

# THE EFFECT OF AN EDUCATIONAL PROGRAM USING CONTRASTIVE TEACHING IN DEVELOPING ATTENTION FOCUS & SCORING SKILL IN FOOTBALL

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## Abstract

Contrastive teaching method is one of the methods used in education technology in the field of kinetic learning which saves time and effort in explaining the subject material. This method depends on determining general goals including behavioral goals (self-kinetic, perceptual and emotional) proportionate with age class and individual differences between learners. Football is one of the team sports that is practiced on the school's level, clubs and universities. This game contains multiple basic skills which require teaching methods that achieve the educational purpose. Learning football depends on the educational situation that copes with the type of skill needed to be learnt as well as the teacher's nature. Not every skill needs the same method, but the skill of scoring is difficult and complex to be executed. It needs a method which attracts the teacher's attention and follows the mobilized learning especially when we feel that the difficulty of this skill may distract attention as a practical step, reducing concentration in learning a skill. Thus, the idea of merging learning methods related to attention focus as a practical step to be actual participation in learning difficult motor skills including the scoring skill in football in a way which attracts the teacher's attention and raise the ability of his concentration and acquire and master skills.

The study aims to identify the effect of the contrastive teaching method in developing attention focus and scoring skill in football. The study sample was chosen from students of the second year of the Faculty of Physical Education – Faculty of Basic Education, Aljameaa Almostanseria. The researcher used the Burn-Enfimov test to measure attention focus and test technical performance and scoring in football, and then the researcher applied the prepared methodology including the explanation of the scoring skill after using the current optimal model in presenting the skill. Accordingly, the study sample applied this skill during educational units. The educational curriculum lasted for 4 weeks (2 units a week). The researcher concluded that the contrastive teaching method has a positive effect on learning the skill of scoring in football, developing attention focusing related to this skill and learning using contrastive teaching method priority in learning the skill of scoring in football and developing focusing attention related to this skill.

**KEYWORDS:** Contrastive teaching. The skill of scoring in football.

## 1. INTRODUCTION

Teaching methods are considered important means to organize relationships between learners, teachers and the educational material throughout stages of the educational unit for the purpose of reaching the educational method which achieves the needed goal as the teacher's duties are all related to learner's learning and all experiences and situations which help learn motor skills are represented in teaching methods.

The modern educational process depends on investing all senses of the learner using various educational means which address more than one sense which increase attention which makes teachers attentive, in some situations to receive information related to learning process. Attention features are of the important factors to make a learner reach consequences of motor learning, especially if the learner has the ability of attention focusing and perception in the attention rate, intensity and liability in getting the needed information.

Contrastive teaching is one of the methods used by education technology in the field of motor learning which saves time and effort of teachers in explaining the educational material. This method depends on determining general goals including behavioral goals (self-kinetic, perceptual and emotional) proportionate with age class and individual differences between learners. Football is being practiced at the level of schools, clubs and universities. It includes a number of basic skills which require teaching methods which achieve educational purpose. Among these skills, there is the skill of scoring which is one of the attacking skills in football that requires attitude and attention in learning because its performance passes with numerous stages and steps that should be focused on, so the research importance emerges in using contrastive teaching and applying it in educational situations related to draw teachers' attention and focus towards the process of learning this important skill.

**Problem of the Study:**

Through the researcher’s work in the field of physical education teaching and the subject of football, it can be asserted that learning football skills is based on the educational situation which is proportionate with the type of skill needed to be learned as well as the nature of learners. Not each skill needs the same method. For example, scoring is difficult and complex in execution as it needs a method which draws teacher’s attention and follows up the process of motor learning especially when he feels that difficulty of the skill may distract attention and focus away from learning the skill. Thus, the idea of merging learning methods related to attention focus as a practical step to be actual participation in learning difficult motor skills including the scoring skill in football in a way which attracts the teacher’s attention and raise the ability of his concentration and acquire and master skills.

**Objectives of the Study:**

- 1- Identify the effect of contrastive teaching in developing attention focusing and the skill of scoring in football.
- 2- Identify the differences between contrastive teaching in developing attention focusing and the skill of scoring in football.

**Hypotheses of the Study:**

- 1- There are statistically significant differences between pre- and post- tests for the first and second group in developing attention focusing and the skill of scoring in football for the sake of post-tests.
- 2- There are statistically significant differences between pre- and post- tests for the first and second group in developing attention focusing and the skill of scoring in football for the sake of the first empirical group (contrastive teaching).

**2. MATERIAL AND METHODS**

The researcher used the empirical method by designing equal groups as this method is appropriate to the study problem and goals.

