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The Effect of Educational Units According to the Cognitive Training Strategy in Learning the Football Handling Skill

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Abstract: The importance of the cognitive training strategy for students' learning in the first stage in football handling was addressed. The research problem was to answer the question: Do the educational units applied by the researchers have a positive role in learning the football handling skill? The aim of the research was to prepare educational units using the cognitive training strategy in Learn the skill of handling football. Where the research areas were: The human field: First stage students in the College of Basic Education, Department of Physical Education and Sports Sciences / Al-Mustansiriya University, Time field: for the period from 10-12-2022 until 10-2-2023. The research population was represented by the students of the first stage in the College of Basic Education - Al-Mustansiriya University (70) students, and the research sample consisted of two equal groups (10) control and experimental. The researchers conducted pre-tests for the research sample, then applied the main experiment for a period of 10 weeks, after which the researchers conducted the post-tests by applying The same procedures were used in the pre-tests, which indicated that there were significant differences between the two groups, in favor of the experimental group. The conclusions showed that there was a positive impact of the educational units used in the research to learn the skill of handling, and the researchers recommended using the cognitive training strategy to learn other skills.

Keywords: Cognitive Training Strategy, Football Handling Skill, Educational Units in Physical Education

Introduction

Teaching methods play a distinctive role in student learning due to their positive impact on preparing generations built on sound scientific foundations. This can be identified through knowing the extent of the use of modern teaching methods, methods and strategies. Teaching methods have gained importance because of their impact on the individual's mental abilities, so efforts have been made to employ these methods to design curricula that meet the needs of students. Due to the importance of the educational process, specialists have created strategies, methods, and approaches that are compatible with the nature of the student to develop his ability to learn in light of previous experience, as they begin with simple ideas to form new, more complex ideas to become decision makers in finding solutions to the problems they face, to be able to solve problems and discover information. New through understanding within the lesson, as researchers confirmed that when learners learn with each other in terms of discussion, consultation, interaction, and exchange of experiences and skills, their learning is effective.

1-2 Research problem:

Through reviewing previous research and studies, as well as the researcher's modest experience as he works in the educational field, it became clear that there is a weakness in handling skills and the introduction of modern strategies into educational units is rare.

1-3 Research objectives:

1. Preparing educational units according to the cognitive training strategy in cognitive flexibility and learning the skill of handling a football for students that are compatible with the capabilities of the research sample.
2. Identifying the impact of educational units on the cognitive training strategy and learning the skill of handling a football for students.

1-4 Research Hypotheses:

1. Statistically significant differences in the results of pre- and post-tests in learning the skill of handling a football, for the experimental and control groups.
2. There are statistically significant differences between the results of the post-tests of the two research groups in learning the skill of handling a football.

1-5 Research areas:

1. Human field: Students of the first stage of physical education and sports sciences/College of Basic Education - Al-Mustansiriya University, numbering (20) students.
2. Time range: period from 12-10-2022 to 2-10-2023.
3. Spatial field: Outdoor playgrounds, Department of Physical Education and Sports Sciences, College of Basic Education - Al-Mustansiriya University.

1-6 Definition of terms:

Cognitive training strategy ((It is one of the most promising educational strategies for all stages of learning at the university and at school, as it is expected that this strategy

will be more effective on the university campus, because it contains specific steps that make students more capable of planning, decision-making, and their interim and final goals)).

Methodology

Research Methodology And his procedures:

2-1 Research Methodology:

The researcher used the experimental method for two equal groups: experimental and control.

2-2 Community and research sample:

Researcher identified the research community in an intentional way from first- year students in the Department of Physical Education and Sports Sciences/Basic Education/Al-Mustansiriya University. As (choosing the research sample is closely linked to the objectives set by the researcher for his research and the procedures he uses will determine the nature of the population that will choose it)(1). The research community was chosen intentionally from the first stage , and its number was (three divisions) , so the total research community reached (70) students . Accordingly, the researcher conducted a sample of students, which numbered (20) students, who were divided in a systematic random way into two groups (experimental and control), with (10) students for each group, constituting a percentage of (28%) of the total research. The sample number for the (exploratory experiment was (5)

2-3 Equivalence of the sample:

"In order to attribute the difference to the experimental factor, the two groups must be completely equivalent in all circumstances except for the experimental variable that affects the experimental group" (2), and for the purpose of determining the starting point, the researcher sought to find equality between the control and experimental groups using the law (T-test) for samples. Independent and equal numbers in the pre-tests under study. The goal of parity is to reduce the differences between the control and experimental groups in all research variables. Table (1) shows the randomness of the differences in the pre-tests under study, which indicates that the two groups are equal in all variables.

