

The Effect of Educational Units Using the Training Method (Muska Musten) in Developing Some basic Skills and Motivation for Achievement in Football

Basim Obaid Safar and Hayder Hasan Httaihet

Abstract--- *The study aimed to identify the effect of educational units according to the training method (Muska Musten) in developing some basic skills and motivations for achievement in football, and the researcher used the experimental approach in the two equal group's method. The research sample consisted of students of the third stage in the College of Physical Education and Sports Science - Basra University and their number (20) students (10) were divided into the control group (10) of the experimental group and tribal tests were applied. On the research sample, after that (24) educational units were applied at the rate of two units per week, and after that, the implementation of the units was completed, the researcher conducted the post-test, then the results were statistically treated using: a statistical program (SpssVer21), and reached several conclusions, the most important of which are:*

The educational units proposed by the researcher have positively affected some basic skills and motivations for achievement in football, according to the training curriculum for third stage students in the College of Physical Education and Sports Science - Basra University. There were statistically significant differences between the previous and subsequent tests in the control and experiment groups

In favor of the experimenters as a result of using the Muska Musten method. In light of the researcher's conclusion, he said: Using the training method to develop some basic football skills (under discussion) due to their effectiveness high and impact on learning. The need for use and diversity in multimedia in the lesson of physical education because of its great importance in enriching the educational process and increasing motivation and desire to develop while providing effort and time for the student and teacher.

Keywords--- *The Effect of Educational Units Using the Training Method Motivation for Achievement in Football.*

I. INTRODUCTION

The world witnessed a great development in the flow of information in all fields, including the field of education, which led to the emergence of multiple educational models to develop the educational curriculum for the various levels of education. As there was a new need to reformulate and develop curricula in all educational and academic institutions and amend them to contribute to finding scientific additions for learners to keep pace with the development taking place in all fields, especially the university trainee student in our Iraqi universities. The training method is one of the educational methods which means a set of practical measures in the educational position of Through attention to all the main elements in the process of planning for education or teaching at its various levels and drawing plans for education strategies by defining the various teaching methods and methods and educational

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means in order to achieve the goals set as this model is characterized by a comprehensive view that takes into account all the basic elements in the planning process for education or training. With different levels and playing football from the collective games spread around the world that are practiced by both sexes and from different ages, which made them take the distinguished position among the games. They are taught in colleges of physical education and sports science for the purpose of preparing competent and capable cadres working in the field of education and training. This requires more to be done, the effort and time of the teacher for the purpose of mastering the basic skills of this game. Therefore, the importance of research by preparing educational units in the training method lies in teaching some basic skills of football for the second trainee student - College of Physical Education and Sports Science.

Purpose of the Study

Knowing the effect of the educational units according to the training method (Muska Mosten) in developing some basic football skills for the third stage students, College of Physical Education and Sports Science - Basra University.

II. RESEARCH PROBLEM

From the foregoing, there has become a necessity for the existence of educational methods that help to learn in a better and faster manner commensurate with the characteristics of learners and their needs, as well as the nature of the subjects taught in universities, including the College of Physical Education and Sports Science, to keep up with its teaching developments in various fields because learning for information and success is of limited benefit and that development. Students' skills in a high level are an essential requirement for the learner, and this is what all workers in the educational and educational fields aspire to and what researchers seek through an educational method to engineer the learning environment and bridge the relationship between theoretical principles and their applications in the educational situation and to achieve the desired goals of the educational process and provide learners with experiences and knowledge.

This method is considered as (Muska) indicated the beginning of giving students a role for the teacher's participation in making lesson decisions, as all decisions related to the stage of applying the lesson are given to the student, while decisions to prepare and evaluate the lesson remain from the role of the teacher himself, in this method. The student remains responsible for the implementation of any decision entrusted to him by the teacher, and the teacher must only observe students in the application phase without issuing orders to them.

Muska Mosten notes that the training method depends on the use of a special card provided to each student to learn how to perform motor skills in an easy and sound way, as well as the technical aspects of the skill called (events card) which is a paper written by the teacher and includes all the clarifications, operations, skills, and tasks. And how to apply it.

III. METHOD OF CONDUCTING THE STUDY

The researchers used the experimental method in the two-group equivalent method, and the research community was determined in an intentional way, and they are students of the Faculty of Physical Education and Sports Science

who number (220) students, while the sample of the research was chosen in the simple random method (the lottery) and they numbered (20) students and divided them into two groups Control and experimental groups each group (10) students and formed a percentage (11%) of the research community.

