The effect of the imperative method and the exploratory in the learning of some basic skills in football

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Abstract
The multiplicity of advanced methods, methods and strategies in teaching and delivering clear, fast and correct information to learners and their ability to perform skills. Therefore, the imperative method and the exploratory method aim to achieve the goal of learning. Hence, the importance of research in developing the level of learners in the game of football and delivering the required goals to learners. One of the most important objectives of the research is to know the effect of the command and the exploratory method in learning some basic skills in football, as well as knowing the differences between the two groups and the experimental one. As well as knowing the exploratory method has a positive impact on learning basic football skills for students of the second stage more than the imperative method.

The most important recommendations are the adoption of the educational units and their performance in the orderly style and the exploratory method in the educational units, learning and developing basic football skills for students of the second stage Sports at University of Thi _Qar.

Introduction and importance of research
The world is witnessing a rapid and sudden development in all areas of life to raise the intellectual, mental and physical level of the individual by using scientific and modern techniques for all sciences, including physical education as it is part of public education. Challenges of the age through diversification using different educational strategies This science with recent developments, educators and workers in the field of physical education and sports sciences must study the expectations of the future and prepare for the development of the reality of the sports movement and its capabilities in order to keep pace with development and since teaching is a process in which the transfer of experiences and knowledge from a person Through which the teacher delivers the desired goal to the student or through a series of sequential steps, the teacher takes into account the appropriate method of teaching with its impact on their souls and the reality in which they live and the time differences between students, so it is delivered to the student with
effort and serious follow-up, including football. It is one of the games that requires follow-up and great effort in its education. It is practiced and mastered, so it requires us to find advanced methods and methods, hence the importance of the research and the need for it because it is a serious scientific attempt by the researcher to conduct the experiment on the second stage to benefit from the use of the exploratory method in learning and delivering fast and correct information to the student and the student’s ability to implement these skills. And the exploratory method aims for the same purpose in the learning process, but the lack of methods and methods affected the learning process, which prompted us to research in order to develop and raise the learning ability, in raising, developing and developing the educational level in the game of football and speed in delivering information to the educated student and knowing the importance of the successful and best method and method in learning process.

Research problem

Educational success depends on achieving its main objectives and pillars. The curriculum -the student - the teacher, and the active teacher, as he is responsible for the process of planning, preparing and organizing the educational and educational level. Therefore, the teacher has a great role in choosing the method and method for the most appropriate to achieve the goals of the educational lesson, especially in the lesson of physical education, which depends on the diversity of skills. Therefore, football is one of the difficult sports that needs accuracy and speed in performance, and therefore it requires us to choose methods, models, strategies and learning methods in the process of learning skills. It is necessary to try and choose the best methods, models, strategies and methods that are most successful in delivering information to the learner. Hence the problem of research in Knowing which methods, methods, models and strategies are more developed in the process of education and the delivery of information to the learner, and there were differences in the speed of information delivery to the learner from one method and method to another, which led the researcher to know who is the best in the process of learning the skills of the football game among students of the second stage in the College of Physical Education and Science Sports University of Thi_Qar

Research aims

1. Recognizing the effect of the (orderly) and (exploratory) method in learning some basic football skills for the second stage students.
2. Recognizing the differences between the results of the pre and post tests for some basic football skills for students of the second stage.
3. Identifying the differences between the imperative method and the exploratory method in the post-tests of some basic football skills for second-year students.

Suppose the Research

1. There are significant differences between the results of the tribal and remote tests in learning some basic football skills for students of the second stage of the command and exploratory method in favor of the post tests.
2. There are significant differences between the imperative method and the exploratory method in the results of the post-tests and in favor of the exploratory method in learning basic football skills for second-year students for boys.

Research areas

1. The human domain: second-year students.
2. Spatial domain: The stadium of the Faculty of Physical Education and Sports Sciences, University of Dhi Qar
3. Time range: the period from 6/12/2020 to 01/2/2021

Theoretical studies

Commanding style:

It is the method of instructions and orders, and if we observe the procedures that make up the lesson, we will know that its important aspects are in the decisions that guide the lesson and that are taken if they are by the teacher or the student or cooperation between them and that in the three stages that the lesson goes through, namely: before the lesson, during the lesson, After the lesson.

Where the teacher is alone in making decisions in the three stages, and the student must obey those orders and implement what is asked of him, and the teaching process is direct between the order and achievement, where the student works according to the form prepared by the teacher

The role of the teacher, the American style

In this method, we see the physical education teacher alone in making decisions in the three stages.

