

# Using the Computer As A Learning Tool to Learn and Retain the Skills of Handling and Payment of Football for Pupils Aged (11) Years

Ali Noori Khazaal, Dr. Jassim Ali Mohammed and  
Ahmed Mohammed Abed

**Abstract---** This study aimed to prepare the way learning using computers to learn the skill of handling (particularly foot outside) and the skill of payment (generally foot procedure) for the game of football, for the purpose of identifying the extent of the impact of the means to develop Almharta researched. Sample was made up of boys and Baghdad, where the number of respondents (54) pupils were divided into an experimental group and another officer, either in the theoretical section has been addressed to the e-learning and its importance was addressed to the methods used in e-learning, such as a computer. Then explain procedures research carried out by the researcher was used experimental method, then the researcher procedures for the preparation of learning tool which (to use a specimen, processing computerized, preparation of written texts, recorded commentary, after the completion of as to create movies, images and written texts as well as alsgelat sound, the researcher using program ulead video studio preparing a learning tool that will be used as part of the educational units of the group pilot), and then the researcher to use the spss extract circles and distractions, and use the test T for the control group and the experimental tests before and after the skills surveyed, and the results suggest development for skills easy for the control group as a result of the application of the method adopted, the use of teaching aids has Significantly helped to the development of the results of the post tests for the experimental group, and as to the tests to keep the experimental sample used learning tool showed better results than the control sample used method adopted taught.

**Keywords---** Payment of Football, Tool to Learn, Retain the Skills.

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## I. DEFINITION OF RESEARCH

### **Introduction and its importance**

One of the most important advantages of the educational process in developed countries today is the use of modern methods, including electronic means for the use of computers and modern software. Therefore, transferring this productive experience to Iraqi schools is necessary at the present time as a result of the need to raise the level of students and teachers alike to keep pace with global development. Mathematical scientists, in addition to specialists in motor learning and teaching methods, indicate that the use of educational methods has a great role in guiding the educational unit in a way that helps students understand the details of the skill in a better way than using the traditional methods used in most of our primary schools, and therefore the importance of this research lies In the

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Ali Noori Khazaal, The General Directorate of Education Baghdad Al-Karkh 2, Ministry of Education, Iraq. E-mail: ai.22mn98@gmail.com  
Dr. Jassim Ali Mohammed, College of Physical Education and Sports Science, Maysan University, Iraq. E-mail: jj1976aa@gmail.com  
Ahmed Mohammed Abed, The General Directorate of Education Baghdad Al-Karkh 2, Ministry of Education, Iraq.  
E-mail: almnry\_22@yahoo.com

introduction of computers as an educational method to teach coping skills (in the face of the outer foot) and reimbursement (in the face of the inner feet) with football for fifth-grade primary students.

### ***Research problem***

Modern teaching aids that fall within educational units, especially for small age groups, positively affect learners' understanding of the acquired skills if the teacher has a weak background in terms of performance and cognitive impairment with skill details, if we know that 70 percent of physical education teachers are female, according to For the most recent statistics that have occurred, the researcher, almost all of whom are graduates of teacher institutes, in the sports section, which does not take into account some games, such as football. Therefore, the researcher decided to prepare an educational curriculum appropriate to the age of the research sample (11) years, by using a computer to help in teaching and developing handling and payment skills.

### ***Research Objectives***

1. Preparation means learning using the computer
2. Knowing the effect of using computers as an educational method in learning the handling skill) in the face of the outer foot (and the skill of shooting) in the face of the inner foot (of the football game for the sample study).
3. Learn about the learning ability and retention of students at this age and the extent of their use of self-feedback

### ***Research hypothesis***

The prepared teaching method has a significant statistical impact on learning and developing the skill of dealing in the face of the foot. There are statistically significant differences between the results of the two-group retention tests (control and experimental) of the Research sample.

### ***Research domains***

The human sphere: a sample of fifth graders at Sweep Elementary School.