Table 1: It Shows the Homogeneity and Purity of the Sample in the Study Variables

Homogeneity of the sample									
CV	standard deviation	Arithmetic mean	measuring unit	Variables	T				
2.61	4.5	172.3	cm	Length	1				
10.14	6.4	63.1	Kg	the weight	2				
4.69	1.01	21.5	Year	Age	3				
Equivalence of the sample									
The result	Sig	Values T Calculated	Experimental group		Control group		measuring unit	Variables	T
			+P	±s	+P	±s			
Not significant	0.00	0.330	1.11	19.7	1.03	20.2	a second	Rolling	1
Not significant	0.00	0.103	2.02	12.3	2.1	12.6	Degree	Handling	2
Not significant	0.00	0.104	2.8	11.7	2.6	11.3	Degree	Scoring	3

The researchers used a football field, (10) soccer balls, and measuring tapes, a bench, and then the researchers conducted exploratory experiments to find the most important obstacles and problems that the researcher may face during the course of the field trials (the main experiment).

IV. TRIBAL TESTS

After conducting homogeneity and parity, the researchers conducted the pre-roll tests for rolling, handling and scoring tests in football (Appendix 1) and achievement motivation scale (Appendix 2), after that he prepared the educational units and they continued for a period of (12) weeks that included two educational units per week starting from 10 / 11/2019 until 01/25/2019 (Appendix 3), thus, the number of educational units will reach (24) divided educational units (8) units per skill.

After the end of the educational curriculum, the researchers conducted the two-dimensional tests two days after the end of the curriculum. The researcher used the statistical program SPSS Ver21 and extracted it.

1. Arithmetic circles.
2. Standard deviations.
3. Standard error.
4. One set T-test.
5. T-test for correlated samples.
6. View and discuss the results

Presenting and discussing the results of the tests (tribal and dimensional) (and the dimensional) of the two groups Control and experimental skills for some basic football and achievement motivation.

Table 2: Shows the Values of the Arithmetic Mean, Mean Differences, the Standard Error and the Calculated Value (T) the Research Variables Understudy in the Pre and Post-Tests of the Control Group

Evolution rate	Sig	Values T	Standard error	Standard deviation of differences	Arithmetic difference teams	Dimensional arithmetic mean	Tribal arithmetic mean	Variables	No.
%9.18	0.000	9.77	0.174	0.55	1.7	18.5	20.2	Rolling	1
%22.6	0.000	6.09	0.607	1.92	3.7	16.3	12.6	Handling	2
%20.9	0.000	3.29	0.91	2.9	3	14.3	11.3	Scoring	3
%24.1	.0000	6.37	1.13	3.6	7.2	29.8	22.6	Achievement motivation	4

Table 3: Shows the Values of the Arithmetic Mean, Mean Differences, Standard Error, and the Value of (T) Calculated the Research Variables Understudy in the Pre and Post-Tests of the Experimental Group

Evolution rate	Sig	Values T	Standard error	Standard deviation of differences	Arithmetic difference teams	Dimensional arithmetic mean	Tribal arithmetic mean	Variables	No.
%30.4	0.000	10.95	0.42	1.33	4.6	15.1	19.7	Rolling	1
%35.7	0.000	6.63	1.04	3.3	6.9	19.3	12.3	Handling	2
%39.3	0.000	7.46	1.018	3.22	7.6	19.3	11.7	Scoring	3
%43.3	0.000	13.56	1.32	4.2	17.9	41.3	23.4	Achievement motivation	4

Table 4: Shows the Mean, Standard Deviations and Value (T) Calculated for the Experimental and Control Groups in the Post-Tests

The result	Sig	Values T	Experimental group		Control group		Variables	No.
			P	±s	P	±s		
moral	0.000	3.99	2.1	15.1	2.3	18.5	Rolling	1
moral	0.000	2.99-	2.2	19.2	1.9	16.3	Handling	2
moral	0.000	4.39	1.8	19.3	2.9	14.3	Scoring	3
moral	0.000	2.78-	9.2	41.3	8.3	29.8	Achievement motivation	4

The researcher attributes that the reason for the evolution and difference of the experimental group at the expense of the control group is due to the educational program that the researcher used if it had a positive effect on creating a positive case for the student in his book. The ability to make decisions by reinforcing this by the teacher, as the program works until then the teacher accepts a new concept that the teacher and the student must expand in much more in the process of learning the advantages and characteristics of the teaching method.

