

# The effectiveness of an educational approach by teaching style for the team to learn some basic football skills for school students (ages 13-15 years)

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## **Abstract**

*This research is aiming to identify the effect of the educational program on the team's teaching method on learning some basic football skills for students, as the researchers have used the experimental method by using the two equivalent groups style, pre and post measurement, as it suits the nature of the problem. The research community is determined for school students ages (13-15 years) for the academic season 2018-2019, which numbered (90) students. The curriculum has taken (12) educational units by four educational units for each skill, where each educational unit takes (90) minutes and by two educational units per week. One of the most important conclusions reached by the researchers is that the team's teaching style is distinguished by quickly learning and acquiring sport skills better with lesser time.*

**Keywords:** Educational Approach, Teaching Style, School students

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## **I. THE RESEARCH DEFINITION**

### **The introduction and the importance of the research:**

Football is considering as one of the games that consists of offensive and defensive skills, that the process of teaching these skills is not an easy thing, but rather it requires from those who are in charge of this learning process to work hard to master the basic skills of football which is taught in the intermediate schools. "Therefore, the effective teaching method is as a means to achieve the goals because it has positive effects on the nature of students' thinking, increasing their academic achievement and their ability to interact and communicate with each other, as this in turn leads to the development of their skills in its various aspects."<sup>2</sup>( )

That the team's teaching method is considered one of the modern teaching styles, with a number ranging from (2-5) from the teachers, for the important advantages of this method, including the maximum benefit from the teachers' time. Improving the quality of education, as teachers differ from each other and there are individual differences between them, among them they differ in the amount of their ability. The ability to exchange experiences during work. Accordingly, the methods of teaching physical education are the focus in which the lights of physical education sciences is gathered as the teaching methods play an important role in preparing students.

The teaching process in order not to remain dependent on the traditional methods of learning and developing skills, so a clear vision must be found in producing a physical education lesson, it depends on raising the teacher's ability and possibility to control and deal with students, which leaves a situation that is consistent with the nature of scientific

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development of modern science that we see in the sports field).<sup>3</sup> ( From here comes the importance of this research which is being a new attempt in the field of physical education to use the team's teaching style to learn some basic football skills for intermediate school students ages 13-15 years, because of its importance in investing lesson time and increasing its effectiveness by organizing assignments and noting individual differences between students.

### **1-2 the problem of the research**

Despite the efforts which are made by scientists, experts and specialists to reach at distinguished results in teaching methods and its styles, the teaching process continues to rely on old and traditional methods of teaching motor skills and developing them, also depending on the teacher only to explain the skill and its presentation, noting the students during implementation, correct errors, as well as the lack of the time allocated to the application all of which make the teacher unable to supervise all students and correct their mistakes. The researchers believe that scientific research is the scientific method for solving problems those are facing the educational process, so they applied a modern teaching method (the team's teaching method) to learn some basic football skills for intermediate school students aged 13-15 years.

### **1-3 The goals of the research**

Learning about the effect of the educational program on the team's teaching method in learning some basic football skills for intermediate school students ages 13-15 years between the pre and post tests.

### **1-4 The research hypothesis**

There are significant differences between the pre and post tests of the educational program in the team's teaching method in learning some basic football skills for intermediate school students aged 13-15 years. For the experimental group and for the post-test.

### **1-5 The research domains:**

**1-5-1 The human domain:** Baghdad International National School students in the intermediate private school, ages 13-15 years, for the 2018-2019 academic season.

**1-5-2 The temporal domain:** for the period from 20/10/2018 to 8/2/2019

**1-5-3 The spatial domain:** the external field for Baghdad International National School

## **The Third Chapter**

### **3- Research Methodology and Field Procedures:**

#### **1-3 The research methodology:**

The researchers used the experimental method in the two groups' equivalence method, pre- and post-measure, as they are appropriate to the nature of the problem.

#### **3-2 Research Society and its Sample:**

The research community was determined by (90) students of the College of Physical Education and Sports Science for the academic season 2018-2019 , as the research sample was randomly chosen by lottery method at the rate of (35) students at a percentage about 38.888%, as the sample was divided into two equal groups (control - experimental) Each group has (15) students, and (5) students were selected for the explorer experiment.

#### **3- 3 Homogeneity and equivalence of the sample:**

The researchers presented homogeneity and parity (equivalence) of the sample with dependent variables (handling skill - suppression skill - rolling skill), to ensure by starting from one start line and Table (1,2) shows that.

#### **Table(1)**

**Shows arithmetic mean, median, standard deviation, and sprain value of the researched skills**

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<sup>3</sup>( Salma Zaki Al-Nashef; General teaching methods. I I. Dar Al-Furqan. Amman . 1999, p. 130.

