

# The Effect of the 7e's Course on Learning Some Basic Skills Football for Students

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## ABSTRACT

*Among what the Ministry of Education emphasized in the physical education teacher's guide for the intermediate stage is the use of modern and various strategies that simulate the students' need for education in order to arouse their motivations, inclinations and desires, and from here the researcher used the strategy of the seven-course learning (7E's) which is one of the constructive work strategies that have been applied in the theoretical. Here the teacher's creativity in learning motor skills and their application in the practical side is shown in various games, including the game of football, which is one of the lessons that fall within the curriculum of the teacher of physical education teacher for the middle stage, which is characterized by the multiplicity of basic skills including (rolling, handling, and suppression), and then the researcher asked Does the 7E's course help students build? The study aimed to identify the differences between the pre and post tests for the experimental and control groups, and to identify the post-tests for the experimental and control groups in learning some basic skills of football for students, and the researchers used the experimental approach as students were selected (second grade) intentionally division (A) and (B). The research sample consisted of (40) students, the sample was divided into two groups, an experimental group (division A) and a control group division (B) by (20) students for each group. The experimental group used the educational method in the method of the seven-course learning strategy (7E's). The educational curriculum in the style followed by the teacher, and the researcher used the statistical bag (SPSS), and the researcher concluded that learning the basic skills in football with the seven-circuit learning strategy 7E's has a greater impact than the method used by the teacher, and among what the researchers recommended, Conducting more research and studies on learning with the strategy of the Seven E course (7's) and other methods in teaching games skills such as basketball, volleyball, hand and the rest of the games.*

**Keywords:** Effect of the 7e's Course, Learning Some Basic Skills Football for Students

## Chapter one

### 1- Definition of research:

#### 1-1- Introduction to the research and its importance:

Most of the previous studies that concerned the educational system have a role in developing lesson inputs (curriculum, student, teacher), including the methods of teaching modern physical education in which the student is the focus of effective teaching that the student's building stage requires the use of a method that relies on monotony and scientific progression from one stage to another. And from one role to another and this requires preparing an integrated study of the teaching process starting from the kindergarten stage to the university stage and among what the Ministry of Education has emphasized in the Physical Education Teacher's Guide (for the intermediate stage) is planning and designing modern and varied strategies that serve the student's educational environment that suits his realistic potential and that. In the implementation of these strategies, the motivations and inclinations of students and their desires are taken into account due to the difference in the scientific and practical capabilities and capabilities of the student between one student and another as a result of individual differences. Modern teaching strategies, especially in the teaching of physical education, have a major role in organizing the work of a physical education

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teacher with the multiplicity and diversity of methods in teaching and not limited to One method: The teaching process has multiple and changing situations, and from here the researchers used a strategy The 7E's course of learning (7E's) is one of the strategies of constructive work, through the arrangement strain in its educational stages and the teacher of physical education needs to use these strategies on the dynamic side since they were applied in the theoretical side and here the teacher's creativity appears in learning the motor skills in various games, including a ball game The foot, which is one of the lessons that falls within the curriculum of the physical education teacher's guide to middle school, which is characterized by a multiplicity of basic skills including rolling, handling, and quenching.

The importance of research Hence the importance of research in using the strategy of the seven-part learning course (7E's)) and knowing its impact on learning basic football skills for students.

#### **1-2- Research problem:**

The one-way teaching that makes the teacher a lieutenant and the student receiving is not satisfying the needs and desires of students from learning because students are uneven in their capabilities due to individual differences and that the researchers are teachers in physical education noting that there is no strong link between the theoretical and practical side during the implementation of exercises in educational units for that must Specialists should diversify in the use of modern strategies that work to build the student in all aspects, including the skill aspects and the fact that football is one of the games that need to build and master in its basic skills. The researchers asked whether the strategy of the seven-course learning 7E's)) helps the student to build through its seven stages from the excitement stage to the evaluation stage.

#### **1-3- Research Objectives:**

1. Identify the differences between the pre and posttests of the control and experimental groups in learning some basic football skills for students.
2. Knowing the differences between the experimental and experimental groups in the post-tests in learning some basic skills of football for students.

#### **1-4- Research hypotheses:**

1. There are statistically significant differences between the pre-test and post-test for learners using the 7E's course of learning in some basic football skills for students and for the benefit of post-exams.
2. There are statistically significant differences between the experimental and control groups in the post-test in learning some basic skills of football for students and for the benefit of the experimental group.

