

Lorsbach model (E5) On cognitive achievement and its impact In learning some of basic skills in football halls

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Abstract

Cognitive achievement is one of the most important processes that have a large and positive role through its association with physical education, and that the educational field has reached a level of development as a result of the great challenges faced by education, perhaps the most prominent of which is the so-called cognitive explosion, and through what the above shows the importance of this type of models represented With the model ((Lorsbach)) in the educational process, in which the student has a positive role in increasing achievement, especially knowledge and skill, including the basic skills of gymnasium football, which are (passing, extinguishing, and rolling) . The researcher noticed that there is a decline in the skill performance of female students of the College of Physical Education and Sports Sciences, and the researcher found that everyone (teachers and professors) uses certain methods in training without diversifying or changing the matter that causes boredom and boredom for students The students 'skills were deteriorating, and the grades were seen for the students, so the most general was poor. Therefore, the researcher took it upon himself to find a model through which students acquire skills in a good and ideal manner and according to the constructive theory where the Lorsbach model was chosen. The use of the curriculum is one of the most important ways to solve the problem, so the researcher used the experimental approach (with two equal groups) and the two tests (pre and post) . One female student for each division (20) students were divided into two control and experimental groups, and each group had (20) students, and the researcher used the following tests for some basic skills in football for halls on the students (passing, putting out, rolling) in addition to conducting a cognitive achievement test for all its steps

keywords: Lorsbach model (E5), cognitive achievement, learning, basic skills, football, halls

Introduction

Our world today is witnessing large and wide scientific developments, and these developments included all aspects of life, which necessitated the countries of the world to try to keep pace with these developments and benefit from them. The field of education was one of those areas which imposed on its workers to keep pace with these developments, which prompted educators to seek to find strategies and teaching models New as well as preparing for an appropriate educational environment and the aspiration of the educational process mechanism of educating the individual and making a positive interaction in the educational situation as well as its endeavor to teach him to think and build his knowledge and trends by himself. And cognitive achievement is one of the most important processes that have a large and positive role through its association with physical education, and that the educational field has reached a level of development as a result of the great challenges faced by education, perhaps the most prominent of which is the so-called cognitive explosion where knowledge has multiplied and this quantitative and qualitative development has resulted in This field leads to the disappearance of the idea of the stability of knowledge, just as any educational system that runs through the recognized methods or the so-called "follow-up" has become insufficient, regardless of its

duration, for new learners to acquire knowledge, and on this basis it was necessary for the educational process in charge to search for modern methods, methods, models and strategies and employ them. In the correct manner, in order to help learners think and generate ideas and use the course material in a flexible way that works to achieve the active role to reach the sources of knowledge by finding the relationship between the new that he encountered and his ideas and concepts in order to obtain knowledge based on experimentation, observation and testing (Zaid , 2005). Therefore, it became necessary to search for modern methods, methods and models that depend on learners' positivity and their interaction with the educational material with the aim of developing their knowledge and technical achievement, so it was necessary to focus on the most prominent teaching models and one of those models is (the Lorschach model(E5)) Which emerged from the constructive philosophy on the learner of the phenomena and the extent of their assimilation in light of previous experience as it called for the necessity of using constructive ideas in teaching. Through the foregoing, the importance of this type of model, represented by the ((Lorschach)) model, appears in the educational process, in which the student has a positive role in increasing achievement, especially cognitive and skill, including the basic skills of gymnasium football (passing, extinguishing, and rolling) . The researcher noticed that there is a decline in the skill performance of female students of the College of Physical Education and Sports Sciences, and the researcher found that everyone (teachers and professors) use certain methods in training without diversification or change, which causes boredom and boredom for students and deterioration of the skills side of students. Most of them are bad and therefore the researcher has taken upon himself to find a model through which students acquire skills in a good and ideal manner and according to the constructive theory where the Lorschach model was chosen. The researcher has chosen three basic soccer skills (rolling, handling, and damping) as essentials for the gymnast. Hence, it must be pointed out that the course (third stage) for female students for this subject aims to reach the educated individual to the stage of mastering the basic skills associated with gymnasium football as well as the actual practice of it, whether at the individual or group level, which prompted the researcher to think By applying a more advanced model in an attempt that would contribute to raising the level of performance as it is a new addition in the field of teaching methods and the football game, in a way that is compatible with modern educational thinking. And the objective of the study e and not know the model of Orsbac in the collection of knowledge and its impact on the education of some of the basic skills of football for the students and recognize the preference effect between the two groups (control and experimental) in the collection of knowledge and teach some basic skills football for students. (Khalil ,2003)