Table 1. It shows the equality of the sample in the pre-tests for the experimental and control groups

The meaning of the difference	(Sig)	(T)	(Sig)	value Levin	standard deviation	Arithmetic mean	the group	Dependent variables	
Not a sign	0.714	0.372	0.469	0.546	1.135	2.2	Experimental	Handling	Learn a skill
					1.265	2.4	Female officer		

It can be seen from Schedule(3) The experimental and control groups are equal in the results of the pre-tests for each of the variables in the table, and the students are on

the same starting line as the (Sig) values were greater than (0.05) at a degree of freedom (18) and a significance level (0.05), and the conditions for the tests were fixed. The pretest includes a place, devices, tools, and evaluators in order to repeat it itself when conducting the posttests.

2-4 Devices and tools used

1. Arab and foreign references and sources.
2. Objective scientific observation.
3. Personal interviews.
4. Tests and measurements.
5. Stopwatch.
6. Football balls are legal in number (15).
7. Signs of different heights.

2-5 Field Procedures:

For the purpose of achieving the research objectives, the researcher followed the following steps.

2-5-1 Determine the handling skill: Determine the handling skill for researchers because the researchers hold scientific titles in the specialty.

2-5-2 Setting tests: A handling test was used towards a small target of 60*60

2-5-6- The exploratory experience:

The researchers conducted the exploratory experiment on Wednesday, December 13, 2023, on a sample of the research community, which numbered (5) students who did not participate in the basic experiment. The objectives of the exploratory experiment were to ensure the validity of some of the exercises of the training curriculum for their final application. Knowledge of the suitability of the test, and this experience resulted in the validity of the tools used and the suitability of the tests, as well as the good training of the assistant work team.

2-5-7---Pr-tests:

Pre-tests were conducted on the two research groups (experimental and control) before starting to implement the educational units, in order to determine the level of the candidate skills of the research sample.

The researcher deliberately conducted pre-tests for members of the research sample (experimental and control group) in the stadium of the College of Basic Education, Al-Mustansiriya University, Deartment of Physical Education and Sports Scieces, during Sunday, 12/17/2023.

2-5-5 Experimental curriculum (educational units):

The researcher deliberately prepared and organized the educational units according to the cognitive training strategy in learning the skill of handling football, basing his preparation on some scientific sources and references, as well as benefiting from some of

the opinions of specialists in the field of teaching methods and the field of learning, especially the teaching researcher for the subject of teaching methods. Football. The researcher regulated the learning units according to the research sample, the tools used, and the teaching method according to the researched strategy and the circumstances surrounding the learners. The curriculum (learning units) included (8) learning units, one learning unit per week. The duration of one learning unit is (90) minutes. According to the three sections of the unit, which are the preparatory section, the main section, and the final section.

2-5-9 Posttests:

Post-tests were conducted for the experimental and control groups on two days, Sunday, February 21, 2023. The tests were conducted under the same conditions as the pre-tests in terms of the supporting work team, time, place, and tools.

2-5-10 Statistical methods: The statistical treatments were extracted using the ready-made program (spss).

Result and Discussion

Presentation, analysis and discussion of the results:3

Presentation of the results of the pre- and post-tests of cognitive flexibility and scoring skill for the two experimental research groups. Control and analysis:

Table 2. Shows the results of the pre- and post-handling skill learning test for the two research groups.

The meaning of the difference	(Sig)	(t)	Variance deviation	Average differences	standard deviation	Arithmetic mean	Compari-son	the group	The test and the unit of measurement
D	0.000	15.461	1.35	6.6	1.135	2.2	Tribal	Experimental (10)	Manipulating towards a small target at
					0.632	8.8	after me		
D	0.000	8.337	1.252	3.3	1.265	2.4	Tribal	Controller (10)	
					0.949	5.7	after me		

It is evident from the results of Table (2) The statistical significance of the t - test for correlated samples was in favor of the post-test of handling skills for students in the experimental group who applied the cognitive training strategy. And for the students in the control group who applied the educational method followed in the lesson, at a significance level of) 0.05) and a degree of freedom (9)(, according to the score) Sig, which was smaller than

3-1- Presentation and analysis of the results of the post-handling skill test between the experimental and control groups:

Table 3. Shows the results of the posttests of learning the handling skill between the two research groups

The meaning of the difference	(Sig)	(t)	standard deviation	Arithmetic mean	the number	the group	The test and the unit of measurement
D	0.000	8.598	0.632	8.8	10	Experimental	Manipulating towards a small target at a d
			0.949	5.7	10	Female officer	

3-1-1 Discussion of the results of the pre-post handling test between the experimental and control groups:

From reviewing the results presented in Table (2), it is clear that the students in the two research groups improved their level of learning the skill of handling a football in the post-tests compared to their level in the pre-tests. The results indicated that there were significant differences between the pre- and post-tests of the experimental group for basic skills tests.