Num	Skills	Measure unit	arithmetic mean	media n	standard deviation	^The sprain
1	passing	num	11.10	11	1.989	0.897
2	suppression	degree	17	16	1.545	0.989
3	rolling	second	31.22	31	3.776	0.889

Table (1) shows the arithmetic mean, median, standard deviation, and sprained values of the searched variables, where the value of the sprained coefficient is between (0.889 - 0.989), as their values close to the one, an integer, which indicates that the individuals of a sample are homogeneous in the variables which are related to the research.

Shows the arithmetic mean, median, standard deviation and accounted t value for the researched skills

Num.	skills	Control group		Experimental group		Accounted t value	Significance level ) sig(	Statistical significant
		S	P	S	P			
1	passing	11.20	2.30	12.93	2.60	1.933	0.223	Not Morale
2	suppression	18	7.74	18.67	8.33	0.227	0.986	Not Morale
3	rolling	31.40	3.26	29.60	2.92	1.592	0.642	Not Morale

It is clear from Table (2) that the level of significance is greater than (0.05) and this means that there are no differences between research groups with the researched skills, which confirms the equivalence of research samples.

### 3-4 Means and Tools Which are Used in The Research:

Scientific Resources and References - Tests and Measurements - computer type Dell (1), 30 foot balls. – 6 Stadium signs. - 3 Stopwatch number 3 - Whistle number 3.

### 3-5 Determining the researched skills:

The researched skills were determined according to the subjects of the intermediate school football lessons and the skills (handling - suppression - rolling) were chosen. After the researchers have reviewed many scientific sources and studies, the tests were identified<sup>4,5,6</sup>

### 3-7 the main experiment

After confirming the integrity and correctness of all implemented procedures, including scientific treatments for tests of the variables which are discussed, the practical and field application has been applied to the research sample which is represented by intermediate school students who are belonging to Baghdad International Private School for the academic year 2018-2019 during the period from 12/20/2018 to 8/2/2019.

#### 3-7-1 The posttests:

The researchers conducted the post-measurements on 15/12/2018 in the outside yard or field of Baghdad International Private School at ten thirty in the morning, then, writing the results on the sample data in a special form.

#### 3-7-2 The educational method:

The researchers relied on the football course for the intermediate school. The program took (12) educational units by four educational units for each skill, where each educational unit takes (90) minutes, by two educational units per week. As the educational unit included three sections, which are the preparatory section, the main section, and the final

<sup>4</sup> - Dhia Jaber Muhammad; The effect of different methods on mental training and teaching a number of football skills, unpublished Master Thesis, College of Physical Education, University of Babylon, 2002, p. 60.

<sup>5</sup> - Mufti Ibrahim. Skills and plans for the footballer, Cairo, Dar Al-Fikr Al-Arabi, 1994, p. 261 ..

<sup>6</sup> - Mufti Ibrahim. Source previously, (1994), p. 260..

section, where the preparatory section includes (general warm-up, special warm-up), while the main section includes (the educational part, the applied part), then the final section includes (a small game, instructions, dismissing) that for the total time and the times of each section of the educational unit.

**Table 3**

**A table showing the total time of the educational program and the times of each section of the educational unit**

Sections of the lesson & its times	Activity content	The time during the educational unit	Total time by minutes	Percentage
Preparing section 18 M.	General warm up	8 M	96 M	8.88
	Special warm-up	10 M	120 M	11.11
Main section 60 M	The educational application section	20 M	240 M	22.22
		40 M	480 M	44.44
Final section 12 M	Recreational game	5 M	60 M	5.55
	General Instructions	2 M	24 M	2.22
	Absence and dismiss	5 M	60 M	5.55
The total		90	1080 M	%100

**3-7-2 The post measurements**

The researchers conducted the post-measurements on 8/2/2019 in the external yard of Baghdad International Private School at exactly ten thirty in the morning and the tests were taken into consideration with what was done in the pre-measurements.

**3-8 The Statistical means:**

The researchers have used the statistical bag to reach the results through the data which were reached by the researchers.

**The fourth chapter**

4- The Presentation, discussion and analysis of the results:

4-1 1 Presentation and analysis of the results of the research skills between the pre and post-tests of the experimental group

**Table (6)**

**It represents the statistical parameters and values (t) of the samples which are correlated between the pre and post tests of the researched skills of the experimental group.**

The Tests	The pre-test		The post-test		Account ed t value	Significant level sig	Statistical significanc e
	- S	∓ P	S-	∓ P			
passing	12.93	2.60	19.89	2.077	3.998	0.000	morale

The suppression	18.67	8.33	16.87	3.990	6.987	0.000	morale
The rolling	29.60	2.92	41.87	5.987	9,887	0.000	morale

From Table (6), it is clear that there are significant differences between the pre and post tests in the skills tests under discussion, tends toward the post-test, as the level of significance is lesser than (0.05), as this indicates that there is an effect for the educational program and tends toward the post-test.

