

The Effect of the Overlapping of the Two Styles of Random, Variable and Static Exercise on the Learning of Some Types of Soccer Scoring for Students

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ABSTRACT

The importance of the research is evident in finding overlapping educational methods to be used in the process of learning some types of soccer scoring for students and comparing them with the method used in an attempt to identify the best and most influential in learning some types of soccer scoring for students, and this research aimed to identify the effect of the overlap of the two styles of random exercise The variable and constant sequence in learning some types of soccer scoring for students, and the researcher used the experimental approach with equal groups for its suitability to the nature of this study and its objectives, and the sample of the study included (45) students of the fourth grade of middle school in Muhammad Baqir Al-Sadr Preparatory Boys School in DhiQar For the academic year 2018-2019 AD, they represent three classes (A, C, and D) and by (18) students from each class and the sample percentage from the community of origin (145) students is equal to (37.24%), and they were divided into three experimental and control groups Among the most important conclusions reached by the researcher is the superiority of the first experimental group, which implemented the variable random method, followed by the second experimental group, which implemented the fixed series method, then the control group, which implemented the method Follow in learning some types of soccer scoring in question for students.

Keywords: variable random training, static sequence, soccer scoring types

Definition of research

Research introduction and its importance

The educational process needs from time to time procedures to analyze and diagnose its methods, methods and educational means in order to evaluate them, address their negatives, enhance their positives, and find educational alternatives, and from this standpoint are researchers and specialists in the educational field. The process tends to find advanced methods that are aligned with the learning objectives in terms of their fundamentals and philosophical norms. An overlap has been proven in the effectiveness of the educational environment in reaching effective learning because of its important steps that help in the acquisition of learning, development and mastery, accelerate the learner's learning process and move to realistic situations similar to cases of play and mastery. This in itself is the prime goal of every teacher and coach. Football is a game that consists of several basic skills that a coach or teacher must teach. However, learning the basic skills of this game takes a long time of explanation and clarification during the educational process, but the learner through the types of random, sequential, fixed and programmed variable education for the skills of this game can follow the stages of learning these skills in a short time, which helps to save time as well as take into account the differences Individuals for learners. It is a method of random, variable, and one-series exercise, and the difficult way in the field of teaching football skills game, which makes the learner more interesting and enthusiastic to learn it, because the method of exercise that is used sometimes does not help in teaching these skills because it does not create an environment for individual learning that takes into account the tendencies and abilities of each Learner, so we must try to find new learning methods and try them and try to reach the most appropriate methods that help in the development of learning processes games and various sporting events. The skill of recording football is one of the most important basic skills, as it represents the main goal and goal that the team aims to achieve through individual and team work, and it represents the achievement required to achieve victory, which requires focusing on it and being able to do it properly, hence the importance of Research in studying the effect of static, variable and sequential random interference in learning some types of soccer scores for students as an organized scientific attempt to facilitate the process of kinesthetic learning and be a help for teachers in facing the increase in the number of learners or the lack of time available to teach soccer skills.

Research problem

By observing the researcher, watching most of the physical education lessons, and asking some teachers and workers in the field of physical education, they noticed that the teaching of all team games, including football, is done through the method (Prince), in which all group games, including ball The foot. The teacher puts great effort into commenting, displaying, supervising and feedback to fix errors, as the researcher noticed that basic soccer skills, especially the scoring skill of all kinds among students, do not develop in proportion to the rapid development. Of the game despite the great interest in learning these skills and raising the level of learners 'performance for them, and this may be due to the lack of methods commensurate with the large number of learners and the short study time, which increases the burden of the educational process on the teacher or teacher in terms of following up each student, and correcting the errors that accompany the performance The skill in terms of that the researcher decided to use the overlap in the random, variable and static training methods, and to know the extent of their impact on students' learning of some types of soccer scores to know the correct way to improve the general level of the game. Scoring skill in this game for the best.

Research aims

1. Knowing the effect of the overlapping of the random, variable, and static exercise patterns on learning some types of soccer scores for students.
2. Any knowledge of the methods used (random variable - constant sequence - followed) that have the greatest impact on learning some types of soccer scoring for students.