Literature review

1. Lorschach Model

Can be defined Lorschach Model)) Ba FT specimen prepared for an educational Orsbac of the University (Illinois) In the United States of America, in which he presented an outline and explanation of the learning cycle consisting of five stages, which are arousal (attention, investigation, explanation, expansion of the concept, evaluation) in which he

stated that the stages are interrelated, and one is not distinguished from the other . I count this model for Ursbach (Lorshbach, 2002) From (Illinois'In the United States of America, when he presented an outline and explanation of the learning cycle consisting of five stages, he mentioned that these stages are interrelated, not distinct from one another, as follows:

- 1- **Engage:** At this stage, the teacher wants to raise the students 'interest and curiosity about the subject of the study. Questions are asked and the answers of the students who give an idea of what they already know are taken. This is also a new opportunity for the teacher to recognize the misconceptions of me and during this phase the students must ask questions such as))Why is this happening? How can I find it? What can I find out about this concept?))
- 2- **Explore:** During this stage, he should give students opportunities to work together without direct guidance from the teacher, and he must work to help students to form questions by asking questions and observing, and according to Piaget's theory, students at this stage reach a state of confusion and imbalance, which gives them the opportunity to test predictions And hypotheses, choosing alternatives, discussing them with peers, recording observations and ideas, and commenting judgments, and the teacher must take into account that his instructions do not include what students should learn, and these directions must not explain the concept to be learned. Accordingly, the students must have direct experiences so that the teacher can provide assistance in building concepts, and therefore the questions in this stage are as follows, and from which the lesson planning begins: What is the specific concept that the students will discover? What activities should students undertake to become familiar with the concept? (Zaid , 2005)
- 3- **Explain:** The teacher should encourage students to interpret concepts according to their own style, clarify their explanations, and listen critically to each other's explanations and the teacher's explanations. Students should use the explanations recorded during their interpretations and give interpretations and definitions using previous experiences as a basis for this discussion, which they obtained from the exploration process that they carried out. That the teacher at this stage uses the following questions to help him guide the students to a self-interpretation of the concept: What are the descriptions that the students should assign to the concept? What justifications will I provide to the students when asked why this concept is important?
- 4- **The expansion phase (Extend)** During this stage, students must apply concepts and skills in new situations and use formal names and definitions while reminding students of alternative explanations, data and existing evidence to explore new situations as it was applied in the exploration stage because students must use previous information to ask questions and suggest solutions and Making decisions, making experiments and recording notes. The teacher should give the students enough time to apply what they have learned in new situations, and link the concept with other concepts. The following questions help the teacher organize their ideas well: What questions can I ask to encourage students to discover the importance of the concept and apply it ? What new experiences do students need to implement or extend the concept? What is the following

concept related to the current concept? How can I encourage students to discover the following concept (**Abdullah , 2005**)

- 5- **Evaluation phase Evaluate:** The evaluation should take place during the learning experience, and the teacher should note the students 'knowledge and skills, their application of new concepts and the change in thinking, and the teacher should ask questions that encourage investigation and exploration, that the goal of this stage is to evaluate the students' learning understanding. The evaluation is continuous, and evaluation can take place at each stage of the learning cycle and not only at the end of it. The teacher's role is to observe learners' knowledge or skills, the extent of their application and use of new concepts and the change in their thinking, and learners must evaluate their own learning. The teacher can ask open-ended questions, search for answers, use observation, and ask questions that may encourage future investigations. , It must be noted that the reason for naming this strategy is ((E5)) Because it consists of the previous five stages, which all begin with the letter ((E)) (**Anthony, 2002**)

Methodology

Determine the scientific material : the researcher determine the scientific material taught in the first semester depending on the courses of material football students stage third of the Faculty of Physical Education and Sports Science / University of Basra and the use of a group of professors at the college in the jurisdiction of (football - teaching methods) for not six A benefit from them in this field, where the scientific material for the research has been identified, which is three skills (passing, damping, and rolling) . Where the researcher presented a questionnaire form to experts and specialists to identify areas of cognitive achievement, by placing a sign (true) in one of the rectangles belonging to the proposed field . After distributing the forms and collecting them with the help of the assistant work team , the data were extracted into a special form, where the researcher used (Ka- ²) to identify the validity of the fields .

