and viewing a practical model for all sections of the lesson plan, as the educational curriculum contained (6) educational units, each educational unit includes the practical material for each part of the lesson plan and an appendix showing the details of the unit Educational.

Mechanism of Work According to Interactive Video

1. Go to the place designated for students to attend.
2. Taking the audience and saluting.
3. Go to the exhibition hall to watch the interactive video, the required part, according to the lesson plan.
4. Presenting and watching the practical part according to the educational unit and discussing the performance between the students and the teacher.
5. Return to the arena of practical performance.
    a. Continue with the teacher and the rest of the students in the regular lesson and according to the lesson plan.
    b. his process takes (30 minutes)

Table (4) shows the size and sections of the educational unit using audio-visual nutrition

Department	Part	The week	Number of Units	Unity History	Location of the Module

Preparatory	Introduction	First	1	11/11/2025	Classroom at the College of Physical Education \ University of Basra
	Physical exercise	Second	1	18/11/2025	
Main	Educational activity	Third	1	20/12/2025	
	Applied activity	Fourth	1	16/12/2025	
Final	Mini game End of lesson	Fifth	1	30/12/2025	
Comprehensive presentation of the educational unit	End of lesson	Sixth	1	13/1/2026	

The Program for the Approved Method

The researcher did not interfere in the approved program, as the program was the program for the curriculum of the College of Physical Education and Sports Sciences at the University of Maysan for the third stage of the academic year (2025-0262), whose units are from the practical side only and under the supervision of the teaching methods teacher.

Practical Performance Evaluation Form According to the Physical Education Lesson Plan

The researcher adopted a form to evaluate the student's performance in the practical aspect, a standardized form that serves the subject of study and is used in the Iraqi environment, especially the University of Basra, and in the subject of teaching methods, and an appendix showing this.

Exploratory Experiment

The exploratory experiment is one of the important means during the implementation of research projects and in various specializations, as through it the researcher can learn about many matters related to the mechanism of implementing research, it is a survey of the circumstances surrounding the phenomenon that the researcher wishes to study and to identify the most important hypotheses that can be developed and subjected to scientific research in order to formulate them accurately in the main experimental stage and overcome the negatives that may accompany conducting the main research experiment.

The survey experiment was conducted on (7/1/2025) corresponding to Monday, using interactive video, on a random sample of third-year students at the College of Physical Education at the University of Maysan for the academic year (2025-2026), who represent Division (A) and number (6) and were excluded from the main research experiment and in the hall designated for display in the college, the aim of this experiment was to determine the suitability of the presentation contents for the research sample, as well as the method of work, and to know the time allocated for the presentation, as well as the lighting in the hall,

as well as the place to watch the presentation through the study seats and existing tools, in addition to detecting weaknesses or observations that may occur in the main experiment.

Pre-Tests

Pre-tests were conducted for the research groups by photographing the students' performance of the physical education lesson plan in teaching methods on Tuesday and Wednesday, corresponding to 11/4/2025 and 11/5/2025. Then the researcher showed the photography of these performances to the experts to evaluate the performance.

Basic Experience (Implementation of The Proposed Curriculum)

The educational curriculum for the experimental group was implemented on Monday, November 11, 2025, until January 27, 2006.

Post-Tests

The researcher conducted post-tests according to the two research groups during the period from 20/2026 to 2/3/2026 to give her the final evaluation by observing the performance and recording the results in the student's evaluation form.

Statistical methods used in research

Arithmetic averages and standard deviations were extracted, and the law (T) was used through the SPSS statistical program. This section dealt with presenting the results of both the pre- and post-tests for the two research groups for second-stage students according to the method followed and the interactive video method, by presenting the results and values of the arithmetic means and standard deviations, as well as the value of both the tabular (T) and the calculated value of (T). The methods used

This is done in illustrative tables to facilitate observing statistical differences and comparing the results of statistical operations in order to achieve the research objectives and statistical hypotheses in light of the results provided by the educational curriculum.

Result and Discussion

We note from Table (2) that the arithmetic mean of the pre-test was (47) with a standard deviation of (8.21), while the value of the arithmetic mean in the post-test was (61.25) with a standard deviation of (4.13), while the calculated value of (T) was (4.13), which is greater than the tabular value of (T) and below the significance level of (0.05) and the degree of freedom of (7), which is (2.36), which indicates the existence of significant differences between the two tests and in favor of the post-test for the group that used the method approved for students.