Time domain: 10/27/2013 to 11/27/2013

### ***Spatial domain: Al-Suwaib Primary School***

### ***Definition of terms***

Computer: "The machine helps the human mind (in mathematical and logical operations) to be able to receive and process data using an educational program that is stored and retrieved very quickly [1]. It provides great capabilities that can be used to shorten the learning process in addition to other features such as suspense and excitement. Teaching aids: Abd Al-Zaid's bosom is defined as "the tools and materials the teacher uses to improve the learning and teaching process [2]. Retention: One of the most important factors that contribute to the results of practical learning and influence it, is that the process is of great value if the learner is able to remember what he has learned for a long time [3]. Football skills: means all necessary movements that you perform for a specific purpose within the framework of the law of the game, whether these movements are with or without the ball [4].

## II. THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

### *Theoretical studies*

#### *The concept of educational aids*

Educational methods express a recent trend in the areas of motor learning and sports training in physical education, which is an increasing trend. After the verbal presentation became sterile, its term expired. The inventions affected the educational process and the means and devices in reducing the learning time, so the term educational technology was included in the developed world, and the acceptance of educators in this country to use and benefit from them in the field of research research. As well as in the units of planning, implementation and evaluation of educational education, to improve the teaching and learning process in the various stages of education [5]. A number of educational methods were identified, including the following: Known as Abdul Zaid as "the tools and materials that the teacher uses to improve the learning and teaching process [6]. Which is what individuals interact with according to certain circumstances, to learn the concepts, information, skills, principles and guidelines that interest you [7]. But Muhammad Mahmoud identified a hoax," it is a tool or channel that transmits information between the sender and the recipient's communication [8]. As for the current concept of technology or learning technology, it can be defined." It is a programmed method aimed at applying scientific knowledge and experience in various areas of life. If we borrow this concept and apply it in the field of education, we say that educational techniques are a programmed method in education "aimed at increasing the effectiveness of the axes of the educational process, raising the efficiency of production and development, and defining it through re-planning, organization and implementation [9]. Therefore psychological studies and research were conducted all over the world to indicate and emphasize the need for these methods in the various educational processes, until the degree of progress in education in any society is measured by the extent of development and use of these educational methods [10].

#### *Using the computer for learning*

The great progress in technology was accompanied by a research movement and experimental and technological studies in education as a center of modernity in this field. The points (Mustafa Abdel Qadir) for the use of technology were related to the concept of progress and progress in the field of some means: the introduction of technology in this field, and its application in the field of education, where there was a belief that the introduction of new and innovative technologies in the field of education is better than it will be improved in the return of education and its outputs, Achieving better education for students and educating teachers more effectively [11]. One of the modern technologies in the field of computer literacy for children, known as computers, means "a machine to help the human mind (in mathematical and logical operations) with the ability to receive and process data using RNA The Yome magazine, it is stored and retrieved very quickly [12]. It has the most recent introduction of computers as a technological innovator in the field of education greatly among teachers and teachers." Some have prepared a revolution in educational systems that refer to the traditional method and methods of all ancient, to the extent What (Berg 1995 Berg) saw the emergence of computers in some countries from industrial societies to societal information computer is considered one of the most important human innovations after the invention of writing, and

it became part of educational applications, and contributes to providing experiences at multiple levels, attracting the learner, and his love for learning [13]. Using the computer in the educational assistance process, the learner moves from the role of the recipient of information by the teacher to the conclusion of these concepts and assumptions through the information that presented his program on the topic, and leads the student to the conclusion of the hypothesis or concept [14].

And we see (Magda Kempa) that "the computer works to create a state of mixing by giving the learner an additional opportunity to learn skills, or by creating the desire to have something new that applies in scientific lectures and differs from the current traditional method [15].

Getting to know the computer is important in the learning process as a specific teacher in the technical process, and helping students to increase the speed of their understanding of information and their enthusiasm for learning. "The competency of the designer and the capabilities play an important role in the investment characteristics and computer features (such as color, speech and music), then the ability to generate traffic in technical simulation as well as the ability to retrieve information and copies to the required extent, as it must be adapted to suit the characteristics of students." [16]

#### ***Age stage (11) years***

It is one of the best stages of motor learning, especially the ability of motor balance in terms of motor effectiveness and purposeful motor control. The kinetic action improves and becomes good, especially when using the torso and the kinetic flow of my body during performance, just like the speed of gaining new movements is good at this age [17]. Basic soccer skills: These are all necessary and purposeful movements that are implemented for a specific purpose within the framework of the law of the game, whether these movements with the ball or not [18].