The program also created a situation where students have the ability to perceive errors during performance. In addition, it is responsible for results and performance development through individual performance. In addition, students become independent in the learning process and this is one of the very important things in developing performance.

The researcher also believes that the reason for this is because the teacher is working hard during the application

of the educational program using the training method to assess the student's condition in his ability to make quick decisions, as well as evaluating them by providing notes and working to link the nervous and muscular system in developing the work of the nerve signal that the main means in The process of movement is to cause the process of contracting, stretching, and producing movement, which has increased the number of iterations and this has led to a good alignment of work and thus drawing a dynamic program within the brain that the student can restore during the performance quickly.

The consistent researcher said that with what he refers to (A. Bin Daghfal Rashid 2011) "The concept of the teaching method is related to the concept of teaching already, and it is a result of the interaction of the teacher and the student and the curricula, these outputs or outputs must have this specific method applied and implemented to create An interaction called process (teaching method) "(1:51).

Through these results, the researcher sees that there is an important role in stimulating achievement in forming special behaviors and developing them for students, which creates the appropriate conditions to push his behavior towards success or failure. In this agreement, Muhammad Shamoun (1999) agrees with Muhammad Hassan Allawi (2000) and Osama Kamel Rateb (2001). However, "behavior toward goals is usually acquired through its evidence of his skills in expressing Tawfiq, which is a motive and incentive towards excellence and achievement" (7: 423) (6:19) (2:31).

There is no doubt that understanding the factors that interfere with the psychological process in developing high-performance conditions is incorporated into motivations, motivation, winning, loss, the relationship between players, the relationship between the coach and the players. All this confirms the reality of the goals that were set to implement the performance psychology of students and we see that controlling and avoiding some situations in the competition environment and accepting some positive and negative points is the decisive factor in building high performance. At any level, this is what Julia Cesar points out, "Avoiding excessive feelings, accepting failure situations, natural mistakes and controlling the motivation system among students is one of the main goals in applying the lesson and is the opposite of it. An effect on the ideal performance process" (9: 60).

Based on this concept, the hands of motivational attitudes toward efficiency and achievement must be ended by the conscious student of Msa and his agencies in success and failure, and the consistent researcher who (Sidqi Nouredine 1991) "built a special individual direction towards his field of achievement when he realizes competence and realizes control of his personal responsibilities, for he is positively related to the motivation of the present achievement of the individual "(5: 102-103). According to Hart, "there is a relationship between the motivation to complete the actual and different lesson skills that are a reflection of current competence" (8: 105).

From all of the above, the researcher believes that the employment of motivation and its development and how it relates to the daily lesson skills that form the basis for the behavior that the student takes to face multiple situations during and outside the lesson, that is, when the student has an effective motivation to deal with the surrounding environment, we see that it achieves a sense of adequacy and self-esteem and on Conversely, i.e. the summary here are the types of behavior issued by the student to obtain the optimum level in achieving the achievement and take responsibility when it succeeds or fails.

V. CONCLUSIONS

- The educational units proposed by the researcher affected some basic skills and the achievement motivation in football according to the method of training the third stage students in college Physical Education and Sports Science - Basra University.
- The use of the training method affects the development of some basic football skills.
- There were statistically significant differences between the previous and subsequent tests in the control and experiment groups in favor of the experimenters as a result of using the Muska Musten method.
- The level of development of control and experimental groups appeared, and the percentage was greater in their favor
- Experimental group, this enhances the effectiveness of the tutorial.

RECOMMENDATIONS

Using the training method to develop some basic football skills (under discussion) due to their effectiveness

- High and impact on learning.
- The need for use and diversity in multimedia in the lesson of physical education because of its great importance in enriching the educational process and increasing motivation and desire to develop while providing effort and time for the student and teacher.
- The necessity of choosing appropriate teaching methods that are appropriate to the nature and type of activity practitioner, capabilities and capabilities the students.

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Appendix (1) Skill Tests

Goal Scoring Exam (3: 214)

Test goal: measuring scoring accuracy

Instruments used: soccer field, 10 soccer balls - tape to mark the test registration area - tape.

