

## Effect of an educational approach according to the cognitive acceleration strategy in learning some vector football skills

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### ABSTRACT

The world is witnessing unprecedented changes in various fields of life, resulting in a source of challenges that require serious pause by educational institutions in order to prepare an outcomes capable of confronting that there have been attempts at the past periods to increase the levels of mental growth in learners, Educational programs and educational stages have been developed with a view to accelerating the growth of brain processes through their transition to abusive thinking phase. The educational of learners aged between (11-14) years. The research problem has emerged in a lack of coaches in specialized schools in dealing with modern sciences, creating a situation that does not fit and what the football game has so researched to implement more sophisticated methods such as (cognitive acceleration strategy) and the benefit of this strategy and not to stay on one case The best choice to learn some of the junior football skills and the study is to identify the preparation of an educational approach according to the cognitive acceleration strategy in learning some veteran football skills and the impact of this curriculum on those skills and assumed the researcher. Vehicle Football for Junior The researcher has used the recipient's opponent (control and experimental) that is compatible with the nature and research problem. (55) players, and sample research has been received from (40) players, and ensures tribal tests on the application sample (experimental group and zoom (40) for 20 players per group, where the researcher to use the cognitive acceleration strategy on the experimental sample to learn some of the junior football skills either the control has been used by the trainer, while the tutorial may be From (16) educational units and two educational units per week, the time of educational unity (90) is accurate, and includes the conduct of diminishing tests for students as well as statistical means, including the statistical pouch (SPSS) to address data and access to results, including the researcher to the following conclusions:

1. The two research groups (and experimental) has made a development in the variables that are spoken, but with different proposals.
2. The cognitive acceleration strategy is a positive effect in learning some compound skills (receipt and scoring - receipt and then running) football.

Either recommendations have recommended the researcher to come:

1. The use of cognitive acceleration strategy in learning some composite skills (receipt and thinness - receipt and then running) football in football schools.
2. Training courses for trainers and teachers on the method of cognitive acceleration strategy for the purpose of informing them on the latest teaching methods and how to apply during a lesson of physical education.

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1. Introduction and importance of research

1-2 Research Problem

1-3 Search objectives

1-4 research areas

1.4.1 The human field

1-4-2 Spatial Area

1-4-3 Schedule

### 1- INTRODUCTION TO RESEARCH AND IMPORTANCE:

The world is witnessing unprecedented changes in various fields of life, resulting in a source of challenges that require serious pause by educational institutions in order to prepare an outcomes capable of confronting that there have been attempts at the past periods to increase the

levels of mental growth in learners, Educational programs and educational stages have been developed with a view to accelerating the growth of brain processes to learners through their transition to abusive thinking phase. One of the most important educational entrances that have proven effective in learning the cognitive acceleration strategy, which is an innovative entrepreneurship, which has been a result of cognitive development research and entered as a program on the educational curriculum of learners between 11-14 years.

Where many scientific concepts contained by educational materials require high mental capabilities and skills in learners, for this is developed for scientific curricula to solve educational problems, because we need to describe and measure the level of difficulty in scientific programs.

### 1-2 Search problems:

Most of the learning who are using strategies that are active as one of the brain, while there are strategies that work on the sides of the brain (the whole brain), including the knowledge acceleration strategy that they reach the learner to advanced situations, which we aspire to have some skills. The vehicle is so young as the learner gets new information by your adoption on what previously learned and linked to new information. Football with all its core skills, both simple and the vehicle needs to do the sides of the brain to control different play situations, not only On skill physical capacity and therefore gives an opportunity for the learner to be created or even if they think correctly and try motor solutions and choose only preferred.

### 1-3 Search objectives:

1. Preparation of an educational curriculum according to the cognitive acceleration strategy in learning some veteran football skills.
2. Identify the effect of the educational curriculum according to the strategy of cognitive acceleration in learning some of the young football skills.

### 1-4 Force search:

The educational curriculum in accordance with the knowledge acceleration strategy is positively impact on learning some venous football skills.

### 1-5 Areas of research:

1. The human field: The category of origin in the academy of Maysan's creativity (55) players.
2. Spatial Area: Maysan Olympic Stadium.
3. Area Al-Asimani: For the period from 10/12/2020 to 10/5/2021

### 2 - Search curriculum and field procedures

2-1 The research community and his appointment

2.3 Means of collection and tools used in research

2-4 field research procedures

2-5 exploratory experience

2-6 the main experience

2.7 Statistical analysis of paragraphs

2.9 Statistical means

### 2- Search curriculum and field procedures

2-1 Search curriculum:

The researchers used the pilot curriculum to suit the current study.

