

# The Effect of the Input and Self-Review Styles On Develop Learning Motivation and Perform Some Skills Football Basic

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**Abstract**— The aim of the research is to reveal each of my methods (input and self-review) in developing learning motivation and performing some basic skills in football. As for the research hypotheses, there are significant differences in the level of skill performance between the two research groups and for the benefit of students who learn according to the methods of input and self-review. (50) students, and they were divided into two experimental groups, and many methods and tools were used to collect information, including the questionnaire and the sources, and then the researcher used the appropriate statistical methods to reach accurate results using the statistical bag (spss), and the researcher concluded that the methods of input and self-review have a positive impact on the development The basic skills under discussion, and the input method was better than the self-review method in learning basic skills (handling and motivation scale), as well as the self-review method was better than the input method (rolling and scoring), convergence in both methods(Motivation scale test), the most important recommendations were emphasizing the use of the two methods of input and selfreview in learning the most basic skills for students in football, the need to use the two methods in the lesson of physical education for other educational stages in order to give an opportunity for students to express their abilities collectively, which took into account the individual differences between them .

**Keywords**— The input; Self-review; learning motivation; Football basic.

## 1. INTRODUCTION :

### 1.1 Introduction:

The educational process is based on an important goal, which is the transfer of knowledge and information from the teacher to the student in the appropriate manner, as indicated by (Mouska moston-1981. ph7) “Teaching is a series of taking. [1]. Decisions aim at translating the educational objective into attitudes and experiences with which the student interacts and gains from the behavior results through different teaching methods and strategies and means used by the teacher.1One of the objectives of the physical education lesson is to learn skills within the vocabulary of the curriculum for games, including football, and to achieve this, the best means, methods, and methods must be used, taking into account the abilities, comprehension, and needs of the learners and their tendencies to achieve the goals. Teaching methods that benefit from the student's participation in the teaching process, taking into account individual differences, levels, abilities, and self-reliance in performing the duties entrusted to him and making decisions.

### 1.2 Research problem:

In the field of teaching physical education by experimenting with many modern methods in the teaching process, through which the student reached to raise his educational level and improve the skillful and mental performance, especially methods that take into account individual differences, abilities, levels, decision making and self-doing. The research problem is limited to not using educational methods in Teaching physical education that activates the role of the student in the educational process and takes into account individual differences, abilities and capabilities.

### 1.3 The research aims are:

- 1- Knowing the impact of my styles (input and self-revision) on developing learning motivation and performing some basic soccer skills.
- 2- To identify the differences in the development of learning motivation and the performance of some basic football skills. The research hypotheses are

## 2. RESEARCH AREAS:

- 1- The human field: students of the College of Physical Education and Sports Sciences / University of Kufa.
- 2- Time range: from (9/16/2021) to (12/16/2021)
- 3- The spatial area: the inner hall / of the Kufa Club.

### 3. RESEARCH PROCEDURES:

After the text edit has been completed, the paper is ready for the template. Duplicate the template file by using the Save As command, and use the naming convention prescribed by your conference for the name of your paper. In this newly created file, highlight all of the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

#### 4.1 Research Methodology:

The researcher used the experimental method due to its suitability to the nature of the research.

#### 4.2 Research population and sample:

The research community was tested from the students of the College of Physical, Education / University of Kufa, which numbered (50) students, (as explained by Wajih Mahjoub : 2002) and focus of his work" The sample was chosen by the intentional method, as the sample consisted of (50) players and was divided into two equal experimental groups.

#### 4.3 The means, tools and devices used in the research:

- Arabic and foreign sources and references
- the interview-Skill tests-number balls (8)
- stopwatch number (1) - Camera (1)
- Computer (laptop) type Number (1) made in China (Dell).

#### 4.4 The homogeneity and equivalence of the sample:

It shows the results of the homogeneity of the research sample, where it was found that all zero values are less than the value of  $\pm (1)$ , and this indicates that the two experimental groups are homogeneous for these variables.

#### 4.5 The field research procedures:

He determined (Wajih. Mahjoub: 2002 [2]. the motivation scale variable1After looking at a lot of scientific sources and references . [3]. Richard Wattko: 1998.

