

Transmission of the Effect of Horizontal and Vertical Learning and its Influence on Learning the Skills of Long-Passing and Soccer Scoring for Students

Assist.Lecturer.Kamal BreesamShair⁽¹⁾„Assist.Lecturer.FadhilBreesamShair⁽²⁾

⁽¹⁾General Directorate of Education in Babylon / Ministry of Education, Iraq.

⁽²⁾ General Directorate of Education in Babylon / Ministry of Education, Iraq.

Kmalbrysm@gmail.com , b76533057@gmail.com

Abstract

The purpose of this paper is to identify the transmission of the effect of horizontal and vertical learning and the effect on learning the skills of long-passing and soccer scoring for students, and to identify the transmission ratios of the effect of learning for the two skills within the research groups. The researchers used the experimental method by designing two equal groups with a pre and post-tests to match the nature of the problem and achieve the research objectives. The research community was represented by the students of the first stage in the College of Physical Education and Sports Sciences - the University of Kufa for the academic year (2020-2021), numbering (80) students. To two experimental groups, the first is learned by the transmission method of horizontal learning (transfer of the learning effect from long-passing to long-scoring) and the second group is learned by the transmission method of vertical learning (transfer of learning effect from long-scoring to long-passing). Thus, it was concluded from the research that the special exercises used had a positive effect in learning the skills of long-passing and long-scoring football for students, and several recommendations were made, including the need to provide learning the long-passing skill over learning the long-scoring skill in learning football skills.

Introduction:

Kinetic learning is one of the important and main sciences directly related to the achievements of physical education, and since kinetic learning is one of the sciences that played a major role in developing the levels and mathematical skills of players, by transferring the impact of learning, the positive effects appear in the development of some skill abilities, and this is what was proven by research. And studies, there were studies in transferring the effect of learning from one sporting event to another. As well as in the transfer of learning from one part of the body to the other part corresponding to it (i.e. transferring between the limbs), and the transmission of the effect of learning, which is one of the important methods of learning in general and kinesthetic learning in particular, as is the case in the skills of long handling and soccer scoring. And in order for the benefit of transferring the learning effect to be positive, it requires learning to perform the first skill to a good level so that the effect of learning it is transferred to the other skill.

Football is one of the group games that has spread remarkably in different parts of the world and being one of the games that is played in most times and places and in different age stages, which made it take that position. As a result of the increasing demand for its practice, the progress witnessed by the game is a natural and inevitable result of searches and following the correct methods in training in an effort to try to reach the required level of performance and achieve high achievement.

Research problem:

The learning process requires the use of the best educational programs followed and their implementation correctly to ensure that the goal of the educational process is reached in

the fastest time and with the least effort. A face, as the move to other skills is then due to the presence of a certain number of skills to be learned during the specified time period for each game where the teacher cannot stop or add many additional educational units due to lack of time, and therefore it was necessary to use educational methods and methods that accelerate the process Learning by helping the learner to link his ideas and previous experiences with the lecture is easy and quick for the learning process, as well as the use of similar exercises for the case of real play, which help the learner to know all the performance variables that the learner faces during the competition, and due to the lack of research that went to the field of order to start learning basic skills In football, it is easy to difficult and vice versa, so the researcher decided to solve this problem by starting with these steps to study the transmission of football The horizontal and vertical learning in learning the skills of long passing and soccer scoring for students.

Research objective:

- Identifying the effect of transferring the effect of horizontal and vertical inverted learning on learning the skills of long-passing and soccer scoring for students.
- Identifying the transmission ratios of the impact of learning for the two skills within the research groups.

Research methodology and field procedures:

Research Methodology:

The researcher used the experimental method by designing two equal groups with a pre and post-tests to match the nature of the problem and achieve the research objectives

Community and sample research:

The research community was represented by the students of the first stage in the College of Physical Education and Sports Sciences - University of Kufa for the academic year (2020-2021), numbering (80) students. In two experimental groups, the first is learned by the transmission method of horizontal learning (transfer of the learning effect from long handling to long handling) and the second group is learned by the transmission method of vertical learning (transfer of learning effect from far scoring to long handling).

