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The effect of the competitive learning method according to the theoretical and pragmatic teaching methods in improving some students' football skills

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Abstract

The objective of the current study is to detect the significance of the differences among the results of the pretest and posttests of the two experimental research groups for the pragmatists group and theorists group in developing students' football skills. The researchers hypothesized that there are significant differences in the results of the pretest and posttests of the two experimental research groups in developing students' football skills. There are significant differences in the outcomes of the two post-tests for the two research groups. The research sample was represented by a group of third-year students for the year 2021/2022. The researchers adopted the experimental research for its appropriateness to the research problem and objectives. The results were presented, analyzed and discussed, showing superiority of the post-tests over the pre-tests. These results indicate the achievement of the research hypothesis. The researchers concluded that there is a positive effect of these two groups in developing some football skills of students, and this was done using the competitive learning method.

Keywords: teaching strategies, teaching techniques, teaching models, football, teaching methods.

Introduction

The competitive learning approach, which is one of the ways that provides learners with exercises in the form of competition that helps them realize their own talents compared to others, is one of the strategies and methods that have proven useful in the educational process. It encourages individuals to reawaken their motivations and redouble their efforts in order to compete with themselves, a colleague, or a group to see who can transmit the acquired content to the learner's mind in the most efficient and effective manner, up to the highest stages and degrees of performance. This is entirely dependent on the teacher's expertise and ability to achieve the desired outcome. Teachers' understanding of learning styles, particularly Kolb's model, is critical to the educational process' effectiveness. Students must be able to learn in the way and model that they like as part of a good and effective teaching process. This would increase their drive and provide a significant incentive for them to study, work, and interact with the environment in order to better comprehend and adapt to it. The teacher's understanding of his students' learning patterns has a positive impact on their ability to acquire knowledge and skills quickly. From this perspective, we can see that the learner's learning style is not so much about what he understands as it is about how he can learn more effectively and in the shortest amount of time feasible. The learner's chosen manner of obtaining knowledge is referred to as the learning style. As a result, regardless of learning or content, it is "the individual's natural approach and preferred habits of absorption, processing, and retrieval of new knowledge and abilities that he endures." (Al-Zagloul and Al-Mahmaid, 2007).

Research problem: The focus of curricula is no longer just on the amount of material offered for learning, but also on the strategies and models that the learner will use to get knowledge. The modern usage of teaching strategies decreases mistakes and improves teaching effectiveness in the educational process. To develop the educational process, modern teaching approaches and models must be made public. In addition to knowing its influence on enhancing students' football abilities at third-class in the College of Education and Sports Sciences, pragmatists and theorists' competitive learning technique is one of the current teaching approaches.

Research Objectives

- Recognizing the significance of the differences between the results of the pretest and posttests of the two experimental research groups in developing students' football skills.
- Recognizing the significance of the differences among the results of the two post-tests of the two experimental research groups in developing students' football skills.

Research hypothesis

- Differences significantly appear in the results of the pretest and post ones of the two experimental research groups in developing students' football skills.
- Differences significantly appear in the results of the two post-tests of the two experimental research groups in improving students' football skills.

Research Domains

- The human domain: the third class students of the morning study at the College of Physical Education and Sports Sciences - Tikrit University.
- Temporal domain: the period from 9/13/2021 to 3/1/2022
- The spatial domain: the classrooms and the stadium of the College of Sports Sciences and Physical Education - Tikrit University.

Research Methodology:

The researchers adopted the experimental approach for its appropriateness and the nature of the research problem and sample.

The research community and sample: The research community was defined as the students of the third academic year of morning studies at the College of Physical Education and Sports Sciences / Tikrit University for the academic year 2021/2022, who were intentionally selected. As for the research sample, it consisted of (c) section, which was chosen randomly. The questionnaires were distributed to the students to determine their preferred model and distributed to two experimental groups according to Kolb's classification. The first group included (10) students, and the second group included (10) students. The total number of the two experimental research samples became (20) students after all of the following were excluded:

experimental design: The researchers used the experimental design, which is called the design of equal groups with pre and post tests, which is compatible with the objectives of the research and its field procedures, as shown in Figure No. (1).

