

The effect of the learning schedule strategy (K.W.L.H) on cognitive achievement and learning some futsal skills

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Abstract

The research contained the introduction and its importance, and the researcher touched on the strategy of the learning schedule or what is called the self-table (KWL) which is one of the modern teaching methods and strategies as it seeks to achieve the demands of arousing students' thinking and developing their tendencies and skills and providing them with the ability to search for solutions to the problems facing them which is one of the strategies Beyond knowledge that includes the mental processes practiced by the learner before, during, and after reading, which are concerned with thinking and his skills and aim to form the student and his knowledge of himself and allow him to involve all the senses in learning, which ultimately leads him to learn with meaning based on what the learner from previous information, to create a true And lasting concepts available, including. As for the research problem, it is embodied in the fact that there is an interest by most teachers and trainers in the education and training of basic skills and physical capabilities in general and the lack of focus on thinking and the use of modern strategies, including the learning agenda strategy during teaching and training skills in lessons and practical units that the student needs in skillful performances, which led the researchers to address this problem and develop appropriate solution proposals to address it. As for the fields of research, it included the human field that represents the fourth stage students, and defines the temporal field for the period from (25/9/2019 to 8/12/2019), while the spatial field was in the sports hall of the Faculty of Physical Education and Sports Science at the University of Misan . The researchers used the experimental approach, and the research sampled of (24) female students of the fourth stage in the Faculty of Physical Education and Sports Science/ Misan University, distributed on two experimental and control groups, and by (12) students for each group, and the researchers used the skill tests for the special skills of a ball Lounges, as the SPSS system was used to obtain the results of the research, and the researchers concluded that there are significant differences in the results of special skill tests and cognitive achievement in football halls of the research sample, and the researchers recommended attention to the need to encourage the adoption of a learning schedule strategy (KWLH) in To teach because it enables students to employ their skills in guiding thinking and learning processes, and take personal responsibility in learning, based on the principle of self-learning.

Keywords: Learning, Schedule Strategy, (K.W.L.H), cognitive achievement, skills, futsal.

Introduction

The methods and strategies for teaching modern seeking to achieve the demands of raising students ' thinking and develop their interests and skills and providing them with the ability to search for solutions to the problems they face in light of increasing the revolution of scientific and technical knowledge and information, q we are now dealing with many of the concepts and terms in which the mind plays a prominent role in the development of skills This increased the societies' need for creative and superior minds and the necessity to nurture them and provide them with appropriate opportunities to keep pace with informational progress in all fields, including physical education, which opened wide horizons for experimental studies and theoretical discussions related to learning and education. Among the modern teaching methods and strategies is the Learning Table strategy, which is one Metacognition strategies that include the mental processes that the learner practices before, during, and after reading, and that are concerned with thinking and his skills and aim to form the student and his knowledge of himself and allow him to involve all of his senses in learning, which ultimately leads him to learn meaningful based on what The learner has previous information, to form correct and lasting concepts, Including the learning schedule strategy, or what is called the self-schedule (KWLH). The self-schedule strategy known as (KWL H) One of the strategies of metacognition The feet are designed in America by (Donna, 1998), which consists of three rights (what my knew his student on the subject (K) ? , And why the Reid to know about the

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subject (W) ? And what did he actually learn? (L)? , Then this strategy evolved up stage or another step, in the answer to the question how do I learn more? , Which symbolizes it(H)It became a symbol for it(KWL H) In it, the learner searches for how to obtain more learning materials and means of research and discovery from other learning sources in order to develop his information and further refine his experiences in the subject he is studying. (Mohsen, 2015) .Is a learning strategy and extensive use , designed to activate the previous knowledge of the students and make it a starting point or fulcrum to link the new information contained in the subject, which increases the student 's self - confidence and ability to plan and monitors and is self - work and help this strategy students to absorb the subject content through Urging them to think and pose questions before, during and after reading the topic, and among the most important questions in this field are the so-called causal questions such as why ? How? This type of question helps students focus on certain elements of the topic and helps them come to a specific conclusion that enables them to understand the concepts and principles included in the topic. (Abd al-Rahman, 2008) The football halls of the Games group with nature fun and exciting , which won the follow - up to the fans of sports and through various tournaments in addition to the ninths Qaeda popular for their exercise, but this play of not the Open J Z a multitude of studies and research special and special in our country Iraq , from order to reach the best levels For the purpose of promoting this game, it is necessary to upgrade the aspects of the game and its components (physical, skill, tactical, and psychological) . The special skills that a futsal player possesses is the decisive factor in the player's performance and who does not master the skills in an effective way cannot serve the team in terms of performance, but rather affects him negatively . The presence of intelligence and thinking is when practicing skillful performance and thus the player can move in the right and appropriate place during the game as well as perform the skillful applications effectively and well. So in the nature of this game is characterized by consistency in performance in terms of repetitions play diversity and needs the player to a permanent and free movement of stops according to multiple positions through the performance of the players , and therefore a player needs to high skill requirements in accordance with the conduct of a tactical high in order to assist in the implementation of Effective and effective compound skills in the performance of the players and thus the use of the correct skillful performance leading to the development of solutions to any situation that is exposed during the game. From here, the importance of the research is evident as it is a serious attempt by the researcher to use a strategy (KWLH) and the extent of its impact on learning some special skills and developing cognitive achievement in gymnasiums.

