THE EFFECT OF ACTIVE LEARNING ACCORDING TO THELIN MODEL USING EDUCATIONAL AIDS IN LEARNING THE SKILLS OF DRIBBLING AND SCORING IN FOOTBALL

Saif Imad Mahmoud1, Dr. Nabil Khalil Ibrahim2, Ismail Abdel Zaid Ashour3

Professor, Mustansiriya University, Faculty of Basic Education, Department of Physical Education and Sports Sciences

1Saifamad27@gmail.com, 2nabilsport550@gmail.com, 3Dr.ismail1975@gmail.com

The thesis aims to: Preparing and applying educational units in active learning according to Thelin model, using educational aids for second-grade middle school students in football. And to identify the effect of active learning according to Thelin model using educational aids in learning the skills of dribbling and soccer scoring for second-grade intermediate students. The research assumed that there were no statistically significant differences between the pre and post tests in learning the skills of rolling and putting down soccer in the two research groups. The research also assumed that there are no statistically significant differences in the post tests in learning the skills of rolling and putting down soccer for the two research groups. The researcher used the experimental method in the style of the two equal groups, the control and the experimental. The research community was determined by the intentional method from the students of the third schools of education, Baghdad Karkh, the middle school of Abu Bakr Al-Siddiq (may God be pleased with him – the second grade average, as the total research community reached (115) students distributed into four divisions Division A, numbering 28, Division B, numbering 29, Division C, numbering 28, Division D, numbering 30. As for the research sample, the researcher conducted a random (regular) lottery to choose Division A to be the experimental group and C to be a control division and B for the exploratory groups, and (22) of them were approved by the method Randomization, and after their ascending order, they were divided in a systematic random way into two groups (experimental and control) with (11) students for each group, to form a percentage of (19.13%) of the original research community, and then the researcher performed the process of homogeneity for the research sample in anthropometric measurements, Then the researcher conducted the equivalence process for the research sample in the research variables, and the scientific bases of the tests were extracted and found that they have a high degree of honesty, stability and objectivity, and then pre-tests were conducted for him. And then the main experiment of the active learning strategy was applied according to Thelin’s model, using auxiliary educational devices of (12) educational units, and then the post tests were conducted, and the researcher concluded the superiority of the experimental group to which the active learning strategy was applied according to Thelin’s model using auxiliary educational devices on the group. The control officer who applied the curriculum followed by the subject teacher in learning the skills of dribbling and scoring in soccer. The researcher recommends emphasizing the use of modern strategies such as active learning as auxiliary strategies according to Thelin’s model in teaching and teaching motor skills and not limiting traditional teaching methods, conducting research similar to active learning according to its multiple strategies in the sports field, as well as applying Thelin’s model in the physical education lesson, adopting exercises Using the devices within the curricula for the intermediate stage in learning the skills of dribbling and scoring in football, following the scientific method when choosing exercises using devices for the educational unit, taking into account the nature and characteristics of the players, conducting similar researches to the active education strategy on different sports and for age stages with changing dependent variables.

Keywords: active learning - Thelin model - educational aids - learning the skills of dribbling and scoring in football
I. INTRODUCTION AND IMPORTANCE OF THE RESEARCH

The concept of active learning has recently emerged when compared to the many educational concepts. Therefore, studies have been. The educational research that dealt with it is relatively few, even in the countries of origin, and it was very limited in the Arab region. Especially since the real interest in active learning has crystallized well in the nineties of the century. The twentieth century, and interest in it has increased significantly since the beginning of the twenty-first century in the United States of America and then moved to Europe and the rest of the world and entered the region. Arabic since 2001 as one of the trends contemporary education.

Active learning changes the role of the learner from negative to positive. After he was a passive listener, he turns into an active participant with his thought, mind and abilities with his colleagues in reaching information, processing it and benefiting from it. The role of the teacher also changes from a deliverer, speaker and transmitter of information to a guide and facilitator of the educational learning process.

Thelin model is one of these models in which the learner is an active active person who practices investigation, discovery and search for information through actual participation individually or collectively within his small group to benefit from it in finding solutions to the research problem. It requires the success of the educational process. or training capabilities. Necessary devices and tools to implement the goal. Decree, tools play an important role in enabling. The teacher or trainer in implementing the educational plan. Or training, through the development of a variety of different formations of exercises using the available tools.