#### ***Basic soccer skills***

Football Basic Skills "All are necessary and purposeful movements that lead to a specific purpose within the framework of football law, whether or not these movements are with the ball [19]. The basic skills of football are "the basic basis for achieving high levels and good achievement in football, as it occupies an important aspect in daily units and training or educational programs, and training for a long time is not without the educational unit or training for the basics of learning on these skills." Which must be mastered because the degree of skill to master the type of activity practiced is one of the important aspects that depend on the implementation of plans in different play conditions [20]. Hanafi Mahmoud Mukhtar) stresses that "skills mean all necessary and purposeful movements that are implemented for a specific purpose within the framework of the law of the game, whether these movements are with the ball or not [21].

The research will address the following basic skills:

1. The skill of hitting the ball with the inner foot
2. The skill of hitting the ball with the outside foot
3. The skill of hitting the ball with the head
4. The skill of sucking the ball in the groin

5. The skill of rolling the ball in the face of the outer foot
6. Ball dribbling skill

***The skill of hitting the ball with the inner foot***

This type of ball hitting is used a lot by players, especially in long and medium strikes, due to the ease of controlling the precise direction of the ball, and directing it to the required height towards the fellow player, and is often used especially when the player is in the center of defense and wings to raise long high balls towards the goal. The opposing team, which gives great importance to this type of hitting the ball to the accuracy of striking the player among the players of the opposing team.

***The skill of hitting the ball with the outside foot***

This type of strikes in soccer has gained great importance in modern play plans due to the speed of his performance and his surprise to the opponent players, where the ball is in an arc that can be sent behind the defenders or among them, and through it can be a strong goal towards the goal of the opposing team, as well as its effectiveness in manipulations in overcoming the wall (wall) during the direct and indirect free strikes.

***Previous studies***

***Study of Maysaa Nadim Ahmed2010***

(Self-learning strategy using ultra-interlaced media and hypermedia and its effect on learning and retaining some basic skills with the person's instrument in your rhythmic gymnastics)

***The study aimed to***

- 1- Designing a curriculum for self - learning strategy using ultra - media interference( Alhiebermedia)
- 2- Identify the impact of the educational curriculum for self - learning strategy by using ultra - media interference (Alhiebermedia) to learn and retain some of the basic skills in the device which pillar gymnastics rhythmic.

***As for the study procedures, the researcher followed the following***

- A. She used the experimental approach to suit the nature of the research problem.
- B. The researcher chose the research community in an intentional way and they are first stage students at the Faculty of Physical Education for Girls / University of Baghdad for the academic year 2009-2008 who did not practice the skills under research and the number (109) then the sample was chosen randomly and by lottery method (20) students and then divided into two groups Experimental and control.

Then the educational curriculum, which took (18) weeks with two units per week, was implemented on the experimental group using super-computer-mediated media to learn basic skills in rhythmic gymnastics, while the control group applied the educational curriculum prepared from the college . After completion, the post-test and retention tests were conducted. The conclusions are:

1. Both approaches media super - interference (Alhiebermedia) and the method applied to them in a positive impact of learning and retaining some of the basic skills with a tool pillar in rhythmic gymnastics.

2. Super - media style outweighs the overlap (Alhiebermedia) on the method positive learning and retain some of the basic skills with a tool pillar in rhythmic gymnastics.
3. The Hypermedia method takes into account the differences between the female students on the motor side.

### **III. RESEARCH METHODOLOGY AND FIELD PROCEDURES**

#### ***Research Methodology***

The researcher used the experimental approach to suit the research problem.

#### ***Research Sample***

The researcher selected a sample of the fifth basic class students (58) males only, and was deliberately divided into two sections, and two sections were selected, namely Section A of 30 students, and Section B of 28 people. Then, using a lot, they were divided into an experimental group and another control group, and as a result, the division became a control group and a division with an experimental group. Thus, the number of individuals in the research sample has become (58), and after excluding 4 students who have failed and who have exceeded their age or less than (11) years, the sample has become (54).

### **IV. RESEARCH TOOLS**

#### ***The equipment and tools used in the research***

1. Calculator Laptop Number (1)
2. Hard Disk An external hard disk to save recorded movies.
3. Camera type Sony Japanese-made video.(3)
4. Photography camera Sony Japanese number.(1)
5. Projector Data Show Type Acer Korean-made.
6. Footballs Number.(10)
7. Whistle.
8. Ball bearing net
9. Signs of number.(6)
10. Colored vests (Alkat) number 50 in two colors.
11. Model( screen)

#### ***Means the collection of information***

1. Arab and foreign sources.
2. You are assessing football skills
3. Software used in the computer to design and prepare the medium.