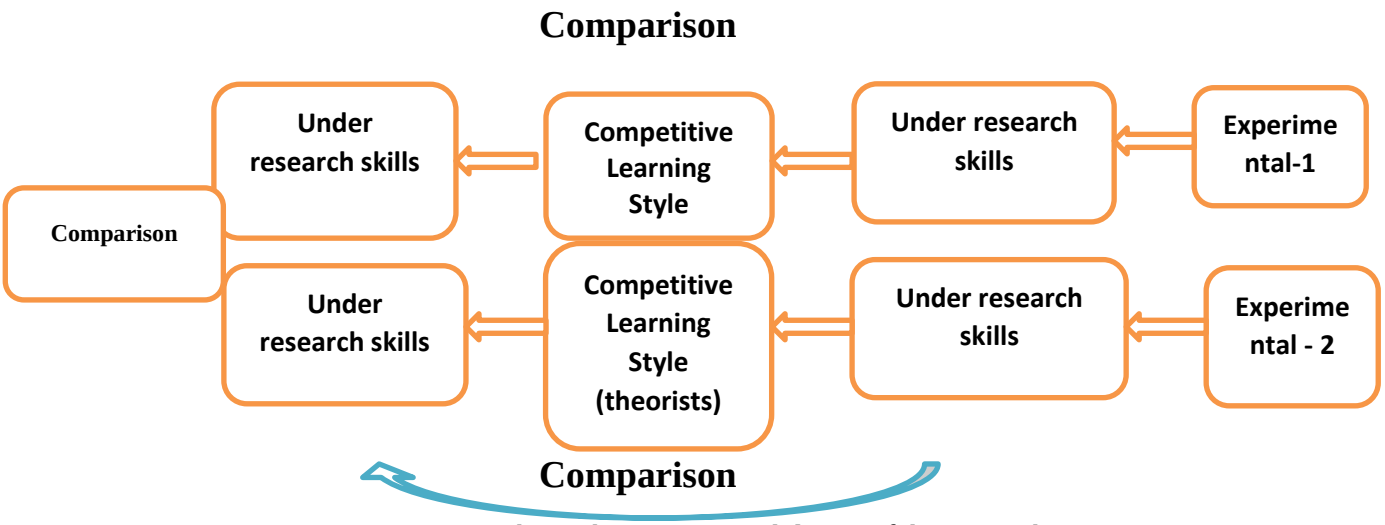

Figure 1 *shows the experimental design of the research*

Equivalence of the two research groups:

In order to achieve equivalence between the two experimental research groups, the researchers conducted equivalence tests in the research variables based on the results of the pre-tests that were conducted on Sunday 14-15/11/2021 at 9 am at the University Stadium in the College of Physical Education and Sports Sciences / University Tikrit with the help of the assistant staff.

Table (1) *The equivalence of the two research samples in the tests used*

Tests	Measuring unit	Calculated T value	2nd experimental		1st experimental		Level of Sig	Difference
			±standard deviation	Arithmetic mean	±standard deviation	Arithmetic mean		
Passing	Degree	526,0	674,0	700,2	994,0	900,2	605,0	Non.sig
Controlling	Degree	629,0	074,1	400,4	059,1	700,4	538,0	Non.sig
Shooting	Degree	169,1	319,2	600,11	270,2	400,10	258,0	Non.sig

Table (4) illustrates that the (sig value) in all tests was greater than (0.05) and in front of the degree of freedom (18), which indicates no differences which significantly appear in the tests of some of the basic skills used in the research. This shows the parity of the research sample in the aforementioned variables.

Field Research Procedures

Student Classification Form

The researchers used the student classification form, which has 18 elements with two questions for each. The goal is to divide students into four groups and teach them using the Kolb learning paradigm. After presenting their views and thoughts regarding the form, it was submitted to a committee of experts and specialists to guarantee its validity and effectiveness. The following formula is used to compute the form based on the totals:

First: - (meditators) (thinker) (physical experience / meditative observation):

Abstract thought + Reflexive Observation

= A. T. + R. O.