That is why the specialists paid great attention to finding the means and tools to develop the level of technical performance and accuracy for the learners or players, by creating devices and tools for learning or training that help to learn the basic skills and principles for them and develop them as quickly as possible and in a way that facilitates the task of the teacher or coach in the good investment of the time allocated for training And with high efficiency.

The importance of our current research is reflected in the fact that this study is of theoretical importance, as it is a recent study in employing the active learning strategy and Thelin model in the physical education lesson, in addition to the importance on the practical side, as this study is a qualitative addition in the skills of rolling and putting down football.

1.2 Research problem

Football is one of the group games, and when the student learns its basic skills, he can reach the performance and good level through it. Learning the skills is the main goal that the teacher seeks, since education has a significant impact on the success of the educational process through interaction. Between students, between students and students. And the teacher, and through the researcher's observation of the lessons of football. In some schools and watching the methods of using education by the teacher, the researcher noticed that the teacher uses methods that do not take into account the abilities of students in teaching a subject. Football in physical education lesson. And the lack of application of modern models or methods in the field of sports as well, may be due to the lack of attention to the level of students and their ability to. Develop the self that students enjoy from focusing while learning football skills, as well as not using educational aids appropriate to the level. Students, which leads to a shortage, which affects the lack of education of football skills as required.

1.3 Research Objectives

1. Preparing and applying educational units in active learning according to Thelin model using educational aids for second-grade students in the middle school in learning the skills of rolling and scoring in football.

2. Identifying the effect of active learning according to Thelin model using educational aids in learning the skills of dribbling and soccer scoring for second-grade intermediate students.

1.4 Hypothesis Research

1. There are no statistically significant differences between the pre and post tests in learning the skills of dribbling and scoring in soccer for the two research groups.
2. There are no statistically significant differences in the post tests in learning the skills of dribbling and scoring in soccer for the two research groups.

1.5 Research Domains

1.5.1 The Human Domain: second intermediate students of Abi Bakr Al-Siddiq School (may God be pleased with him) - Baghdad Education Directorate - Third Karkh

1.-5.2 Time Domain: from 10/13/2020 to 2/15/2021

1.5.3 The spatial Domain: The playground of Abu Bakr Al-Siddiq School (may God be pleased with him) - Baghdad Education Directorate - Third Karkh in Abu Ghraib

II. RESEARCH METHODOLOGY AND FIELD PROCEDURES

2.1 Research Methodology
The researcher used the experimental method in the style of two equal groups, the control and the experimental

2.2 Research Community and Sample:
The research community was determined by the intentional method from the students of the third schools of education in Baghdad Karkh - middle school of Abu Bakr Al-Siddiq (may God be pleased with him - the second grade average, as the total research community reached (115) students distributed into four divisions A, numbering 28, Division B, numbering 29, and Division C, numbering 28 And Division D, which numbered 30, and with regard to the research sample, the researcher conducted a lottery (randomized regular) to choose Division A to be the experimental group and C to be a control division and B for the exploratory groups. Two groups (experimental and control) with (11) students per group, to constitute a percentage of (19.13%) of the original community

2.3 Homogeneity
The researcher made homogeneity for the research sample in the anthropometric measurements (length, age, weight) as shown in Table (1)

Table (1)It shows the homogeneity of the sample in anthropometric measurements (age - height - mass)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unit of Measure</th>
<th>Arithmetic Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>Skew Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological Age</td>
<td>Months</td>
<td>180.5</td>
<td>182</td>
<td>4.58</td>
<td>-1.44</td>
</tr>
<tr>
<td>Height</td>
<td>Cm</td>
<td>156.85</td>
<td>158</td>
<td>3.09</td>
<td>-0.91</td>
</tr>
<tr>
<td>Mass</td>
<td>Kg</td>
<td>56.11</td>
<td>55</td>
<td>4.55</td>
<td>1.11</td>
</tr>
</tbody>
</table>

It is clear from Table (3) that the values of the skewness coefficient for the above measurements were limited to ±3, which indicates that the sample has a normal, moderately distributed distribution.

2.4 equivalence
Football skills parity has been done

Table (2)"It shows the equivalence of the sample in the tribal tests of the experimental and control groups."