Search hypotheses

1. There are statistically significant differences between the results of the test data tribal of the posttest of the research groups experimental and control group in learning some of the types of scoring football for students.
2. There are significant differences between the three experimental and control research groups in the results of the post-tests in learning some types of soccer scoring for students.

Fields of research

- Human field: fourth class students in junior high preparative Mohammad Baqir al -Sadr Boys - DhiQar province in the academic year 2019 - 2018 m.
- Field Temporal :Length of 2019/2/17 m and up to 2019/4/10 m.
- Spatial domain: The playground in Muhammad Baqer Preparatory School - Nasiriya - DhiQar Governorate

Research methodology and field procedures

Research Methodology

The researcher used the experimental approach in designing equivalent groups, in order to suit the nature of the problem to be solved.

Find and appointed community

The students of the fourth stage of the research community have been identified for young people, Muhammad Baqir Al-Sadr Boys - DhiQar Governorate, and the number of (145) students for the year 2018-2019 were distributed among four people (A, B, C). The researcher conducted a field experiment on a sample of (54) students representing the people of (A, C, and D) and by (18) students from each department, and the sample was the percentage of the original community. It is equal to (37.24%), and the random method in which the lottery section (c) was chosen as the first experimental group to practice the random variable exercise, and section (a) a second experimental group practicing the fixed sequence exercise, and the division (d) the control group that implements the method used by the subject teacher, And Division (B) the researcher conducted an exploratory experiment on it, and the researcher excluded a number of sample individuals, namely students who had failed and those with pathological disabilities, and that students were playing football. The researcher conducted the homogeneity and equivalence of the research

sample using the coefficient of variation and test (R) for independent samples, and tables (1 and 2) show that.

Homogeneity and equivalence

In order to modify some of the variables that affect the accuracy of the research results and to return the differences in the effect only to the independent variable, the researcher conducted the heterogeneity between the sample members, and the equivalence between the research groups, as shown in the seriousness (2.1)

Table (1) It shows the mean, standard deviation, and coefficient of variation in the variables (age, height, mass)

Coefficient of variation* %	standard deviation (P)	Arithmetic mean (s)	measuring unit	Processors Variables
2.387	537 . 4	243 . 190	Month	Age
577 . 3	072 . 6	712 . 169	cm	Length
257 . 8	5.226	291 . 63	Kg	Mass

*All values of the coefficient of variation were less than 30%, which indicates the homogeneity of the sample in the above variables

Table(2) It shows that the three groups are equal in some types of soccer scoring

Significance of significance	level indication *	Values(F) Calculated	Average of squares	Degrees of freedom	Sum of squares	Source variance	measuring unit	Variables
Not moral	0.762	0.273	0.040	2	0.080	Between groups	Degree	Scoring and the ball from stability
			.147 0	51	7.501	Within groups		
Not moral	0.517	0.669	0.528	2	1.056	Between groups	a second	Scoring and ball movement
			0.790	51	40.265	Within groups		
Not moral	0 0.39	60 9 . 0	0.225	2	0.450	Between groups	Degree	Header scoring
			0.235	51	11.964	Within groups		

Significant at the level of significance $<(0.05)$ and in front of degrees of freedom (2-51)

It is evident from Table No. (2) that the value of (F) the variables computed for the research all have a significant level greater than (0.05), which indicates that there are no statistically significant differences, and this indicates the equivalence of the three. Research groups in all research variables.

Means, devices and tools used in the research

Methods of gathering information

Arab and foreign sources - Internet - tests and measurements.

