

The impact of effective teaching strategy according to the role-playing and participatory method of learning some motor skills in football

¹Prof. Tariq Mohammed Nuhad

Abstract

The current research aimed to identify the effect of using an effective teaching strategy according to an educational program using a participatory method and a role-playing method to learn some football skills, and to identify an advantage in the effect of using an effective teaching strategy according to one of two methods in learning some football skills. The research problem touched on the failure to achieve the educational goals set for the curriculum through the units in the command method (followed) used to teach football skills, and this decrease may be due to the lack of time and the short term period or to the negativity of the student being a recipient only in addition to the density of the number of students per group during Practical lectures, which increases the burden of the educational process over the lecturer as it is required to follow the performance of each student and correct the mistakes that accompany learning, especially the first stage students, and therefore the teacher needs more time and effort to enrich the educational process and access to good and ideal performance for skill To be learned. The research sample included the first stage students in the Department of Physical Education and Sports Science who were (40) students and they were divided into two experimental groups and each group (20) students, and the experimental approach was used, and the researcher applied the research experience to the experimental group and through the results it has The researcher concluded that the exercises above learning were the best in learning the motor sentences in the technical gymnastics, and in statistical significance. The researcher recommended the need to emphasize the use of exercises above learning by the teachers of gymnastics in learning the skills of gymnastics.

Key words: *effective teaching, participatory style, role-playing, football skills*

Introduction

Through the exercise of the teaching profession, the researcher found the low-skilled students, as well as the educational goals for the Platform through the units in a manner approach) used to teach football skills, this decline was due to the lack of time, the short duration of the semester or to the student being the only negative recipients as well as the density of the number of students per group during lectures the process more than the burden of the educational process, the records where he is required to follow-up the performance of each student, and correction of errors that accompany the students learning, especially the first stage and therefore the instructor needs to more time and effort to enrich the educational process and access to good performance and exemplary skills to be learned (Osthuizen, 1992).

Literature Review

¹ College of Law, University of Baghdad, Iraq altaetarek@gmail.com

Effective teaching is an essential component of the educational system, in order to be able instructor of students to education, it must use different methods, which requires the instructor to be aware of how the occurrence of learning by students, and how affect the ways and means used to achieve the objective of the process of education, a good job and install the performance as well as provide various ways and means to take into account the individual differences between students. It has gained effective teaching methods in the world because of its impact on the capacities of the human mind (Nermin, 2004), began the efforts of the Organization to the individualization of education and employment of educational strategies in the design of programs to meet the needs of the learner and seeks to the correlation between the nature of educational attitudes and characteristics of the needs and capacities of the learner (Singer, 1995). Football is one of the activities in which learning in accordance with the principles of the kinesthetic learning as vary between easy and difficult skills and simple and complex and adopt all the skills on each other dependent, where the performance of any skill is based on the performance of the skill as well as the method of education is critical to the success of the learning process, as well as a positive approach to learning contribute effectively to upgrade the level of skilled performance of those skills mobility to be learned. It is here that reflected the importance of research being of importance from the theoretical side through the addition of a new subject in the teaching methods and educational center as well as the importance of the practical side in the process of learning the skills soccer (Moston, 1986).

Methodology

Use the experimental approach against aggressors, a researcher of the nature of this study, the researcher has used experimental design, which depends on the dimensional measurement instrument cluster tribal clusters throw-away.

Search Hypotheses: there is no statistically significant differences between the measurements for the dimensional measurement tribal conference for the first experimental group (learning to play roles) learn some mathematical skills in soccer. There were no statistically significant differences between the indices for the dimensional measurement tribal conference for the second experimental group (participatory learning style) learn some skills in soccer. There were no statistically significant differences between the two groups, the first البعدين indices throw-away using role play and the second using participatory learning (Moore, 1996).

Search Sample: represents the first phase of the research society of students in the Department of Physical Education and Sports sciences in the college of basic education for the academic year 2019-2020 numbered 121 students distributors on four of the people of the sample were chosen randomly and regularly to withdraw the names of students boys were selected for the first pilot Division The Division b second test and strength of each group of 20 students was selected.

Research Procedure: 1st is an access to specialized scientific references in the field of research. The analysis of the scientific references and studies related to determine the most appropriate methods of play in the field of football. We analyze of scientific studies and references in the field of teaching strategies physical education and football skills. We identify a sample search in accordance with what has been said earlier. We prepare of the proposed educational units for each educational group.

Skill tests: the reliance on Codified and scientific tests has been applied to the Iraqi Environment (Ibtahaj, 1996). Test sit safely cradled the ball between 5 individual boundary pillars: (Ahmed, 2002) test handling and feedback on the wall for (20) seconds: (Said, 1997) control test off the ball behind the line of the beginning (6) Yard: (Abu Al-Naja, 1997)

The foundations for the development of educational units: the following foundations have been taken into account when developing educational units that suit the content of each program of educational and behavioral objectives. Units are those of diversity and simplicity features. The personal integrity of the units are where the learner's relationship with itself and its relationship to others. The principle of taking into account the individual differences (Johnson, 1990).