Test procedures: (10) footballs are placed in different places on the line and inside the penalty area, and as shown in the figure below, the player is registered in the areas indicated in the test according to their importance and difficulty and in the form of one sequence after another, provided that the test is carried out from a position Running, the test starts from the ball (1) and ends with the ball (10).

Method of registration: The number of injuries that enter or affect the four specified goals on each side of the goal and with any feet from the feet is calculated so that the degrees for each ball are calculated from the ten balls that have two agencies:

(3) Scores when scoring in the field (3) - (2) Two scores when registering in the field (2) - (1) One score when registering in the field (1) - (0) zero from the rest of the points other scoring areas. The player is given only one try.

Test the accuracy of passing the ball to a target drawn on the ground (3: 213)

The goal of the test: to measure the accuracy of processing

Required instruments: specific test area - (5) balls or more - tape measure, stopper.

Test procedures: Three overlapping circles are drawn, and their diameters are respectively (2m, 4m, 6m), and the grades are given respectively (6, 4, 2) where the center of the circles is the point of distance between the starting line and the three circles that are at a distance (20 m).

Recording method: * Given to the player (5) consecutive attempts - * the number of scores obtained by the player is calculated from five attempts.

General guidance

In the event that the ball falls on the circle lines, the following degrees are according to the sequence of circles (5, 3, 1) degrees. A score of 0 is given if the ball falls outside the circles.

Rolling Ball Operation Test (3: 212)

Test goal: to measure rolling

Required instruments: legal football, tape measure, stopwatch, five men in danger

Procedures: Planning the test area –

According to the figure shown in the drawing, the player stands with the ball behind the start and when the starting signal is given, the player plays the ball with the feet between the characters - each player is given two consecutive attempts in figs - the time is calculated for the nearest 1/10 of the second

Score: Player points are the average total time the player takes to complete two attempts.

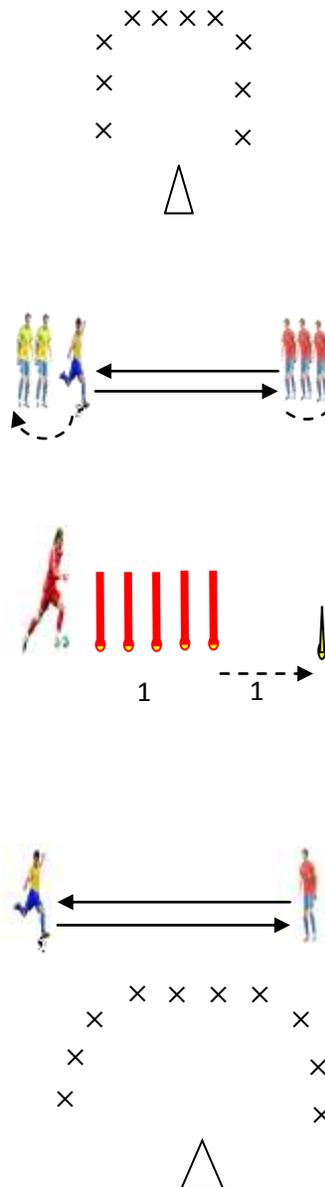
Supplement (2) Scale of Motivation(97 :4)

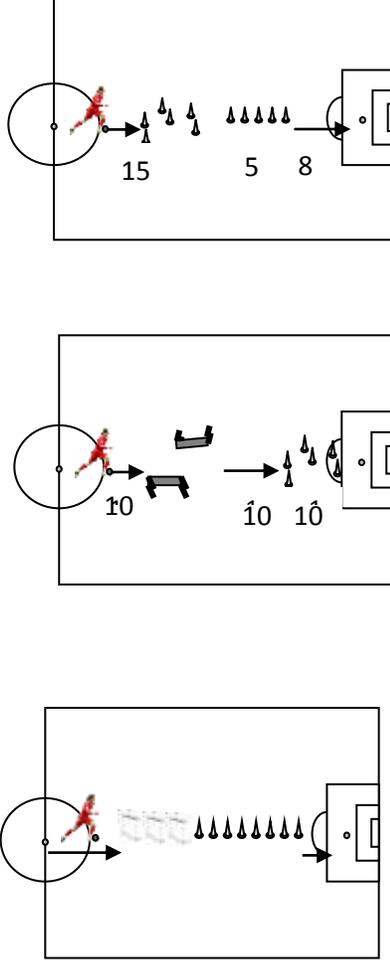
Start	Sometimes	Always	The hubs Paragraphs	Number
The first axis : achievement behavior				
			I feel my work lacks mastery	1
			I postpone today's work until tomorrow	2
			I like to complete my job quickly	3
			I undo what I have done	4
			I rarely succeed in my daily accomplishments	5
The second axis : perseverance in exerting effort				
			I am not trying to act the difficult tasks that come across me	6
			I transfer my duties to other employees	7
			I find it difficult to continue working after failure	8
			I am confused by the new situations I encounter at work	9
			I find it difficult to improve my performance	10
The third axis : demand for work				
			I find it difficult to get up early to go to work	11
			I find it difficult to do the tasks assigned to me	12
			I fear the difficult works that come across me	13
			I find it difficult to focus on work	14
			I am afraid of making mistakes when I finish my work	15
The fourth axis : ambition				
			I do not want to undergo an increase in efficiency	16
			I do not wish to improve my rank at work	17
			I have no other professional projects	18
			I have no desire to have another degree	19