Table (1) shows the validity of the proposed fields to represent the knowledge product

T	Suggested areas	Indication of the difference	Tabular	K value of ² calculated	The number of non-conformists	Number of approvers
1	Technical field	moral	3,84	12	0	12
2	Field of game law	moral	3,84	12	0	12
3	History of the game	moral	3,84	12	0	12

Formulating behavioral goals: A behavioral goal is a type of linguistic formulation that describes a specific behavior that can be measured or observed. The learner is expected to be able to be able to perform at the end of any educational program or activity, whether it is a kinetic behavior or cognitive behavior, and the behavioral goals help in evaluating The student is well-defined and determined in the light of which the judgment and evaluation of the student's performance are carried out and the student can know his level among his colleagues. The researcher has adopted (80) behavioral goals for basic skills (passing, rolling, and damping) and formulated them based on the general goals and

the content of the subject matter for the first stage of the football subject within the first semester distributed on the six levels of Bloom's classification (BLOOM) It is (remembering, understanding, application, analysis, installation, calendar) and by (24) behaviorally target where it formed what percentage of (30 to remember%) of the total behavioral objectives and (20) behaviorally target for the level of understanding where it formed what percentage of (25%) Out of the total behavioral goals and (16) behavioral goals for the level of application, where (20%) of the total behavioral goals and (12) behavioral goals were for the level of analysis, as it constituted (15%) of the total behavioral goals and (4) a behavioral goal For the level of composition, which constituted (5%) of the total behavioral goals and (4) a behavioral goal for the evaluation level, where it constituted (5%) of the total behavioral goals.

Preparation of the test map (table of specifications) : The specification table is one of the main requirements in preparing achievement tests because it guarantees the distribution of test questions to the basic concepts of the subject and to the behavioral objectives that the test seeks to measure the importance of each of them, and the table of specifications has great benefits, the most important of which is that it gives the subject its weight Real and helps measure their behavioral goals. (Sabah , 2002) The researcher prepared a test map for the content of the subject and related to football for students of the third stage in the College of Physical Education and Sports Sciences / University of Basra and for levels (6) of the Bloom classification (BLOOMCognitive).

The relative importance of the content = 100×) study hours number (/total hours number)

determine the percentage and each level and according to the following equation:

the ratio of importance of each content = 100×) for the level of behavioral targets total (/total behavioral total targets)

a number of test questions is determined For each content by the following equation: the number of questions per content =) for the relative content of importance×total questions number (/100 questions are determined by the light of the following equation:

number of questions per cell =) behavioral target ratio x content for all questions number (/100)

Table (2) Test map (specification table)

Formulation of test questions: The researcher formulated (40) questions concerned with measuring the (6) levels of

Course content	The number of hours	Relative importance	Levels of knowledge						Total
			Remember 30%	Understanding 25%	20% application	15% analysis	5% composition	Calendar 5%	
sk Performance to pass ill	5	28%	3.3	2.75	2.2	1.65	0.55	0.55	11
sk Performance to put out ill	5	28%	3.3	2.75	2.2	1.65	0.55	0.55	11
perform Skillful rolling ance of	5	28%	3.3	2.75	2.2	1.65	0.55	0.55	11
Law of the game	2	11%	1.5	1.25	1	0.75	0.25	0.25	5
History of the game	1	5%	0.6	0.5	0.4	0.3	0.1	0.1	2
Total	18	100%	12	10	8	6	2	2	40

Bloom's classification. BLOOMIt is (remembering, understanding, application, analysis, synthesis, evaluation) in all

the objective tests and it is a group of (right and wrong) and the researcher preferred this type of objective questions , because it is characterized by comprehensiveness and shortening of effort and time as it covers almost the part the largest of the subject matter, as they are more honest and consistent, and be included in the form questionnaire, to indicate the validity of the measurement , which developed from him and after collecting the forms that were sent to (10) * experts and after receiving and unloading data and processed using (Ca²) and the results showed that most of the questions were the values (Ca²) calculated greater than Tabulated value of \$ (3.84) at the level of significance (0.05) and the degree of freedom (1) all of this confirms that it is valid in measuring cognitive levels and behavioral objectives in question bugs despair .

