

The Impact of Learning Strategy by Playing on Multiple Intelligences in Accordance with the Development of Some Basic Football Skills for Students

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Abstract--- *The learning-by-play strategy aims to develop educational work by developing teaching methods and methods and managing classrooms and knowing their concept and their valuable educational implications in reaching the learner to a good and influential level in learning different mathematical skills as it makes the student a focus of the educational process and helps him to understand himself and make decisions and invest his energies and help to The growth of his personality is an intellectual, moral, social and motor development, in addition to the ability to perform the exercises that were established in the memory by building a dynamic program suitable for the learned skill in order to raise his technical and planning level to face the variables of play. The research aims to identify the reality of multiple intelligences, and to identify the impact of the learning strategy by playing according to the multiple intelligences in developing some basic skills of football for students, and the researchers used the descriptive and experimental approach to design the experimental and control groups, and the research sample consisted of first stage students in the College of Physical Education and Science Sports for the academic year 2018-2019 and their number (30) students divided equally into two experimental and control groups, and the researchers prepared a scale of multiple intelligences consisting of (43) paragraphs, and applied the educational units and their number (16) educational units by two educational units In the week, pre and post tests were conducted in the scale of multiple intelligences and football skills (passing, extinguishing, rolling) and the results were extracted through the statistical program (spss), and the research came out with conclusions from them that the learning-by-playing strategy contributed greatly to reducing the effort exerted by a teacher Article in the process of correcting mistakes, providing feedback, and developing technical and skill performance in rolling, passing and put down skills.*

Keywords: *Playing Strategy, Intelligence and Skills.*

I. INTRODUCTION

Today, the contemporary world is witnessing rapid changes in the fields of knowledge. Not only did the teaching function fill the minds of learners with knowledge and information only, but to find a creative learner who can employ his abilities and capabilities, so educators became interested in how the student can achieve better learning than their interest in how the teacher can provide A better lesson, and consequently, the transition from educational activities centred around the teacher, such as the lecture, to activities centred on the role of the student, where recent studies and research on the components of the educational process focused on attention to the success of this being

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the means by which to reach a student of science and knowledge to replace indoctrination methods of educational strategies that emphasize student himself in obtaining the educational experience provided by his attitude, which conveys the focus of attention from the teacher to the student to achieve the desired goals.

As the learning-by-play strategy aims to develop educational work, this is why many scholars emphasized its importance in developing methods and methods of teaching them and managing their classrooms and knowing their concept and their valuable educational contents in reaching the learner to a good and influential level in learning different mathematical skills as it makes the student a focus of the educational process as it helps him To understand himself and make his decisions and invest his energies, as well as helping to grow his personality intellectually, morally, socially and dynamically,¹ in addition to learning about the laws of games and the ability to perform exercises that have been established in memory by building a dynamic program from us educated skill through the exercise in order to raise the level of technical and tactical play to face the variables. There is no doubt that there is a fact that each of us believes in it, which is that students differ with each other and do not learn at the same level, degree, and speed, due to the individual differences between them. Hence, every teacher had to try to identify the individual differences in intelligence between students because intelligence is an important component of each learning. And to take these differences into consideration when teaching them, the multiplicity of intelligence and its difference among students requires the teacher to follow various teaching methods to achieve interaction among students, and the teacher may find himself needing to follow a specific strategy that helps him reach the desired goals that he intends to reach.²

From the foregoing, the importance of research emerges through the use of the learning strategy by playing as an educational method that helps to accelerate the learning process by investing time and effort as well as multiple intelligences because of its importance in taking into account the individual differences between learners and works in developing the basic skills of football for students.

Research Objectives

1. Learn about the reality of multiple intelligences.
2. Learn about the effect of learning strategy by playing on the basis of multiple intelligences in developing some basic football skills for students.

Research Hypotheses

- There is a positive impact on the learning strategy by playing on the basis of multiple intelligences in developing some basic football skills for students.

Research Fields

- The human field: students of the first stage, College of Physical Education and Sports Science, the University of Babylon for the academic year (2018-2019).
- Time: Duration from 13/1/2019 to 5/30/2019
- Spatial field: classrooms and a football field in the College of Education and Sports Science of the University of Babylon.

II. RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research Methodology

The researchers used the research methodologies (descriptive and experimental) to suit the nature of the problem to be solved by designing the two equivalent groups (experimental and control) with pre and posttest.

Research Community and Sample

The research community identified first-stage students in the Faculty of Physical Education and Sports Science at the University of Babylon for the academic year 2018/2019 and their number (184) students, representing (3) people, and in a simple random way, (100) students were chosen in preparing the multiple intelligence scale and chose (30) A student to represent the main research sample, and they were divided equally into two experimental and control groups. Each group includes (15) students.

Means, Tools and Devices Used

- A medical scale of (1) Japanese origin.
- Football number (8).
- A football stadium with legal measurements.
- A leather tape measure 30 meters long.
- Wide coloured duct tape.
- Siren number (1).
- Workbench.
- Chalk.
- Guiding signs.
- Office tools (pens, rulers, etc.).

III. FIELD RESEARCH PROCEDURES

Multiple Intelligence Preparation Procedures

The researchers selected the scale,³ which is applied to the players of the different games in the middle and southern Euphrates regions, which consists of (43) paragraphs distributed in (5) fields, and gave each paragraph a weight listed in an estimated scale (applies to me completely, applies to me a lot, Sometimes it applies to me, it applies to me a little, it does not apply to me at all) and the key to the answer is (1-2-3-4-5) and all the paragraphs are positive and the researchers have modified their paragraphs and formulated them in an appropriate way and what suits the research.

Determine the Validity of the Scale Paragraphs

The scale was presented to a group of experts and specialists in the field of educational psychology, sports psychology and football, and after analyzing the responses of experts and specialists through the use of (Ka2) test to find out the validity of the paragraphs, at the level of significance (0.05) and degree of freedom (1), it was found that All paragraphs have been agreed upon.

Pilot Study

The researchers conducted the pilot study in order to verify the clarity of the instructions and paragraphs of the scale, their accuracy and the appropriateness of alternatives for them, on Wednesday (20/2/2019) on a sample of students consisting of (15) students who were chosen randomly from the research community. Determining the time taken to perform the test, which ranged between (9-16) minutes.

The Basic Experiment of the Scale on the Sample Set

The researchers conducted his basic experiment, which is intended to apply the scale to the number of students, whose number is (100) students, as they were randomly chosen on Sunday corresponding to (24/2/2019).

IV. STATISTICAL ANALYSIS OF SCALE PARAGRAPHS

The Method of the Two Groups

The researchers adopted the method of the two groups of parties in calculating the discriminatory power of the scale paragraphs because they distinguish between individuals who obtain high marks in the attribute or quality that all paragraphs measure from individuals who have low levels, and the overall degrees obtained by students after correcting the scale were arranged in descending order from The highest degree to the lowest degree was then chosen by (27%) of the forms that obtained the highest degrees and (27%) of the forms that obtained the lower degrees, since the analysis sample reached (100) students, so the number of students in each of the two groups was determined. High and Low (27) students, Counting was used (t-test) for two independent samples to know the significance of differences in each paragraph between these two terminals, and using statistical bag Social Sciences (SPSS) show that all the paragraphs were featured on this basis has been adopted all paragraphs of the scale of multiple intelligences.

Coefficient of Internal Consistency

The researchers used the simple correlation coefficient (Pearson) between the degree of one paragraph and the total degree of the scale and for all members of the sample, and after statistical data processing, it was found that all of the paragraphs obtained significant correlation coefficients at a degree of freedom (99) and the level of significance (0.05), which confirms acceptance of all paragraphs of the scale And not excluding any paragraph from it.

The Scientific Foundations Of The Scale

First: Verify the Scale⁴

The researchers checked the validity of the scale by validating the content by presenting the paragraphs of the scale to a group of specialists and experts to indicate the extent of their validity in measuring the multiple intelligences for the first stage students at the Faculty of Physical Education and Sports Science, where their views were taken and through the statistical analysis of the paragraphs of the scale and verification of differential honesty Using the two-group method and the internal consistency of multiple IQ scales.