In order to ensure the homogeneity of the research sample, the researcher processed the tribal results of the individual sample in the long-handling test and long-scoring through the use of the skewness coefficient. As shown in Table (1)

Table (1) shows the homogeneity of the research sample

Tests	Sample	Mean	standard deviation	Mode	Skewness
Long-passing	80	15	8,27	11	3±>0,36
Scoring	80	14,5	1,73	9,5	3±>0,98

To ensure equality of the two sets of research, the researcher arranged the results of the same search in the long-handling tests and the remote scoring in ascending order and then their distribution into two groups and sequentially and after the test was used (T) Independent samples so as to ensure equality of the two sets of research by Table (2)

Table (2) shows the equivalence of the two research groups

Variables	Measuring unit	T value	level Sig	Type Sig

Long-passing	degree	2,08	0,49	Non sig
Scoring	degree	1,05	0,19	Non sig

Skill tests:**1- force perception test:**

- **Test name:** Perceive the force by hitting the ball as long as possible.
- **The purpose of the test:** To measure the ability to perceive the force by hitting the ball for the longest possible distance.
- **Tools used:** a football field, three (3) footballs, a tape measure, a white powder, a pre-prepared data registration form.
- **Description of performance:** Two lines are drawn, the distance between them is (35 m) and the distance between the two lines is divided by parallel lines. The student gets up quickly and kicks the ball while it is firmly fixed on the ground for the longest possible distance towards the finish line. Three attempts are given and the best one is taken.
- **Registration method:** The student records the total marks obtained from the best attempt as follows:
 - A- If the ball falls between the two lines (10-15) meters, one score is awarded.
 - B- If the ball falls between the two lines (15-20) meters, two degrees will be awarded.
 - C- If the ball falls between the two lines (20-25) meters, 3 scores are awarded.
 - D- If the ball falls between the two lines (25-30) meters, (4) scores are awarded.
 - E- If the ball falls between the two lines (30-35) meters, (5) scores will be awarded.
- **Number of adapters:** Each student is given three attempts.

2- Scoring test:

- **Test name** the shooting test from stability with a distance of (15) m.
- **The purpose of the test:** to measure the accuracy of shooting.
- **Tools used:** a soccer field, (5) balls, a tape to mark the shooting area for the test, a wall, a tape measure, a whistle.
- **Description of the test:** (5) footballs are placed in different places on a line or within a specific area, where the student shoots in the squares on the wall indicated in the test according to its importance and difficulty, provided that the test is performed from the running position (movement), The attempt is not valid if none of the targets (squares) drawn on the wall is hit.
- **Registration method:** The number of injuries that enter or touch the goals (squares) marked on the wall and on any of the feet, so that the scores of each of the five balls are calculated through the time given to the test that entered the rectangle which is (30/sec) for three attempts
- **Number of attempts:** Each student is given three attempts.

exploratory experience:

The researcher conducted an exploratory experiment on a sample of (10) students from within the research community, corresponding to Sunday 3/7/2021, in the football field at the College of Physical Education and Sports Sciences - University of Kufa, and the aim of it was,

- Avoiding the obstacles facing the researcher during the implementation of the tests.
- To identify the appropriateness of the exercises for the sample members
- Knowing the approximate time taken for each test and the time taken for the tests.
- Ensuring the scientific transactions of the tests
- Identify the appropriate time for the exercises used
- Introducing the assistant work team to the nature of the tests and knowing the extent of their efficiency.

Pre-tests:

After preparing all the requirements for the tests and providing the necessary conditions for conducting them, the tribal tests were conducted by the researcher on Tuesday 9/3/2021 in the playground of the College of Physical Education and Sports Sciences - University of Kufa at ten o'clock in the morning, where the skill tests were conducted.

The exercises used in the research:

Through the researcher's field experience in the field of the game and based on Arab and foreign sources, the researcher adopted a variety of exercises, especially with the skills studied, and these exercises were organized to suit the sample members and their training level, and the researcher intervened in the main section of the special educational unit (30 minutes), where The start of the long handling and then the far scoring. This is what concerns the first experimental group. As for the second experimental group, the long scoring and then the long handling were started. The program started on 14/3/2021 to 6/4/2021, and the program period was (8) educational lectures two lectures per week.

Post-tests:

Then the researcher conducted the post-tests on Sunday 11/4/2021 in the football stadium in the College of Physical Education and Sports Sciences - University of Kufa at ten o'clock in the morning under the same conditions as the pre-tests.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Presentation, analysis and discussion of the results:

Presentation and analysis of the results of the pre and post-tests for the two experimental groups in the skill tests:

After collecting the pre and post data for the skill tests and for the two research groups, and for the purpose of describing the results of the sample members, the researcher processed the data statistically, for the purpose of knowing the significant differences between the pre and post-tests and for the two research groups, the researcher used the (T-test) as shown in the tables (3) and (4).

Table (3) shows the arithmetic mean, standard deviation and (T) values for the pre and post-tests and for the first experimental group.