Table (3) shows test questions, approval and disapproval ratios, calculated (K2) values and statistical indication

the question	The number of questions	Accepters	percentage	Non-conformists	percentage	Value (Ca ²)	the question
5,4,3,2,1	5	10	100%	0	0%	10	moral
14,39,6,9,8,7	6	9	90%	1	10%	6.4	moral
15,13,12,11	4	10	100%	0	0%	10	moral
21,18,20,17,16,19 10.29	8	9	90%	1	10%	6.4	moral
25,26,27,22,23,24							moral

Preparation of test instructions: The initial image of the test must be completed, through which an exploratory experiment is conducted on a group of students of the third stage of the College of Physical Education and Sports Sciences / University of Basra, and on this the researcher has developed several instructions showing them the method of answering the questions and the time specified for them.

Instructions: 1- Write your name and division on the answer sheet. 2- You have phrases, after carefully reading them, specify your answer (true or false) by marking them. 3- Answer all questions without using a colleague. 4- The time for answering questions is 45 minutes.

❖ **First test: Handling (passing) on the side line in (4) seconds**

The objective of the test: - Measuring passing accuracy .

Necessary tools: - flat ground, (5) footballs, a whistle, stopwatch, tape measure, 12 signs, tape.

Performance description: The student stands behind the side line and the ball is placed over a marker indicating where the ball has been handled, and in front of this mark (3) the stations of each station consist of (4) signs, two large figures with a height of (60 cm) and two small figures of (40 cm) height and the distance between The two large figures are (1.5 m) while the distance between the two small figures from the two large is (0.5 m), the distance between the first, second and third stations and the handling sign is 6 m.

Method of performance: - A directive is given to the laboratory, for example (1), (2) or (3), and within (4) seconds, the laboratory handles the ball to the required station, noting that the instruction is not sequentially, but rather random.

Test conditions: Handling within (4) seconds, the attempt is considered failed if it exceeds (4) seconds. - If the ball touches the person and enters the station, the score is calculated according to its entry. But if it touches the person and exits, no score is counted. - The tester does not count any score if the ball rises above the signs. Give the laboratory (5) attempts. - If the ball enters between the two signs, the tester is given (1) one score, and if the ball enters between the big and small markers, it is given (2) two degrees, and no score is given if the ball does not enter between the signs. (Majeed , 2011)

Registration: - The laboratory will be counted the number of marks obtained in (5) attempts, noting that the final score for the test is (10) marks.

❖ **The second test: the ball control test (putting out).**

The objective of the test: to measure the accuracy of controlling the ball thrown by the teacher.

Tools used: (5) footballs, a specific test area (2 x 2 m).

Method of performance: The tester stands behind the line of the specified test area and the trainer stands with the ball on the opposite side and at a distance of (6 m) from the specified test area, and after giving the start signal, the trainer throws the ball (high ball) to the tester that is advancing from the starting line to the inside of the test area, trying to stop The ball is carried out in any part of the body, except for the arms, and then return to the starting line and start again, and so the lab repeats the five consecutive attempts twice. (Resurrected, 2011)

Performance conditions: Control of the ball must take place behind the line and within the designated test area (inside the square). If the teacher makes a mistake in throwing the ball from below, try again. The ball is thrown with two hands from the bottom up. The attempt is not considered valid in the following cases: - If the tester did not succeed in stopping the ball. - If it crosses any line in the area by more than one foot. - If the ball is stopped illegally.

Registration: (two degrees are given for each control the ball properly. Diluted (10) degrees of all attempts) .

❖ **Third test: straight and winding rolling back and forth**

The purpose of the test: Rolling the ball.

Tools: 1 - number (5) signs. 2- Football, count (12). 3-stopwatch. 4- A tape measure.