Second: The Stability of the Scale⁵

Halfway Method

The test was divided into two equal parts (the marital vertebrae and the individual vertebrae), and the variance between them was calculated and subjected to a parameter (F) and the calculated value was compared with the tabular value and it was found that the differences are not statistically significant and this means homogeneity of the variance of the individual and even vertebrae and the Pearson correlation coefficient was calculated as (0,74), and the stability coefficient value (0,82), which is a high stability coefficient for the scale.

Alpha Krumbach Laboratories

For the purpose of extracting stability in this method, the (Alpha Krumbach) equation was applied to the degrees of individualization of the research sample, so the value of the stability factor (0.88) was a good indicator of the stability of the scale.

Define Basic Football Skills

The researchers identified three basic skills to initiate research procedures, namely (passing, rolling, put down).

Basic Skills Tests

The first test: (Ball Passing Test)⁶

Name of the test: The ball handled about three circles drawn on the concentric ground in diameters, respectively (3,5,7m).

The purpose of the test: to measure the level of passing skill performance.

The necessary tools: (5) footballs, bork for planning, metallic tape.

Description of the test: the drawing of overlapping and concentric circles along the length of each of them (3m, 5m, 7m), respectively. The starting line is determined (15m) from the centre of the circle and with a length of (5m). The player stands behind the starting line and then handles the five balls in a row trying to Dropping it in the middle circle with any feet from the feet, and when the ball touches a common line between two circles, the greater degree is calculated. The player is given one try.

Registration: the scores are calculated as follows: (3) degrees are given if the ball falls in the middle circle, while the second circle (2) degrees, while the third circle (1) degrees, and if it is dropped outside the circles, it is not given a degree.

The Second Test: (Ball Rolling Test)⁷

Name of the test: The ball rolling test between the round trips (20m).

The purpose of the test: to measure the level of performance of a rolling skill with the ball.

The necessary tools: (5) characters, football, electronic stopwatch, whistle, bork for planning, metallic tape.

Description of the test: placing (5) people on the ground, the distance between one person to another (2m). The ball is placed on the starting line which is 2m away from the first person. At the beep, the player rolls the ball from the starting line around the signs and returns in the same way until it reaches the starting point.

Registration: he calls the names of students first and notes the correctness of the performance second

Directions: Two attempts are given and the best ones are scored, provided that the ball jagged between the people placed at equal distances (2m) between each person and another, and the start and end line are (2m) from the first person so that the distance the player crosses (10m) back and the same Forth, and the player can use the right or left foot, or both, and if the player exceeds two people from the same side, the attempt is repeated.

The Third Test: (Exhaust Ball Test)⁸

Test name: Quench the ball in a box (2meter × 2meter).

The purpose of the test: to measure the level of performance of the ball suppression skill, to regain control over the side of the foot, foot, thigh, or chest.

The tools used: legal football balls, count (5), bork for planning, whistle, (4) characters, metallic tape.

Test procedures: planning the test area, the player stands behind the test area and has the ball on the line and after giving the starting signal a high ball is thrown to the player from a distance of 6m from the test area that progresses from the starting line to the test area (2m × 2m) trying to stop the ball with any part Some parts of his body except the arms, and then return to the starting line, and so the player repeats the attempt (5) consecutive times, and the ball must be stopped behind the line in the area specified for the test, provided that one of the feet is inside the test area, and if the coach erred in throwing the ball Try again and do not count, throwing the ball with the movement of hands from a Down to the top and calculated a failed attempt in the following cases:

- If the player fails to stop the ball.
- If he passes any of the lines of the test area.
- If the illegally stops the ball in football.

Method of registration: two scores are given for each correct attempt and (10) scores are given for the total of five attempts, and the player is given zero if the attempt is a failure.

V. THE MAIN RESEARCH PROCEDURES

Pretests

The researchers conducted the pre measurements and tests for the control and experimental research samples on Sunday and Wednesday corresponding to 4/7/3/2019 and at ten in the morning.