### **V. RESEARCH PROCEDURES**

**Preparing the educational tool.** The researcher has performed the following procedures for preparing the educational method.

**Choose the model.** The researcher chose an illustrated model for one of the players, and he performs the two skills skillfully, clearly and clearly from many sides.

#### ***Computer treatment***

1. For the purpose of completing the process of computer processing of the pictorial skills, the researcher transferred it to the calculator and then processed it according to the following points:
2. Unify the images and delete the bad, unclear shots.
3. Conducting montage operations using video processing software in terms of cutting video clips into short clips.
4. Change the speed of some clips to slow down.

#### ***Recording Comment***

The researcher recorded the comment that will be used inside the educational medium by reading the texts taken from the scientific sources, as one of the school teachers was hired to make the sound familiar to the students.

#### ***Preparation of the educational method***

After completing the preparation of films, pictures and written texts as well as sound records, the researcher used a program ulead video studioPreparing the educational method that will be used as part of the educational units of the experimental group ( Division B ) The educational tool consisted of a set of shots that clearly show the way to perform.

#### ***Exploratory experience***

Before conducting the exploratory experiment, the educational method prepared was presented to a group of experts [22]. To know the use and clarity of the details of the explanation and commentary, along with knowing the extent of the consistency of the designs and the colors, as well as the suitability of the means design with the ages of the sample ,appropriate adjustments have been made to appear in its final version .After completing the preparation of the educational method and making changes to it, the researcher, on Wednesday ,2013/10/9 in the computer lab in Al-Mansour Foundation School on a sample of the fifth (5) pupils from outside the research sample for the purpose of verifying the validity of the devices in laboratory and knowledge of the time needed to move students from Knbar to the school yard , and knowing the time required to use educational means completely in addition to making sure of the time it takes for each section of the module sections which Zamanha 45 minutes.

#### ***Pre -test***

In order for the tests to be feasible on a tribal basis, according to sound scientific foundations of the researcher to give the sample (the control group and the experimental group), their definitions were gathered on the skill of the summary summary on Monday 10/16/2013. The researcher on Tuesday, 10/17/2013 at 9:40 am, She conducted the tribal tests, photographing a skill performance with the help of the assistant team on stage in Al-Suwayb Primary School, pictures of the skill performance in question, which is the skill of dealing.

***Applying the educational curriculum:\*\****

The educational curriculum consists of 4 educational units, at the rate of two units per week, for a period of four weeks, from 2013/10/27 to ,2013/27/11 as the educational units consisted of the following sections:

***Primary section***

The application of teaching aids using computers and observation at the beginning of the educational unit, he reached the preparatory section for a period of (10 - 12) minutes. After the coordination period, the education can be reached by instructing the students to go out to the school square in the form of a queue and then stand in the form of planning the model in front of the teacher for the purpose of warming up as was his time (5 minutes to prepare the body in general and exercises that require the skill of the teacher in the educational unit.

**The main section:** That the head of the department in the educational unit has reached its time (25) minutes and has not applied part of the skill to be taught and repeated, as well as correcting mistakes by returning to the teacher, whose role will be in the direction and direction.

**The last section:** The closing section, which includes relaxing and relaxing movements, has reached its time (5) minutes .Dimensional tests The researcher performed a post-test on Thursday 28/8/2013 at 9:35 in the same circumstances as the pre-test.Retention tests For the purpose of conducting the retention test, the researcher gave a one-week rest period and then performed the retention test in the same way that was done before and after the tests on Thursday 5/12/2013.

**Performance evaluation:** The researcher decided to choose a group of 3 faculty members at the Faculty of Physical Education to be evaluators of performance by watching films for tribal and post-performance tests and assigning a score to each student with a group ranging from (0-10 degrees.) Then the researcher decided to empty the results in the discharge form then conducting statistical operations on it.

***Means statistical***

P and committees T data - mediated systemSPSS In order to achieve the research objectives and hypotheses ,by using the following statistical methods:

1. Arithmetic mean.
2. Standard deviation.
3. Exam (T) for independent samples.
4. Exam (T) for symmetrical samples.
5. Keep .