Description of the test: Five plastic signs are placed, provided that the distance between the signs is (1 m) and the distance between the starting line and the first person is (3 m) and the same distance between the fifth person and the return line, and the player rolls straight from the starting line to the first person, then roll Between the signs, and when the last person crosses, he rolls straight for a distance of (3 m), and then he turns around the sign and continues the test until the moment he crosses the finish line.

Performance conditions: The ball must be rolled between the halves. He must cross the finish line completely in order to return and complete the test. If the tester loses control of the ball, he returns and completes the test from the place where he lost the ball. Give each laboratory two attempts. (Zuhair , 1988)

Scoring method: The optimal time between the two attempts is calculated (the best attempt)

❖ **The exploratory experiment to test cognitive achievement:**

It is known that the paragraphs of the scale are clear to the test designer, but they may not be clear to the testers, and on this basis it is necessary to conduct an exploratory experiment that the test designer performs through which he avoids making major mistakes (Aikeh, 1988) As well as you know it 's a bunch of other things namely : - 1. Work difficulties facing the researcher during a test or application of the scale and learn the best ways to accomplish the work. 2- The ability of the work team and its ability to accomplish its tasks in the best possible way and was able and able to complete the process. 3- The problems and obstacles that face the testers in understanding the scale instructions in terms of wording and content, answering the scale paragraphs, and the extent of ease and difficulty of the paragraphs or their ambiguity so that he can reformulate these paragraphs as they are clear and interactive. 4- The time required for giving instructions and conducting the scale was (10) minutes. Thus , the researcher conducted a reconnaissance experience on 12 / 3 /20 19 on a sample of the students made up of 10 students from outside the sample. The results of the experiment were highly encouraging for several reasons, including the enthusiasm of the students in implementing what they were required of, as well as the interest of the researcher and the work team in following up the process of answering the students to the paragraphs of the scale in the best way.

Correct achievement test cognitive : the process of correcting the test are set appropriate degree for each question as an answer Almokhtbermn during key correction intended for this purpose, which is the "tool that reveals the examiner for answers that indicate the presence of the result measured" (Salah al - Din 2000) where The test consisted of (40) questions, in which the researcher assigned a score of (one) to each question which he answered correctly and (zero) to the question which he answered incorrectly.

❖ **The pretest**

It was conducted testing tribal on members of the sample for two groups (experimental and control) of i A for B data phase III Faculty of Physical Education and Sports Science / University of Basra on 18 / 3 / 2019 side knowledge and skills to obtain data and recorded in a special form in preparation for processed statistically. The researcher has deliberately attempted to establish all the conditions related to the tests, such as the place, time, method of implementation, the personnel of the assisting work team and their location, in order to work as much as possible to create the same conditions in conducting the post-tests.

❖ **Implementation of the educational curriculum according to the Lorsche model**

After reviewing the sources, studies, scientific references and discussions, the researcher relied on the derived strategies for processing information and based on Bloom's cognitive classification, where an educational curriculum was prepared according to the (Lorsche model).(E5 It included five sub-stages linked together).(Anthony, 2002)

The following are the most important observations about the educational curriculum that was applied to the experimental group:

- **First** : The educational curriculum was applied according to the (Lorsche) model(E5 On 3/24/ 2019At the rate of two teaching units per week for the experimental group, and for the purpose of controlling this variable,

two teaching units per week were implemented for the control group, and the period of application of the educational curriculum for the experimental group ended on 5/202019.

- **Second :** The time taken for one educational unit reached (90 minutes) distributed over the departments of the educational unit as follows: *Preparatory Department (Preparatory)* : Its total time is (15 minutes) distributed over: general warm - up and special warm-up . *The main section* : Its total time is (65 minutes) distributed over: the theoretical (educational) section 15 d the applied (practical) section 50 d the final section : its total time is (10 minutes).

❖ **Post test**

After complete the application of the educational curriculum on the experimental and included group members (8) educational unit , the researcher conducted a posteriori tests on 24 / 5 / 2019 was side tested the skill and knowledge of all the basic sample experiment members of the two groups (experimental and control) and in the same conditions and terms and conditions of tribal measurement for Data, recording and transcribing them into special forms in preparation for their statistical treatment.