The researchers attribute these differences to the fact that the educational units followed the steps of the cognitive training strategy and the diversity of knowledge obtained through Internet networks, through cooperation between students, and through discussion of reports prepared by students, which increased the mental ability to think in a flexible and creative manner within these units. Educational by practicing problem solving and by dealing with difficult situations. And through interaction with others to achieve educational goals. In the cognitive training strategy, "the student will discover a comprehensive approach to enhancing learning. By improving memory, attention, and problem-solving skills that lead to active learning and stimulate greater mental clarity and focus".

3-1-2 Discussion of the results of the post-handling skill test between the experimental and control research groups:

From reviewing the results of the post-tests shown in Table (3), it becomes clear that the students of the experimental group who received their learning using the cognitive training strategy outperformed their peers in the control group who received their learning using the method followed. The researcher attributes the emergence of these results to the positive role of the educational units in this strategy, as cognitive training contributed To make the student learner diagnose the mistakes committed while performing the exercises in the educational units and adapt during the difficult situations he faces, as the exercises that contained the focus on increasing repetitions in applying the exercises because repetition increases the factors of experience, and this is what is included in the educational units used and by making the student trainee reflect and discuss. After planning to deal with the different situations in implementing the educational unit, where there becomes fatigue, exhaustion, and loss of concentration as a result of the pressure on the learner player, therefore, curricula must be developed that take care of these abilities and give them importance. "Diversity in giving single-sport exercises avoids intellectual confusion and

works to increase the desire to train, as well as gaining Experience in diverse performance leads to the acquisition of integrated and diverse learning as well. (1) It turns out that the students of the experimental group who received their learning using the cognitive training strategy outperformed their peers in the control group who received their learning using the method followed. The researchers attribute the emergence of these results to the positive role of the educational units used according to the cognitive training strategy, which had an effective role in making the student obtain space. Enough Net Freedom to understand and comprehend the educational material, following the information obtained from the Internet and directly from colleagues Scientific and exploitation of widespread Internet networks, which enable the trainee from theoretical and traditional work (pen and paper to electronic work in distance learning and from linking this distance learning to practical application) (1).

Ismail and others believe that "the teacher needs to allow the student a degree of control over the academic material to be learned and to give questions related to general concepts and partial points of view, and that the student who controls the material interacts with the educational material" (2)

Al-Zoghbi believes that "the cognitive training strategy develops students' abilities to use metacognitive skills well, which facilitates the process of communicating with others." (3) Nabil Mahmoud believes that "the ability to master the skill increases as the individual's motivation increases when the trained student uses the experiences of success in skill performance. His ability to adapt to the environmental variables that surround him makes him perform the skill with a fixed motor behavioral pattern in various circumstances" (4)

The researchers attribute that learning handling skills for the experimental group is the reason for the clarity and more specificity of the goals, which made the student more motivated towards achieving the goal. The more difficult the goal, the more it stimulates motivation, which leads to improving the level of performance and removing the learner from the circle of boring education that is linked to easy-to-achieve goals, especially if It was accompanied by a lot of repetition. The exercises placed in the educational units worked to establish a relationship between motivation, performance, satisfaction, and the desired goals. The more attractive the goal and its value, the greater the connection to performance, which will lead to an increase in the motivational effect of this goal.

Accordingly, the goal of the research is achieved in preparing educational units through which the learner is reached to high levels of skill performance, and that learning skills takes place through training on one skill in the educational unit until it is mastered and the learner reaches a high degree of skill performance and graduates from easy to difficult. From another angle, what the steps of the cognitive training strategy presented made the learner participate in planning all the way to application, which made the learner more eager and excited to implement the correct motor paths for the skills that enabled him to reach a good learning level in the skill to be learned before moving on to another skill.

The researcher also attributes these results to effective use in discovering weak points in developing correct exercises and more repetitions through inter- and follow-up tests during the course of work.

This is consistent with (Alwan 2002) as "the use of repetition of a skill in order to learn it in a highly automated and smooth manner, while noting individual differences and

benefiting from good learners in order to exert effort in learning and accomplishing what is specific to the skill.

Conclusion

4-1- Conclusions:

1- The use of the cognitive training strategy had a significant impact on achieving the objectives of the educational units.

2- Using the cognitive training strategy makes the student adapt to educational situations and choose the optimal situation.

3- Using the cognitive training strategy makes the student able to solve problems, think, and innovate solutions.

4-2-Recommendations:

1- Emphasis on using the cognitive training strategy in teaching, because it has a significant impact on the educational process in the physical education lesson.

2- Using the cognitive training strategy in other academic subjects.

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