• This group depends it when the answer is (a) on paragraphs 1-9.

• From 1-9 (a) = Reflexive Observation (R. O.).

Second: - The Pragmatists (the enthusiastic) (abstract concepts / practical experiment):

Abstract Thought + Effective Practical Experience

= A. T. + E. P. E.

• This group depends it when the answer is (b) on paragraphs 1-9.

• From 1-9 (B) = Effective Practical Experience (EPE).

Third:- Practitioners (the worker) (physical experience/practical experiment):

Concrete Experience + Effective Practical Experience

= C. E. + E. P. E

• This group depends it when the answer is (a) on paragraphs from 10-18.

• From 10-18 (a) = concrete experience (C.E.).

Fourth: - Theorists (observer) (abstract concepts / reflective observation:

Reflexive Observation + Concrete Experience

= R. O. + C. E.

• This group depends when the answer is (b) on paragraphs 10-18.

• From 10-18 (b) = an abstract thought (A. T.).

Determining the football skills employed in the study and their tests:

The basic abilities and their tests were selected based on the curriculum used in the college. The tests were presented to a group of experts and specialists in the field of football through a questionnaire form.

1- Passing test to a small target of 20 meters away (Ismail et al. 1991)

- Test Objective: To detect passing accuracy

Tools employed: (5footballs), and a small goal (110 cm x 63 cm).

Procedures of the test: 1 meter line is drawn at (20 m) from the small target, and a fixed ball is placed on the line of start as illustrated in Figure (3).

- Description of the test: The student stands beyond the line of the start encountering the small goal net. Giving the signal, he begins by passing the ball to the get into it. Each student is given (5) five consecutive attempts.

Scoring: It is scored based on the overall scores attained by the student from passing the five balls, as follows:

• 2 score for every single on target attempt getting into the small goal net.

• 1 score if the ball touches the post or the crossbar and does not get into the goalnet.

• 0 score is given in case the ball goes out of the small goal.

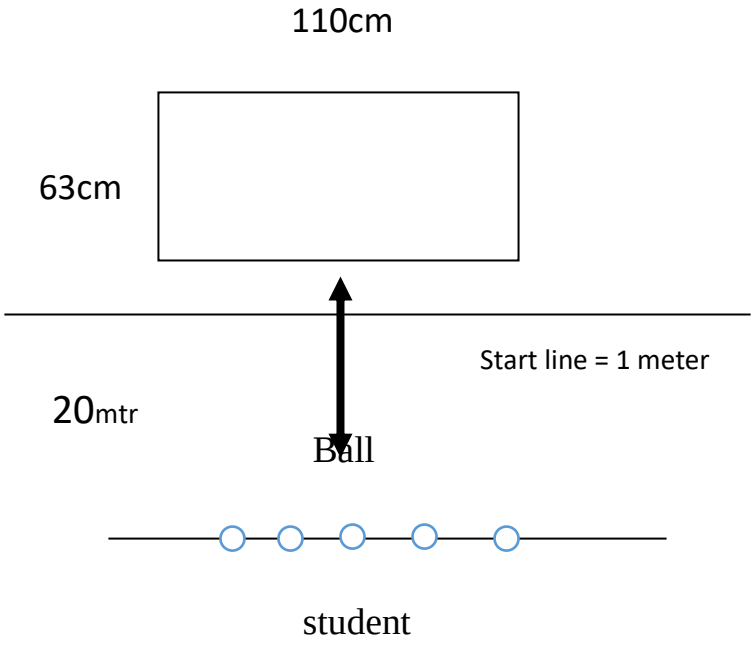

Figure (2) *Demonstrates passing test to a small target 20m away*

2- The name of the test: Control of stopping the movement of the ball from moving inside a square (2 m) from a distance of (6 m) (Al-Khashab et al, 1999).