Research Problem: Researcher noted that through his experience as teaching and training game Futsal The mostly in the use of modern strategies of methods and techniques based on diction, explanation, presentation and indoctrination and focus on the pain studied and lack of retention of information and low level of thinking and lack of attention , conservation and application may not meet the purpose of acquiring skills own futsal , ie it is an opportunity to increase does not allow the student self - learning, as it does not evoke his thinking to increase the collected knowledge , therefore , the need to use modern strategies in practical lessons and theory , especially those working on the development of cognitive achievement to increase the optimized performance of the external Alp of during participant Te in finding solutions to the problems they face in learning the skills of the special for this game , and that the student does not have sufficient information on how they perform , so the researcher resorted to the use of a strategic agenda of learning (KWLH) Because it is most used in the exploitation of the student's self-knowledge information by asking a question about what the student knows about a specific topic, which gives him the opportunity to exchange ideas with his colleagues, and then the student independently or collectively exchanges the questions that revolve in his mind or the mind of his colleagues about The content of the topic, and as soon as the student finds answers to these questions, they are recorded in a learning field , and the researcher has not found a study dealing with the use of the learning schedule strategy . (KWLH) In the collection of cognitive skills to teach football halls in Iraq, despite its importance, according to the researcher learned that, to study the problem and develop appropriate solutions and effective to address them in order to teach these game skills for students.

Research aim: - Preparing an educational curriculum according to a strategy (KWLH) In cognitive achievement and learning some football skills for halls. - Identify the significance of the differences in the pre and posttests of the two experimental and control groups for the researched variables. - Identify the significance of the differences in the post tests of the two experimental and control groups of the studied variables.

Research presumptions: -There are statistically significant differences between the results of the pre and post tests for the experimental and control groups in the research variables. - There are statistically significant differences between the results of the post tests of the experimental and control groups in the research variables.

Research fields: 1 human field: i Unqualified stage the fourth Faculty of Physical Education and Sports Science - Misan University for the academic year 2018 -2019. 2 Spatial fields: the sports hall in the College of Physical Education and Sports Sciences - University of Misan. 3 temporal areas: for a period of (17/2/2018 till 2 8/4/2018)

Methodology

Research Methodology: The nature of the problem of research that determines the appropriate approach depends upon the researcher to achieve its objectives, so as the work of the researcher that the experimental approach in a manner description groups equal to the relevance of the nature of the research problem. And is characterized by the experimental approach of other scientific methods ((his ability to control and control of the various factors that can influence the behavior studied, as it allows the researcher to detect causes and results)) (Ibrahim, 2001):

Research community: Select the research community duck Unqualified stage of the fourth Faculty of Education of Physical and Sport Sciences - University of Misan for the academic year 201 8 -201 9 totaling (30) students of the sub - theoretical and applied sciences and by (100 %) , either the research sample amounted to (24) i Alp of a rate (80 %) and by (12) for each student group, in addition to (6) students the experience and reconnaissance by (20 %).

Used tools: The researcher used a set of devices and tools as follows: ❖ computer (electronic calculator) type HP620. ❖ Stopwatch Type Casio. Digital video camera type (Sony 8M). ❖ A legal football field. ❖ balls provided legal lounges (12). ❖ Adhesive tape in different colors. ❖ video Type 2 (Sony Album).❖ C tablets. De (CD No. (10). ❖ Number of signs (20). ❖ small plastic targets. ❖ whistle. ❖ Arab and foreign sources. ❖ Observation .