Harmonization and Equivalence Procedures for the Control and Experimental Research Groups

Homogeneity of the control and Experimental Groups

The researchers extracted the homogeneity of both groups, where the homogeneity was as shown in Table (1).

Table 1: Shows the Homogeneity of the Sample in a Variable (Age, Length, and Weight)

Statistical means	Age (years)	Length (cm)	Weight (kg)	Statistical significance
Median	21	171.57	66.11	Homogeneous
Mean	21	171.5	67.8	Homogeneous
SD	0,79	5.32	7.43	Homogeneous
Skewness	-0.54	0.063	-0.111	Homogeneous

Parity of the Control and Experimental Groups

The researchers confirmed the equivalence of the control and experimental groups as shown in Table (2).

Table 2: Shows the Equivalence of the Two Research Groups

S	Variables	Control group		Experimental group		(t) value*	Statistical significance
		Mean	SD	Mean	SD		
1	Experimental group, multiple intelligences	11.75	1.10	12.30	1.14	1.25	No sig.
2	Put down	3.33	0.612	3.45	0.685	1.186	No sig.
3	Rolling	10.50	1.51	11.23	1.25	1.19	No sig.
4	Passing	12.31	1.05	13.30	0.66	1.88	No sig.

*Degree of freedom (n-2) = 28 and significance level (0.05) tabular value (t) = (2.04).

Educational program

Through its reliance on the vocabulary of the football program scheduled for first-stage students - College of Physical Education and Sports Science - the University of Babylon, the educational program was applied through the application of learning strategy by playing on the experimental group starting from Sunday (10/3/2019) to a day Wednesday (1/5/2019), and the educational program consists of (16) educational units for a period of (8) weeks with two educational units per week for the two days (Sunday, Wednesday) and the time of the educational unit (90) minutes distributed among the three preparatory and main departments Concluding, and Table (3) shows that.

Table 3: Shows the Sections of the Educational Unit

S	Unity sections	The time of the educational unit	The total time during the educational program	Percentage
1	Preparatory section	20 minutes	160 minutes	22. 22%
2	The main section	65 minutes	520 minutes	72. 22%
A	The educational aspect	30 minutes	240 minutes	33. 33%
B	The practical side	35 minutes	280 minutes	38. 89%
3	The final section	5 minutes	40 minutes	5.56%
Total		90minutes	720minutes	100%

Post-test

The researchers conducted the post-test on Sunday and Wednesday (5-8 / 5/2019) at the stadium of the College of Physical Education and Sports Science - University of Babylon. The researchers were keen to provide the same conditions for the pre-test and the procedures followed for the same tests and skills.

Statistical Means

The researchers used the (SPSS) to process the obtained data.

VI. RESULTS AND DISCUSSIONS

Table 4: Shows the arithmetic mean, standard deviations, the calculated value (t) and the significance of the differences between the pre and posttests of the control and experimental group for multiple IQ tests

Multiple Intelligences	Groups	Pretest		Posttest		(t) value	Significance level	Statistical significance
		Mean	SD	Mean	SD			
Kinetic body	Control	33.25	3.54	38.51	2.26	5.84	0.000	Sig.
	Experimental	32.51	3.74	42.70	2.35	7.84	0.000	Sig.
Social	Control	23.41	2.17	27.38	1.95	4.66	0.000	Sig.
	Experimental	23.10	2.55	30.31	1.84	9.75	0.000	Sig.
Emotional	Control	25.34	2.56	31.01	2.10	6.37	0.000	Sig.
	Experimental	24.11	2.67	33.30	2.15	7.14	0.000	Sig.
Optical	Control	18.77	1.75	22.83	1.34	4.15	0.000	Sig.
	Experimental	17.21	1.94	25.11	1.73	11.31	0.000	Sig.
Self	Control	14.23	1.15	18.63	1.09	3.42	0.000	Sig.
	Experimental	13.52	1.86	21.10	1.22	13.15	0.000	Sig.