**VI. PRESENTING, ANALYZING AND DISCUSSING THE RESULTS**

**Display the results of the mean and the standard deviation of the results of the pre and post tests of the control group.**

Table 1: The mean and the standard deviation of the results of the two tests for the control group

after me		Tribal		Skill
Perversion	Middle o	Perversion	Middle o	
0.656	4.137	0.496	3.262	<b>Shot against the inner foot</b>
0.428	3.437	0.606	3.225	<b>Handling with the outer foot</b>

Below the significance level (0.05) and the degree of freedom (24). Table (1) shows the mean of the mean arithmetic means the standard deviation of the tribal tests and the dimensions to control the group, as can be seen from the table that among the good deeds of my skill payment was 3.262 between what the bowel deviation of Larry was 0.496 in the initial test, while the mean averaged 4.137 The deflection with Yari 0.656 in the test dimensions is not the same warm. As for skill skill, I reached the arithmetic mean of 3.225, either the standard deviation up to 0.6 0 6 g in the pre-test, either in the only post-test reached Alu St arithmetic 3. 4 37 Now Hrv standard 0.428

#### **Presentation and discussion of the results of the test T For pre and post tests of the skills researched for the control group.**

Table 2: Test resultsT Control group tests Title Mechanism and dimensionality of the Mhar of the surveyed

Indication	Moral of real Sig. (2-tailed)	No.	Distractions difference	Error Almaaa R ey	Media t eams	Skill
Moral	0.000	4.812	0.813	0.181	0.875	<b>Shot against the inner foot</b>
Not significant	0.084	1.824	0.521	0.116	0.21 2	<b>Handling with the outer foot</b>

Below the significance level 0.05 and freedom degree 24 Table (2) shows the results of a test T For the control group and for all the skills researched, as it becomes clear to us that value T the shooting skill amounted to ,4,812 while the real significance was ,0.00 which is less than ,0.05 which indicates the significance of the differences between the pre and post tests in the shooting skill. As for the handling skill, the value reached T the calculated score is 1.824 ,with a real significance of ,0.084 which is higher than ,0.05 which indicates non-significant differences between the pre and post tests.

#### **Discussion**

Through the results of table no. (2), we note that the shooting skill achieved good results when using the educational method of a sports teacher. It uses the method used in education, as it builds on students' previous abilities and experiences gained by watching TV or casual play. Since the shooting skill is one of the easy skills that students often use during irregular play as "one of the easiest soccer art ever because it is the most used in playing [23]. Therefore, it was repeated during the lesson by explaining the teacher, who had no difficulty displaying the skill in front of students, as she used a model for students during the explanation. Make this skill development for students.

As for dealing with the face of the outer foot, it is one of the non-traditional skills that students rarely use, as there are no previous experiences they have about this skill, and the class teacher was unable to explain the skill correctly because of the lack of knowledge of it and the absence of a model among students. Because learning is "a set of processes through which information is transferred from the teacher to the learner [24]. Therefore, there was no notable development in the learning of this skill among members of the control group. On the one hand, on the

other hand, poor performance among students caused the balls to move off the field, reducing the chances of repetition. Nizar Al-Talib and Kamel always also believe that repetition "is the process by which an individual can create new abilities or skills or modify his skills through practice and experience" [25].

All of these factors combined did not help students achieve good results in post-test tests.

Presentation of Z and discussion of pre-test results and dimensions of the experimental group. Show the results of the mean and standard deviation of experimental group test results.

Table 3: Tribal arithmetic standard deviation test center - Bou Seddk

after me		Tribal		Skill
Perversion	Middle o	Perversion	Middle o	
0.665	6.712	0.673	3.275	<b>Shot against the inner foot</b>

Dealing with the outer foot 3.537 0.527 6.275 0.472

Below the significance level is 0.05 and the degree of freedom 26 Table (3) shows mean mean deviation pressure Sabi pain normative skills researched in the experimental group as a table that mean and standard deviation of complete propulsion skill 3.275 and 0.673, respectively, in the tribe test Either in the post-test the mean was 6.712 the standard deviation 0.665, and for the skill of dealing with the ball in the outer part of the foot, the mean and the standard deviation were 3.537 and 0.527, respectively, in the initial test, while they reached The next test is 6275 and 0.472, respectively.