The role of the student is the American style

The student must respond cognitively or kinesthetically to those commands and implement what is asked of him. As for the teaching process, it is of the direct type, where the student, after submitting the order or request, responds without discussion between the two parties.

Advantages of the American style

1. Uses the imperative style with young children
2. It is used in difficult skills to control the course of work
3. It is used when a common mistake occurs by students

Exploratory way

It is a method, not a method, because it consists of procedural steps, and since the method is steps, so the exploration is called the exploratory method, not an exploration method.
1. The teacher’s role in discovery learning
2. Putting the topic in the form of a question or a problem
3. Provides the student with some information or hints during the exploratory situation
4. Providing an appropriate classroom environment, whether physical or mental
5. Provide students with a sufficient number of short questions during the exploratory situation
6. Evaluate learners and help them apply what they have learned from new situations
7. To encourage students to discuss with each other

The student’s role in learning is exploration

The role of the student is characterized by its positive aspects as being the focus of the educational process, as it represents the culmination of his self-activity due to the mental or mental operations he performs, the most prominent of which are the basic thinking skills, which are observation, classification, perception and decision-making by himself.

The researcher believes that the exploratory method is nothing but the process of revealing individual differences between students in terms of educational level and the speed of information acquisition when the teacher explains the skill to be applied.

Research methodology and field procedures

Research Methodology: The researcher used the experimental method to fit the research problem.

The research community and its sample: The research community represented by the students of the second stage was determined by a deliberate method, and the number of students reached (75) students distributed over three divisions. The two divisions (C-D) were chosen by the lottery method, and their number (50) students was divided into two groups also by the lottery method, so that Division (C) became the experimental group, the command method, and Division (D) the experimental group, and thus the number of each total became 15 students, and thus the percentage of the sample of the research community is 60%.

Then the researcher conducted the homogeneity of the sample within each group and the equalization of the two groups before starting to perform the main experiment, as shown in Table (1):

<table>
<thead>
<tr>
<th>test or measure</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight / kg</td>
<td>1</td>
</tr>
<tr>
<td>Height / cm</td>
<td>2</td>
</tr>
</tbody>
</table>

Table (1) shows the homogeneity and equivalence of the two experimental groups

<table>
<thead>
<tr>
<th>exploratory road group</th>
<th>Amiri style group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variation coefficient</td>
<td>p</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>3.97</td>
<td>2.767</td>
</tr>
<tr>
<td>3.36</td>
<td>5.834</td>
</tr>
</tbody>
</table>

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Table (2) shows the values of the arithmetic means and standard deviations of the pre-tests (equivalence) for the two experimental groups.

<table>
<thead>
<tr>
<th>Indication stats</th>
<th>Indication level</th>
<th>Values T calculated</th>
<th>exploratory method</th>
<th>American style measuring unit</th>
<th>Variables</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>insignificant</td>
<td>0.531</td>
<td>0.634</td>
<td>1.63</td>
<td>6.60</td>
<td>Degree</td>
<td>Handling test</td>
</tr>
<tr>
<td>insignificant</td>
<td>0.715</td>
<td>0.368</td>
<td>1.89</td>
<td>3.80</td>
<td>Degree</td>
<td>quenching test</td>
</tr>
<tr>
<td>insignificant</td>
<td>0.288</td>
<td>1.082</td>
<td>1.11</td>
<td>9.11</td>
<td>Second</td>
<td>Rolling test</td>
</tr>
</tbody>
</table>

Equipment and tools used:
- Footballs number (10).
- Stopwatch.
- Football goals
- soccer field
- Shawakhs
- Tape measure.
- Chalk

Tests used (1):
Test the skill of handling on circles drawn on the ground, overlapping on the ground, overlapping diameters (2-4-6), and grades are given (6-4-2) with a distance of 20 meters. The player is given five attempts to calculate the grades obtained by the player.
Test. Stopping the movement of the ball. The suppression is inside a square measuring 2 m at a distance of 6 m. five attempts are given to the player and 2 points are calculated for each correct attempt.
Zigzag running test with the ball rolling between five pillars between each figure and another distance of 270 the player is given two attempts and counted 1 to 10 closest to the second

Survey experiments:
First exploratory experiment:
The researcher conducted the first reconnaissance experiment on 8/12/2020 on the original sample used and applied it in the (orderly) and (exploratory) method.

Second pilot experiment:
The researcher also conducted the second exploratory experiment on 11/12/2020 on a sample of (10) ten students from the stage who were excluded from the main experiment. After a period of time, the experiment was repeated again in order to verify the scientific bases of the tests used.
and as shown in Table (3) to know the difficulties and obstacles that the researcher may face in performing the main experiment.