The content of the educational units: the analysis of the Platform for football was the identification of some football skills (sit safely cradled the ball between 5 common signs - handling test feedback on the wall for (20) seconds - control test off the ball behind the line of the beginning (6) Yards). In the light of the structure of each method of effective teaching methods used for educational and behavioral objectives in the search, a researcher with the development of educational units for each test.

Learning Objective: To develop educational researcher contingent scorer works to achieve the effect of the use of participatory learning on some mathematical skills in soccer (sit safely cradled the ball between 5 common signs - handling test feedback on the wall for (20) seconds - control test off the ball behind the beginning line (6 yards).

The application of the educational units: The first experimental group on 26/2/2019 to 5/4/2019M. The second experimental group on 27/2/2019 To 6/4/2019m

Results

Table (1)

The arithmetic average and the standard deviation and the significance of the differences between tribal measurements Conference

The first pilot group in the level of some football skills

The variables	Tribal measurement		The dimensional measurement		Test T
	Q	P	Q	P	
Sit safely cradled the ball between 5 common signs	14.55	4.298	36.45	Above by 0.014	19.530
Handling Feedback	1020	2,628	27.45	5.633	13.072
Turn off the Ball Control	5.800	2.142	£41.20	7.389	22.240

The Tabular trend = 2.093.

Table (2)

The arithmetic average and the standard deviation and the significance of the differences between tribal measurements Conference

The second experimental group in the level of some football skills

The variables	Tribal measurement		The dimensional measurement		Test T
	Q	P	Q	P	
Sit safely cradled the ball between 5 common signs	14.45	Above by 0.014	37.4	5.725	23.726
Handling Feedback	1005	2.724	26.50	5.549	11.812
Turn off the Ball Control	5.65	1.785	39.4	6.581	20.345

T tabular= 2.093

Table (3)

The arithmetic average and the standard deviation and the significance of the differences between the two dimensions of measurements

The first and second clusters throw-away in the level of some of the skills of volleyball

The variables	The first experimental group		The second experimental group		Test T
	Q	P	Q	P	
Scroll to Top	36.45	Above by 0.014	37.40	5.725	0.597
Scroll to the bottom of the	27.45	5.632	26.50	5.549	0.657
The transmission of the highest	£41.20	7.389	\$39.40	6.581	\$1,238

T tabular= 2.02

It is clear from the agenda (1) that there is a statistically significant differences between tribal function measurements Conference The first experimental group (learning to play the roles of these differences due to the researcher use the style played the roles the student to move to apply the skill of all centers within the stadium, the same student is playing a football match. Is the use of the method of learning to play the roles recovery phase after the end of the students from the representation of roles, ask each student banner in the performance (self-assessment) and then to ask the students to viewers (observers) then the instructor will be heeded in performance, the instructor directs students to the amendment, particularly in the application of the skill with personal movements which the student will represent the session, the instructor discusses the elements learned, the instructor calls the second group perform roles in the application of the skill (Hani, 2000).) that the use of roles played by three students has led to an increase in the thrill of the students and that diversification and change aroused the attention of learners and increase the size of time applicable) where the student will practice twice and play a noticeable once), and student interest is focused on the performance rather than He played a notable artist, at one time, which led to the student focus and helped to not forget the proper performance and install good Al-mahari Performance of Students.) (Khaled, 2001) It is clear from the agenda (2) that there is a statistically significant differences between tribal function indices for dimensional measurement conference in the second experimental group (participatory learning style. This shows the positive impact of the use of participatory learning in learning. These differences may be attributable to the use of a new method of learning which helped to stimulate students to learn what is

new (Duaa, 2000), as well as to the method of participatory learning permit cooperation between students in the form of small groups, where each student presentation of what was collected from information and benefit from his colleagues in the mechanism and thus be reached also the experience gained experience and not the experience of one group, this may help to install the information that has been acquired for the longest possible period and what the student receives his pasture and effort be his colleagues and therefore helps to quickly and accurately, as well as learning that he will not forget what easily acquired (Boyce, 1992). This confirms that students benefit more when Exchange the roles of play and learning, including Johnson, 1990) , and the researcher indicates that these differences may be attributed also to the method of participatory learning depends on the collection and presentation of educational material, which exercised in the form of dramatically in this method as well as team work and helping students most skill their colleagues at least skill to reach a better level of learning as well as to the existence of immediate feedback that positive reinforcement of performance. Thus the second hypothesis, which provides a statistical function" there are differences between tribal measurements for dimensional measurement conference in the second experimental group (participatory learning style) learn some mathematical skills in football (Cai, 1995). It is clear from the agenda (3) The absence of statistically significant differences between the two groups function throw-away First (learning to play the roles), the second group (participatory learning style) and returned the researcher that the use of new learning methods led to promote affirmative action among students and helped to raise the level of skilled researchers and the use of the method of learning to play the roles, the presence of educational methods in the performance of which led to the continuation of student performance for the longest possible period leading to the use of the immediate feedback in both approaches, which provided a good opportunity for learning and perfecting the learner performance and good understanding of performance through cooperation between students (Neven, 2000),and the use of participatory learning strategy Students gain experience through working in a group of student and not more than one student from the experience As well as the assessment of the Degree, one for each of the group members make the students proficient in the performance information and assistance are unnerving-level skilled colleagues to raise the educational level of the weak , which helps to improve the level of performance of all the group members of skills. As the researcher explains the absence of moral differences between the students of the two groups because of the lack of time for programs as well as the exercises used in the two programs were not appropriate for students and this is confirmed by the researcher that the studied sports education does not contain appropriate Repetitions lead to improved skill capacities as required (Neven, 2000).