<table>
<thead>
<tr>
<th>T</th>
<th>Dependent Variables</th>
<th>Measuring Unit</th>
<th>EXPERIMENTAL From</th>
<th>±P</th>
<th>Control From</th>
<th>±P</th>
<th>Calculated T value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling</td>
<td>Second</td>
<td>10.28</td>
<td>1.73</td>
<td>9.25</td>
<td>1.60</td>
<td>1.45</td>
</tr>
<tr>
<td>2</td>
<td>Soccer Scoring</td>
<td>Degree</td>
<td>5.45</td>
<td>1.04</td>
<td>5.27</td>
<td>1.49</td>
<td>0.33</td>
</tr>
</tbody>
</table>
Tabular T (2.09), significance level (0.05) and degree of freedom = 20

From Table (4), we notice that the (T) scores calculated for my football skills and at the level of significance (0.05) are smaller than the tabular (T) of (2.09), which indicates the equivalence of the research sample.

2.5 Means of collecting information, tools and devices used in the research:

2.5.1 Means of collecting information

- Arab and foreign sources.
- A questionnaire form for experts' opinions on determining the most important tests to measure the basic skills examined (Appendix 5).
- Personal interviews.
- Tests and measurements for my football skills.

2.5.2 Means of collecting information, tools and devices used in the research:

- Home-made signs and flags of different heights.
- Five-a-side soccer balls, legal, number (Mekasa), of Chinese origin.
- Personal interviews. Supplement (3).
- Leather tape to measure the length.
- A medical scale, type Acs-23, of Chinese origin.
- Two (2) electronic stopwatches, Casio type, of Japanese origin.
- Five-a-side football field.
- Crayons.
- Non-elastic rope.
- Two (2) Chinese-origin whistles.
- Notifications number (6).
- Japanese-made Sanyo electronic scale with a unit of measurement (kg).
- Football goals.
- Adhesive tape with a length of (1.50) m.
- Falak football device.
- Jazz Random Shot

2.6 Tests used in the research:

2.6.1 Rolling Football

Rolling between (5) poles back and forth.

The purpose of the test: To measure the ability to roll speed by changing direction.
Level: Intermediate students.

Tools used: A place to perform the test in which the starting line is determined at a distance of (2) m from the first person and four successive marks, a distance between each person and another (1.5 m), so that the distance of the test is (16) m back (8m) and back (8m) and the number of bars (5), a football, a stopwatch, and a whistle.

How to perform: After hearing the start signal, the player rolls the ball quickly, passes the five bars, and also returns by crossing the bars, and reaches the start and finish line as quickly as possible.

Test instructions:
- The player can start by passing the first person from the right or left,
- The player's movement must not stop during the test.
- If the ball is out of the player's control, the attempt is not counted.
- The player is given two attempts and the best time to score is calculated.

Measurement: Time is calculated to the nearest 1/100th of a second.

2.6.2 Scoring

Test name: Motion Scoring Test.
Test objective: To measure accuracy and mobility

used tools:
- Flags number 6
- Distance measuring tape
- Tape to split target
- Electronic stopwatch
- 6 soccer balls

How to perform the test
6 poles are placed at a distance between one person and another 2 and the last pole is 2 m away from the penalty line for the goal that is free of the goal guard. m, there is the starting line that is 2 m away from the first person, the player starts by rolling between the two poles from the starting line to the last person, and when he passes the last person, he scores on the goal and the scoring must be from outside the penalty area. Once again a failure.

Registration:
The player is awarded when shooting at the first and second parts on the sides A (two points), while the player is awarded one point when shooting in the third part (the middle). And two for the left foot.

2.7 Scientific bases for skill tests:
The skill tests that have been approved have known degrees of validity and reliability as shown in Table (5). As for objectivity, it was determined by adopting fixed units of measurement that the work team and the researcher did not interfere with.