The objective of the test: controlling the ball movement.

Tools used: 5 soccer balls and a square whose sides are 2 m, and a line is drawn 6 meters away from the square.

Method of performance: The student stands behind the designated test area. The tester throws the ball high to the player who advances into the test domain, trying to stop the movement of the ball in any part of the body except for the arms, and then return to the start. Again, it starts and the student reiterates the five consecutive movements.

Performance conditions:

- The movement of the ball must be stopped within the area specified for the test.
- If the tester makes mistakes in throwing, the attempt is repeated.
- For the attempt to be considered valid in the following cases:
- If the student does not control the movement of the ball.
- If the student passes the specified area for the test.
- If the ball touches the arm while stopping its movement.

Scoring:

- 2 points for each correct attempt.
- 1 point for crossing any line in the location by more than one foot.
- Zero score if he illegally stops the ball.

The total of the five attempts (10) marks.

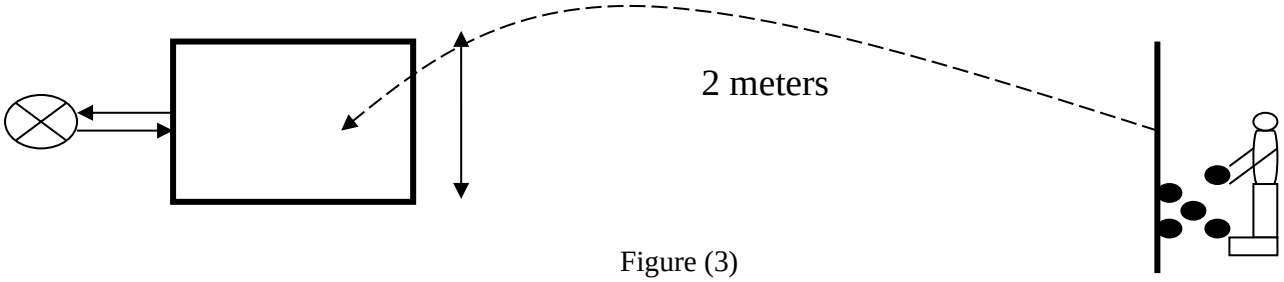

Figure (3)

The control test shows stopping the movement of the ball from moving from a distance of (6) meters within a square of (2) meters

3- The scoring test for the divided goal (Ibrahim, 1994)

The objective of the test is to measure the accuracy of shooting the ball towards the goal.

Tools used: (5) legal soccer balls, a rope to divide the goal, a tape measure, a soccer goal, a soccer field.

Test procedures:

* The balls are placed on the penalty area line and in different places as shown in Figure (5).

The goal is divided into 9 sections by means of a rope.

Test Description: The student stands beyond the penalty area line with the balls in the direction of the goal. At the start signal, the student kicks the ball with his foot towards the goal to enter it into the squares drawn in the goal, then moves to the second ball and so on.

Scoring: The grades are scored based on the total scores taken by the student from scoring the five balls towards the goal, as follows:

- (5) scores at square No. (4).
- (4) scores at square No. (5)
- (3) Scores at square No. (2).
- Two scores at square No. (3).
- One score at square No. (1).
- Zero score when the ball goes outside the goal.

Note: When the ball hits the rope, the student will be given the highest score

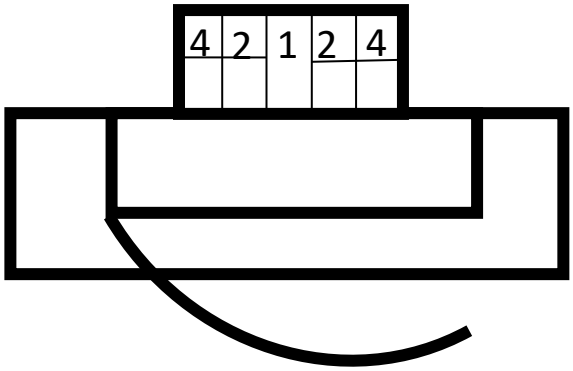

Figure (4) *Explains the scoring test for the divided goal*

Pre-tests: After the researchers applied an introductory unit to familiarize students with tests of social intelligence and tests of basic football skills. The pre-tests were conducted on the research sample in the college stadium, in the presence of the subject teacher, and with the assistance of the assistant teamwork, on Sunday and Monday 11-15/11/2021.