The third stage: a prototype for an initial introductory unit to learn recycling, handling and registration skills (Annex 3)

Objective: Learn part of the skills of recycling, handling, and registration. The number of the group: 10 students using the experimental group training method, unit time: 90 minutes

Preparatory section 25 d	Sections of the unit	Motor skill explained	Organization	Notes
	Introduction	Take absence, create tools, and organizational clarification of groups.	x x x x x	Emphasize correct posture
	General	A normal course with a regular jog that brought the two men together and jumped with them together in front of the side jog. General preparation for all body parts.		The general warm-up is a double frame
	warming up	Standing open the arms, aside from the intersection of the arms, in front of the chest. The legs of the two legs lift the legs forward while touching the foot with the opposite hand. Long sitting, with the arms open up at the hands, is the same as exchanging the bending of the trunk forward in front of the feet. A special setting to serve the main part while giving some exercises to the ball for the purpose of feeling it.		Emphasizing the most important muscle groups involved in performing a special warm-up

Section 60	Sections of the unit		Organization	Notes
	The educational part	10 D	 <p>The diagram illustrates organizational structures for an educational unit. It includes: <ul style="list-style-type: none"> A circle of 'x' markers with a triangle in the center. A group of people (two in yellow, one in blue) on the left and two in red on the right, connected by a double-headed arrow. A person in red on the left and five vertical red bars on the right, with a dashed arrow labeled '1' pointing from the bars to the person. Another group of people (one in yellow, one in blue) on the left and one in red on the right, connected by a double-headed arrow. A circle of 'x' markers with a triangle in the center at the bottom. </p>	<ul style="list-style-type: none"> -Perform each part of the skill Emphasis on practice and repetition. -It agrees with the command style and differs from the training method in some powers from the teacher to the student. -Teacher participation in decision-making. Emphasizing feedback, which is responsible only from the teacher -The student is responsible for implementing any decision assigned to him. -The teacher is responsible for the observation process during implementation. -The student can perform the exercise and give him the opportunity to work alone. -Emphasizing the student in carrying out the exercises assigned to him literally, especially at the beginning of the educational units. -The student has the right to choose the appropriate place for him to implement the motor skills and the teacher must provide tools.
	The practical part	50 D		

	<p>Experimental group training method</p>	<p>- Two groups of players Each group consists of three players The distance between them (10 m) Each player passes and then returns to the last group.</p> <p>- Running with the ball, then passing between (5) people for a distance of (15m), then starting with the ball (10m). Repeat this exercise (10) times.</p> <p>- Player No. (1) Passes the ball to Player No. (2) who controls it, then returns it to Player No. 1 and perform the exercise with the left and right feet the distance between the players (10m - 15m)</p> <p>- Rolling the ball for a distance of (15 m), then passing the ball between three consecutive goals. The distance between one goal and another (2 m), then passing between five people for a distance of five meters, then starting (8 m), then scoring on the goal.</p>		<p>-Emphasis on feedback either from the teacher or from the student himself to reveal His faults.</p> <p>Performance must be in an easy and slow way for the most number of iterations to gain compatibility.</p> <p>-The application of the exercise is single for a certain period. Students learn the beginning of the exercise.</p> <p>The student accepts his work performance without permanent comparison with others.</p> <p>- The colleague can correct his colleague during the exercise</p>
	<p>The final section</p>	<p>5 D</p>		