#### **Presentation and discussion of the results of the test T For pre and post tests of the skills researched for the experimental group.**

Table 4: Results Brother Tabar T Thegroup's experimental Lalla Tests tribal dimension Yeh

indication	The real moral Sig. (2-tailed)	No	Teams of deviations	Standard error	Teams only and whipped	Skill
moral	0.000	16.893	0.910	0.203	3.437	<b>Shot against the inner foot</b>
moral	0.000	16.931	0.723	0.161	2.737	<b>Handling with the outer foot</b>

Below the significance level 0.05 and freedom score 26, test results of Table (4) T are shown for the experimental group whose T value for archery skill is 16,893, and for handling skill is 16,931. The T-skills test was below the significance level of 0.05 and this means that there are significant differences between the previous and subsequent skills tests of the experimental group.

#### **Discussion**

The results of table (4) showed that there are statistically significant differences between pre and post-tests in absorbing the experimental experiment in all skills because it is difficult and Alba urges these results in the progress of performance on the effectiveness of educational preparation. The program that contains a detailed explanation of the skill details for everyone with a slow and natural presentation as the correct interpretation of the skill has compensated for the skill and the weak knowledge of the teacher. Thompson also emphasizes that "in cases where a person is not suitable to perform the model, a movie or video can be used to view the model. Slow rendering can help focus on movements that are difficult to follow at the normal speed [26]. He avoided containing the following

subtle details of the World Food Program skillfully using animation and still images as well as commentary, giving students a comprehensive idea of learners' skills, which led to learning more from the control group. On the other hand, if the model used in the tutorial, you can distinguish his skill in performance accurately in the correct path of the engine, and this was confirmed by Adel Fadel, quoting from, "that the process of displaying the movement of the sample gives the learner an opportunity to create a complete and clear picture of the performance of each sample (Live or pictorial), as well as for him, we find that the player is always keen to see every new movement the coach has offered him for the purpose of learning, regardless of the exact description of the speech or the interpretation that is not in any way shaped by the player from seeing the movement of the sample because the associated learning process Closely related to the visual image [27].

Finally, the imaging performance was from multiple angles, giving students the opportunity to see the skill in all parts of the hectare, many data and faces, all of which made the skill demonstrate kinetic memory and tasted hatred for a long student.

The researcher believes, according to progress, that the most important reasons that depend on the success of the educational process are the use of educational methods that suit learners in the age group while ensuring the participation of all the learner's senses so that the senses are the key to the window to communicate with the outside world and on the road are the effects of the transition to the brain and the choice of the method or the best way to learn.

***View and discuss the results of post-experiment tests and control in two groups:***

**Presentation and discussion of the mean results and the standard deviation of the results of dimensional tests for the control and experimental groups.**

Table 5: Test results for independent samples between dimensional tests for the experimental group and the control group

indication	The real moral Seg.	Values t	Experimental group		Control group		Skills
			P	s	P	s	
moral	0.00	12.196	0.665	6.712	0.656	4.137	<b>Shot against the inner foot</b>
moral	0.00	16.673	0.472	6.275	0.428	3.437	<b>Handling with the outer foot</b>

Below the significance level (0.05) and freedom degree52 Table (5) shows that there are significant differences in all the post-tests of the skills under consideration in the post-tests of the experimental group and the control group, as the table shows that the value of With regard to the shooting skill on the face of the outer foot, it reached 12.196, and 16.673 for the skill of handling with the face of the outer foot.5,747 ,

***Discussion***

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help focus on movements that are difficult to follow at normal speed" [26]. He avoided containing the following subtle details of the World Food Program skillfully using animation and still images as well as commentary, giving students a comprehensive idea of learners' skills, which led to learning more from the control group. On the other hand, if the model used in the tutorial, you can distinguish his skill in performance accurately in the correct path of the engine, and this was confirmed by Adel Fadel, quoting from Arnouf, "that the process of displaying the movement of the sample gives the learner an opportunity to create a complete and clear picture of the performance of each sample (Live or pictorial), as well as for him, we find that the player is always keen to see every new movement the coach has offered him for the purpose of learning, regardless of the exact description of the speech or the interpretation that is not in any way shaped by the player from seeing the movement of the sample because the associated learning process closely related to the visual image [27].