#### **1-5- Research areas:**

1. The human field: the second intermediate and intermediate grades (two grades for boy).
2. Time domain: From 1/6/2019 to 20/8/2019.
3. Spatial domain: medium playground (two rows for boys).

### **Chapter Two**

#### **2- Research methodology and field procedures:**

##### **2-1- Research Methodology:**

The nature of the problem is what determines the appropriate approach that the researcher chooses to achieve his goals, by way of studying what relates to phenomena and evidence for the research problem, so the researchers used the experimental approach in the manner of the two groups equal and pre and post test as it represents the most sincere approach to solve many scientific problems in a practical and theoretical way (Muhammad Hassan Allawi, 1999, p. 217).

##### **2-2- Research community and its sample:**

The research population was deliberately selected (second) intermediate students (Division A) and (B), and after excluding students who failed and sicknesses and soccer practitioners, the research sample consisted of (48) students divided into two groups, an experimental group (Division A) and a control group division (B) By (20) students for each group, (8) students were selected to test the exploratory experience and the experimental group used the educational method in the style of the 7E's learning cycle strategy. As for the control group, the educational curriculum was used in the manner followed by the teacher.

##### **2.2.1 Homogeneity of the sample:**

In order to set some of the variables that affect the accuracy of the research results and in order to return the differences in the effect only to the independent variable, you must make sure the homogeneity of the research sample in variables (age - length - mass) and the researchers used the law of difference coefficient to conduct homogeneity between the individuals of the sample and as shown in Table (1).

**Table (1)**

**It shows the homogeneity of the sample in variables (age, length, mass)**

| Statistical treatments<br>Variables | measuring unit | Arithmetic mean<br>s | standard deviation<br>P | Coefficient of variation<br>X% |
|-------------------------------------|----------------|----------------------|-------------------------|--------------------------------|
| Age                                 | Month          | 6 15,77              | 39 0.5                  | 16 3,4                         |
| Length                              | Cm             | 53 173.0             | 1 5,41                  | 6 3,12                         |
| Bloc                                | Kg             | 60 ,66               | 138 ,5                  | 714 ,7                         |

\*All values of the coefficient of variation were less than (30%), which indicates the consistency of the sample in the variables

## 2-2-2 Valence :

For the purpose of ascertaining basic football skills (rolling - handling - suppression), the researchers conducted valence using the value of (t) for independent samples, and Table (2) shows that.

**Table No. (2)**

**The two groups are equal in some basic football skills under consideration**

| Statistical significance | Values t*<br>Calculated | Experimental group |        | Control group |        | Processors<br>Variables |           |
|--------------------------|-------------------------|--------------------|--------|---------------|--------|-------------------------|-----------|
|                          |                         | P                  | s      | P             | S      |                         |           |
| Not significant          | 0,580                   | 2,958              | 16,556 | 3,025         | 17,102 | a second                | Rolling   |
| Not significant          | 0,905                   | 1,294              | 2,732  | 1,463         | 2,551  | Degree                  | Handling  |
| Not significant          | 0.445                   | 1,550              | 3,343  | 1,415         | 3,330  | Degree                  | Quenching |

The value of the tabular t is below the significance level (0.05) and degree of freedom (38) = (2,04)

## 2-3- The means, tools, and equipment used for research

### 2-3-1- Means of data collection:

- Note.
- Arab and foreign sources.
- The International Information Network (Internet).
- personal interview
- Tests and measurement.
- Statistical means.

### 2-3-2- Hardware and tools:

- A 5-hour stopwatch from Chinese industry.
- Medical scale.
- No HP - E BOOK.
- 10footballs
- Adhesive tape width (5) cm, count (2)
- Chinese-made whistle (5).

### 2-4- Determine some basic football skills:

After the researchers reviewed the plan drawn up by the Directorate of Sports and School Activity for the Dhi Qar Governorate for the academic year (2018-2019) and according to the vocabulary of the second-grade football curriculum (intermediate), the basic skills of football and skills were identified (rolling, handling, suppression).