<table>
<thead>
<tr>
<th>T</th>
<th>Skill Tests</th>
<th>Measuring Unit</th>
<th>Stability Coefficient</th>
<th>Self Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling</td>
<td>Time/ Second</td>
<td>0.90</td>
<td>0.94</td>
</tr>
<tr>
<td>2</td>
<td>Soccer Scoring</td>
<td>Degree</td>
<td>0.90</td>
<td>0.94</td>
</tr>
</tbody>
</table>
2.8 pretest

The equivalence scores were adopted as an indicator of the pre-test scores, and the cardiac test was conducted on Tuesday 3/11/2020 for the skills of rolling and scoring in football, and all the appropriate devices and tools were identified to carry out the test in an intermediate yard ....... at 10 am.

2.9 Preparing the educational units for the active learning strategy according to Thelin model, using educational aids in the game of football.

After reviewing the concept of the active learning strategy as well as the Thelin model, knowing its principles and steps, and reading many modern scientific sources and references, an instruction unit was prepared for the physical education lesson in soccer, as the implementation of the program took (12) weeks, up to (12) educational units, and by (1) unit per week for each group. The time allotted for each unit is (45) minutes. After that, the teaching unit (the experimental group) was prepared and taught according to Thelin model with six stages, Appendix (9), which are:

1. Survey:

At this stage, the topic of the survey is chosen, and then the students are divided into groups. Each group consists of (2-6) students, then the sub-topics are distributed to these groups.

2. Planning the survey:

In this step, the students in each group formulate the topic or problem in the form of a question or several questions and together they plan how to answer the questions.

3. Executing the survey:

It performs some duties. Through each student within his group collecting the necessary information from its various sources, to benefit from it in developing solutions to the problem at hand.

4. Writing the final report:

It includes presenting the final results reached by the groups, which are in the form of a performance presentation. or in the form of a report.

5. Submitting the final report:

After completing the preparation of the final report by the groups, each group presents it to all the students in the class, for the purpose of benefit among them.((Each group carries out the exercise according to their abilities and capabilities)).

6. Calendar: It is through

- Evaluation of the performance of each student within his group by the teacher.
- Each group presents two or three questions, and then evaluates the answers provided by the students of the other groups to the questions they formulated. such as:
  - What are the technical steps for performing the skill of rolling, for example?
  - How to distinguish between the position of the player's foot and the supporting foot in the skill of rolling.
  - How to perform the skills of rolling and scoring with one educational exercise.

Assigning students to do other educational exercises by adopting the Thelin model in solving problems.

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In addition, the researcher emphasized scientific safety, taking into account the principle of benefit, safety and security in carrying out exercises using devices and tools, in order to follow the sound scientific context to reach the most accurate results to solve the research problem. Football for students. The researcher applied these exercises in the preparatory section and the applied section in the practical activities. In developing these exercises, the researcher relied on the experience of the supervisor and his personal experience. The researcher also analyzed a large number of references that depended on teaching and education in football, taking into account the scientific foundations. In preparing these exercises; As these exercises were presented to the supervisor for the purpose of obtaining his views and suggestions in them, and based on his suggestions, the researcher modified many of these exercises until they are put into their final form and applied to the research sample.

The researcher prepared these exercises according to the following:

1. Taking into account the principle of diversity in performing the exercises within the educational unit so that the player does not feel bored.
2. Follow the principle of gradation from easy to difficult, simple to complex and complex.
3. Use of auxiliary devices and tools in the educational unit.
4. Observe the principle of repetition in the exercises.

As for the control group: it was also taught by the subject teacher according to the method followed by him.

2.10 Main Experiment

The main experiment unit was implemented from the date of 11/19/2020 until 8/2/2021 in the arena for the middle school of Abu Bakr al-Siddiq (may God bless him and grant him peace), emphasizing many things when implementing the main experiment.

2.11 Post-Test

The post-test was conducted for a day for the skills of rolling and soccer scoring, and all the appropriate devices and tools were identified to carry out the test in Abu Bakr Al-Siddiq (May Allah be pleased with him) middle school at 10 am.

2.12 Statistical Means

The researcher used the statistical bag for social sciences as well as many statistical methods.

