THE EFFECT OF THE MICRO-TEACHING STRATEGY ON LEARNING SOME BASIC FOOTBALL SKILLS FOR STUDENTS

Ali Mahdi Hassan¹, Hazem Fares Neama Kashkool²

¹Prof. Dr., Republic of Iraq / University of Kufa / Faculty of Physical Education and Sports Sciences
²Assistant lecturer, Republic of Iraq / University of Kufa / Faculty of Physical Education and Sports Sciences.

ABSTRACT:

Research Objectives: Preparing a scale of skill self-esteem for students in football, preparing educational units in a mini-teaching style in developing skill self-esteem and learning basic skills in football, and identifying the impact of educational units in a micro-teaching style in developing skill self-esteem and learning basic football skills, use The two researchers used the experimental method in the manner of the two equal groups for its suitability to the nature of the research on the third stage students in the College of Physical Education and Sports Sciences - University of Kufa, which numbered (65) students, and the research sample was chosen in a simple random way. 10) Students, some of whom are club players and others did not adhere to the educational units, and the main sample was determined by (50) students who were divided into two randomly controlled and experimental groups, each group included (25) students. Conclusions, through the results obtained by the researcher, concluded the following:
The educational curriculum in the style of mini-teaching is positively effective in the learning of the research sample members for some basic football skills for students (handling, scoring and suppression).

Keywords: Micro-teaching, basic football, strategy, skills

I. INTRODUCTION:
The micro-teaching strategy is one of the relatively recent strategies, which are used effectively in teacher preparation and training programs and designed to learn and develop new educational skills with specific goals and for a small group of learners estimated at (3-10) students for a period of (4-20) minutes, after the lesson is recorded By visual recording, it is presented after providing the feedback, and the importance of the current research is evident in that this study presents a new model for teaching the physical education lesson, and perhaps this has a role in modern trends in teaching that emphasize the use of effective teaching strategies that give a positive role to the student in the lesson and that the results of the study The current study benefits teachers and students alike, as well as recognizing the impact of the micro-teaching strategy on skill self-esteem and learning some basic football skills for students, skill and learning basic football skills, and recognizing the impact of educational units in the micro-teaching style in developing self-esteem skill and learn basic football skills.

Practical part:
The researchers used the experimental method in the manner of two equal groups for its suitability to the nature of the research on the third stage students in the College of Physical Education and Sports Sciences - University of Kufa, which numbered (65) students. (10) students, some of whom were club players and others did not adhere to the educational units, and the main sample was determined by (50) students who were divided into two randomly controlled and experimental groups, each group included (25) students.

The equivalence of the two search groups:
The researcher should form equal groups with respect to the variables that are related to the research at least, and in order for the researcher to be able to return the difference between the research results, if any, to the independent factors, the researcher resorted to verifying the parity of the research groups, as the process of
verifying parity between the research groups and the variables was carried out. The following: (handling skill, suppression skill, and scoring skill), and to verify the equality of the two research groups in the above variables, a t-test was conducted for independent samples and Table (1) shows this. (2)

Table (1). It shows the statistical parameters and the value (T) of the skill variables for the two research groups

<table>
<thead>
<tr>
<th>Statistical parameters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
</tr>
<tr>
<td>Variables</td>
</tr>
<tr>
<td>Handling</td>
</tr>
<tr>
<td>Scoring</td>
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<td>out put</td>
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</table>

From Table (1) it is clear that the differences were not significant between the members of the two research groups in the skill self-esteem and the skill variables, as the value of (sig) was more significant than (0.05), and this indicates the equality of the two groups in the skill variables under study.

Determining the basic football skills in question:

For the purpose of determining the basic skills of football, the researcher, based on the curriculum for the third stage of the football lesson, used the references and sources related to football, and the skills (handling, scoring and suppression) were selected.

Determining the tests for measuring basic football skills in question:

1. Handling: Handling test.

The name of the test: (handling towards a small target at a distance of (12) m).

The objective of the test: to measure the accuracy of handling.

Tools used: (5) soccer balls, a small goal (110 x 63 cm), measuring tape, adhesive tape, and colored dyes.

Test procedures: The starting line is drawn with a length of (1) m and a distance of (12 m) from the tiny target, and fixed balls are placed on the starting line.

Description of performance: The student stands behind the starting line facing the small goal, and when the signal is given, begins by handling the balls towards the goal to enter it, and each student is given five consecutive attempts. (3)

Registration method: The score is calculated by the total score obtained by the student from handling the five balls, as follows.

1. Two points for each correct attempt enters the small goal.
2. One score if the ball touches the post or the crossbar and does not enter the goal.
3. Zero in case the ball goes out of the small goal.

2- put out the ball:

The objective of the test: (controlling the movement of the ball).

Tools used: (5) footballs, a square whose sides are two meters long by drawing a line 6 meters from the square.
Method of performance: The player stands behind the specified test area, or the laboratory throws the ball high to the student who advances into the test area, trying to stop the ball’s movement and start again, and so the student repeats the five consecutive movements.