Conclusions

1. The use of the method of learning to play the roles will lead to the improvement of the skills of some of the skills of football.
2. The use of participatory learning will lead to the improvement of the skills of some of the soccer skills.
3. The use of modern methods, such as learning to play the roles stylistic participatory learning preference in learning some of the skills of volleyball.
4. The use of effective teaching strategy in accordance with coves participatory roles have an important role to play, given the increase in the numbers of students in the groups which helps to exploit the time and effort the level of skilled students.
5. The application of the Participatory technique played roles on the skills and more difficult vehicle for positive development and students learn skills learning to enrich the cognitive and emotional aspects of the mobility of students.
6. The inclusion of effective teaching within the plan played a decision ways to play volleyball
7. The need for more studies that use different methods of play in order to raise the efficiency of the educational process when played scientific materials and practical faculties of sports education.
8. Similar studies to strengthen different play methods advanced educational means to take advantage of the multimedia and high-tech technology in the learning of sports activities, sports and football.

References

- Abul Naga and Ahmed Ezz Eddin:) 1997) the impact of the participatory style gameplay on skills development to sports education teachers before the service, The Journal of the Science and Arts Sports, Sports Education Faculty for Girls, Helwan University, Vol. IX, No.(1, 2, 3).

- Ahmed Youssef Mohamed Ashour :(2002) compared to the stylistic self-oriented application and application of multi-level on some mathematical skills and qualities center for beginners in basketball, unpublished Phd Thesis, Faculty of sports education in Port Said, Suez Canal University.
- Boyce, B.A: (1992) the effect of three styles of teaching on university student's motor performance, Journal of teaching in physical Education.
- Cai. S. X: (1995) Effect of three styles of teaching on college student mood states, enjoyment of physical activity and attitude toward teaching PhD thesis, university of Arkansas.
- Cheers Ahmed Abdel Aal: (1996) the impact of the use of role-playing games and play in the play some volleyball skills, sports education research journal, Faculty of Sport Education, Zagazig University.
- Hani Mohamed Mattar : (2000) the impact of the use of the method of played roles on some skills, mobility and physical attributes of budrus Sports Education for pupils in the preparatory stage, Master Thesis, Faculty of sports education in Port Said, Suez Canal University.
- Johnson, D, W & Johnson, R. T: (1990) A metanalysis of cooperative, competitive and individualistic goal structures, hills nj Lawrence Erlbaum.
- Johnson: (1991) classroom Wax man. He.h.1 Walberg ed. effective teaching current research.
- Khaled Nabil Khodair: (2001) the impact of the use of role-play application stylistic self-application of some of the physical components of a variety for beginners in handball, unpublished Phd Thesis, Faculty of sports education in Port Said, Suez Canal University.
- Moore, R: (1996) Effect of the use of two different teaching styles on motor skill acquisition of fifth grade students (volleyball), PhD thesis, East Texas state university, U.S.A.
- Moston, M. and Ashworth :(1986) teaching physical education form command to discovery, Charles, Merrill publishing, and Rutgers, the state university of new jersey.
- Nermin Fakri Abdul Wahab: (2004) the impact of the two methods of modern learning methods on some offensive skills in basketball, Assiut magazine Sports Education Arts and Sciences, issue 8, Part I, Faculty of Sports Education, Assiut University.
- Neven Mahmoud Badr: (2000) the effectiveness of the use of some of the strategies of play in the achievement of the objectives of article handball, Phd Thesis, Faculty of Physical Education for Girls in Cairo, Helwan University.
- Osthuizen, M, Griesel, J: (1992) The effect of the command, reciprocal and inclusion teaching styled on the realization of objectives in physical education for high school boys, journal for research in sport, physical education and recreation.
- Saeed Khalil Witness: (1997) ways of playing sports education, Library Students, Cairo.
- Singer, R: (1995) motor learning, human performance, 2nd ed., Macmillan rub, co, Inc.
- The claim of Mohammed Mohieddin: (2000) the impact of the use of certain methods of learning to play the disc throwing contest, unpublished Phd Thesis, Faculty of Sports Education, Tanta University