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(Muska Mosston)

(spectrum of teaching styles)

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(Indirect Instruction)

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(Guided

(Self-check style)

.discovery style)

(Forehand push)

(Backhand push)

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(Mosston and Ashworth)

(20-18)

(Alhayek, 2004B)

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17)

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(Alhayek, 2004A)

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(80)

(Salter and Graham, 1985)

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(244)

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| 0.279 | 1.097- | 2.94 | 23.30 | 2.52 | 22.35 |  |
| 0.095 | 1.713- | 2.74 | 25.35 | 3.82 | 23.55 |  |

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(Guided discovery style)

(Self-check style)

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2005/12/30

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(Independent Samples T-

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|       |        |       |      |       |      |       |  |
| 0.002 | 3.583- | 2.50- | 2.46 | 24.85 | 2.52 | 22.35 |  |
| 0.000 | 6.586- | 6.40- | 4.22 | 29.95 | 3.82 | 23.55 |  |

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(0.05 ≥ α)

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Alexandria University, Egypt.

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## **The Effect of Utilizing the Self-check Style and Guided Discovery Style on Developing Forehand Push and Backhand Push in Table Tennis for Physical Education Students at the Hashemite University**

*Ibrahim Salameh, Ziad Al-Tahaineh and Mahmoud Al-Haleeq\**

### **ABSTRACT**

The purpose of this study was to investigate the effect of two teaching styles (self-check and guided discovery styles) on improving some basic skills in table tennis. Specifically, forehand push and backhand push.

Forty physical education students from the College of Physical Education and Sport Sciences at the Hashemite University participated in this study. They were divided into two experimental groups. The first group was taught by using the self-check style and the second group learned by the guided discovery style. Employing the paired and independent samples t-test, the results revealed that the self-check and guided discovery styles improved the performance of table tennis skills (forehand push and backhand push). Additionally, the results indicated that the self-check was more effective in developing the performance the forehand push and backhand push than the guided discovery style.

**Keywords:** Table Tennis, Forehand Push, Backhand Push, Self-Check Style, Guided Discovery Style, Teaching Styles.

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