### 2-5- Determining the tests used by the research:

By taking advantage of the previous studies, the tests for each skill were selected and then presented to the experts and specialists, and their approval got 100%, as Muhammad Hassan and Mohamed Nasr El-Din affirm (The researcher has the right to choose the percentage he deems appropriate when testing indicators) (Mohamed Hassan and Mohamed Nasr El-Din, 1979, p. 36) This achieves the apparent honesty of the tests, and to verify the stability of the tests, the tests were applied and re-applied after seven days from the first application, and to make sure of their objectivity, put two arbitrators to record the degrees of the tests and then find the correlation coefficient between them and the correlation coefficients were high This achieves consistency and objectivity.

**Table (3) shows the coefficient of stability and objectivity**

| No | The name of the test | Coefficient of stability | Objectivity factor |
|----|----------------------|--------------------------|--------------------|
|----|----------------------|--------------------------|--------------------|

|   |   |      |      |
|---|---|------|------|
| 1 | Roll the ball between the five rounds.                                    | 0,86 | 0.92 |
| 2 | Handling on three circles drawn on the ground with different diameters. . | 0.82 | 0.94 |
| 3 | Cross ball test inside a box (2 * 2) at 6 m                               | 0.84 | 0.91 |

#### 2-5-1- Rolling skill test: (Zuhair Al-Khashab, 1999, p. 212).

**Test name:** Winding ball running between (5) people going back and forth.

**The purpose of the test:** To measure the skill of rolling.

**Instruments used:** legal football, tape measure, stopwatch, five characters, seats or lists of height.

**Test procedures:** planning the test area.

- The player stands with the ball behind the starting line, as the distance between one person and the other is (2,70 m), and the total distance is (27 m) back and forth. When the starting signal is given, the player runs the ball with the foot between the five signs back and forth.

- Each player is given two consecutive attempts.

**Score:** The player's score is the average total time the player takes to complete the two attempts.

#### 5-2-2- The handling skill test (Zuhair Al-Khashab, 1999, p. 213).

**Test name:** Handling skill test for circles drawn on the ground.

**The purpose of the test:** to measure the accuracy of football handling.

**The tools used:** a specific area that does not result from the test, football (5), a tape measure.

**Test procedures:**

- Layout of the test area

- Draw three circles overlapping with diameters on the ground (2m, 4m, 6m) and give them degrees, respectively (2,4,6), and the distance from the three circles is (20m).

**Recording:** The player gives (5) successive attempts, the highest score obtained by the player is 30 degrees.

#### 2-5-3- Quenching skill test. (Zuhair al-Khashab, 1999, p. 209)

**Test name:** Stop ball movement (suppression).

**The purpose of the test:** to measure accuracy in stopping the ball and regaining control.

**The necessary tools:** (5) legal footballs, tape measure, Burke.

**Procedures: planning the test area**

- the player stands behind the specified test area.

- the teacher or trainer stands with the ball on the line of throwing balls that is a distance (6 m) from the test area which is a square measuring (2x2 m) and after giving the starting signal he throws the ball (a high ball ) For a player who advances from the starting line to the inside of the test area trying to stop the ball with any part of the body, except the arms and then return to the starting line and start again.

- the ball must be stopped behind the line and within the specified area of the test provided that one of his feet is inside the test area.

- If the coach misses the ball, the attempt is repeated and does not count (throwing the ball is done by moving the hands from the bottom up).

**Score:** It gives the player five consecutive attempts - granted (zero) for a failed (incorrect) attempt - granted (two marks) for each correct attempt - the highest score a player gets is 10 degrees.

#### 2-6- Field research procedures

##### 2-6-1- Pre-test:

Tribal tests were conducted on Sunday, 6/9/2019, on the control group that works according to the method (followed by the teacher) and on Monday, 10/6/2019, on the experimental group that works according to the strategy (7E's 7-course learning).

##### 2-6-2- Working of the control and experimental groups:

The research sample was divided into two groups, and each group performed its work as follows:

##### • Control group:

The control group applied the curriculum for the second-grade football course in two classes (for boys) and the curriculum teacher applied the curriculum where it took (9) weeks, i.e. (18) educational units on skills (rolling, handling, suppression) by two educational units per week The unit time of instruction is 40 minutes divided into 3 sections (preparatory section 10 minutes, main section 25 minutes and final section 5 minutes).