Skills	Pre-test		Post-test		T value	Sig level	Sig type
	Mean	standard deviation	Mean	standard deviation			
Long-pass	13,35	8,17	20,22	1,51	4,21	0,03	Sig
Long-scoring	12,75	1,63	18,43	1,47	3,34	0,03	Sig

With regard to the results of the experimental group, Table (4) shows a description of the results of the group as well as the results of the statistical test (T) to determine the significant differences between the pre and post-tests.

Table (4) shows the arithmetic mean, standard deviation and (T) values calculated for the pre and post-tests and for the second experimental group.

Skills	Pre-test		Post-test		T value	Sig level	Sig type
	Mean	standard deviation	Mean	standard deviation			
Long-pass	14,21	1,85	18,5	1,44	2,32	0,02	Sig
Long-scoring	14,55	0,65	19,13	1,11	2,042	0,03	Sig

Discussing the results of the pre and post-test for the two research groups in the skill tests:

The researchers attributes the significance of the difference between the pre-test and the post-test for the first and second experimental group to the exercises used in the educational units and the use of learning methods and exercise methods commensurate with the type of skill learned. During the continuity of its performance and the quality of the various tasks and duties accompanying the performance, and the strategy of learning in this way was consistent and the gradual increase of the total of attempts and the use of changing positions with the ball and from fixed and moving positions and by various competitive means and within the possibility and capabilities of students, confirmed that (The method of using exercises similar to playing is an encouraging approach for beginners to solve the tasks and a coherent link between learning skills and plans and this approach to teaching and developing skills is the movement of the novice within gradual steps that teach him how to practice playing, and that the purpose of using this method is to develop The performance of beginners in play and interaction to unify the tactical awareness and implementation of the skill) (MontazarMajeed, 2006)⁽¹⁾, and this helped the student to develop skill performance by increasing the success rates of attempts during play, which led to the good acquisition of skill and thus the development of skill ability, control and accuracy of performance. The learner has, therefore, the diversification of exercises, their movements and their importance was positive, as it increased the performance ability and gave the learner experience, control and control similar to the reality of the real play. This is a goal that every coach and teacher desires to move from the practice stage to the competition stage with the least number of mistakes.

Presentation and analyze the learning effect transmission results:

Presentation of the results of the transmission of the effect of horizontal learning from long-passing to long-scoring for the first experimental group:

Table (5) Show the mean values of the arithmetic means for the results of the skills tests for the experimental group and the percentage of transmission of the learning effect.

Skills	Learning effect transmission		percentage of transmission
	Long-passing	Long-scoring	
Tests	20	18	%14

Presentation of the results of the transfer of the effect of vertical learning from long-scoring to long-passing for the second experimental group:

Table (6) shows the mean values of the arithmetic means for the results of the skills tests for the experimental group and the percentage of transmission of the learning effect

Skills	Learning effect transmission	percentage of transmission
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	Long-passing	Long-scoring	
Tests	16,5	18	%11

Discussing the results of the transfer of learning effect for the two research groups:

It is evident from the two tables (5) (6) that there is a transition of the learning effect from the skill of long handling to the skill of long handling (horizontal transfer), as well as the transfer of the effect of learning from the skill of far scoring to the skill of long handling (vertical transfer), but the preference is to move from the skill of long handling to The long scoring skill, and the researcher attributes the transfer of learning effect to the presence of a similarity in the quality of the skill in terms of the components of skills, meaning the more similarity and common factors in performance, the faster the learning effect.

As well as the stimulus and response, and this provides an important condition for the transmission of the effect of learning. As for the similarity to the stimulus, it can be clarified through the theory of similarity, where “experiments have shown that when a person learns to make a specific response in relation to the situation of its stimulus, he tends to do the same response to a similar stimulus.”⁽²⁾

On the other hand, the period of time separates the previous learning from the new learning. The educational program included the two skills and they were similar in performance, as well as the effectiveness of the method or method of learning in motivating the student towards achieving the desired, and this is what was included in the educational program through the use of similar exercises to play⁽³⁾.

As for the preference of the transition group after learning from the long handling skill to the long scoring skill, the researcher attributes the reason for this to the presence of a broader environment in performance in terms of displaying variable and critical situations and in different force uses and different distances and directions⁽⁴⁾.

Conclusions and Recommendations:

Conclusions:

- The special exercises used had a positive effect in learning the skills of long-passing and long- soccer for students.
- There is a transmission of the effect of learning in both horizontal and vertical ways.
- The transfer of the learning effect from the skill of long-passing to the skill of long-scoring (horizontal) has a better effect on learning and more than it is from the skill of long-passing to the skill of long-scoring (vertical).

Recommendations:

- It is necessary to introduce learning the skill of long-passing over learning the skill of long- scoring in learning football skills.
- Conducting similar research on different skills and samples

References:

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