Table (3) shows the validity and reliability of the tests used

<table>
<thead>
<tr>
<th>self-honesty coefficient</th>
<th>stability coefficient</th>
<th>the exams</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.940</td>
<td>0.884</td>
<td>Handling test on circles drawn on the ground</td>
<td>1</td>
</tr>
<tr>
<td>0.930</td>
<td>0.865</td>
<td>Suspension ball stop motion test</td>
<td>2</td>
</tr>
<tr>
<td>0.941</td>
<td>0.887</td>
<td>Ball slalom test</td>
<td>3</td>
</tr>
</tbody>
</table>

Field experience:

1. Tribal tests: The tribal tests were conducted on 14/12/2020
2. Exercise application:
3. The application of the exercises began on 15/12/2020 and ended on 9/2/2021
4. Posttests: Post tests were conducted on 10/2/2021

Teaching method used:

The researcher prepared the educational units by relying on the sources and references in the specialization of teaching methods and in the field of football, which were applied during the main section and in the practical activity of the educational unit using the (commandatory) and (exploratory) method (as in Appendix 1 and 2) for a period of eight weeks, which is The specified period within the physical education curriculum in the second stage, as indicated by Ghassan Muhammad Sadiq, Fatima Yassin Al-Hashemi, and Afaf Abdul Karim (1) (2). The objectives and conditions for applying the exercises according to this method were relied upon, taking into account the level and individual differences.

Statistical means:

The researcher used the (SPSS) system to find the following:
1- Arithmetic mean.
2- The standard deviation.
3- Variation coefficient.
4- Simple correlation coefficient.

Presentation and discussion of the results:

Presentation and discussion of the pre-post tests for the imperative method group for the research sample

Table (4) shows the values of the arithmetic means and standard deviations of the search variables for the American method group

<table>
<thead>
<tr>
<th>indication</th>
<th>indication level</th>
<th>Values T calculated</th>
<th>dimensional</th>
<th>tribal</th>
<th>measuring unit</th>
<th>Variables</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moral</td>
<td>0.000</td>
<td>6.808</td>
<td>1.61</td>
<td>8.20</td>
<td>Degree</td>
<td>Handling test</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.003</td>
<td>3.609</td>
<td>1.83</td>
<td>4.93</td>
<td>Degree</td>
<td>quenching test</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 5 shows the values of (T) before and after the exploratory method in the tests used

<table>
<thead>
<tr>
<th>Indication stats</th>
<th>Indication level</th>
<th>Values T calculated</th>
<th>Dimensional</th>
<th>Tribal</th>
<th>Measuring unit</th>
<th>Variables</th>
<th>NS</th>
</tr>
</thead>
<tbody>
<tr>
<td>moral</td>
<td>0.000</td>
<td>14,466</td>
<td>1.24</td>
<td>10.40</td>
<td>1.81</td>
<td>7.00</td>
<td>Degree Handling test</td>
</tr>
<tr>
<td>moral</td>
<td>0.000</td>
<td>7,818</td>
<td>1.27</td>
<td>6.93</td>
<td>1.89</td>
<td>3.80</td>
<td>Degree quenching test</td>
</tr>
<tr>
<td>moral</td>
<td>0.000</td>
<td>6,663</td>
<td>0.51</td>
<td>7.43</td>
<td>1.11</td>
<td>9.11</td>
<td>a second rolling test</td>
</tr>
</tbody>
</table>

Tabular value (T) at degree of freedom (14) and below (0.05) = 2.145

By noting the tables (4) and (5), it was found that there are significant differences between the tribal and remote tests and for the two groups and the experimental (the instructive) method and (the exploratory method) in the tests used and in favor of the post tests, and this indicates that the two groups have developed in the basic skills of the ball. In other words, the two groups had a role in the success and achievement of good results in the research variables. As for the first group (the imperative method), one of its advantages is that it is used with young children and is used in difficult skills and is used when a common mistake occurs. The teacher in the main section follows the direct method in his way of work. The application and their continuation in the physical education lesson, i.e. continuous training, and this certainly helps development and improvement, and this is what was indicated by Muhammad Yusuf Al-Sheikh and Yassin Sadiq (1969) (1), where he mentions (that training improves both physical qualities and the level of skillful performance).

The imperative method is the most widely used and common method by the teacher and it depends mainly on it. He is responsible for preparing and preparing for the lesson and determining the skills and activities of the students (2). And certainly this also happened for the experimental group, the method (exploratory method), in addition to its continuation of training, which is the successful and correct use of exercises and their application in a successful learning method, which led to the development of skills in football. Learning within the group and benefiting from the teacher and the exploratory methods followed. In addition, the development of the two groups came as a result of the optimal use and the correct devices and tools used in the educational units and related to the research variables set.