2.1.1 The research community and his appointment:

The research community included academic players to create Christian Creativity (2020-2021) from ages 13-14, and its number (55) players. From the research community, and they were chosen in a simple random manner (draw).

2.1.2 Search Tools:

- ✓ Legal football field.
- ✓ Football balls (20) ball.
- ✓ Different sizes sizes.
- ✓ A measuring tape (50, 10) m.
- ✓ Goal (target) handball number (2).
- ✓ Goal (target) football (2).
- ✓ Number (4).

### 2.2 Field research procedures:

2.2.1 Determination of composite skills in football and tests:

Through seeing scientific resources and research, and conducting personal interviews with experts, and to take the scientific committee, and in accordance with Mr. Supervisor, some composite skills and tests were identified as follows:

**Table (1) shows selected vehicle skills**

Complex football skills	No
Receiving and then scoring	1
Receiving, running, then scoring	2

**Either tests are:**

Specifications Tests Some Vehicle Soccer Skills for Junior Junior: -

The first test: Test receipt then scoring (1):

- ✓ Test target: Measure receipt and then score.
- ✓ Used tools: football range, handball goal, football balls, stop, tape, porque.
- ✓ Test Description:

The player stands behind the starting line (3 m) and when the signal will be heard quickly to receive his passed ball by the coach inside the department, which is diameter (1 m) and then score from within the rectangular decree (length of 1 m) with preferred foot on the goal. 20 m).

- ✓ The player leads two full attempts to goals.

**Registration method:**

- ✓ Calculates the performance time each attempt for one goal from the moment of receiving the ball until the ball is cut.
- ✓ Registration of scoring resolution on every gym.
- ✓ Calculate the final degree for the best attempt in terms of time and accuracy.

Registration: Records precision scores as comes and shape () illustrated:

- ✓ When the ball is threatened in the left and left portion, recording the laboratory (4) degrees.
- ✓ When the ball is defined in handball, recording the laboratory (3) degrees.
- ✓ When the ball collided with a football, a football record of the laboratory (2).
- ✓ When the ball outside the football is recorded for the laboratory (0) point.

**Figure (2)it shows a test of receiving and then scoring**

Test the second: Test receipt and then run and scare: (1):

Test Objective: Measuring reception, running and registration.

Tools used: handball goal, football goal, football balls, stopwatch, measuring bar, bank.

Description of the test:

The handball goal is placed in the middle of the goal of football just as shown in the graph.

The player stands behind the starting line at a distance (3 m) and when I heard the signal, it quickly creates to receive the ball passed by the trainer in a circle of radius (1 m), and then releases the ball at a straight line for distance M) and recording from inside the decree rectangle (long length and 1 meter length) with favorite



0.857	0.994	0.988	a second	Time	running, then scoring	
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### 2.2.6 Pre-tests

Tribal tests for sample search for young search and control sample (experimental and control) at 3 pm at Olympic Missan Stadium on 21/3/2021) under the supervision of the researcher, Mr. Supervisor and team assistant as proven terms on time, space and tools used to achieve similar terms You can check during tests after tests.

### 2.2.7 The main experience:

The researcher aims to prepare special educational units for experimental group members according to the cognitive acceleration strategy to learn some complex skills in football for young people. Therefore, the researcher provided all supplies and tools for the application of educational units. , For (8) weeks each week (2) educational units, each educational unit (90) minutes, the curriculum (32) has included specific educational exercises to learn skills discussed within the privacy of the cognitive acceleration strategy and each educational unit contains (2) In order to achieve the search objectives because (the primary objective of any educational approach is to raise the level of students to the best possible progress in the skills contained in the program). ((1))

### 3-13 - Dimensions:

After completing the application of the curriculum according to the cognitive acceleration strategy, the post-tests researcher made the three skills discussed on Friday 3/25/2021 at 4 pm in the same place where pre-tests were conducted on Missan International Stadium and the researcher will happen The same conditions were similar. For prior tests in terms of time and place, as well as the same as the assistant team.

### 2.8 Statistical methods:

Use the statistical pouch researcher (L) SPSS) to search results.

### 3. Provide and analyze and discuss results

1. Provide and analyze the results of prejudices and dimension of some skills in football for the small industry of the control group.
2. Provide and analyze the results of prejudices and after some football skills combined to the experimental group
3. Presentation and analysis of post-tests for certain complex skills in football for young people and experimental groups

### 2-3 Discuss results

1. Discuss the results of the tests before and beyond some of the joint skills in football for young control and experimental groups.
2. Discussion of post-test results from some complex skills in football for large control and experimental groups.

### View and Analysis Results:

1. Submit the results of the tests before and after them for some complex skills in the insanity and experimental groups:
2. Results test results take holidays and dimensions for some football skills for analysis and analysis group:
3. To learn about the results of prejudices and publish for some of the Juniorus football skills for the control group, use the test researcher (T) for relevant categories, as shown in table (3).