**Table (7)**

**It represents the statistical parameters and values (t) of the samples which are correlated between the pre and post tests of the researched skills of the control group.**

Variables	Thepre-test		The post test		Account ed t value	Significant level	Statistical significanc e
	S-	± P	S-	± P			
المناولة	11.20	2.30	14.872	2.998	4.731	0.001	Morale
الإخماد	18	7.74	17.98	5.897	9.872	0.022	Morale
الدرجة	31.40	3.26	38.935	4.934	3.891	0.041	Morale

From Table (7), it is clear that there are significant differences between the pre and post tests in the skills tests under consideration, tends toward the post test, as the level of significance is lesser than (0.05), which indicates that there is a difference between the pre and post tests of the control group which is tending toward the post tests.

4-2 Presentation and analysis of the research skills between the post-test of the research groups:

**Table (8)**

Shows the values (t) of the non-correlated samples and the level of significance between the two tests of the researched skills of the control and experimental group

The tests	Experimental group		Control group		Account ed t value	Significant level	Statistical significanc e
	S-	± P	S-	± P			
passing	19.89	2.077	14.872	2.998	14.881	0.000	Morale
suppressing	16.87	3.990	17.98	5.897	13.781	0.000	Morale
The rolling	41.87	5.987	38.935	4.934	14.61	0.000	Morale

It is clear from Table (8) that there are significant differences between the post-test of the experimental and control groups which is tending to the experimental group because the significance level has reached (0.000) which is lesser than (0.05), which confirms this development of the experimental group as a result of the educational program in the teaching method by the team.

**4-3 THE DISCUSSION OF THE RESULTS:**

It is clear from the Table (4) (5) (6), successively, that there has been a noticeable development in the skills sought and tends to the post-test of the experimental and control groups. It is also evident that there is a clear development in the two post-tests between the experimental and control groups which tends the experimental group. The researchers attribute this to the effectiveness of the educational program by using the team's teaching method, as there is more than one teacher in the lecture to teach skills and supervising their implementation which has a clear impact on the process of skill education and accessing to a good level of learning in the experimental group which is greater than in the control, so that is to teach in the two schools method (the team) in which the experimental group was studied, also by increasing the number of repetitions in the exercises, because it has an effect on acquiring the initial principles of skills with the transferring them well because "the learner needs repeated attempts successfully to accomplish the skill"<sup>7</sup>. Also, the correction of the error by the (team of teachers) had a great impact on the students' learning to control the ball, which reduced the occurrence of the error, that due to good sense and compatibility, since teaching in two schools needs for dividing the class into two smaller groups than one group which provides an opportunity for students to practice sports activities in a way that includes an element of suspense and enthusiasm<sup>8</sup> (as giving to the student a great opportunity at times for exercises and good observation by the school for her, also getting the opportunity to repeat the skills, especially in aiming, as the player gets the opportunity to hit the goal more than once, which increases the feedback to reach a high degree of learning and stabilizing the skills in lesser time and effort. It has been indicated (Al-Jamel, 1990) that the method of (teaching by the team) can be used in all the different stages of education because of its benefit to the team and students because teaching in the team is concerned with individual differences between students<sup>9</sup>. (Scafir) reached in a study he conducted about teaching the team its goal (to develop the educational staff or when two teachers are better than one teacher). He emphasized, through this study, the use of the team's teaching method and its use in teaching instead of the usual methods (). Thus, the researchers were able to achieve the goals and hypotheses of the research.<sup>10</sup>

### **5-1 THE CONCLUSIONS:**

- 1- The team-teaching method of the experimental group achieved a better development in the basic skills of football.
- 2- The team's teaching method has an important role in the learning process, especially with this age stage, which gives them sufficient opportunity to play and compete with each other without getting bored.
- 3- The team's teaching style is characterized by the fast learning and acquiring sports skills better with lesser time.
- 4- Teaching with the team has provided the possibility to correct mistakes and improve performance through feedback from the teachers during the lesson because of the division of students into groups and under the supervision of a teacher for each group.

### **5-2 THE RECOMMENDATIONS:**

- 1- Generalizing work in the style of (team teaching) in practical lectures to learn offensive skills in football game.
- 2- Opening developmental and educational courses regarding (team teaching) method in physical education.
- 3- Carrying out similar studies for this method in learning other sports skills.

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