Scoring: Two points for each correct attempt and from the first touch, one score for each correct attempt and from the second touch, zero if the ball goes outside the limited area of the test (scores for the sum of the five attempts)

Measurement: (2) marks for each correct attempt, (10) marks for the sum of the five correct attempts. (4)

3- Scoring test:
The name of the test: scoring at a target divided into squares at a distance of (11) m.

The objective of the test: to measure the accuracy of scoring.

Tools used: measuring tape, (5) soccer balls, a goal divided by ropes into nine sections, a burk to draw the penalty point.

Method of performance: the laboratory stands at a distance of (11) m from the target, and when the start signal is given, the laboratory performs

Registration: The laboratory is given (3) attempts for the preferred foot, as points are recorded according to the location. (5)

Survey experience:
Before going into the main experiment, it is necessary to conduct a reconnaissance experiment on a sample of the research community, the purpose of which is to test the means and tools of the research, as well as to extract the scientific bases for the tests. Of the students of the third stage, members of the research sample at 9 am. (6)

The scientific basis of the tests
For the purpose of identifying the scientific bases of (veracity, stability and objectivity) of the tests set and their validity and suitability for individual research sample, the researchers sought to adopt these foundations in the process of applying the tests despite the fact that these tests are codified and received in more than one source, and were used in many researches. (7)

Validity of the test:
The validity of the test means "that the honest test measures what it was designed to measure." One of the essential matters that must be met in the test is honesty. The football skills tests were presented to the experts, and the validity of the tests and the apparent scale were proven after the experts agreed that they achieve the purpose for which they were set, as well as their suitability for the age group in question.

Test stability:
The stability coefficient of the skill tests under study was found by testing and retesting a sample of (5) of the third stage students, the exploratory sample on 15/2/2021, and after four days of skill tests, i.e. on 19/2/2021, the tests were repeated on the students themselves. And as shown in Table (7), which shows the scientific bases of the tests in the research (reliability coefficient) that was obtained.

Curriculum preparation:

The first: the introductory section, its duration is (15) minutes, and it includes:

a. Introduction and general warm-up: Students are suspended in a unified manner, absences are taken, tools are prepared for the success of the educational unit, and general exercises are given to all members of the body, with a duration of (5) minutes. (8)

NS. Special warm-up: exercises are given in the skill under study and the working parts and muscles to perform this skill and its duration is (10) minutes.
Second: The main section, its duration is (25) minutes, and it is divided into two parts:

a. Theoretical section: in which the teacher explains the skill, then the skill is presented to clarify the method of performing the skill correctly, and its duration is (10).\(^9\)

NS. Applied section: in which the given skill assigned to each educational unit is performed and applied according to the number of repetitions assigned to each skill with guidance and correction of errors by the teacher and its duration (15).

1 - How to perform the handling in a manner commensurate with the student's ability to use the preferred foot and play the ball with the foot towards the miniature target.

2- How to perform the suppression skill in a manner commensurate with the student's ability to use the feet, thigh or chest, except for the hands, and to control the movement of the ball within the space designated for it.

3 - How to perform the scoring skill in a manner commensurate with the student's ability to use the student's favorite foot by scoring inside the square that brings him the most significant number of points.

The third: the closing section and its duration is (5) minutes:

A small game is given to serve the central section, or calming and relaxation exercises are given, with some directions to the students, then end the educational unit, salute and leave quietly.

The teacher of the subject implemented the experimental curriculum decided and was under the researcher's supervision, as the two groups (independent and accredited) studied the method of learning for the sake of mastery.\(^10\)

The main experience:

Tribal tests:
The pre-test for the research sample was conducted on Wednesday, 1/3/2021, at precisely nine o'clock in the morning and all the variables were adjusted in terms of time, tools and devices, as well as the auxiliary work team to be applied when conducting the (post-test), i.e. after implementing the educational curriculum and the tests, were conducted On the external arena of the football field in the College of Physical Education and Sports Sciences - the University of Kufa, as the researcher, with the help of the assistant work team, applying the tests according to a pre-established sequence. Rotate the totals over the three test stations.

Curriculum performance:
The educational curriculum was started to be applied to the individuals of the research sample on Sunday 5/3/2021 by two academic units per week, where the educational curriculum was applied for skills (handling, suppression, scoring) and by five academic units for each skill, as it was applied with a procedure (three ) Educational units for each skill, and then a test to determine the percentage of students learning the skill.

Post-tests:
After completing the implementation of the educational curriculum, a post-test was conducted on Wednesday, 4/26/2021, for the research sample. After completing the implementation of the academic units in a mini-teaching method, where the tests were filmed with a Canon video camera, and the researcher was keen that the conditions were similar to the pre-test in terms of place, conditions and the presence of the same auxiliary team, and using the same steps that were applied in The pre-test.

Statistical means:
After collecting the data and information, the researcher conducted the statistical analysis (SPSS).
The fourth chapter included presenting the results that were reached after collecting the data related to the pre and post-tests for the two research groups; they were analyzed and discussed to determine the extent of progress in learning to reach the objectives of the research and verify its hypotheses.