❖ The questionnaire . ❖ Tests and measurements.

Cognitive achievement test (Haider, 2018): The cognitive achievement test prepared by (Haider) was approved, as the final version of the test consists of (20) questions, and through the instructions we explain that there is no correct and wrong answer, but what is important is to choose the response that applies to the player more than others.

Correction Keys for Cognitive Achievement Test: The score calculation step is one of the important steps and it depends on building questions and answer alternatives, and after the approval of the experts on the alternatives to the answer, where the testers were given (one score) on the correct answer and (zero) on the wrong answer.

Identification skills tests used in the search: After reviewing the sources and scientific references, the researcher said the selection of tests for the skills of Futsal, knowing that it's been giving some lessons illustrations for the purpose of explaining the tests candidate for the students and by two lessons before starting their implementation in order for them to know what these tests are and how they performed.

Test rolling straight and winding back and forth: (Glorious, 2008)

- *The goal of the test:* to roll the ball.
- *Capabilities and tools:* number (5) balls galleries and stopwatch and tape measure and Burke.
- *Test description:* Five plastic faces are placed so that the distance between the faces is (1 m) the distance between the starting line and the first person and between the fifth and the return line is 3 meters.
- *Method of performance:* The player rolls straight from the starting line to the first person, then rolls between the signs, and when the last person passes, he makes a straight roll for a distance of 3 meters and then turns around the person and completes the test until the moment he crosses the finish line, as in Figure (6).
- *Test conditions:* The ball must be rolled between the halves. He must cross the finish line completely in order to return and complete the test. If the tester loses control of the ball, he returns and completes the test from the place where he lost the ball. Give Z each laboratory two attempts.
- *Recording:* The optimal time between the two attempts is calculated (the best attempt)

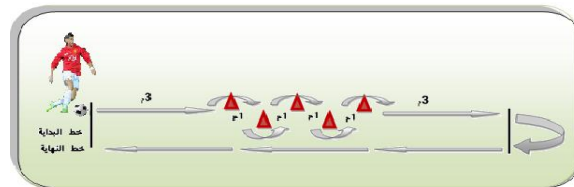


Figure (1) Testing straight rolling and winding of back and forth

Test handling of the corner to mark different distances (Ahmad, 2009):

- *Capabilities and tools:* Stadium football halls and a number (12), and whistle, and the balls galleries number Ha (12) football.
- *Performance description:* From the corner sign of the football arena for halls, signs are placed at different distances at a distance of (6) m , (8) m and (10) m , and these signs consist of two large figures, the distance between them is 50 cm, and two small figures on both sides, the distance between them is 25 cm.
- *Performance mode:* set (12) the ball close to the corner flag and when you hear the lab start signal the player handles the ball from the corner flag to the pillars, starting from the remote pillar (10 m) and then handling on (8 m) and finally (6) m, and so even He finishes handling (12) balls, and as shown in figure (7).
- *Test conditions:* * It must be performed Manipulator of non - stop. * Must follow the sequence required in the test instructions. A player is given (12) attempts, four attempts in each direction. * The handling must be ground to calculate the degree. * If the ball touches any of the final signs and does not enter, it does not any score counts.

- *Registration:* is calculated for two degrees if the player entered the ball between the big of border yen is calculated for the player one degree if the ball entered into between the large and small pillar.
- The highest score obtained by the laboratory is (24) if the handling is correct.

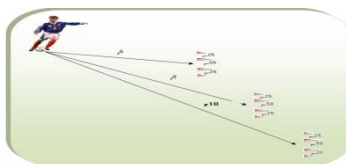


Figure (2) Handling test from corner mark to different distances

Test scoring from a distance of 12 m: (Glorious , 2008)

- *Objective of the test:* accuracy of scoring.
- *Facilities and tools:* A wall with a target is drawn with a width of (3) m and a height of (2) m , and (10) soccer balls , and a whistle .
- *Description of performance:* the goal of football halls painted on a wall and divided into 6 equal and distributor parts of the Cal Â T: upper corners (4) degrees, and lower (3) degrees, and the middle bottom (1) degree, the middle and upper part (2) degree And a line, 2 m wide, 12 m away from the target, as shown in Figure (9) .
- *Way of performance:* the player behind the scoring line in front of him standing (5) balls on the line when you hear the signal beating balls placed on the line to the target, and then multiplying the other five balls after putting them in their place of work team and thus to be completed by the player (10) essayed of .
- *Test conditions:* * The player hits the ball with his favorite foot. * Does not change the position of the balls placed on the line before scoring.