### Experimental group:

The experimental group used in learning the same vocabulary of the curriculum followed, but with the strategy of the seven-cycle learning course (7E's). In the week, the educational unit time (40) minutes is divided into (3) sections (preparatory section 10 minutes, main section 25 minutes, concluding section 5 minutes. The main section included the application of the seven stages of the strategy, the stage of (excitement) aims to motivate students and arouse their curiosity and time of this Stage (3) minutes and the stage (exploration) aims to satisfy curiosity and curiosity among students and the time of this stage (3) minutes. As for the stage (interpretation) aims to explain the skills and their application, the time of this stage (4) minutes and the stage (expansion) and this stage aims to apply Many exercises and many repetitions. The time of this stage is (4) minutes. The (extension) stage aims to clarify the relationship between previous and new skills. The time of this stage (4) minutes and the stage (exchange) aims to exchange ideas between the teacher and students and the time of this time. A (4) minute and (test) stage aims to assess students' concept of the skills learned and the time of this stage (3) minutes.

### 3-8-3- Dimensional tests

Dimensional tests of the research sample were conducted on Sunday, 8 August 2019, and the dimensional tests were carried out in the same manner and conditions as the pre-test.

### 3-9- Statistical means:

The researchers used the statistical methods that helped in processing the results and testing the research hypotheses through the use of the statistical bag (SPSS), which are:

- Arithmetic mean.
- standard deviation.
- Coefficient of variation.
- Pearson correlation coefficient.
- T test) for correlated samples.
- T-test for independent samples.
- percentage.

### Chapter Three Presentation, analysis and discussion of results:

### 3-Presenting, analyzing and discussing the results

### 3-1- Present, analyze and discuss the results of basic skills tests for the tribal and post football of the control group.

Table (4)

It shows the significance of the differences between the pre and post measurement in the basic skills football tests of the control group

| Type Indication | Significance level | (t)Values Calculated | Post-test |        | Tribal tests |        | measruing unit | Statistical treatments Variables |
|-----------------|--------------------|----------------------|-----------|--------|--------------|--------|----------------|----------------------------------|
|                 |                    |                      | (±P)      | S      | (±P)         | s      |                |                                  |
| Significant     | 0.004              | 939 ,3               | 1,493     | 14,778 | 3,025        | 17,102 | a second       | Rolling                          |
| Significant     | 0,000              | 119 , 8              | 1,363     | 6,277  | 1,463        | 2,551  | Degree         | Handling                         |
| Significant     | 002 ,0             | 271 , 4              | 1,851     | 5,611  | 1,415        | 3,330  | Degree         | Quenching                        |

- Significant at the level of significance  $<(0.05)$  and in front of the degree of freedom (19)
- 2-3 Present the results of the pre and post tests in some basic football skills under study by the experimental group, and analyze and discuss them.

Table (5)

It shows the significance of the differences between pre and post measurement in some basic football skills of the experimental group

| Type indication | Significance * level | (t)Values Calculated | Post-test |        | Tribal tests |        | measruing unit | Statistical treatments Variables |
|-----------------|----------------------|----------------------|-----------|--------|--------------|--------|----------------|----------------------------------|
|                 |                      |                      | (±P)      | S      | (±P)         | s      |                |                                  |
| Significant     | 0,000                | 860 ,5               | 1,268     | 12,227 | 2,958        | 16,556 | a second       | Rolling                          |

|             |       |         |       |       |       |       |        |           |
|-------------|-------|---------|-------|-------|-------|-------|--------|-----------|
| Significant | 0,000 | 6 11.76 | 1,433 | 7,944 | 1,294 | 2,732 | Degree | Handling  |
| Significant | 0,000 | 260 , 9 | 1,363 | 7,722 | 1,550 | 3,343 | Degree | Quenching |

**Significant at the level of significance (0,05)  $\geq$  and in front of the degree of freedom**

**3-3- Present the results of the dimensional tests in some basic skills under discussion in football for the two controlling and experimental research groups, analyzing and discussing them.**

**Table (6)**

**tests in the basic football skills tests for in the dimensional It shows the significance of the differences group experimental the**

| Statistical significance | Significance * level | (t) Values Calculated | Experimental group |        | Control group |        | Processors |           |
|--------------------------|----------------------|-----------------------|--------------------|--------|---------------|--------|------------|-----------|
|                          |                      |                       | ( $\pm$ P)         | ( O )  | ( $\pm$ P)    | ( O )  | Variables  |           |
| Significant              | 0,000                | 669 ,5                | 1,268              | 12,227 | 1,493         | 14,778 | a second   | Rolling   |
| Significant              | 0.001                | 682 ,3                | 1,433              | 7,944  | 1,363         | 6,277  | Degree     | Handling  |
| Significant              | 0,000                | 990 ,3                | 1,363              | 7,722  | 1,851         | 5,611  | Degree     | Quenching |