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#### **Show results hid Rat retention, analysis and discussion**

Table 6: Shows the loss ratio and the amount of retention for the two sets of search for the officer and experimental

Group Altj Rebek		Control group		Skill
Keep %	Percentage loss %	Keep %	Percentage loss %	
82	18	78.20	21.80	Shot against the inner foot
83.564	16.436	35.294	64.706	Handling with the outer foot

Table (5) shows the results obtained by the researcher after applying the percentage of retention equation, as the results showed that the percentage of loss and retention was different for the experimental group in the skills under discussion as an inevitable result of the variation in the initial results of the pre and post tests of this group.

The table showed that the percentage of loss of shooting skill was %21.80 and the proportion of only Anvaz reached %78.20 While handling skill has reached the proportion of loss % 4 64.70 and the percentage of retention.35.296

#### **Discussion**

Although there has been some development in the skills of the control group, it is due to the reasons mentioned above, but the researcher believes that the continuation of skill learning presents implicitly in the concept of learning and can be expressed as a permanent change little or a lot in behavior that reflects the change in performance. Therefore, the subsequent test does not measure the extent of real learning ability, because there are many circumstances that prevent this from being achieved, and this is what (Schmidt and Bjork referred to) referred to. Completely affected by the experimental variables during the exercise or immediately after the end of the exercise,

there are permanent effects related to the learner's performance and this appears and speeds up the development process from some of the supporting capabilities on it and is through the beginning of exercises and temporal effects that may amplify and improve performance or weak performance during interaction with educational variables Her

As for the experimental group that was taught using the educational method prepared by the researcher, the results indicate a noticeable superiority in all skills in the retention test, and this is confirmed by the results in table (5), which showed very little loss rate compared to the percentage of loss in the control group. The true level of learning is measured in the extent to which the learner retains the results achieved in the subsequent test. Khion also notes that "retention is the ability to remember and retrieve information and that retention is the opposite of learning" [29].

The use of the teaching aids prepared by the researcher was an incentive for the largest in achieving this result, as diversification in presentation style and explanation of slow photography and color harmony in the means of education and the sound process. Learning skills are fixed in the students 'memory, as Muhammad Osman conveys to everyone from (Miating (and Fox). The use of educational aids in learning skills leads to building a visualization engine and its development for the learner through the display processes. The use of return information (nutrition) may be affected Feedback Feedback) positively in building a visualization engine, developing and improving performance standards, as well as for learning speed [30].

## VII. CONCLUSIONS AND RECOMMENDATIONS

### 1) Conclusions

Through research procedures and the use of appropriate statistical means, the researcher reached the following conclusions:

1. The results of the research showed the possibility of using educational (computer) means for pupils of the second elementary age in the case of designing them in a way that suits the mental, cultural and academic level of them.
2. The research results showed an improvement in the easy skills of the control group as a result of applying the method adopted by the teacher of physical education.
3. The use of educational aids has greatly assisted the development of the results of the post-test for the experimental group.
4. With regard to retention tests, the experimental sample that used the educational method showed better results than the control sample that used the method approved by the school teacher.
5. The curriculum prepared by the Ministry and the distribution of skills was appropriate for this age group.

### 2) Recommendations

1. Uncles of the educational method prepared by the researcher for all schools to be used in the physical education lesson for football skills.
2. The necessity of introducing physical education teachers in courses on using computers.

3. Uncle (Al-Wasila) is currently studying the institutes for female teachers, in order to know how to use and apply them for physical education lessons in primary schools.
4. The necessity of introducing physical education teachers in courses on educational methods to be prepared by themselves.
5. The necessity of providing computers and projectors inside schools to ensure the use of educational aids.
6. The necessity of using (the medium) under investigation on similar research to other games and other age groups.

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### Accessory (1)

#### Experts who were offered the scientific method

Workplace	Jurisdiction	Title	The expert	T
College of Physical Education / University of Baghdad	Learn / your gymnastics	professor	Dr. Khion Expresses	1-
College of Physical Education / University of Baghdad	Learn / swim	professor	Dr. Jinan Salman	2-
College of Physical Education / University of Baghdad	Dictated by FIG / Bayumkanak	Assistant Professor	Dr. Yasser success	3-
College of Physical Education / University of Baghdad	Your gym	Assistant Professor	Dr. Mohammed Jawad	4-

### Accessory (2)

#### Football skills assessment questionnaire

In the name of Allah the Merciful

Survey form

Presented to the experts and specialists about providing football skills

Honorable Professor.....