III. PRESENTATION, ANALYSIS AND DISCUSSION OF THE RESULTS

3.1 Presenting the results of the pre and post tests for the experimental group.

Presentation of the results of the tribal and remote tests of football skills for the experimental group, as shown in Table (8)

Table (8)It shows the arithmetic means, standard deviations, the calculated (t) value, the tabular (t) value, and the level of significance in football skills

<table>
<thead>
<tr>
<th>T</th>
<th>Dependent Variables</th>
<th>Measuring Unit</th>
<th>EXPERIMENTAL</th>
<th>Control</th>
<th>Calculated T value</th>
<th>Level Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling</td>
<td>Second</td>
<td>10,28</td>
<td>1,73</td>
<td>7,23</td>
<td>0,80</td>
</tr>
<tr>
<td>2</td>
<td>Soccer Scoring</td>
<td>Degree</td>
<td>5,45</td>
<td>1,04</td>
<td>9,00</td>
<td>1,61</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,32</td>
<td>signifier</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5,2</td>
<td>signifier</td>
</tr>
</tbody>
</table>

Tabular T (2.23), significance level (0.05) and degree of freedom = 10
From Table (6), we find that the pre-test for the experimental group for the skills of dribbling and soccer scoring differs from the results of the post-test, as the value of \( t \) calculated for the skills of dribbling and soccer scoring is greater than the value of the tabular \( t \), which means that there is a statistically significant difference between the pre-test and the post-test. In favor of the results of the post-test.

### 3.2 Presentation of the results of the pre and post tests for the control group.

Presentation of the results of the pre and post tests for the skills of dribbling and soccer scoring for the control group, as shown in Table (9).

#### Table (9)

It shows the arithmetic means, standard deviations, the calculated (\( t \)) value, the tabulated (\( t \)) value, and the level of significance in the skills of dribbling and scoring in football.

<table>
<thead>
<tr>
<th>( t )</th>
<th>Dependent Variables</th>
<th>Measuring Unit</th>
<th>EXPERIMENTAL From ±P</th>
<th>Control From ±P</th>
<th>Calculated ( t ) value</th>
<th>Level Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling</td>
<td>Second</td>
<td>9,25 1,60</td>
<td>9,07 1,47</td>
<td>0,29</td>
<td>Un-signifier</td>
</tr>
<tr>
<td>2</td>
<td>Soccer Scoring</td>
<td>Degree</td>
<td>5,27 1,49</td>
<td>6,18 0,98</td>
<td>1,69</td>
<td>Un-signifier</td>
</tr>
</tbody>
</table>

Tabular \( t \) (2.23), significance level (0.05) and degree of freedom = 10

From Table (9), we find that the pre-test for the experimental group for the skills of dribbling and soccer scoring does not differ from the results of the post-test, as the \( t \)-value calculated for the skills of dribbling and soccer scoring is smaller than the tabular \( t \)-value, and this means that there is no statistically significant difference between the pre-test and dimensional.

### 3.3 Presenting the results of the post-tests for the experimental and control groups.

Presentation of the results of the post tests for the skills of rolling and soccer scoring for the experimental and control groups, as shown in Table (10).

#### Table (10)

It shows the arithmetic means, standard deviations, the calculated (\( t \)) value, the tabulated (\( t \)) value, and the level of significance for the experimental and control group for the skills of rolling and scoring in football.

<table>
<thead>
<tr>
<th>( t )</th>
<th>Dependent Variables</th>
<th>Measuring Unit</th>
<th>EXPERIMENTAL From ±P</th>
<th>Control From ±P</th>
<th>Calculated ( t ) value</th>
<th>Level Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling</td>
<td>Second</td>
<td>7,23 0,80</td>
<td>9,07 1,47</td>
<td>3,66</td>
<td>signifier</td>
</tr>
<tr>
<td>2</td>
<td>Soccer Scoring</td>
<td>Degree</td>
<td>9,00 1,61</td>
<td>6,18 0,98</td>
<td>4,95</td>
<td>signifier</td>
</tr>
</tbody>
</table>

Tabular \( t \) (2.09), significance level (0.05) and degree of freedom = 20

From table (10), we note that the calculated (\( T \)) scores for the skills of rolling and soccer scoring at the level of significance (0.05) are greater than the tabular (\( T \)) of (2.09), which indicates that there is a statistically significant difference in favor of the results of the experimental group.
3.4 Discussing the results

3.4.1 Discussing the results of the pre and post tests for the experimental group.

After completing the collection of data on the results of the tests and processing them statistically by using the appropriate statistical means for the research procedures and processing the statistics for the results of the tribal and remote tests for the experimental and control group for the skills of rolling and scoring in football, which confirms that there is a statistically significant difference between the results of the tribal and remote tests and in favor of the post tests as follows.