The researchers tried to establish the conditions and method of conducting the tests in order to achieve the same conditions when conducting the post tests.

The educational curriculum and its application:

The first experimental group :The number of students in this group is (10), where this group adopted the educational curriculum and presented the skills (passing, controlling and shooting) through slides showing how to perform the three types of skills with a detailed explanation using the data show for a period of (15) minutes. It helped the learner to grasp and comprehend precisely via the sequence of performance through the slow presentation of the movement. This, in turn, helped to increase attention, focus, accuracy, and motivation by engaging the senses in the educational process, making learning more positive and effective. After that, they go out to the outdoor playground to perform the warm-up process for (20) minutes and then start the practical side by performing exercises related to the skill related to the educational unit for a period of (45) minutes. During these minutes, the player exercises one or more skills, taking into account the gradation in the exercises from easy to difficult. Then he moves to the concluding section of the educational unit, which lasted (10) minutes. The educational units lasted for a period of (3) weeks for the three skills individually, (3) weeks for the complex skills, and (2) weeks for competition among the group members.

The second experimental group :This group applied the educational curriculum through accurate and organized delivery of information about shooting with the participation of (10) students. The material was presented gradually until learning takes place for (15) minutes, as well as work on imagining the performance, which in turn helps in developing feelings of self-confidence and removes anxiety and tension caused by ignorance of the conditions and nature of the skill. These may serve the learner directly with the practical side on the playground by performing exercises for the skill that pertain to the educational unit for a period of (45) minutes. During these minutes, the player practices one or more of the skills, and then moves to the final section, which lasted (10) minutes. The educational units lasted for (3) weeks for the three skills individually, (3) weeks for the complex skills, and (2) weeks for the competition among the group members.

post-tests: The researchers with the assistant team conducted the posttests on the study groups under the same conditions that were in the pre-tests on Sunday and Monday 16-17/1/2022.

Statistical means: The researchers adopted the statistical program (SPSS), (Statistical Portfolio for Social Sciences) in order to process the data and analyze the results of the research, which included the statistical requirements of the research, as follows: (Arithmetic mean . standard deviation . Coefficient of skewness. T-Test for two related arithmetic. T-Test for two unrelated arithmetic. Simple correlation coefficient (Pearson).)

Presentation, analysis and discussion: Presenting the results of the pretest & post ones for the first experimental group in the tests of a number of basic football skills.

The researchers dealt with the presentation, analysis and discussion of the results obtained from the students who represent the research sample and the statistical treatment that the researchers used for the purpose of reaching the final results. They discuss them to find out the extent to which they match the objectives and hypotheses of the research, as shown in Tables (2) and (3).

Table (2) *Arithmetic means and standard deviations of the first experimental group in the results of the pre and post-tests in the skills under study in football*

Variables	Measuring unit	Calculated T-value	Post-test		Pre-test		Level of significance	Differences
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean		
Passing	Score	14.030	0.966	7.600	0.994	2.900	0.000	Sig.
Controlling	Score	21.726	0.966	8.600	1.059	4.700	0.000	Sig.
Shooting	Score	11.777	2.424	17.900	2.270	10.400	0.000	Sig.

Significant if the significance level < (0.05) at the degree of freedom (9)

Presenting the results of the pretests and post ones for the second experimental group and analyzing them in the tests of a number of key football abilities.