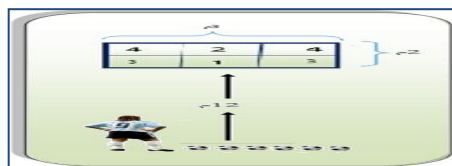


Figure (3) Scoring test from a distance of 12 meters

Reconnaissance experience: The most important thing that scientific research experts recommend to obtain reliable results is to conduct an exploratory experiment that you know is ((a preliminary experimental study that the researcher conducts on a small sample before performing the main experiment, the aim of which is to test research methods and tools)) (Fouad, 1984) . And for the purpose of obtaining the necessary results and follow the context of scientific research procedures conducted a researcher exploratory experiment consisting of (sample 6) student data from students stage IV / University of Misan and from outside the research sample and with the help of the basic team. The experience has dated 14/2/2018 the aim of the experiment as follows:

- 1- Ensuring the location of the tests and the suitability for carrying them out.
- 2- Knowing the readiness of the research sample to take the tests.
- 3- Knowing how long it takes to run and execute tests.
- 4- Knowing the suitability of the tests for the research sample.
- 5- Knowing the difficulties that may face the research process.
- 6- Ensuring the understanding and competence of the work team in taking the tests and recording the results.
- 7- Ensure the safety of the devices and tools used.
- 8- Convenience of registration forms.

Pre-exams: It was conducted testing data tribal of the two groups of research (experimental and control) Before starting the implementation of the educational curriculum, so as to determine the skills of football halls at the level of research sample tests were conducted on the Khamis 17/2/2018 in the sports hall of the Faculty of Physical Education and Sports Science at the University of Misan.

Equal sample: To avoid factors that may affect the results of the experiment key, and in order to verify the equality of the experimental groups of the control group, the researcher said the treatment and analysis of the data concerned the results of the pre - test sample , and as pain between the table (1) , it has received research sample information and guidance and educational lessons illustrations before Applying the tests, then applying the pre-tests, and after that (the

arithmetic mean and the standard deviation) were found for the experimental and control groups in the pre- tests, and then a value was extracted (T) Calculated for the research variables that ranged from (0. 614) and (0 . 678) and b degrees of freedom (22) T shows that the values of the level of significance is greater than (0.05) . This indicates that there is no significant difference between the two groups in the research variables, and as the shown in the table (1).

Table (1) Shows statistical parameters (the mean, standard deviation, and value (T) Calculated Tabulated and significance of the differences between the two tests of the experimental of control and testing tribal

Statistical transactions Name of the test	measuring unit	The graduated experimental group		Fixed control group		Values (T) Calculated	Indication level	indication
		s	± p	s	± p			
Rolling	the second	15.92	0.99	16.22	1.40	0.614	0.546	Not d
Scrolling (handling)	Class	11.25	1.81	10.83	1.11	0.678	0.505	Not d
Scoring	Class	24.02	2.62	24.25	1.95	0.264	0.794	Not d
The collection of pain customary	Class	8.91	2.19	8.50	1.16	0.581	0.567	Not d

* Not significant at the level of significance < (0.05)

Educational curriculum: Have been prepared in a special education curriculum strategy learning table for a sample of the experimental group to learn the skills of football halls after the researcher briefed that a group of scientific sources. The curriculum included 10 weeks , (10) unified data educational of education of each week and a time of 90 minutes for the educational unit , according to the time of the d t o the education of the times of training modules . Each educational unit contains the following: A - The preparatory section (20) minutes, of which (5) are for the organizational aspect, (7) for the general preparation, and (8) for the special preparation. B - The main section (60) minutes of which (15) minutes are for the educational part, which includes an explanation of the skill and a presentation of the model and (45) minutes for the practical part. C - The final section (5) minutes and includes calming and relaxation exercises, with the collection of tools and departure.