Therefore, the researcher confirms, through the results, the role of the active learning strategy according to Thelin’s model using educational aids in finding the statistically significant difference in the skills of dribbling and scoring in soccer, as the active learning strategy that was used in teaching has greatly contributed to arousing their motivation for achievement and study, as the Most of them began to learn through cooperative groups, in which a clear role appeared for each member of the group. No student remained indifferent to what was happening in the classroom; Because mind wandering, distraction and boredom have no place in the light of pairing learning as one of the active learning strategies. ). (The research sample should truly and honestly represent the original community, and when the researcher collects his data and information, it is only from the whole community or from a representative sample of this community)

The researcher also confirms that the active learning strategy has contributed to raising the level of self-confidence among the members of the experimental group, through each individual's sense of equal opportunity to learn and respect for his being. As these strategies make the teacher treat each student on an equal basis with his colleagues, and they reduce students’ feelings of fear of exams and help them face failure and make them feel belonging to the work group, thus increasing their self-confidence.

Merrill Harman describes that in recent years, interest in active learning strategies has increased, as it is concerned with cognitive and social strategies at the expense of behavioral strategies that have dominated the fields of education during the past decades. The reason is due to the development and explosion of knowledge in the twenty-first century to emphasize that the interest in teaching students the method of obtaining knowledge and developing their different styles of thinking is more than the acquisition of knowledge itself.

The researcher attributes this to the fact that active learning according to Thelin’s model, where the principles of the model were applied gradually from easy to difficult, provided an opportunity for students to see the skill written, drawn and clarified in all its stages in its proper conditions, which helped their understanding of the skills under research in addition to continuous evaluation and providing feedback from The colleague during the learning stage, as well as the discovery and correction of errors, which in turn leads to progress and improvement in skills, and this is consistent with what she indicated.

Thelin model shows its usefulness in the early stages of learning when students need to identify important points after each attempt to correct the motor performance of the skill, thus providing a teacher for each student. The correct view of his vision of the sequence of performance of the skill, as well as his vision of the educational steps written and clear, which helps in self-direction and the positivity of students and creates a sense of responsibility for learning in a positive manner, as well as using the effectiveness of the exercise scheduling methods used in the study as an effective means and an educational approach in the exercise stage by organizing repetitions and variations different. The positive synergy in the small group works to determine the common goals and the role of each student in achieving the partial task, direct interaction between members of his group, and dealing with familiarity and harmony with them. The learner who carries out the process of teaching his colleague, provides him with clarifications and corrects his mistakes directly in any educational circumstance, helps to acquire and develop advanced skills for the learner.

The researcher also attributes to the role of devices and aids a marginal issue in the training process, but rather it has become an integral part of its basic components; Its use makes the sports training process more effective, and it is an effective way to raise the level of the player’s physical and skill performance, as well as help coaches to easily communicate information to the players, as well as the diversity of training stimuli, which adds fun and suspense to learning, as the devices and auxiliary tools are one of the means that help To perform various duties and work to raise the adequacy of the training process. (It is a set of tools, devices and materials that help the
player to perceive and understand the level of the educational material, learn it and master it in the least time and with the least effort.

On the other hand, the presence of the means that is performed in the manner of exercises similar to the performance is more beneficial in the skill performance than other means, so the exercises similar to the performance can give a variety of influence on the working muscles if they are used according to the temporal and spatial path of the movement to be implemented, and gives diversity in the use of means and devices changes the sense of movement and the acquisition of some physical and skill elements.

Thus, the goal and the first hypothesis of the research are achieved.

3.5 Discussing the results of the post-tests for the experimental and control groups.

Through the statistical table, it is clear that the results of the post-tests of the experimental group are superior to the results of the control group for the skills of rolling and scoring in soccer, and this is what the researcher attributes to the fact that the use of active learning has a positive impact on student participation, and student participation is the most important characteristic of active learning in the educational process. They are more than just recipients, and actively participate in study activities and events ((The use of student-centered teaching practices is necessary for the continuation of the learning process, unlike traditional teacher-centred teaching practices)).