Used devices and tools

Type of laptop (DELL) - measuring tape - medical scale - whistle - electronic stopwatch - footballs - nylon supports - bore - colored tape - small target dimensions 75 cm in height and 100 cm width - barriers with a height of (50) cm number (3)

Determine some types of football scoring under study and determine the R-test machine for each type of scoring

Some types of scoring were identified in the research according to the football curriculum vocabulary decided by the Ministry of Education for the preparatory stage for the 2018-2019 academic year and the types of scoring that are under (scoring and ball stability). Scoring and the movement of the ball - head of scoring), then requesting tests to conduct research with all types of scoring under study, which were selected by making use of the literature of previous studies, and were presented to a number of experienced and competent people and obtained 100% approval and this is what achieves the validity of the content Tests Despite the use of tests in the Arab and Iraqi environment and their scientific transactions are documented and reliable, the researcher conducted an exploratory experiment on a sample other than the research sample and from the original community and they are (18) male and female students from Division (B) to verify the stability of the tests by applying the tests on D- Reapply after seven days. As well as making sure of its objectivity from the first application by placing arbitrators to record the test scores and then finding the correlation coefficient between them. The correlation coefficients were high, thus achieving stability and objectivity.

Specification tests

Test of scoring and the ball from stability

- **Test name** :scoring feet on overlapping rectangles from a distance of (6) meters(3 :201) .
- **The objective of the test**:to measure the accuracy of scoring and the ball from stability.

The tools used :a smooth wall on which three overlapping rectangles are drawn,the dimensions of which are as follows:

1. The large rectangle (140 cm long and 100 cm wide)
 2. The middle rectangle is 100 cm long and 80 cm wide.
 3. Touch the small length (80 cm and the width of 60 cm), the legal car, the number of feet (5), a measure, a whistle, a chalk, a colored adhesive tape for the purpose of distinguishing the three rectangles.
- Test procedures: - Planning the test area, the student stands behind the starting line 6 meters away from the registration area, and upon hearing the start signal, the student records on the wall with the five balls, trying to hit him. Small rectangle.
 - Test recorder: calls names and scores and notes correct performance as follows:
 1. If the fifth quorum is a small rectangle in the ball or on its specified lines, students are calculated (3) degrees.
 2. If the quorum is a rectangular ball in the center or on its specified lines, a staircase is calculated for (2) students.
 3. If the quorum is a large rectangle or on its defined lines, then the student will be counted (1) stairs.
 4. If the ball goes outside the three rectangles, the student scores zero points.

Test of scoring and movement of the ball

- Test name: motion recording (159: 1)
- The aim of the test: to measure the accuracy of the recording from the movement.
- Tools used: (5) soccer balls, a soccer goal painted on the wall, a whistle, a tape measure, a colored tape, chalk, a well, a smooth wall.
- Test procedures: The soccer goal is drawn on a smooth wall divided into three vertically equal rectangles, each rectangle 2.44 meters wide, the first and third divided into two sections according to degrees, and at a

distance of 12 meters, a line. With a length of (1) m from the registration line and another line at a distance of (5) m from the starting line.

- Performance mode: the tester when hearing the signal by rolling the ball for a distance of 5 meters and then registering it for the scoring mark that is only 12 meters away from the goal and the student gives (10) attempts.

Test conditions

1. The ball must be rolled 5 meters before scoring.
2. He uses his favorite foot to roll and score.
3. If he crosses the scoring line and a goal or does not roll the ball to the required distance and a goal will not be counted for any result.

Registration Category: The class calculates the total scores obtained by students from scoring ten balls as follows:

- The student is awarded (4) scores if the ball enters the upper square from both sides.
- The student is awarded (3) scores if the ball enters the lower square from both sides.
- The student is awarded (2) a score if the ball enters the middle rectangle.
- If the ball touches a line, the score is calculated for the near square.
- The student does not get any result if the ball is far from the specified goal.

Test scoring ball head

- Test name: Heading in the air (2:37)
- The aim of the test: to measure the accuracy of scoring with the ball head.
- Tools used: 5 legal footballs, measure, bar perk, small goal area (width of 100 cm and length of 75 cm from ground level), whistling.
- Test procedures: The starting line is drawn at a length of (1) meters and at a distance of (7) meters from the small target.