Table (4) shows the values of the arithmetic mean and the standard deviations of multiple intelligence tests for the pre and posttest of the control and experimental groups, where there were differences in the values of the arithmetic mean for all the tests for the post-test higher than the pre-test and for the control and experimental groups. To know these differences, use the (t) test for the corresponding samples where The calculated value was high at the level of significance (0.000) for all tests, and this confirms the significance of the differences in favour of the posttest.

Table 5: Shows the arithmetic mean, the standard deviations, the calculated value (t) and the significance of the differences in the dimensional tests of the two experimental control and experimental groups

Multiple Intelligences	Control group		Experimental group		(t) value	Significance level	Statistical significance
	Mean	SD	Mean	SD			
Kinetic body	38.51	2.26	42.70	2.35	6.77	0.000	Sig.
Social	27.38	1.95	30.31	1.84	5.11	0.000	Sig.
Emotional	31.01	2.10	33.30	2.15	3.27	0.000	Sig.
Optical	22.83	1.34	25.11	1.73	4.60	0.000	Sig.
Self	18.63	1.09	21.10	1.22	4.53	0.000	Sig.

Table (5) shows the values of the arithmetic mean and the standard deviations of multiple intelligence tests for the post-test of the control and experimental groups, where there were differences in the values of the arithmetic mean in all the tests. To know these differences, use the test (t) for the corresponding samples where the calculated value reached a high at the level of significance (0.000) For all tests, this confirms the significance of differences in favour of the experimental group for all tests.

Table 6: Shows the differences between the pre and posttests of basic football skills for the control and experimental group

Basic skills	Groups	Pretest		Posttest		(t) value	Significance level	Statistical significance
		Mean	SD	Mean	SD			
Rolling	Control	20.80	2.78	15.93	1.83	7.06	0.000	Sig.
	Experimental	18.13	1.88	13.10	1.20	7.33	0.000	Sig.
Passing	Control	10.13	1.35	12.53	1.30	8.29	0.000	Sig.
	Experimental	9.93	1.27	15.26	1.43	14.64	0.000	Sig.
put down	Control	6.66	1.11	8.53	0.99	7.89	0.000	Sig.
	Experimental	6.86	1.12	18.50	1.05	6.50	0.000	Sig.

Table (6) shows the values of the arithmetic mean and the standard deviations for basic skills tests in football for the pre and post-testing of the control and experimental groups, where there were differences in the values of the arithmetic mean for all the tests and for the controlling and experimental groups. At the significance level (0.000) for all tests, and this confirms the significance of differences and in favour of the post-test.

Table 7: Shows the arithmetic mean, the standard deviations, the calculated value (t) and the significance of the differences for the post-test of the control and experimental groups of the basic skills

Basic skills	Control group		Experimental group		(t) value	Significance level	Statistical significance
	Mean	SD	Mean	SD			
Rolling	15.93	1.83	13.10	1.20	3.24	0.000	Sig.
Passing	12.53	1.30	15.26	1.43	3.04	0.000	Sig.
Put down	8.53	0.99	18.50	105	3.17	0.000	Sig.

Table (7) shows the values of the arithmetic mean and the standard deviations for basic skills tests in football for the post-test of the control and experimental groups, where there were differences in the values of the arithmetic mean in all the tests. Significance (0.000) for all tests and this confirms the significance of differences in favour of the experimental group for all tests.

By reviewing the previous tables, the extent of the development that was clear to the control and experimental groups in the post-test compared to the pre-test and in favour of the experimental group is shown in the results of multiple intelligence tests and basic skills in football. The researchers attribute the reason for that development to the effect of the regular approach that the teacher put in addition to the continuing and regularity of the players In applying for the program as well as repeating basic skills, it had a clear role in this development, Continuation plays an important role in the player reaching the high level in terms of technical performance of the skill in terms of Accuracy and integration and installation of the mechanism of higher technical performance .⁹

In addition to the way the teacher used to present and explain these skills to students and their applications by the teacher as an ideal model for performance and then by students and work to spread the spirit of cooperation and competition between students.(Ismail, 2004) also confirms, "The availability of competition in the lesson increases the motivation of learners and provides the learner with experiences that are closer to the practical motivation than any other educational method."¹⁰