The researcher relied on the observation of Enayat Muhammad (1998) (1) about that (that the students’ use of devices and tools in each of the performance methods is of great importance). The researcher believes that the exploratory method to ensure its success in faculties requires the provision of curricula based on the method of exploration, as well as the exploratory position requires a time that is not short, in addition to that, we need a qualified teacher to do the exploration, and thus leads to the development of the educational level of the student. The researcher believes that the development that took place in the imperative style due to the teacher’s performance and following the educational methods and the excitement and suspense within the lesson, which contributed to the development of the skill level of the students, while in the exploratory method, the development occurred for this group because the student is the center of things.
of the educational process, where he represents the peak of his self-activity by what he does from mental or mental operations

The researcher believes that the development that took place among the students in the exploratory group came as a result of the thinking, scrutiny and observation that the students enjoyed.

Presentation and discussion of the post-tests between the two experimental groups of the research sample:

Table (6) shows the dimensional (T) values between the two experimental groups in the tests used

<table>
<thead>
<tr>
<th>Variables</th>
<th>American style</th>
<th>measuring unit</th>
<th>Values T calculated</th>
<th>Indication level</th>
<th>Indication stats</th>
<th>Values T calculated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>exploratory method</td>
<td>p</td>
<td>s</td>
<td>p</td>
</tr>
<tr>
<td>Handling test</td>
<td></td>
<td></td>
<td>Degree</td>
<td>2.81</td>
<td>0.70</td>
<td>1.61</td>
</tr>
<tr>
<td>quenching test</td>
<td></td>
<td></td>
<td>Degree</td>
<td>1.65</td>
<td>0.25</td>
<td>1.83</td>
</tr>
<tr>
<td>rolling test</td>
<td>a second</td>
<td>rolling test</td>
<td>Degree</td>
<td>6.12</td>
<td>0.05</td>
<td>6.15</td>
</tr>
</tbody>
</table>

Tabular (T) value at (28) degree of freedom and below= (0.05) 2.84

By noting Table (6), it was found that there were significant differences in the tests of some basic skills in the old football between the two groups and in favor of the (exploratory method), which means that this method was better than the (Al-Amiri) method in education and teaching, especially for teaching the types of basic skills in the old football, because of what it contains the method is one of the characteristics, and it relieves the burden on teachers and helps them, because the exploratory method leads to an increase in student activity and enthusiasm towards the teaching and teaching processes. Students complete the information by throwing a set of questions that require the students to respond kinesthetically and direct their activity to interact with the students and take care of them. And training on it.” And this is the accusation of both (Lamia Al-Diwan and Hassan Al-Sheikh) (1) that a student in the orderly style y Being a recipient only of orders and instructions, the reasons for the weakness of the imperative method are that the student is fully connected with the teacher’s instructions, so he does not feel free in movement and performance, does not care about taking into account individual differences, does not contribute to the creativity process and does not encourage cooperation, he spends quite a bit of time receiving information and directions regarding starting And the end of the motor assignment, which affects the student’s learning and what is required for correction, unlike the (exploratory method) that the student is the center of the educational process and that the student’s role in this method is observation, classification, realization and making decisions by himself, and that is why organizing the lesson in this way and correct education led to raising the skill level

Caring for the learner and making him the focus of the educational process and the center of activity, respecting his opinions, abilities and age with kindness, acceptance and encouragement is a basic factor that helps learning (2).
Inayat Muhammad Ahmad (1998) (3) sees that the good organization of the lesson contributed to the students’ acquisition of the ability to live and understand the lesson and modify their behavior so that they acquire desirable behavioral standards. The researcher believes that the exploratory method is a method of detecting and identifying the scientific levels and knowing the individual differences of the students through the kinetic responses.

Conclusions and Recommendations:

Conclusions

1. The (orderly) and (exploratory) method in the educational units have an effective role in teaching and developing the basic types of football skills.
2. The exploratory method has a clear positive effect in teaching basic football skills to students of the second stage, better than the imperative method.
3. Choosing and codifying exercises, and using the tools of a physical education lesson in teaching any game and applying them in the way of (the command) and (the exploratory way) has a direct impact on the success of education types of basic skills in football.

Recommendations:

1. Adopting exercises and applying them in the (ordered) and (exploratory) method in the educational units and teaching the types of basic football skills for second-year students.
2. Adopting the exploratory method more than the commanding method in the educational units in teaching and developing basic football skills for second stage students.
3. Experimenting with other modern methods, methods and strategies in educational units by other researchers to teach different school stages and different sports.