Table (3) *Arithmetic means and standard deviations of the second experimental group in the results of the pre and post tests for a number of basic skills under study*

Variables	Measuring unit	Calculated T-value	Post-test		Pre-test		Level of significance	Differences
			Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean		
Passing	Score	9.682	1.059	7.700	0.674	2.700	0.000	Sig.
Controlling	Score	8.947	0.971	8.500	1.074	4.400	0.000	Sig.
Shooting	Score	7.384	1.702	18.300	2.319	11.600	0.000	Sig.

Discussing and analyzing the results of the pre- and post-tests of the tests under study for the two experimental groups.

Through Table (2), it was found that there is a significant development among the two tests, the pretests and post ones for the first experimental group in the tests of basic football skills (handling, controlling, shooting) and in favor of the posttest. The researchers ascribe the moral improvement that occurred in the first experimental group to the efficacy of the educational approach applied with the learning style. The three basic skills (passing, controlling and shooting) were presented using a data show device via slides explaining how to perform with a brief explanation of it. In this way, the researchers agree with Mufti Ibrahim (1991) that "the use of educational aids helps the learner to understand and comprehend accurately by following the performance sequence through the slow presentation of the movement" (Ibrahim, 1991).

This helped in increasing attention, focus, accuracy, and increasing motivation for students by engaging the senses in the learning-teaching process. This method gives students the right thinking by giving them the opportunity to recall all that the students have learned during the previous educational units by giving them the opportunity to display performance. This is with what was indicated by (Wajeeh Mahjoub, 2002) that "It is important for individuals to be motivated to learn motor tasks for the purpose of obtaining maximum learning. If the learner views the task as not meaningful or not preferred, then learning the skill will be limited.

If the motivation was too low, learning may not occur at all, and learners may not be motivated enough to learn fully" (Mahjoob, 2002).

Through Table (3) it was found that there is a significant improvement among the pretests and post ones of the second experimental group in tests of basic football skills (passing, controlling, and shooting) in favor of the post test. The researchers ascribe it to the effectiveness of the educational approach applied to the second group through the accurate and orderly delivery of information about the three skills in a lecture method. The skills are introduced gradually as well as given enough time to be able to imagine the performance. In this way, the researchers agree with Issa that Educational aids are critical for giving sensory experiences that are difficult to produce in natural educational settings, as well as for addressing obstructions to the clarifying process. If it relies on reality itself, it works to organize the work of the teacher and raise the level of students to obtain better results (Issa, 2015).

Presentation of the results of the post-test of the tests conducted for the two experimental groups.

Table (4) *Arithmetic means, standard deviations, mean difference, calculated (t) value and significance of differences in tests of a number of skills under study between the two experimental groups in the post test*

Variables	**Measuring unit**	**Calculated T-value**	**1st Group**		**2nd Group**		**Level of significance**	**Differences**
			Standard deviation	**Arithmetic mean**	**Standard deviation**	**Arithmetic mean**		
Passing	Score	0.221	0.966	7.600	1.059	7.700	0.828	Non. Sig.
Controlling	Score	0.231	0.966	8.600	0.971	8.500	0.820	Non. Sig.
Shooting	Score	0.427	2.424	17.900	1.702	18.300	0.674	Non. Sig.

Discussing and analyzing the results of the post-tests between the two experimental groups for the tests under study.

The results in Table (4) show that there are no significant differences between the two experimental groups in the post-test. The significance value (sig) was greater than (0.05), which indicates that no group is superior to the other in this value, but there is superiority among the two groups in the arithmetic means of the three basic abilities. By examining the arithmetic means for the results of the two groups, we see that the second group outperforms the first group in my skills (passing and shooting). The researchers ascribe the reason for the superiority to the auditory means used, from a detailed explanation of the skill and its fragmentation, because they like the accurate and organized delivery of information. This is what Farida Othman, 1988, pointed out that "the use of educational aids is a necessity of modern life, as it makes the learning processes more positive and effective and helps shorten the time allocated to education" (Othman, 1988). The reason for the superiority of this group is also due to the use of mental visualization in how to imagine the correct performance of the skill. This is what was indicated by (Yarub Khayon, 2010) that the use of mental visualization "has two directions; The first is a direction that can be used in the educational process as a cognitive aspect. The second has to do with preparing for performance, where it is related to exception for the purpose of giving effective performance" (Khayon, 2010).