Which indicates that there are significant differences between the two tests and in favor of the post-test for the group that used the method adopted for the students.

Table (2) shows the arithmetic means, standard deviations, the calculated and tabular value of (t), and the statistical significance of the adopted method

Statistical Milestones	Unit of Measurement	Pre-test		Post-test		Calculated (t) value	Tabular (t) value*	Statistical significance
Style		S	P±	S	P±			

Certified by the Teacher	Degree	47	8.21	61.25	4.13	4.13	2.36	significant

* The tabular value of (t) at the level of significance (0.05) and the degree of freedom (7) = (2.36)

In the foregoing and through the results shown in Table (2), we note that there is a relatively "significant" improvement in the student's performance in the post-tests, the researcher attributes the reason for this to the full commitment to the student's official working hours during the official working hours at the college in the subject of teaching methods in particular, and benefiting from the teacher's directives, continuous follow-up and participation in the performance of the practical duty and benefiting from the feedback from the teacher, as well as benefiting from the student's observations in the classroom through the educational situations provided by the student during the performance of the practical aspect, and thus these competencies helped the student to perform positively during the practical lessons and in an acceptable manner, through what the student learned from the contents of the curriculum in the college that is related to practical application, it was activated in the actual field aspect by providing the learners with competencies and sports and motor skills and the development of the elements of physical fitness, and follow up the student's classroom activities according to the physical education lesson plan that contains the compatibility between theory and practice during the practice of the educational process, according to (Ahmed Al-Khatib, 2008, p. 14), "The teacher must expand his role, and write the full range of theoretical knowledge and specialized practical skills, and it is important that the student acquires the competencies and skills required by the scientific and social changes necessary for the role of the teacher, and that the teaching profession becomes able to adapt according to these changes, and that those in charge of teacher preparation programs should be able to anticipate changes and modifications in the teaching methods they follow" (Majid Al-Sayed, 2000, p. 140) as he says: "We are at a time when we are in the greatest need of education at the level of application instead of education at the level of memorization and memorization, perhaps the educator (John Dewey), who called for the connection between the theories of education and educational attitudes, said that education is only done through work and experience, for teaching in its form is limited to the practical aspect, where it focuses only on the theoretical aspect, the need has become urgent and urgent for an education that aims to develop the student physically, psychologically, mentally, emotionally and socially, and prepare him for practical life after graduation and then put him in a profession that corresponds to his practical competence, abilities, preparations and tendencies.

This is also confirmed by (Wolter Dick, 1991, p. 170) ("In the field of teaching design or during classroom education, the assessment of skills, knowledge and attitudes does not continue on a formal basis during the school year because much of the education we do is based on previous teaching and teaching, and when we test our students after part of the education, the test results provide us with information about their readiness to learn the next part, when we test our students at the end of the module, the test is not only a proof of how much they have learned in that module, but also a proof of the availability of the necessary requirements for the subsequent module study, thus, the main problem becomes

whether we will need or allocate additional educational time to those students who have not acquired the necessary prerequisites (prior education) and do not provide the learners with the educational time they need.

The researcher emphasizes that determining the way in which the student can learn and the student has no choice, as he is presented with one teaching method or one method with a few special activities that he is allowed to perform, it is often dependent on a single learning source, not using a wide range of learning resources, and providing the educational material through one person, which is the teacher, who in turn transfers knowledge and places the educational material through a traditional educational environment in which the material is fixed and without change or development for many years, therefore, the results shown by the adopted method group were not at the required level in the student's performance, this is supported by (Rowenterr, 1999, p. 12) ("The source of learning in traditional education leaves the matter to the learner, who has only one path, which is the usual approach to the subject of study, which does not contain a learning resource that directs the learner to several paths provided by the diversity of educational materials so that he can take notes or contain instructions that inform the learner of how to solve the problems he faces during the educational situation."

This is confirmed by New England (Pain, 1997, 34) ("The content of the educational material in the framework of traditional education is often presented according to one method and one style, where there is no mechanism or method in the source of learning to identify the learner's point of view of what is being taught and the way in which it has been taught.