**Table (3)**

indication	sig	Values (t)	after me		Tribal		measuring unit	Variables		T
			P	s	P	s				
.D	0.00	11.961	0.470	2.300	0.987	0.700	Degree	Precision	Receiving and then scoring	1
.D	0.00	4.338	0.503	5.085	0.434	5.313	a second	Time		

.D	0.00	5.480	0.410	2,200	1.005	0.800	Degree	Precision	Receiving, running, then scoring	2
.D	0.02	2,400	0.539	7.371	0.603	7.724	a second	Time		

Shows the values of the arithmetic mean, the standard deviations, and the values of  $t$  (Calculated between the pre and post tests for some complex skills in football for juniors for the control group)

Significance at  $0.05 \leq$

1. Prerequisite results and distance to the skill receive and then register for the control group: -
2. The accuracy of handling: We found that the arithmetic average for pre-test was (0.700) with standard deviation (0.987), while the arithmetic expression in the post-2.300 test (0.470), either value (calculated level was (0.470) , With the importance of (0.00), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between pre-tests and dimension for the test position.
3. Performance time: We found that the arithmetic average for pre-test was (5.313) with standard deviation (0.434), while the arithmetic expression in the post-5.085 test (0.503) either the value (4.338), With the importance of (0.00), a smaller level of importance (0.05), this indicates that there are significant differences between pre-tests and dimension for another test and after
4. Either the results of prejudices and beyond the receipt skills, then turned on, and then register for the control group

5. The accuracy of handling: show us that the arithmetic average for pre-test is (0.800) with standard deviation (1.005), while the account means the post (2.200) with a standard deviation (0.410), either the value (5.480) (0.00), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between prejudices and dimension to another test
6. Performance time: We found that the arithmetic average for pre-test was (7.724) with standard deviation (0.603), while the arithmetic average in the job test was (7.371) with a standard deviation (0.539) either as the value (calculated level) 2,400, with an important level (0.02), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between prior tests and dimension to the publishing test and after

#### Display test results take a mischance and dimensionality for some skills composite football junior group's experimental analysis:

To get acquainted with the results of the pre and post tests for some of the composite skills in football for juniors for the control group, the researcher used the test  $t$  (For interconnected groups and as shown in Table No( 4 ) .

**Table No 4. Shows the values of the arithmetic mean, the standard deviations, and the values of  $t$  ( Tests calculated between the tribal and dimensionality for some skills composite football junior group 's experimentation**

indication	sig	Values (t)	Dimensional tests		Pre-tests		measuring unit	Variables		No
			P	s	P	s				
Functional	0.00	10.338	0.648	4.000	1.025	1.000	Degree	Precision	Receiving and then scoring	1
Functional	0.00	7.413	0.351	4.030	0.494	5.039	a second	Time		
Functional	0.00	11.332	0.366	4.150	1.182	1.350	Degree	Precision	Receive, then run Then scoring	2
Functional	0.00	16.200	0.522	5.237	0.614	7.797	a second	Time		



The results of the tests before and after them for the skill receive and then recorded the experimental group:

1. The accuracy of handling: The arithmetic average for pre-test was found (1.000) with standard deviation (1.025), while the arithmetic medium in the function test was (4.000) with standard deviation (0.648), either value (t). The calculated level (10.338), with a index level (0.00), was smaller than the importance (0.05), and this indicates that there are significant differences between prejudices and dimension for the function test.
2. Performance time: We found that the arithmetic average for the prior laboratory was (5.039) with standard deviation (0.494), while the arithmetic average in the job test was (4.030) with standard deviation (0.351), either value (t). The calculated level (7.413) was the importance of (0.00), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between pre-tests and dimension for participation test.

To determine the results of differences between dimensive tests for some complex skills in football for large-scale and experimental groups,

3. Either the results of pre-tests and beyond the skill of receipt, running, then registered the experimental team:
4. Precision handling: The arithmetic average for prior test was found (1.350) with a standard deviation (1.182), while the arithmetic average in the post-4.150 test (0.366), either value (TTHE level calculated) It was (11332) with a signal level (0.00), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between pre-tests and dimension for the test position.
5. Performance time: We found that the arithmetic average for prior test was (7.797) with standard deviation (0.614), while the arithmetic expression in the post-5.237 test (0.522) either as a value (T). The calculated level (16,200) was the importance of (0.00), which is smaller than the level of importance (0.05), and this indicates that there are significant differences between prior tests and dimension for the function test.