Presentation, analysis and discussion of the results of the research groups in the tribal and remote tests in skill self-esteem and some basic football skills for students.

Presentation, analysis, and discussion of the control group result in the pre and post-test in skill self-esteem and some basic football skills for students.

Table (2). Between the arithmetic mean, standard deviation and the calculated t-value between the pre and post-tests of the control group in skill self-esteem and some basic football skills.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-test Mean</th>
<th>STD.EV.</th>
<th>Posttest Mean</th>
<th>STD.EV.</th>
<th>(t) calculate</th>
<th>Significant</th>
<th>Statistical Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling</td>
<td>4.75</td>
<td>1.14</td>
<td>6.11</td>
<td>1.69</td>
<td>4.23</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Scoring</td>
<td>3.41</td>
<td>0.87</td>
<td>5.67</td>
<td>0.77</td>
<td>5.23</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Output</td>
<td>5.32</td>
<td>0.68</td>
<td>6.87</td>
<td>0.61</td>
<td>5.95</td>
<td>0.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Presentation, analysis and discussion of the results of the experimental group in the pre and post-test in skill self-esteem and some basic football skills for students.

Table (3). It shows the arithmetic mean, standard deviation and the calculated t-value between the pre and post-tests of the experimental group in the skill self-esteem and some basic football skills for students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Pre-test Mean</th>
<th>STD.EV.</th>
<th>Posttest Mean</th>
<th>STD.EV.</th>
<th>(t) calculate</th>
<th>Significant</th>
<th>Statistical Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handling</td>
<td>4.82</td>
<td>0.93</td>
<td>7.35</td>
<td>0.74</td>
<td>9.33</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Scoring</td>
<td>3.65</td>
<td>0.72</td>
<td>6.22</td>
<td>0.94</td>
<td>6.84</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Output</td>
<td>5.21</td>
<td>0.85</td>
<td>7.21</td>
<td>0.75</td>
<td>8.51</td>
<td>0.000</td>
<td>Significant</td>
</tr>
</tbody>
</table>

It is known that the progress and acquisition of skill performance are achieved through organized practice, and this was confirmed by Muhammad Abdul-Ghani, "The progress of movement or skill is achieved through practice, repetition and avoiding mistakes. used in teaching motor skills.

We note that there is progress in the level of performance of the studied skills, and the researcher believes that the excellent interaction of the research sample has contributed significantly to learning these skills. Interaction, seriousness and rush in applying the educational curriculum have a significant and positive impact on the learning process. This process is the athlete's positive contribution to the implementation of the set goals.

Presentation, analysis and discussion of the results of the two research groups, the control and experimental, in the post-tests of skill self-esteem and some basic football skills for students.

Table (4). It shows the arithmetic mean, standard deviation and (t) value calculated between the control and experimental groups in the post-tests in the skill self-esteem and some basic football skills for students.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Control group Mean</th>
<th>STD.EV.</th>
<th>Experimental group Mean</th>
<th>STD.EV.</th>
<th>(t) calculate</th>
<th>Significant</th>
<th>Statistical Result</th>
</tr>
</thead>
</table>
Through what was previously presented, it was found that there are significant differences between the tribal and remote tests in the development of basic football skills for the members of the two research groups and favour of the post-tests. Learning among them in the micro-learning group provides them with an opportunity to improve their level and then make correct decisions and responses in light of the positive role that self-esteem contributes to developing their performance, which helped in performing skills in a more automated and streamlined manner, and that the presence of a practice case and mixing with students led to Redoubling efforts to raise their good level and make progress through learning with other students, which in itself is an element of reinforcement that shows excitement in the learning process and this contributes to the development of student's abilities and skills. As for a reason for the differences that appeared between the pre and post-tests among the members of the micro-learning strategy group, the researcher attributes them to the performance achievements, which are one of the most critical factors for self-esteem, and verbal persuasion through colleagues within the group making personal verbal responses with students to convince them that they have abilities And the possibilities that they can successfully face a specific performance, which contributes to increased self-esteem, in addition to the fact that the mini-learning strategy helped increase the motivation of students to achieve excellence in performance. This strategy contributed to taking into account individual differences, and this enhances the status of students towards themselves in an attempt to reach To better skill performance in his group.

The researcher believes that some of the reasons that helped the micro-teaching strategy outperform the adopted strategy are the following:

1. The strategy focused on the question of obtaining information, as it aimed for the students of the research sample to obtain validly and focused information from the subject of the lesson, as well as providing specific and direct answers to their questions, as it focused on the information needs by watching the video, which allowed diversifying the experiences of the students in the research sample.

2. When using the strategy (micro-teaching strategy), the learner is active, organized, and discovers because of his experiences.

3. Teaching using the strategy (micro-teaching strategy) trains students to ask several questions about the lesson's topic, leading to the development of their perception.

III. CONCLUSIONS:

From the results obtained by the researcher, he concluded the following:

The educational curriculum in the style of micro-teaching is positively effective in learning the research sample members for some basic football skills for students (handling, scoring and putting down).

REFERENCES:

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