#### 2-5-2 Identifying some basic skills tests that are the subject of research:

In order to select some skills in football, he conducted a survey of many scientific sources and references. The basic skills in football were identified (10 skills), and (3 skills) were selected. Then he By placing standardized tests for these skills in a questionnaire, numbering (9) tests, then they were presented to a group of experts and specialists, numbering (12) specialists and experts in the field of football and training, to select three skill tests through a questionnaire form specially prepared for this purpose, with any observation they see. Suitable in favor of the research, and he used the basic skills.

#### 2-5-2 Description of the tests used in the research:

1-Basic skills tests in question :

The first test: As confirmed by .(Majid Khoda Yakhsh Asad,2011 AD, p. 140) [4].

**Test name :** Roll straight and zigzag back and forth.

**The purpose of the test :** Ball rolling measurement.

#### Capabilities and tools :

- number signs (5).- Five-a-side soccer balls, number (5). stopwatch t. - A measuring tape.

**Description of hiding:** put (5) Plastic and plastic poles in a way that the distance between the pillars is (1 meter) and the distance between the starting line and the first person and between the fifth person and the return line is (3 meters). Performance method :The player rolls straight from the starting line to the first person w m He rolls between the signs and when he passes the last sign he rolls touch straight for a distance of (3 meters) and then he turns around a sign and completes the test until the moment he crosses the finish line as in Figure (1)

**Test conditions :**

He must roll the ball between the bars.

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 in the place where he lost it. the ball .
- Each tester is given two attempts.

**Register :** The less time between the two attempts (the best attempt) is calculated.

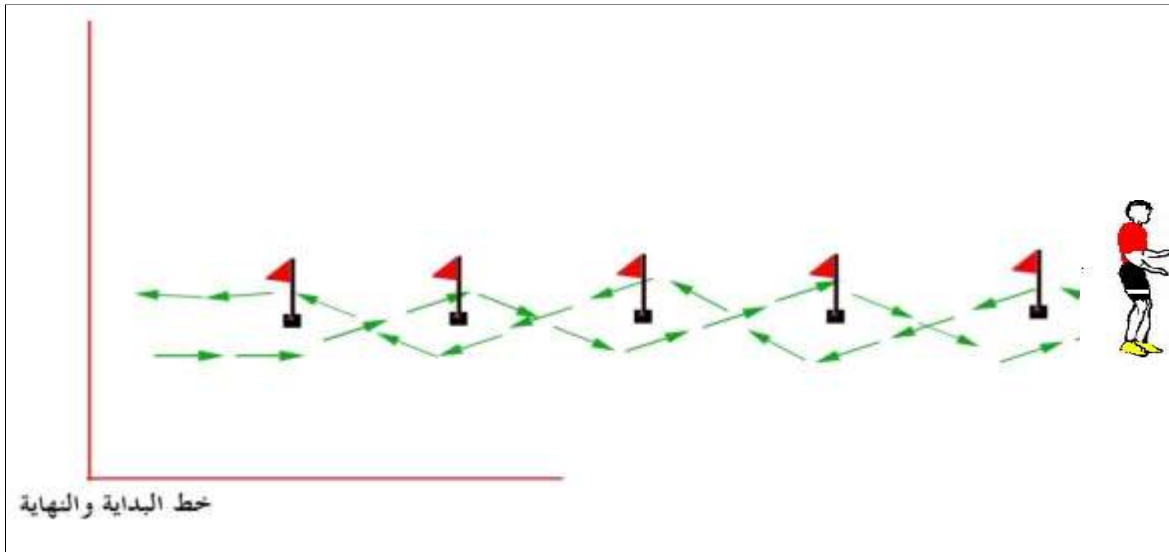


Figure (1) shows the straight and zigzag rolling test back and forth.

The second test: shooting balls 0(Mowafak Asaad Mahmoud:2007, p46) [5].

The aim of the test :Measurement of scoring accuracy .

Tools used : Seven soccer balls, a sign, a rope, a goal divided into specific areas mentioned above

Performance method : distribution 7 balls in the penalty area, and the student starts running from behind the person on the penalty arc towards the first ball, so he aims and goes back to circling around the person, then heads for the second ball 0000 and so on with all the balls, and the scoring is higher than the level of the ground, and the player is free to choose any foot, according to perform from sprint position .