**\*Significant at the level of significance (0,05)  $\geq$  and in front of the degree of freedom( 38 )**

#### **4-3 Discuss the results:**

Through the results of the tables (4,5,6) it was found that there were significant differences with statistically significant between the pre and post tests and in favor of the post tests. The researcher attributes those differences to the progress made in the control group due to the method followed by the teacher and is consistent with the curriculum set in the activity section The athlete and the school in addition to the students 'desire to learn, which led to an increase in the number of repetitions in the application of the skill as indicated by one of the foreign sources (that the basic rule and the prerequisite or requirement in learning motor skills, which shows clear progress in learning is) interest in increasing the number of attempts to train and its diversity) mosstonmuska, 1981, p. 4(

(The more frequent the skill, the more automatic it becomes, the tension decreases and the movement becomes more elaborate and efficient) (Essam Muhammad Amin, 1997, p. 97). As for the progress made in the experimental group as a result of using codified exercises within the curriculum determined by the Ministry of Education according to the strategy of the seven-year learning cycle that has The major impact on the learning process through its stages, which employed the exercises in a diversified and appropriate way, with the students 'need to learn in each of its constructive stages (the strategy of the seven-stage learning cycle emanating from the (Piaget) constructivist theory builds knowledge during it depending on the effectiveness of the individual learner and his interaction with the learning environment Cognitive, just as the teacher's role is to guide students to concepts that he wants them to discover, and that their stages are complementary to each other, leading to each stage of the characteristics of preparation for the next stage ((Nawal Naji, 2013, p. 56) which includes the stage (excitement, exploration , Interpretation, expansion, exchange, extension, evaluation) as the excitement phase promoted an increase in the element of suspense and excitement through the idea presented by the teacher and in a way that attracts the students 'attention to skill, In the exploration phase, the teacher seeks to preserve the desire of students through a paper in the form of a picture in which he shows the stages of performance and the teacher is a model for applying the skill. As for the stage of interpretation, the researcher was able to employ appropriate exercises for the stages of performance of skills and sections of movement (introductory, main, and final) with great repetitions and in the expansion phase. The researcher takes into account the principles of learning in employing more comprehensive exercises from the previous stage by moving from easy to difficult and from simple to complex, but in the extension stage the researcher seeks the principle of retaining skills through exercises that help to link a previous skill with a new skill and this concept achieves the principle of learning (linking an existing concept to a concept Previous) As for the exchange phase, which is an important stage of the strategy's work, dividing students into flexible groups in which the student is allowed to move from one group to another in which roles are exchanged, and the student has the right to move from one role to another during the lesson and the student's need will be fulfilled in the role he deems appropriate. As for the evaluation phase, the feedback provided by the teacher during the work of the stages had a clear impact on the extent of students' understanding of the technical performance of the skill through the test set by

the teacher for this stage. In this (Essam Al-Shatnawi and Hani Al-Abidi 2006) confirms that the strategy of constructive education gives better opportunities for the learner to participate effectively in the educational process as the learners show enthusiasm and a rush to work for learning (Issam Al-Shatnawi, Hani Al-Obeidi, 2006, p. 215) (teaching methods and methods are extremely important In the educational process and that these methods and methods affect the speed of learning "(Youssef Qattami, 2013, p. 250)

#### **The fourth chapter**

#### **4- Conclusions and recommendations:**

##### **4-1- Conclusions**

1. The curriculum followed in accordance with the strategy of the seven-year learning cycle and the approach followed by the subject teacher were effective in learning some basic skills of football.
2. Learning basic football skills with the seven-circuit learning strategy has a greater impact than the method used by the teacher.
3. Graduation and higher organization from one stage to another in the application of the seven-year learning course helped to learn basic football skills.

##### **4-2- Recommendations**

1. Activating modern teaching strategies in learning, including the strategy of the seven-way learning course, as it has a positive effect on teaching.
2. Conduct similar research and studies to see the effect of using the 7E's strategy to learn other skills in soccer.
3. The necessity of using more research and studies on learning with the 7E's strategy or other methods in teaching games skills such as basketball, volleyball, hand and the rest of the games.

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