The researcher shows Thelin's model as one of the most important educational models that develop students' thinking by focusing on their interactions within small class groups, thus causing positive changes in their academic results, between them during the lesson and respect each other’s performance.

Thelin model is one of these models in which the learner is an active participant who practices investigation, discovery, and search for information through actual participation individually or collectively within his small group to benefit from it in finding solutions to the research problem (instead of giving the learner the information a snatch, we create the appropriate and comfortable environment for him to discover and investigate The facts are enough to reach two thousand new relationships and methods that were not known to me before, which increases his inclination to learn the material and his desire to specify it, which develops in me different ways of thinking and acquires a transferable learning to benefit from in new locations.

The researcher points out that the benefits of the random speaker device develops the skills of soccer scoring and dribbling, and the use of the (Flick Urban Football) device is used as an educational device to improve the skills of dribbling and scoring, as well as providing fun and pleasure for students during the educational units in an attempt to create new skills and movements.

Thus, the researcher confirms the verification of the research objectives and hypotheses.

IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

Based on the results of the research, the researcher reached the following conclusions:

1. Active learning according to Thelin model using educational equipment exercises has an effective positive effect in learning the skills of rolling and scoring in football

2. The exercises using the devices that were applied to the experimental group had a positive role in developing the skills of dribbling and soccer scoring among students at this age, as a result of the correct repetition of the exercises and according to the educational aids.

3. The lack of interest in modern models of teaching and the failure to use devices and auxiliary tools for the control group in the educational units and exercises that are not appropriate for the age stage was the reason for not learning the skills of rolling and scoring in football.
4.2 **Recommendations**

1. Using modern strategies such as active learning as auxiliary strategies according to Thelin model in teaching and teaching motor skills and not limiting traditional teaching methods.

2. Conducting research similar to active learning according to its multiple strategies in the sports field, as well as applying Thelin model in the physical education lesson.

3. Adopting exercises using devices within the curricula for the intermediate stage in learning the skills of rolling and scoring in football.

4. Follow the scientific method when choosing exercises using equipment for the educational unit, taking into account the nature and characteristics of the players.

5. Conducting similar researches to the active education strategy on different sports games and for age stages with the change of the dependent variables.

**SOURCES**


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**ABSTRACT**

((The effect of active learning according to the Thelin model using educational devices that help in improving the manifestations of attention and learning some early foot skills))

The aim of the study is to prepare and implement educational modules in active learning according to the Thelin model using educational auxiliary devices for students of the second intermediate grade of football. And the identification of the effect of active learning according to the Thelin model, by using educational devices that help in improving the attentions of the second intermediate grade students in football. And the identification of the effect of active learning according to the Thelin model by using educational devices that assist in learning some basic skills for students of the second intermediate grade of soccer

The researcher assumed that (there are no statistically significant differences between the pre and post tests for the manifestations of attention and the learning of some basic skills of the two research groups, and there are no statistically significant differences in the post tests for the manifestations of attention and learning of some basic skills of the two research groups. The researcher relied on the experimental approach of two equal groups with two pre and post tests for its suitability to the nature of the research problem. The research sample was from middle school students in Abu Bakr Al-Siddiq (may God be pleased with him), whose number is (22) students from the class (A and C) and divided into two groups Experimental and control. Division represents (a) the experimental group and (c) the control group and by (11) students for each group, and they were withdrawn
randomly from among (115) students. Based on the results of the research, the researcher reached the following conclusions:

1. Active learning according to the Thelin model, using educational equipment exercises, can help positively influence the manifestations of attention and football skills.

2. The exercises using devices contributed to the participation of more than one manifestation of attention in the process of receiving information about skills, which had a great impact on the ease and positive development of skills.

3. The exercises using the devices that were applied to the experimental group had a positive role in developing the manifestations of attention and some basic skills of students at this age stage, as a result of the correct repetition of the exercises and according to the auxiliary educational devices.

The recommendations were as follows:

1. Using modern strategies such as active learning as auxiliary strategies according to the Thelin model in teaching and teaching motor skills and not being limited to traditional teaching methods.

2. Conducting similar research for active learning according to its multiple strategies in the mathematical field, as well as applying the Thelin model in the physical education lesson.

3. Conducting similar research for the active education strategy on different mathematical games and age stages with the change of the dependent variables.1, p. 75.