Results

- 1. Presenting, analyzing and discussing the results of the skill tests and the cognitive achievement of the experimental group for the pre and post tests.**

Table (4) Statistical treatment of the experimental group of handling, rolling, damping and cognitive achievement skills

T	variable	The pretest		Post test		P-	P. P	Valuest Calculate d	Level of morale	Indication type
		s-	P	s-	P					
1	Cognitive achievement	19.200	2.484	31.867	3.563	12.667	1.128	11.227	0.000	Moral
2	Scroll skill	2.533	1.060	8.067	1.100	5.533	0.336	16.460	0.000	Moral
3	Suppression skill	3.000	0.926	7.933	0.961	4,933	0.345	14.317	0000	Moral
4	Rolling skill time / sec	17.667	1.047	14.133	1.506	3.533	0.336	10.510	0.000	Moral

Through the results of Table (4), we notice that there is a significant difference between the pre and post tests of cognitive achievement for the experimental group, which indicates the clear effect of the Lorschach model in improving the scientific level of the sample members, meaning that the Lorschach model has a positive effect on cognitive achievement. As for the passing skill, with reference to the value T And compare it to value TTabular and in favor of the post-test, that is, the use of the Lorschach model had a positive effect on this skill. As for the skill of rolling, there is a significant difference between the pre and post tests and in favor of the post test, meaning that the effect is clear for the Lorschach model that the researcher used in the skill of rolling the research sample. As for the suppression skill, we note the difference in the arithmetic mean, the standard deviation, and the value TCalculated and tabular. This indicates that there is a significant difference between the pre and post tests and in favor of the post test. This

significant difference is an indication of the effectiveness of the Lorschach model in teaching the research sample for this skill.

2. Presenting, analyzing and discussing the results of the skill tests and the cognitive achievement of the control group for the pre and post tests.

Table (5) Statistical treatment of the control group for skills (passing, damping and rolling) and cognitive achievement

T	variable	The pretest		Post test		P-	P. P	Valuest Calculated	Level of morale	Indication type
		s-	P	s-	P					
1	Cognitive achievement	18.667	1.877	24.867	3.583	6.200	1.147	5.404	0.000	Moral
2	Scroll skill	2.733	1.438	5.867	1.642	3.133	0.506	6.194	0.000	Moral
3	Suppression skill	2.867	1.125	6.467	1.506	3.600	0.496	7.263	0.000	Moral
4	Rolling skill	17,533	1.125	15.867	1.407	1.667	0.232	7.174	0.000	Moral

By observing the results after being statistically treated in Table (5), it was found that there are significant differences between the arithmetic circles, which indicates that there is a significant effect of the mechanism used for teaching by the teacher on the first stage students of the College of Physical Education and Sports Sciences / University of Basrah. The researcher attributes the reason for this effect to the teaching mechanism used by the teacher in the cognitive achievement and learning of skills (passing, damping and rolling) for members of the control group to the theoretical information provided by the teacher and presentations related to the subjects under study, which contributed to the improvement of the control group's individual in the telemetry. This is confirmed by (Mouin Helmy) (**Moein , 2002**), who stated that despite all the variables, traditional teaching remains the basis of all education, and what emerges from developments are only educational models and formulas to fulfill the needs and desires of a part of the learners and to solve immediate problems that appear from time to time.

3. Presenting, analyzing and discussing the results of the post-tests of the skills of passing, rolling, damping and cognitive achievement of the experimental and control groups.

Table (6) Statistical treatment of the experimental and control groups for passing, rolling and damping skills, and cognitive achievement in the post-tests

T	Statistical means Variables	Experimental group		Control group		Values (t) Calculated	Level of morale	Indication type
		Q	P	Q	P			
1	Cognitive achievement	31.867	3.563	24.867	3.583	5.365	0.000	moral
2	Scroll skill	8.067	1.100	5.867	1.642	4.312	0.000	moral
3	Suppression skill	7.933	0.961	6.467	1.506	3.180	0.000	moral
4	Rolling skill	14.133	1.506	15.867	1.407	3.257	0.000	moral