Some educational foundations and principles were taken into consideration when developing the educational curriculum, as follows:

- Determine the goals of each educational unit.
- That the educational unit achieves an educational and behavioral goal, or two goals at most.
- That each exercise of the educational unit works to achieve its goals.
- Determine the times allocated for each exercise.
- Taking into account the application of the skills learned in a previous unit in the next educational unit to establish and link them with other or new skills.

application of the educational curriculum: After the benefit of making the lessons of illustrations and create lesson requirements of the technical aspects of the special units of education and the creation of the Hall of sport dedicated its lesson futsal, the researcher began to implement the experiment on Monday , the SAT 20 / 2 /2018 until 24/4/2018 , where the researcher to apply the schedule strategy of learning (KWL H)Which is studied with the following steps: A- Choose the subject to be taught, for example the topic (rolling the ball). B - The subject teacher draws a blueprint [KWL] on the blackboard, with the topic written on the top of the blackboard, and Table (1) shows that. As for the control group, it learns according to the method used by the subject teacher.

Table (2) The components of the paragraphs in the outline of a strategy (KWL H)

What do I know about the subject (K)	What do I want to learn about the topic (W)	What did you learn about the topic (L)	How do I learn more (H)
What do you know about rolling a futsal reel? - t without a student of information and self-experience of the T -	- The article after teacher access to information that T - owned external baht for rolling the ball, as it directs the questions i unqualified. Example: What do you want to know about	After applying and repeating the types of ball roll, the teacher tries to ask questions about what did you learn about the ball roll?	The student of B identifying more learning materials, discovery and research in other sources develop their information and deepen their experiences on skill , and did not find one in the subject, as the student ask themselves: Do

<p>owned, and then read external Unqualified what information about the rolling ball . Discuss the subject of rolling the ball to clarify the available information and determine the information self of .</p>	<p>Rolling a futsal reel? - The student of t people who install the answer to the question and determine the line work about what T. Reid that T. learns about rolling roller lounges. - my folk teacher to explain and display the topic using the PowerPoint presentation, the model of the player, and the performance of the types of rolling the ball with (2) or (3) of the external baht , and correction of errors committed by external baht during the performance of the rolling roller lounges .</p>	<p>As T. folk student of answering the question, and after seeing them by the teacher through read by them, t people re movements that have been performed by the external baht and correct errors individually or collectively. This step helps refine ideas about writing and reading information, and help to increase thinking about how performance and when performance is rolling and what are the mistakes committed T. Ha external baht.</p>	<p>you cannot pass R learning? This forces the student to think about the continuous search to obtain information, so the teacher asks the students to write the questions that were asked and were unable to answer them in the fourth column (How can I learn more?), In addition to the questions that were formed in their minds, and to identify sources of increased pain. of documented, or with a question of jurisdiction, or by reference to the Internet.</p>
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(C) The distribution of the planned activity on the chips external baht. Train them in how to fill out the chart above.

Dimensional tests: After the completion of the implementation of the educational curriculum was conducted on the two groups posttest (demo of the control group) to determine the level of learning external Unqualified in the skills of football halls where she arrived the research sample, so on Sunday 2 8 / 4/ 201 8 and in the sports hall of the Faculty of Physical Education and Sports Science in Misan University, has sought a researcher that to create conditions for themselves in terms of time, location, appliances, tools, and the method of implementation in order to create conditions themselves where tribal tests were conducted .

Statistical methods: The researcher used the statistical bag (17SPSS.Ver) in the electronic computer to process the results to reach the achievement of the research objectives and hypotheses.

Results

1. **presentation and analysis of the results of the tests of tribal and dimensionality of the experimental group in the collection and skill s own futsal:**

After the data dump pre and post experimental group of the researcher said, and statistically treated as shown in the table (2).

Table (3) it shows the statistical parameters, the calculated and tabular value (t), and the level of significance for the pre and posttests of the experimental group of the variables under study.

Statistical transactions Name of the test	measuring unit	Tribal		Dimensional		Values (T) Calculated	The probability value	indication
		Q	± p	Q	± p			
Rolling	the second	15.92	0.99	11. 69	1. 01	9.308	0.00 0	D.
Scroll	Class	11.25	1. 81	17.4 1	1. 92	8. 613	0.0 0 0	D.
Scoring	Class	24. 02	2.62	29.33	2.70	6.169	0.0 0 0	D.
Cognitive achievement	Class	8.91	2.19	15. 50	1.78	6.936	0.0 0 0	D.