References

9. Walid Waad Allah and Qusay Hazem Muhammad: Methods of Teaching Physical Education; 2009.
**Supplement (1)**

Model (of the educational units)
Number of students/ 15
Time/ 90 min
Education: in my own style (ordered)
Stage/ second stage
Week: first

Objectives of the educational unit:
1 - Educational goals to spread the spirit of competition among students.
2 - Educational goals of teaching the skill of soccer handling

Educational unit: The first is the tools, 5 balls and a foot goal

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Organization</th>
<th>Efficiency and motor skill</th>
<th>Time</th>
<th>Plan sections</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The correct stance - taking attendance - performing the sports salute. Ordinary walking - jogging _ exercises with jogging by moving the arms forward and backward _ exercise touching the ground with the whistle _ exercise hitting the heels with the hips _ normal jogging _ normal walking _ difference shops form. (Standing-open) twisting the head to both sides in succession, an exercise (4 sets). (Standing-open _ arms aside) alternately raising and lowering the arms aside exercise (4 repetitions). (Standing) hops on the spot by opening and joining the legs while raising and lowering the arms to the side (free exercise).</td>
<td>20m</td>
<td>Preparatory section: Introduction warm up Physical exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher instructs the students to form a square minus a side, and to explain and display the skill guides handled by the teacher, instructions and instructions, and to make a presentation by one of the students.</td>
<td>60m</td>
<td>Main section: Educational activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher distributes the students to four locomotives; each locomotive performs the exercises and then performs the skill of handling towards a small target for a distance of twenty meters and taking the correct stop.</td>
<td>40m</td>
<td>Application activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relaxing exercises and games for the body or to raise the physical effort</td>
<td>10m</td>
<td>Final section: mini game</td>
</tr>
</tbody>
</table>
Supplement (2)

Model (of the educational units)
Number of students/ 15
Time/09 d
Education (exploratory method)
Stage/second stage
Week: first
Objectives of the educational unit:
1. Educational goals. To spread the spirit of competition among students.
2. Educational goals. Teaching the skill of soccer handling

Teaching unit: Tools, 8 footballs and a foot goal

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Organization</th>
<th>Efficiency and motor skill</th>
<th>Time</th>
<th>Plan sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis on the performance of the shout with enthusiasm</td>
<td>&amp;&amp;&amp;&amp;&amp;&amp;&amp;&amp; &amp;</td>
<td></td>
<td>&amp;</td>
<td>The correct stance - taking attendance - performing the sports salute. Ordinary walking - jogging _ exercises with jogging by moving the arms forward and backward _ exercise touching the ground with the whistle _ exercise hitting the heels with the hips _ normal jogging _ normal walking _ difference shops form. (Standing-open) twisting the head to both sides in succession, an exercise (4 repetitions). (Standing _ open _ arms aside) alternately raising and lowering the arms aside exercise (4 repetitions). (Standing) hops on the spot by opening and joining the legs while raising and lowering the arms to the side (free exercise)</td>
</tr>
<tr>
<td>Emphasis on listening to the teacher and understanding the duties required</td>
<td>⋄⋄⋄⋄⋄⋄⋄⋄⋄⋄ II</td>
<td>The teacher instructs the students to form a square minus a side, and then he explains the handling skill by the teacher in the way Show example of the skill by the teacher One of the students presents the skill and corrects the error by the teacher A simple explanation of the guided exploration application</td>
<td>60 m 20m</td>
<td>Main section: Educational activity</td>
</tr>
<tr>
<td>Confirmation of location selection Preparing for a motor response Confirmation that the error is</td>
<td>⋄⋄⋄⋄⋄⋄⋄⋄⋄⋄ ♦♦♦♦♦♦</td>
<td>The teacher begins to get the students excited to prepare them for the guided exploration questions Teacher: How is the ball handled with the sole of the foot? Students make multiple responses in multiple ways Teacher: What is the position of the striking foot for handling? Students: Multiple responses, in different ways</td>
<td>40m</td>
<td>Application activity</td>
</tr>
<tr>
<td>corrected by the teacher</td>
<td>Teacher: How can you tackle the ball with your foot? Students: many responses in different ways</td>
<td>10m</td>
<td>Final section mini game</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Emphasis on the introduction of fun and entertainment</td>
<td>Game The woman and I divide the class into pairs, and when the teacher gives the signal, each two students takes a similar position, as if one of them is a woman to the other that he sees himself in.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>