Performance test description

1. The student stands behind the starting line, facing the small target.
2. The coach stands next to him, strikes the small target of the students and next to him to be closer to the goal and when the signal is given, it begins to throw the blow (taking care of a high level of the head) for the student who takes a step or two and jumped to hit the head of the ball to pass the small goal.
3. The blow - throwing the movement of the hands from the bottom to the top, and if the coach makes a mistake by throwing the ball, he returns what is possible from and the wrong attempt is not counted.

How to register

- Two scores are given for every valid attempt that passes from a small goal.
- One degree if you hit the small target.
- If you hit zero from outside the small target.

(10)Scores for the total of five correct attempts.

Field research procedures

Pre-tests

Brother Tabarat's tribal procedure was carried out on Sunday 24/2/2019 AD at Al-Soghra Stadium, Muhammad Baqir Al-Sadr - DhiQar, in the presence of the team's assistant.

Main Experience

The researcher prepared educational units for the first and second experimental groups at a rate of (45) minutes for

one educational unit, where the units were divided into two different parts as follows:

The first experimental group (random variable)

A group of these units uses a randomly variable pattern. Learning exercises for some types of soccer scoring skill were practiced in the educational and practical educational unit sections. The educational units exercises were varied and changed to (9) educational units and by two educational elite units per week for a duration of 45 minutes, which emphasized the diversity of The educational units and their change in the types of exercises and the way they are performed by the students as they are in constant motion while they are at the same time to perform all kinds of scoring under their training and training them on the conditions of different places from and outside the stadium to achieve the desired goal of the educational unit and obtain the largest possible amount of movement programs through Going through different and changing circumstances and situations, which helps them get accustomed to performing the skills and preparing for them better and faster, and thus learning those types of scoring and accomplishments is the desired goal of the educational unit. The second experimental group (fixed series): This group used the educational units for the fixed sequence method, and practiced educational exercises for some types of soccer scoring skill in the educational and application sections of the educational unit with (9) educational units that were divided as follows:

- The first three units taught the group the skill of scoring and stability ball, as the three educational units included several exercises for that skill.
- The second three units: the group was taught the skill of scoring and the ball from movement. The exercises differed at the level of the three educational units in order to deliver the educational units in the best way for the research sample.

The three units taught the group the skill of head scoring

Control group: This group used the teaching method followed by the subject teacher in teaching students. The educational curriculum began (3/3/2019 AD) until (3/31/2019 AD), and a general heating and a similar final special section in its training and in its time and the sum of the three and the third difference in the practice of learning exercises during the department head, and the curriculum was implemented under direct supervision and follow-up From the researcher.

Three-dimensional exams

The researcher conducted the post-tests on the individuals of the research sample after applying the vocabulary of the educational curriculum to the two experimental groups on (1/4/2019) to determine the development in acquisition and learning and on the playground of the Muhammad Baqir Al-Sadr School for Boys, taking into account the same conditions related to the initial tests to avoid variables in the subsequent tests.

Statistical methods

Use the Statistical Package for Social Sciences (SPSS) to analyze research data, and use the following methods:

Arithmetic mean - standard deviation - coefficient of variation - percentage - simple correlation coefficient - Pearson's law - (t) for correlated samples - Law of Analysis of Individual Variation (F) - Law of least significant difference (LSD)

Presenting, analyzing and discussing the results

Presentation of the results of experimental total tin, control and analysis

Table (3) The mean, standard deviation, and (t) value show the level of significance computed for the first experimental group (random variable) in some types of scores and in the pre and post tests.

Type	Indication level	Values(t)	Dimensional tests	Pre-tests	measuring unit	Statistical processors	Totals
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indication		Calculated	($\pm P$)	s	($\pm P$)	s		Variables	
moral	0.000	8.318	1.32	12.16	0.302	5.422	Degree	Scoring and the ball from stability	The first trial) m _{t1}) Division (C) Random variable
moral	0.000	12.14	1.932	29.49	0.606	12.78	Degree	Scoring and ball of the movement	
moral	0.027	11.74	0.738	7.627	0.495	1.872	Degree	Header scoring	
moral	0.000	7.48	2.03	11.72	0.335	5.405	Degree	Scoring and the ball from stability	Experimental v m) second Division (a) ₂) Static sequential
moral	0.000	9.836	2.178	26.72	0.760	12.86	Degree	Scoring and ball of the movement	
moral	0.001	9.71	0.406	6.244	0.470	1.560	Degree	Header scoring	
moral	0.000	5.62	1.84	9.221	0.487	5.333	Degree	Scoring and the ball from stability	The officer (m _z) Division (b) Followed
moral	0.000	7.116	2.866	23.21	1.192	12.92	Degree	Scoring and ball of the movement	
moral	0.000	6.16	1.463	4.488	0.483	1.738	Degree	Header scoring	