The optimal use of the number of repetitions and the distribution of rest periods between exercises and work to increase motivation and encouragement for students and the use of assistive methods and the way to distribute them in the playground had a great impact in developing students 'physical and motor abilities and their learning of motor skills as it helps in developing most of the muscles and joints of the learner's body and raising the susceptibility of its functional devices and the use of its functional devices Teaching aids and aids that have a major role in the process of learning basic skills in football and guiding students during the performance of skills and spreading a spirit of competition between students, and this confirms that The various aids and tools help transfer knowledge, information and skills and raise the ability to learn and develop motor skills and abilities faster, so they have a positive impact on the speed of learning of motor skills and improve the performance of better technique.¹¹

As for the experimental group, it has had a preference in the development of basic skills in football. The researchers attribute this development to the effectiveness of the educational strategy used represented by the learning strategy by playing in what this strategy contains desirable exercises to the souls of students. The souls of students, as well as the simplicity of these exercises, where they can be done easily in addition to the factor of suspense, encouragement, enticement and excitement, which increases the students' sense of themselves and increase their self-confidence,¹² The fruits of play activities in acquiring knowledge, bringing the principles of science closer to learners, and expanding their cognitive horizons, which is a targeted activity that children undertake to develop their behaviour, mental, physical and emotional abilities, and at the same time achieve fun and entertainment.¹³In addition to the competition factor that increases learners' motivation for the lesson and providing the learner with experiences closer to the practical motivation than any other educational means. The researchers believe that this is fully consistent with what he indicated. The suspense and competition that exists in exercises similar to playing has increased motivation in Performing exercises and facilitating the process of acquiring basic motor skills and skills, and repeating some exercises, working on acquiring some of the basic motor characteristics and skills and thus fixing and developing them.¹⁴

The learning-by-play strategy provides the opportunity to practice the different exercises and skills that the program provides them, as it allows students to discover the correct way and the correct application of skills during the performance of exercises that approximate the state of play, leading to the development of multiple intelligences among students, and this shows the importance of the educational program that the researchers prepared by the learning-by-play strategy Because of its importance in developing the level of technical and skill performance of students as a result of the correct method used in teaching and the approach and analogy to playing situations, which helped to develop basic skills for the Filleting This is consistent with what referred to, The experience has shown the right education skills to achieve better and better results because the perception of relations between the elements of the skills and create the foundations of remembering motor helps the evolution of the level of learning.¹⁵

And as the researchers attribute the development of basic skills in football to the effectiveness of the program prepared by the researchers and the effectiveness of the learning-by-play strategy and the use of some convergent exercises to the state of play and to correct mistakes in a correct scientific manner and give feedback and this effect and development must occur Positive in the learning process, especially when implementing the program by its vocabulary and steps, it will meet the requirements of the learner and urge him to increase motivation and encouragement through the use of feedback in different patterns on an individual and group scale and what is provided in the course of learning through giving nutrition Greeting and encouragement and promotional performance).¹⁶

Also, the number of educational units for the learning strategy by playing and the goals of each educational unit had a great role in developing the correct technical performance of the basic skills as the skills mainly depend on the accuracy and the correct timing of performance, which only comes through accuracy, reflection and focus on the parts of the Accuracy is one of the main elements that must be provided in skills as well as timing and strength during performance.¹⁷

The basic skills also depend on the good organization of the exercises, which took the good scientific and applied context and the explanation and interpretation of the exercises and their applications that led to the student possessing the information, experiences and sufficient knowledge of the skills in practice and theoretically. The teacher to perform and monitor students, focus on all students, how to perform them, and repeat the performance of skills through the duties they were assigned to. All of this contributed to the development of basic skills in football.¹⁸

VII. CONCLUSIONS

1. The experimental group that was taught with the learning strategy by playing surpasses the control group in developing the basic skills of football.
2. The learning-by-playing strategy contributed greatly to reducing the effort made by the subject teacher in the process of correcting mistakes and providing feedback and in developing technical and skill performance in rolling, passing and put down skills.
3. Learning to play strategy has a positive effect in developing some basic football skills in light of multiple intelligences.

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