Presentation, Analysis and Discussion of the Results of the Pre and Post Tests of the Interactive Video Style Group:

We can see through Table (2) that the value of the arithmetic mean of the pre-test for female students was (49.75) with a standard deviation of (8.64), while the value of the arithmetic mean of the female students in the post-test was (69) with a standard deviation of (5.75), while the calculated value of (T) was (10.13) which is greater than the value of (T) tabular under the significance level of (0.05) and the degree of freedom (7) which is (2.36), this indicates that there are significant differences between the two tests and in favor of the post-test of the group that used the interactive video method.

Table (3) shows the arithmetic media, standard deviations, calculated and tabular (t) value, and the statistical significance of the interactive video method.

Statistical Milestones	Unit of Measurement	Pre-test		Post-test		Calculated (t) value	Tabular (t) value*	Statistical significance
Style		S	P±	S	P±			
Certified by the Teacher	Degree	49.75	8.64	69	5.75	10.13	2.36	significant

* The value of tabular (t) at the level of significance (0.05) and the degree of freedom (7) = (2.36)

From the above and the results that appeared in Table (3), we note that there is a "occurring" difference in the performance of the student according to the interactive video feedback method and their ability to practice the necessary teaching competencies and skills

through real educational situations during the teaching of the physical education lesson in the daily lecture, the researcher attributes this by arousing their interest and motivating them to exert effort and not to feel bored through feedback during the presentation of the educational material, good design of the content of the material, and the division and segmentation of the material through small steps and in an organized and sequential manner interspersed with several effects such as sound and image, as well as the way the text is presented and its movement and the presence of other influences that helped to focus attention and understanding of each part of the lesson plan in physical education, which led to quality in teaching and the success of the student in practical performance, this is in agreement with what (Muhammad Saad Zaghloul, 2001, p. 85) pointed out that the division of the educational situation leads to avoiding negativity for the learner and increasing positivity in gaining experience, which is illustrated by the interactive video style, this is supported by what the researcher (Mustafa Badran, 1982, p. 24) pointed out: "The use of a method according to recitation and performance observation enables the teacher to meet the individual differences between the learners, give the text and its movement, and the presence of other influences that helped to focus attention and understanding of each part of the lesson plan in physical education, which led to quality in teaching and the success of the student in practical performance.

This is in agreement with what (Muhammad Saad, 2007, p. 92) pointed out that dividing the educational situation leads to avoiding negativity for the learner and increasing positivity in gaining experience, which is illustrated by the interactive video style, this is supported by what the researcher (Mustafa Badran, 1995, 24) pointed out that the use of a method according to recitation and performance observation enables the teacher to meet the individual differences between the learners and give each of them the experiences that suit him, this increases their productivity, arouses their enthusiasm, helps them to think positively, and ultimately leads to the quality of teaching, that, the teacher's use of multiple means achieves various educational purposes.

The researcher points out that the method has influenced and contributed to the development of the research group through its ability to communicate the scientific material by displaying audio and visual material through the presentation of video films, discussion and interaction with it, and then the ability to respond to the scientific material, many of today's information delivery problems can be solved with the broader use of audiovisual technologies, and many researches have been conducted to discover learnability and have resulted in the conclusion that we remember 10% of what we read, 20% of what we hear, 50% of what we see and hear, and 90% of what we say and do all at once, this is consistent with what (Atef Al-Sayed., 2000, p. 98) pointed out that the manifold multimedia through interactive video works to stimulate all the senses of the learner while influencing the learner's ability to control the program and how he interacts with it).

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Conclusion

Based on the results of the research and statistical analysis of the data and their discussion, the researcher reaches the following conclusions:

1. Students who used the approved method achieved progress in the post-test compared to the pre one.
2. The students and those who used the interactive video method made progress in the post-test compared to the pre one.
3. The students who used the interactive video method made progress in the post-test compared to the group that used the method approved by the teacher.

Recommendations

1. Using the video method in the curriculum of teaching methods for the second and third stages.
2. Focusing on practical lessons that develop the student's abilities to teach in the future.
3. The use of modern technology in the development of the physical education lesson.
4. The necessity of giving the legal aspect to the lesson of teaching methods in physical education, and that it should have a special priority and importance, and that it should not be a "marginal" lesson that is mentioned only in the curriculum without the effectiveness of the

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