We offer you our best regards.....

The researcher would like to conduct the study marked by) using the computer as an educational tool

In learning and retaining the skills of handling and paying football for pupils aged (11) years.

And as an experienced in the field and practice, please kindly indicate your opinion on the evaluation of the skills attached below football for the fifth grade primary students.

The degree of evaluation ranges from (0) to (10) degrees for each skill .

Thankful for your cooperation with us

1- The skill of hitting the ball with the inner foot

2- Skill hitting the ball with the outside foot

**Accessory (3)**

**Football skills assessment form**

**Name of expert:**

**Specialization:**

**Degree:**

**Address:**

**Skill type:**

Student sequence	Pre-test		Post-test		Keep	
	Z v	Z v	Z v	Z v	Z v	Z v
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

Signature of the expert

**Accessory (4)**

**Football skills assessment experts**

Workplace	Jurisdiction	The scientific title	The name	T
College of Physical Education / University of Baghdad	Football	Assistant Professor	Dr. Raad Hussein	1-
College of Physical Education / University of Baghdad	Football	Assistant Professor	Dr. Kazem al-Rubaie	2-
College of Physical Education / University of Baghdad	Football	Assistant Professor	Dr. Sabah Qasim	3-

**Supplement No. (5)**

**Model of an educational unit according to the method used**

Notes	Shapes	Events	Time	Sections of the educational unit	
Ensure calmness in the laboratory and focus on skill show	X x x X x x X x x	Interact with the educational medium presented through the Dacho and learn about the skill and its details.	12 d	The educational part Enter the computer lab	
Emphasizing the extension of the two men.  Emphasis on stretching the weighted man.  Emphasis on fellow pregnancy  Emphasis on pregnancy	X x X x x x x X x x x x x x	General preparation for all parts of the body serving skill.  1- (Standing, waisted) turning the head from side to side.  2- (Standing, arms up front) Lifting the leg forward and touching the opposite arm alternately (8) for each leg.  3- (Standing) Carrying a specific wall to a man and returning with another leg.  4- (Standing at noon to back) Carrying the colleague on the back alternately counting (4).	5 D.	Warming up	<b>Preparatory section</b>
1. Confirm freedom to take positions or form small groups as desired.  2. Follow-up by the school teacher to correct errors and give feedback.	X x X x X x X x X x X x	Applying the shooting skill in the face of the internal foot that was presented in the school laboratory to the students with the supervision of the teacher for the students when applying	25 D.	The practical part	<b>The main section</b>
* Keep calm  * Ensure that the ball is rolled correctly between the figures		Roll the ball between the characters and addressed to the fellow	3 d	Game then perform the salutation to leave	<b>The final section</b>

**Model of an educational unit according to the method used**

Notes	Shapes	Events	Time	Sections of the educational unit	
Ensure calmness in the laboratory and focus on skill show	x x X x x X x x	Interact with the educational medium presented through the Dacho and learn about the skill and its details.	12 d	The educational part Enter the computer lab	
- Confirmation of fixing the body parts. Emphasizing the stability of the trunk and the head. Emphasis on bending the torso and pressing the leg. Emphasizing the extension of the two men.	X x X x x x x X x x x x X x x	General preparation for all parts of the body serving skill. 1- (Sitting squared, waist) turn the head from side to side. 2- (Standing open, transverse flexion) pressing the arms side and back by successive counting (4). 3- (Long sitting open, arms high) Bending the trunk down on the leg and pressing the position to count (4) Repeat on the other leg. 4- (Lie down, arms aside) Raise the two men touching the ground behind the head.	5 D.	Warming up	Preparatory section
1- Confirm freedom to take positions or form small groups as desired. 2- Follow-up by the school teacher to correct errors and give feedback.	X x X x X x  X x X x X x	The application of the skill of hitting the ball with the face of the outer foot that was displayed in the school laboratory on the students with the supervision of the teacher for the students when applying	25 D.	The practical part	The main section
* Keep calm * Emphasis on giving the ball to the colleague		A game of moving balls from one side to another	3 d	The game then perform a salutation to leave	The final section