Significant at a level of significance $< (0.05)$ and before a degree of freedom (17)

J between the countries of table (3) circles, standard deviations and a value (t is calculated between the results of previous and post tests in some types of soccer scoring (scoring and the ball from stability - scoring and the ball from movement - head scoring)) for the experimental and control groups, where the results shown in the table That the significance level value calculated in all tests and for the three groups is less than the significance level value (0.05), indicating that there are statistically significant differences between the pre-test data for the post test in favor of the subsequent tests in all groups.

Presenting the results of analysis of variance (2 - 3) and in the post tests of the three research groups in some types of soccer scores for students, analyzing and discussing them.

Table No. (4) Shows the results of the analysis of variance (F) in the subsequent tests between the three research groups in some types of soccer scores for students.

Significance of significance	level indication *	Values) F(Calculated	Average of squares	Degrees of freedom	Sum of squares	Source variance	measuring unit	Variables
moral	0.000	247.019	42.51	2	85.01	Between groups	Degree	Scoring and the ball from stability

			172	51	8.77	Within groups		
moral	0.000	32.067	44.178	2	356.88	Between groups	a second	Scoring and ball movement
			5.565	51	283.79	Within groups		
moral	0.000	92.960	44,545	2	89.089	Between groups	Degree	Header scoring
			0.479	51	24.438	Within groups		

Significant at significance level $<(0.05)$

Table No. (4) shows the results of analyzing the test of variance (F) between and within groups in the tests for some types of soccer scores for students, and it appeared that there is a significant difference between the three groups in these tests, because the level of significance in them was less than (0.05), The researcher used the Law of Least Significant Differences (LSD) to determine the best three groups in some types of soccer scoring under study, and Table No. (6) Illustrates this.

Table No. (5) Shows the test results (LSD), the least significant difference between the three research groups in tests for some types of soccer scores for students.

Significance of significance	Indication level *	Media teams	Totals	Variables
Not moral	0.339	1.333	$M_{t1} - m_{v2}$	Scoring and the ball from stability (Degree)
Significantly in favor of t_1	0.000	2.725 *	$M_{t1} - m_z$	
Moral favor m_{v2}	0.000	2.592 *	$M_{v2} - m_z$	
Significantly in favor of t_1	0.001	2.773 *	$M_{t1} - m_{v2}$	Scoring and the ball from stability (Degree)
Significantly in favor of t_1	0.000	6.282 *	$M_{t1} - m_z$	
Moral favor m_{v2}	0.000	3.508 *	$M_{v2} - m_z$	
Significantly in favor of t_1	0.000	1.383 *	$M_{t1} - m_{v2}$	Header scoring (Degree)
Significantly in favor of t_1	0.000	3.138 *	$M_{t1} - m_z$	
Moral favor m_{v2}	0.000	1.755 *	$M_{v2} - m_z$	

Table No. (5) shows the results of measuring the least significant differences (LSD) in the arithmetic circuits between the three groups. In some types of spherical scoring under study, the first experimental group that applied the randomized variable method was superior. Shown, followed by the second experimental group that applied the method of the sequential constant, then the control group that applied the method used.