4.1.3 Provide and analyze the test results for certain complex skills in football for young control and experimental groups:

use the test researcher (t) for independent groups and as shown in Table (12)

**Table (5)**

indication	Sig	Calculated t Values	Experimental group		Control group		measuring unit	Variables		No
			P	s	P	s				
Functional	0.00	9.488	0.648	4.000	0.470	2.300	Degree	Precision	Receiving and then scoring	1
Functional	0.00	7.684	0.351	4.030	0.503	5.085	a second	Time		
Functional	0.00	15.852	0.366	4.150	0.410	2,200	Degree	Precision	Receiving, running, then scoring	2
Functional	0.00	12.705	0.522	5.237	0.530	7.371	a second	Time		

Shows the values of the arithmetic mean, the (t) standard deviations, and the values of some of Calculated between the post tests complex football skills for juniors for the control and experimental groups

1. Either the results of the dimensions of the receipt skill and then score for the control and experimental group:

2. The accuracy of handling: show us that the arithmetic medium for the analysis of the Group of Control Group (2.300) is a standard deviation (0.470), while the arithmetical position in the experimental group test is (3.250) is a standard deviation of 0.786 (T) either the calculated value (T)

- (4.637) at a level of indication (0.00), which is smaller than the level of sign (0.05) and this indicates moral differences between tribal and actual tests in favor of the academic test.
3. Performance time: We showed us that the arithmetic medium for the analysis of the Group (5.085) is a standard deviation (0.503), while the arithmetic medium in the experimental group test was (4.501) is a standard deviation (4.501) either the calculated value (T) (3.636) at a level of indication (0.00), which is smaller than the level (0.05) and this indicates significant differences between tribal and actual tests in favor of the academic test.
  4. Either the results of the dimensions of the receipt skill and then run and then score for the control group and experimental:
  5. The accuracy of handling: show us that the arithmetic to test the albums of the control group (2.200) is a standard deviation of 0.410, while the arithmetical position in the PLT test is (2.950) is a standard deviation (0.686) either the calculated value (T) (4.194) at a level of (0.00), which is smaller than the level (0.05) and this indicates significant differences between tribal and actual tests in favor of the academic test.
  6. Performance time: show us that the arithmetic to test the judicial test of the Group (7.371) is a standard deviation (0.530), while the arithmetical center of the experimental group (6.237) is a standard deviation (0.788) either the calculated value (T) (5.309) at a level of indication (0.00), which is smaller than the level of sign (0.05) This indicates moral differences between tribal and actual tests in favor of the analysis.
- 3.2.1 To discuss the results of tribal and diminishing tests for some complex football

skills for the junior groups for the control and experimental groups: shows through the search results displayed in tables (3-4), which showed significant differences between tribal and diminishing tests for some vector skills for young people and tests The dimension of both control and experimental groups has achieved their goal in developing in terms of moral influence with significant differences between the two groups. In educational units, which seeks to meet the educational curriculum by applying its units is to improve performance, improve the learner, confidence of confidence and earns a range of skilled capabilities to achieve a good level of skill to know which led to a clear difference in his performance "The clarity and determination of targets in the light of behavior or certain performance levels are meaningful High "(2).

3.2.2 Discussion of the results of the dimensions of some complex football skills for the junior groups of the control and experimental groups: The results of the study showed as shown in table (5) there are statistically significant differences for certain junior football skills under discussion between the group The control and response to the experimental group used by the Cognitive acceleration prepared by the researcher, which had the obvious impact of the experimental group compared with the approach, and the researcher is attributed to the reason for these differences that learning in accordance with the strategy of cognitive acceleration is the active and effective role as it builds I know himself and not by conservation, conservation and application only and the role of coach or teacher here will be guidance and guidance and encourages learners to build their own knowledge by asking the problems and positions that defy their ideas and encourages them to further ideas and solutions and guidance when needed and done in this strategy Cooperative groups, which develops team spirit and this is confirmed (Ahmad Qandil, 2006) "Learning is done Cognitive acceleration model allows



learners for effective continuous communication opportunities.

#### 4. Conclusions and recommendations:

##### 4.1 Conclusion

##### 4.2 recommendations

##### 4.1 CONCLUSION

1. The two research groups (and experimental) has made a development in the variables that are spoken, but with different proposals.
2. For cognitive acceleration strategy positive effect in learning some composite skills (Receipt and scrolling - receipt and scoring - Receipt and then running) football.

##### 4.2 RECOMMENDATIONS:

1. Use cognitive acceleration strategy in learning some composite skills (receipt and then scrolling - receipt and scoring - receive and then running) football in football schools.
2. Training courses for trainers and teachers on the strategy of cognitive acceleration for the purpose of informing them on the latest teaching methods and how to apply them during a lesson of physical education.

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