Significant at significance level $\leq (0.05)$

Through the table (3) which shows the results of pre and posttest to test the **rolling straight and winding** , it is clear to us a n arithmetic average of the test tribal amounted to (15.92) seconds and a standard deviation (0.99), in a while arithmetic average in the post test (11.69) seconds, with a standard deviation (1.01). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (11), so the difference is statistically significant and in favor of the post test. A. What test the **skill of the pass** in arithmetic average of the results of the pre - test (11.25) degrees, with a standard deviation (1.81), in a while arithmetic average in the posttest (17.41) degree, standard deviation (1.92). In the **test the skill of the scoring** in arithmetic average of the results of the pre - test (24.02) degree, standard deviation (2. 62), in while the arithmetic average of the post - test (29 . 33) degrees, with a standard deviation (2 . 70) . When Act (T-Test For correlated samples, it appeared that the probability value is less than (0.05) and with a degree of freedom (14), so the difference is statistically significant and in favor of the post test. A. What test **cognitive achievement** in arithmetic average of the results of the pre - test (7 . 91) degrees, with a standard deviation (2 . 19), in a while arithmetic average in the post test (15. 50) degrees, with a standard deviation (1 . 78) . When Act (T-Test For correlated samples, it appeared that the probability value is less than (0.05) and with a degree of freedom (14), so the difference is statistically significant and in favor of the post test.

2. **presentation and analysis of the results of the tests of tribal and dimensionality of the group control in the collection and skill s own football halls:**

After the researcher concluded that the test runs tribal and dimensionality of the group control of the research sample deliberately a dump data and statistically treated as in the table (4)

Table (4) it shows the statistical parameters, the calculated and tabular value (t) and the level of significance for the pre and posttests of the control group for the variables under study

Statistical transactions Name of the test	measuring unit	Tribal		Dimensional		Values Calculated (T)	The probability value	indication
		s	± p	s	± p			
Rolling	the second	16.22	1.40	14.44	1.10	4.033	0.002	D.
Scroll	Class	10.83	1.11	14.25	1.42	8.583	0.000	D.
Scoring	Class	24.25	1.95	26.33	1.37	4.051	0.002	D.
Cognitive achievement	Class	8.50	1.16	11.08	1.24	7.685	0.000	D.

Significant at significance level $\leq (0.05)$

Through the table (4) which shows the results of pre and posttest **of skill rolling straight and winding** , it is clear to us a n arithmetic average of the test tribal reached (16. 22) seconds, and the standard deviation (1.44), in a while arithmetic average in the post - test (14. 44) seconds, and the standard deviation (1.10). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (11), so the difference is statistically significant and in favor of the posttest. In the test the **skill of the pass** in arithmetic average of the results of the pre - test (10.83) degrees, with a standard deviation (1.11), in while the average arithmetic in posttest (14.25) degrees, with a standard deviation (1.42). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (11), so the difference is statistically significant and in favor of the posttest. A. What test the **skill of the scoring** in the average arithmetic mean of the results of the tribal (test 24.25) degrees, with a standard deviation (1.95), while the arithmetic average was in the post - test (26.33) degrees, with a standard deviation (1.37). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (11), so the difference is statistically significant and in favor of the posttest. A test of **cognitive achievement** in the arithmetic average of the results of the pre - test reached (8.50) degrees, with a standard deviation (1.16), in a while arithmetic average in the post (test 11.08) degrees, with a standard deviation (1.24). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (11), so the difference is statistically significant and in favor of the posttest.

3. **presentation and analysis of the results of meta - tests of the total tin demo of the control in the skill data for Walt cognitive football halls:**

Table (5) it shows the results of the post tests for the experimental and control groups in the tests of special skills and cognitive achievement of football for halls

Statistical transactions Name of the test	measuring unit	Experimental group		Control group		Values (T) Calculated	The probability value	indication
		s	± p	s	± p			
Rolling	the second	11.69	1.01	14.44	1.10	6.348	0.000	D.
Scroll	Class	17.41	1.92	14.25	1.42	4.578	0.000	D.
Scoring	Class	29.33	2.70	26.33	1.37	3.424	0.002	D.
Cognitive achievement	Class	15.50	1.78	11.08	1.24	7.043	0.000	D.