The results of the researcher in Table (6) and in light of the differences between the results of the pre and post tests of the research sample in the skill tests of some basic skills in a foot ball, shows the extent of the impact of the model (Lorschach) and its application by the students (the research sample) as all the moral reinforcements Which students

received during the course of the educational program effectively contributed to increasing their exploratory motivation, and this is confirmed by (Wajih, 2002) ((It is important for individuals to be motivated to learn motor skills for the purpose of obtaining maximum learning, so if the learner views the task as not being the same Meaning or not preferable, then learning over skill will be limited, and if the motivation is very low, learning may not occur at all.) (Wajih, 2002) The effect of the model (Lorsbach) appears on the development of the skills and cognitive performance of the students, which confirms that the model added an educational atmosphere Collaboratively, it encourages students to interact, discuss and exchange ideas, and in this atmosphere breaks the barrier of fear, shyness and hesitation among the students , and it is worth noting that individual differences between students must be taken into account, and therefore , the model was built on scientific foundations. A correct and purposeful method in which the selected age group under consideration was taken into account and the actual time of the exercises for the model (as the successful teacher is the one who knows the goals that can be achieved from giving each type of exercises and he knows exactly the time during which the exercise is given in the daily educational unit and the time it takes).(Khalil , 2003) to (that the development that takes place in the performance of basic skills does not happen by chance or randomly unless there is a regular and effective implementation of educational curricula, and that these curricula are based in their development and formulation on the correct scientific foundations in their formation and implementation in order to reach skill learning and goals. Which was set for him) (Sami , 1987)

Conclusions

- Using the Lorsbach modelE5) It increased the interaction of the students in the lesson and became more interesting through competition between them.
- To use the Lorsbach templateE5) The importance of education in the skills of (Altmrerwalakhmad and RoRo) and to improve the level of achievement of cognitive research sample
- Ausi researcher adopting a model for Orsbac in skills training (scrolling and suppressions and Ro - Ro) football halls so as to be effective in achieving the goals of the lesson for these skills.
- Conducting studies that include the use of the Le Repash model in developing the complex football skills of female students.

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A model for an educational unit used within the educational curriculum

Grade and Section: A Today: History: Educational Objective: Learn to roll a soccer ball for gyms

Number of students: 20

Unit time: 90 d Educational objective: To develop the spirit of organized work among female students

T	Sections of the educational unit	Time	Educational unit content	Organization	Notes
1	Preparatory section	15 D.			
	Introduction	3 D.	The students stand in two rows to record their absence and greet the morning - morning	+++++ +++++ _____	Emphasis on regular parking and the distance between one student and another
	General warm-up	7 D.	Preparing the respiratory circulatory system and the muscular and nerve groups to function	+++++ ++ ++ +++++	Walking and jogging exercises take place on the perimeter of the playing field
	Your warm up	5 D.	Comprehensive and varied exercises that serve the main section, with an emphasis on the participation of all students	+++++ ++ + +	Emphasize the correct performance of physical exercises.
2	The main section	65 D.			
	A- The educational aspect 1 - the attention stage	25 D. 10 D.	Prepare questions about the skill to find out what T .knew the students -1What is the difference between stopping the ball and absorbing the ball with the skill of suppressing football, and how are they performed?	+++++ ++ + + ++	
	2- The investigation stage	15 D.	The students stand to work together to reach solutions and get rid of the imbalance created by these questions, and let them try what they want and discuss ideas together, and the teacher must be directed, without giving clarifications or explanations about the questions.	++++++ ++++++	
	40 D. 15 D.			++++++ +++++	
B - the practical aspect 3- Explanation stage	15 D.	The students explain their findings according to their own style and listen to each other's explanations with the possibility of criticizing these interpretations, and using previous experiences as a basis for this discussion.	+++++ ++ ++		
4- The expansion phase	10 D.	T folk Ta for B data to circulate their findings of concepts and skills in new situations these concepts with other new concepts and previous link through the introduction of new questions and workout solutions and take appropriate decisions to reach to resolve these questions.	+++++ ++++ ++++ ++++		
			Undermines m teacher assessment	_____	

	5- Calendar stage		process of learning external Unqualified skills and the application of new concepts as well as the change in the pattern of thinking n , and must have calendar includes all the previous stages, as well as the learners can establish themselves	+++++ ++++ ++++	
3	The closing section	10 D.	General relaxation exercises for the body	+++++ +++++	pulling out quietly