Registration method :The score is calculated by the sum of the scores obtained by the student for scoring The seven balls are as follows:

- The student is awarded (3) marks if the ball enters the two specified areas (1, 3) .
- The student is awarded one point if the ball enters the specified area (2) .

The student is awarded a zero if the ball goes out of the goal .

- In the event that the ball hits the crossbar or the pole, and it did not enter the player, the score for that specific area in which the ball hit it is calculated as .

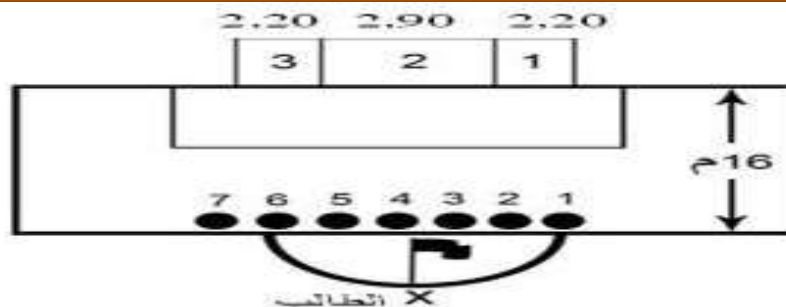


Figure (2) shows the ball shooting test

Third test :asaShara (Hah Zal Khurshid Rafiq Al-Zahawi / 2004). [6].

the goal From the test (development of handling + butting + targeting)

The exercise is performed between three players and two balls, the distance between the first and the last player is (30 m), as the player standing in the middle moves towards the first player who performs handling M with his colleague, and then moves towards the second player who raises the ball to H who is standing Player B performs the butting skill once, and the other time he performs the scoring skill on a target.

#### 6-2 Pre-Tests:

The pre-tests of the sample were conducted by applying the tests on (9/17/2021) to the students of the College of Physical Education and Sports Sciences / University of Kufa , and at exactly nine o'clock in the morning, it was allocated for rolling, handling and scoring, and as much as possible, it confirmed the conditions related to the test in terms of time and place and the auxiliary work team and in order Provide the same conditions in the post-tests.

#### 7-2 Educational Curriculum :

He prepared a training curriculum<sup>2</sup>Which lasted (8) weeks, and in order to achieve the objectives of the research, the curriculum was presented to a group of experts and specialists, and they approved the curriculum for its suitability for this stage of students, and the curriculum prepared on the coincidence of 9/17/2021 was implemented 17/11/2021 on the two experimental groups, and the time of the educational unit took 90 minutes, as the skill exercises were implemented at a rate of two educational units per week according to the prepared curriculum and as shown :

- 1- The number of training units per week (2) training units.
- 2- The total number of training units (16 training units).

3- The time of one training unit is (90) minutes.

1- The educational curriculum for teaching rolling, handling and scoring skills took two weeks for each skill, at a rate of 4 educational units.

#### 8-2 Post-tests :

Post-measurement was applied on 11/18/2021 after implementing the skill exercises prepared before and under the same conditions in which the pre-tests were applied.

#### 9-2 Statistical Methods:

The statistical package (SPSS) was used to analyze the data.

2-Presentation, analysis and discussion of results :

It shows the arithmetic means, standard deviations, and t-value calculated for the results of the pretests and dimensionality of the research variables using a comparative competition method

**Table 1:** Table header

T	Diegsee	Andhthis the sDesperate	Pretest j		Dimension test j		The Mcalculation	Miss TWii drnoshe	Type Has to denote
			S	P	S	P			
1	Mannaa Wala	pDrd /s2	10.92	2.10	2.74	7.85	7.85	03,0	Moral
2	GodDryf	DrRJah	2.11	1.48	1.59	8.32	8.32	01,0	Moral
3	rubbishshake	Tha	11.54	2.22	2.54	7.65	7.65	02,0	Moral
4	measureds motivation	Drshake	57.64	8.74	6,51	12,15	12,15	00.0	Moral

At a degree of freedom (23) and a level of significance (0.05).