Significant at significance level $\leq (0.05)$

Through the width of the table (5), which shows the results of tests dimensionality for two pilot of the control is clear to us that the arithmetic average to test **the skill of rolling reached** (11.69) second of the group experimental, and standard deviation was (1.01), while the total arithmetic average of the group control (14.44), the second of, and standard deviation (1.10). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (22), and thus the difference is statistically significant and in favor of the experimental group. In the **test scrolling skill** was the arithmetic average (17.41) degree of group experimental, and standard deviation was (1.92), in while the arithmetic average of a group of officer (14.25) degrees, and the standard deviation (1.37). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (22), and thus the difference is statistically significant and in favor of the experimental group. A m of the **test the skill of the scoring** in the arithmetic average was (29.33) degree group experimental, and standard deviation (2.70), while the arithmetic average of the group amounted to an officer (26.33) degrees, with a standard deviation (1.37). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (22), and thus the difference is statistically significant and in favor of the experimental group. A m of the **test cognitive achievement** was the arithmetic average (15.50) score for the group experimental, and standard deviation was (1.78), in while the arithmetic average of a group of officer (11.08) degree, and standard deviation (1.24). When Act (T-Test For the correlated samples, it appeared that the probability value is less than (0.05) with a degree of freedom (22), and thus the difference is statistically significant and in favor of the experimental group.

Discussion of the results

Through the results obtained by the researcher said and presented at the grandfather a well (1,2,3) shows that there is a correlation significant correlation between the scale of intelligent emotional and performance of the vehicle skills in football halls, and the irrigation researcher cause these moral differences to that whenever the confidence of the player high himself leads it to get answers to the responses of emotional truth through the performance of different skills are as good as he imagined her in his mind, and this self-derived confidence through the satisfactory performance of the people by the player during the performance during his appreciation for himself as a prediction of satisfactory performance or good through behavioral responses dating back to the perceptions especially psychological came and the results that the obtained or that my back during the matches or performance skills through decisiveness and win, and these are examples of the results of the player included (satisfaction, excellence, success and harmony) Also, the players were characterized by the highest levels of emotional ability in terms of the level of growth, which is the ability to control and regulate emotions, for example: the ability to calm feelings of anger and anxiety within the individual and within others, and this is what the study (Moses, 2012) brought to The emotional intelligence dimensions (three dimensions) are organized in a hierarchical form, among them there is interaction and continuous reciprocal referral (influence and influence). These dimensions are: emotional maturity, emotional communication, and emotional influence. This is attributed to the ability of the players to evaluate their emotional states that they are going through, and classify them in a way that can be exploited in a way that pushes their achievement forward, and exerts more effort to excel and excel. (Moses, 2012), and this is consistent with what (Hajjaj, 2000) indicated that the player's awareness and knowledge of his emotions determines the form of performance and enables the player to control these emotions in a way that helps to raise the competitive level. (Muhammad, 2000) These results can be accessed through the role of the coach or teacher in creating the psychological conditions that help the players in addition to the ability to achieve achievement and his interest

in his players and the insistence on training and education and the strengthening and development of psychological qualities, performance and sports achievements.

Conclusions

1. There is a statistically significant difference in the results of only skills and cognitive achievement of football halls of the research sample.
2. The adoption of the strategy agenda of learning (KWLH) (Met with success in teaching futsal skills to the students of the research sample).
3. The use of the strategy table learning (KWLH) SA are in increasing the concentration of the attention of the students and the motivation and the enthusiasm towards better performance skills as new strategies in teaching.
4. The adoption of the strategy agenda of learning (KWLH) in teaching, it participates in improving students' ability to learn on their own.
5. The necessity of encouraging the adoption of the agenda of the strategy of learning (KWLH) In teaching because it enables students to use their skills in directing thinking and learning processes, and to assume personal responsibility in learning, based on the principle of self-learning.
6. The necessity of updating the vocabulary of the teaching methods subject in the Faculties of Physical Education and Sports Sciences and including them modern teaching strategies as a learning schedule strategy (KWLH).
7. The need to involve teachers the material futsal, developmental courses in how to apply the strategy agenda of learning (KWLHI) teaching the prescribed subjects.

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