It is evident from the arithmetic means of the results also presented in Table (4) that the first group outperform the second group in the skill of controlling. The researchers ascribe the reason for this improvement to the use of visual aids through displaying skills with a (data show) device. This is what was emphasized by (Sadiq Khaled Al-Hayek, 2018) that "the learner uses a basic sense, which is the sense of sight in the learning process, and it is represented in many means, including static or non-mechanical ones,

such as static images, drawings and publications, and moving or mechanical ones, such as various silent means of presentation, such as a slide projector. (Al-Hayak, 2018).

Conclusions

The competitive learning method of the 1st group and 2nd one has a positive effect and a great role in improving some football skills for students, which led to an development in their level. The second group were superior in the skills of passing and shooting, while the first group achieved superiority in the skill of controlling in the post-tests of some of the skills under study.

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Appendix (1)

A model for the main section of the educational unit in a competitive learning style for the two groups of experimental and theoretical research. The main section of the educational curriculum applied to the first experimental group.

1- The educational goal: to teach the student the skill of passing from a certain distance. (1) the class: third class. (2) the number of students: 10

2- Educational goal: To develop the spirit of organized work among students (3) Time: 90 minutes (4) Date: // 2021. (5) Educatio¬¬nal unit / first

Kind of activity	Organization	Kinetic skills and activities	Behavioral goals	Time	Notes and evaluation
Main part			Students learn the skill of ground passing (inside and with the face of the foot) in a precise technical way	**60 min**	Emphasis on explaining the skill of passing by using the data show, where the skill was displayed through slides explaining how to perform this skill with a detailed explanation and giving information and notes
Educational part	× × × × × × × × × × ×	Students stand in the shape of a square of 3 sides. The skill is explained and presented by the teacher and then presented by a model of the students		**15 min**	

	× × O				
Application part	××××× ● ×××××●××××× ×××××●×××××	• Exce-1: Apply the skill to the wall at a distance of 5m. • Exce-2: Applying the skill between two students, the distance between them is (5m). • Exce-3: Apply the skill between two opposite groups, the distance between them is (7m .). • Exce-4: The application of ball handling between two teammates, the distance between them is 10 m. • Exce-5: Doing the same exercise but for a distance of (15m)	That the students perform the skill of handling the ground (inside and with the face of the foot) in football correctly	**45 min**	Emphasizing to correct the error by the teacher by giving clear feedback.

The main section of the educational curriculum applied to the second experimental group.

1- The educational goal: to teach the student the skill of handling from a certain distance 1) the class: the 3rd class. (2) the number of students: 10 (2)- the educational goal: developing the spirit of organized work among students 3) time: 90 minutes. (4) date: // 2021 5 Educational unit / first

Kind of activity	**Organization**	**Kinetic skills and activities**	**Behavioral goals**	**Time**	**Notes and evaluation**
Main part	× × × × × × × × × × × × × O	Students stand in the shape of a rectangular of 3 sides. The skill is explained and presented by the teacher and then presented by a model of the students	Students learn the skill of ground passing (inside and with the face of the foot) in a precise professional way	60 min	Emphasis on a detailed explanation of the skill of passing through accurate and organized recitation of information, where the skill was gradually introduced until learning occurs as well as work on imagining performance
Educational part				15 min	

Application part	××××× ● | ××××● ××××× ×××××●×××××	• Exce-1: Apply the skill to the wall at a distance of 5m. • Exce-2: Applying the skill between two students, the distance between them is (5m). • Exce-3: Apply the skill between two opposite groups, the distance between them is (7m .). • Exce-4: The application of ball handling between two teammates, the distance between them is 10 m. Exce-5: Doing the same exercise but for a distance of (15m)	That the students perform the skill of handling the ground (inside and with the face of the foot) in football correctly	45 min	Confirming to correct errors by the teacher through feedback