2-3 Presentation and discussion of the results of the pre and post tests of the second experimental group in

Researched Variables:

**(Table 5)**

It shows the arithmetic means, standard deviations, and the calculated and tabulated (t) values of the results

Pre and post tests for research variables using a self-competitive method

T	Diegsee	Andhthis the sDesperate	Pretest j		Dimension test j		The Mcalculation	Miss TWii drnoshe	Type Has to denote
			S	P	S	P			
1	Mannaa Wala	pDrd /s2	9.65	2.02	11.65	2.32	6.81	0.02	Moral
2	GodDryf	DrRJah	2.87	2.32	3.76	2.46	9.21	0.03	Moral
3	rubbishshake	Tha	10.65	3.53	8.75	2.34	8.56	0.02	Moral
4	measureds motivation	Drshake	60.54	7.32	84.65	6.34	11,51	0.01	Moral

At a degree of freedom (23) and a level of significance (0.05).

2-4 Discussing the results:

1-2-4 The first experimental group:

The results presented in Table (3,4) showed that there were significant differences between the pre and post tests and the two research groups, and to explain the reasons for the influence of the methods of input and self-revision in developing the motivation to learn with the training units prepared by the students in developing the most basic skills for tomorrow. Old, the experimental group that used the input method achieved progress in the post-tests compared with the pre-tests through the results that were presented and

analyzed in the previous tables. This is attributed to the nature of the input method that does not allow students to start a course from their own level and according to the suitability of the capabilities and capabilities of the students and the extent of their comprehension and their abilities, in order to provide in this type of methods different levels that are consistent with and take into account the individual differences of the students, and this is what was indicated by H (Moston 1981). [7]. "Dividing the skill into duties from which the student selects what is appropriate to his abilities and restores it as a first step, and then moves from one duty to another, and so on, so that the student can solve all the duties of the skill, and thus he can fulfill all the technical requirements for its performance. The superiority of the use of the input method, which came through the basic principle and the idea developed by Mostenou, is Inclusion of all learners in the activity during education and taking into account their individual differences. This is confirmed by (Darrow 1997) [8]. that "there are multiple degrees of difficulty, and the student has the right to choose from which place to start, and he is the one who decides the level of performance, as he is the most knowledgeable of his individual needs and capabilities." He attributes these differences to the educational curriculum prepared and the levels prepared by the input method, which contained a set of repetitions made by the students during the application of a group of taken and touch-based exercises, whose impact was positive, and the application of skills at several levels led to It spread the spirit of competition and getting rid of boredom and monotony in the use of the teaching methods used in teaching, which lasted (8) weeks, with two units per week, which included several skills at different levels, which encouraged the student to Increasing motivation in performance to develop the level and save the time and effort expended by the learners, which increases the ability of the sample to comprehend the application and agrees with (Jamal, 1991) [9]. As far as I go, one of the objectives of the input method is to transfer a number of decisions from the teacher to the student (the pause, the place, the sequence of skills, the start time of each motor assignment, and the time The motor assignment or skill stops." He also attributes that interacting with the atmosphere of the lesson in a spirit of seriousness and suspense without getting bored or tired during the performance helps the student to be creative and renew vital energy and express abilities Individualism and getting rid of nervous tensions, which helps and serves the goals of the educational unit, and this is confirmed by ("Recreation Hatham 1988) [10]. .means exerting effort with vigor and activity to perform work and be effective."

#### **2-2-4 The second experimental group:**

The second experimental group results also showed the development in the self-review method, and this is due to the fact that teaching in the self-review method has contributed effectively to the development of basic skills performance (handling, dribbling, suppression, scoring) in football, because it is one of the teaching methods in which the student relies on himself in accomplishing and solving the duties entrusted to him during the educational process according to his capabilities and comprehension, as he gives the student the opportunity to have freedom in the learning process and leads the student to rely on himself in performing the activity required of him, and this is what was indicated by (Hamdan, 1995) [11]. "The effectiveness of The self-review method gives the learner sufficient opportunity to rely on himself in knowing what should and should not be accomplished in performing the required work.(1)He also attributes this development to the educational exercises, which were characterized by comprehensiveness in terms of physical and skill preparation, which is consistent with the level and ability of the research sample, as well as the implementation of these exercises, which depend on the basis of gradual learning from easy to difficult. Dawood pointed out that "teaching methods can be used to teach different aspects of activity, and these methods follow gradual steps according to a well-studied arrangement, and teaching depends to a large extent on the age of the learner and the stage of education." Mahmoud Daoud Al-Rubaie, 2010. [12].