Discuss the results

By displaying and analyzing the results of the pre and posttest for some types of football scores under study in Table No. (3) and for the three groups, it became clear that there are statistically significant differences between the pre and post tests and in favor of the two tests. After the tests, the researcher concluded that the reason for this development is that all these groups have passed. With educational experiences through educational programs that were prepared

relying on the application of scientific theories, and thus had a positive impact on learning the skill of registration of all kinds studied and reflected on the change in the performance result, as each group practiced one of these methods and this in itself has a positive and effective effect On the educational process. Because each teaching method, when used during a certain period of time, leads to communication and the achievement of a certain set of goals "(4:26), as well as by giving the learner a clear picture of the technical performance of a skill engine during the theoretical part during the presentation and presentation of the skill, which helped learners On gaining distinguished movement performance, as well as creating the educational environment in an effective way, relying on practice and spreading the repetition characteristic within the unit. Distinguished in building movement and here appears the blocked and good. "One of the results of the exercise is the occurrence of scalability, which is relatively stable performance, or learning this effect produces a constant change. In the behavior of the individual and in reality. A constant change in the processes that allow the individual to perform the work in the future "(28: 5). As was evident by presenting the results from tables (5,4) and analyzing them that the first experimental group that implemented the educational curriculum using the variable random method showed the superiority of the two experimental groups. The second (fixed sequence) and the control group (the method used) in some types of degrees of football under study, and the researcher attributes the reason for this superiority to the effectiveness of the variable random method that contributed to preserving the correct motor perception through the exchange of attempts to exercise a specific skill and a large number Of the variables according to the method of the random variable, followed by a second skill and returning to the first and so on, "that is, the practice of the random variable exercise provides educational tasks randomly to the learner. So that training in skills or motor duties are intertwined, and the learner can alternate between these skills and results without practicing the same skill in two consecutive attempts "(205: 5).

The method of the random variable also contributed to the addition of correct knowledge and the experience of truth in building perceptions, adding information resulting from experiences and increasing concepts and making learning distinct and additive complexities in the educational environment, as it requires a high-speed response, focusing or shifting attention and focus. The stochastic method is that it "makes the learner ready to recognize and distinguish between the different skills, so it is preferred or desirable to use this method at the earliest time. The learner reaches the stage of approximate agreement in his performance of the movement" (20: 6), and also when he is trained according to the changing method, the ability of the learner is the ability to realize knowledge and perception according to new dimensions. Movement, more paths and changing follow. WajihMahjoub (2001) pointed out that "when the learner encounters a learning situation to produce a variety of actions and movements, the exercise must be variable and take into account a large number of demonstrated abilities. The results logically as shown by presenting the results of tables (5,6) that there were no statistically significant differences between the first trial. The group and the second experimental group in the skill of scoring and stability ball, and the researcher believes that the method of performing this skill worked on mastering it between the two experimental groups without differences because this skill is performed in a fixed environment and this work is on the point of your sense of sight directly, making the link information for the learner's experience can be felt through Recognition and realism directly and do not need to anticipate dynamic experiences, as shown (Medin or Ross) " It is also noted that the visual system complements the information from the kinematic system of the eye movements patch, determining the real movement, the fact that the visual system is very sensitive to movement, the second is the source It is rich in information, and so is the brain, through visual perception, to solve the decoding of all the inputs that we see and give them meaning through previous experience "(127: 7), which is the skill of scoring the ball and stabilizing the skills that require preparation and constant conditions at that time that do not require a change in focus or Shifting attention and motor response velocity.

Conclusions and recommendations

Conclusions

1. The late method in the stylistic method in practicing the method of random variable and sequential constant. The female follows the positive learning of some types of football scoring for students.
2. The first experimental group that applied the variable random method excelled, followed by the second experimental group that applied the fixed sequence method, then the control group that applied the method used in learning some types of spherical scoring under the study of students.
3. There are no statistically significant differences between the first experimental group that applied the random variable method, and the second experimental group that applied the fixed chain w method in

learning the skill of scoring and the ball from stability in football for students.

Recommendations

1. Using the random, variable method to learn basic soccer skills, especially the types of scoring skill for students.
2. Benefit from conducting other studies that use the overlap between other training methods to learn different skills in football and other sports.
3. Paying attention to educational methods because they are closely related to preparing skills in order to reach learners to the highest level of educational achievements.
4. Conducting similar studies on different samples according to the variables (gender, age, skills and sports).

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