#### **5- Conclusions and recommendations:**

##### **1-5 Conclusions:**

- 1- The method of input and self-review has a positive effect on developing the basic skills under discussion for football students.
- 2-The involvement of all students in performing the exercises, each according to his level and taking into account individual differences, contributed to the improvement of the learning process.
- 3- The input method in the first experimental group was better than the self-review method in learning basic skills (by handling test and motivation scaletest).
- 4- The self-review method in the second experimental group was better than the input method in the rolling and scoring test).
- 5- The method of input and self-revision has a positive impact on developing the motivation of learning under discussion for football students.

##### **2-5 Recommendations:**

- Emphasis on the methods of input and self-revision in learning the basic skills of football students.
- 2- Emphasizing the use of the learning motivation test in learning the basic skills of football students.
- 3- The need for change and diversification in educational or training methods, because of its great importance in enriching the learning and training process.

- 4- Develop training curricula commensurate with the level of students to develop basic football skills.  
 5- The need to use the two methods under discussion in the lesson of physical education for the other academic stages in order to give an opportunity for students to express their abilities collectively, which took into account the individual differences between them.

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Accessory(1)


measure in its final form

T	Alfababfatarat	Alfadrdryers				
1	I pNeff in ed I	1	2	3	4	5
2	Period T Education TBarha periods fun and m ustop it	1	2	3	4	5
3	I have wgreat power in my skills f In my fitness tophysical	1	2	3	4	5
4	My colleagues describenJ builder piss s Can bear touch degree responsibility big	1	2	3	4	5
5	I trust f j others b s monster	1	2	3	4	5
6	trytoshow aloDrfor my school hT satisfied About Me	1	2	3	4	5
7	learning pLi performance painHara proportionsIt's me fun hqiqia	1	2	3	4	5
8	J I get worried And hard to j back to h which nature jwhen it occurs Guy things t expected f j the lesson	1	2	3	4	5
9	E sti The performance MR in of t mean F for periods i And night	1	2	3	4	5
10	A Strived to excel on colleagues j	1	2	3	4	5
11	What worries me You give it to the other j n weak s my physical studies And skill	1	2	3	4	5
12	Better be And li others Responsible Ed I'm sorry Educational p In the class	1	2	3	4	5

13	I feel By negligence ppeer performancez Aev in the Lesson	1	2	3	4	5
14	I think that j tend to Roughness EthnA practice skill	1	2	3	4	5
15	The Anther exercisepl sends f j Boring myself to	1	2	3	4	5
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17	I avoid itDrJ my colleagues High achievers	1	2	3	4	5
18	on the MHara for a while T extra x I want times the Andeducation acuity Yeh	1	2	3	4	5

Accessory(2)

Curriculum: Teaching students the skill of manipulating the input method

The method of technical performance of the skill	alto shapex z Hello	assignments
<p>1-The strike is performed by placing the fulcrum foot beside it hit and slightly backward, and the striking foot turns with the foot thxa right angle with the fulcrum foot until it faces dizzy her the ball.</p> <p>2-The knee is slightly bent. The trunk is tilted slightly</p> <p>3-forward. The arms are used in order to maintain the</p> <p>4-balance of the kick. The swinging of the kicking leg .</p> <p>5- continues continuously or after performing the kick for the mother.</p> <p>6- The ball is hit from the middle of it. Looking at .</p> <p>7- the ball is the moment it is hit.</p>		<p>The group divided into three levels:</p> <p>The higher level: It is the distance between the two students when performing the handling skill (12 pm).</p> <p>1- The middle level: it is the distance between The two students when performing the handling skill (6 m)</p> <p>2- The lowest level: and the distance between The two students when performing the handling skill(3 pm).</p>





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