**Sample of the Study:**

The study sample was chosen from the original community of the study represented in students of the second year, Physical Education Department – Faculty of Basic Education, Aljameaa Almostanseria (94 students) randomly, (32) students divided into two equal groups with (16) students for each one. The empirical group studying contrastive teaching and the control group studying the imperative method, so the percentage of the sample of the study is (34.40%) which is suitable to represent community of the study in a reliable and valid representation as it is shown in table (1):

**Table 1: study sample distribution:**

Serial	Group	Student number in each group	Teaching method used
1-	Empirical group	16	Contrastive teaching
2-	Control group	16	Imperative method
3-	Total number	32	

**Homogeneity of the Sample & Equal Study Groups**

To ensure sample homogeneity on the following variables: (age, length and weight), the researcher measured these variables and extracted the arithmetic mean, standard deviation, mode and skewness coefficient as follows in table (2):

**Table 2: arithmetic mean, standard deviation, mode and skewness coefficient for study sample homogeneity of individuals:**

	Arithmetic Mean	Standard Deviation	Mode	Skewness
Age / year	19.89	0.92	20	-0.12
Length / cm	174.27	1.22	172	1.86
Weight / kg	69.45	1.51	68	0.96

Table (2) shows that all skewness coefficients for the study sample individuals are between ( $\pm 1$ ) which shows homogeneity in the sample and the researcher found equality between the study groups in variables affecting learning the skill of scoring and attention focusing in football aiming to start with a single starting line as shown in table (3):

**Table 3: statistical description of the study variables affecting learning the skill of scoring and attention focusing in football between both empirical groups of the study:**

Significance	T- value	Control Group		Empirical Group		Measuring unit	Statistical factors Variables
		$\pm A$	S	$\pm A$	S		
Insignificant	1.25	.63	3.22	.76	3.54	degree	Attention focusing
Insignificant	0.62	1.54	10.41	1.64	10.77	degree	Accuracy of scoring skill

Table (3) shows that the counted T-value is less than its schedule value (2.04) at significance level (0.05) and under freedom degree (30) which means that there are no significant differences between both samples of the study in the effective variables in learning the scoring skill and attention focusing in football which shows equality between both groups in the study tests.

**Choosing Tests:**

The researcher chose the study tests through reviewing scientific resources related to tests, measurement and football. The following tests were chosen: -

- 1- The Burn-Enfimov test to measure attention focus (Eqbal Rasmy, 2004).
- 2- Tests of technical and scoring accuracy in football (Naheda Abd Zaid, 2002, 78).

**Field Study:**

Pre-tests of the study sample were performed on 09/12/2011 after implementing two introductory units including explanation of the scoring skill with the help of the optimal model in presenting that skill, and then this skill was applied by the study sample throughout both educational units. At the end of the second educational unit, the researcher performed pre-tests of the study variables affecting learning the scoring skill and attention focusing. The course took 4 weeks (two units weekly). The total educational units were 8 with 90 minutes for each unit as the researcher applied contents of the educational course according to contrastive teaching. After completing the total units, post-tests were performed for both first and second groups on 30/02/2015 and with the same conditions of pre-tests for the scoring skill.

**3. RESULTS AND DISCUSSION**

Analysis and discussion of results of the first study sample (contrastive teaching) and second study sample (imperative method).

**Table 4: statistical results of the T-value between pre- and post-tests using contrastive teaching in learning the skill of teaching and attention focusing development.**

Significance	T-Value	Post-Test		Pre-Test		Statistical factors Variables
		± A	S	± A	S	
Significant	3.56	.96	5.94	.76	3.54	Attention focusing
Significant	4.11	1.74	16.23	1.64	10.77	Accuracy of scoring skill

Table (4) shows that the counted T-value is more than its schedule value (2.13) at significance level (0.05) and under freedom degree (15) which means that there are significant differences between both pre- and post-tests for the group of contrastive teaching in tests of attention focusing and the scoring skill in football for post-tests. The researcher related the reason behind these differences in learning the scoring skill and development of attention focusing for learners of this group to the ability of the teachers to control and invest the time of an educational unit in achieving teaching tasks using contrastive teaching which helped teachers understand and perceive parts of the skill through clear gradation in presentation with its three parts (preparation, main and ending) as using illustrations in the curriculum with the help of presenting the live model of the skill allowed the teacher to understand and perceive the nature of movement (Adel Fadel, 2000, 95).

Analysis and discussion of Results of the study sample using the imperative method:

**Table 5: shows statistical results of the T-value between pre- and post tests using the imperative method in learning scoring skill and developing attention focusing:**

Significance	T-Value	Post-Test		Pre-Test		Statistical factors Variables
		± A	S	± A	S	
Significant	2.98	.72	3.98	.63	3.22	Attention focusing / degree
Significant	3.25	1.35	14.56	1.54	10.41	Accuracy of scoring skill / degree

Table (5) shows that the counted T-value is more than its schedule value (2.13) at significance level (0.05) and under freedom degree (15) which means that there are significant differences between both pre- and post-tests for the group of imperative teaching in tests of attention focusing and the scoring skill in football for post-tests. The researcher related the reason behind these differences in learning the scoring skill and development of attention focusing for learners of this group as learners use self-learning which generates ability to continue attention to get the information as modern education depends on investing all senses of learners using different means that address more than one sense in activating learning process (Mohamed Labib & Mohamed Mounir, 1997, 128). The researcher related the reason for improvement in learning and attention focusing using this method to be performed according to one criterion and leaving traces for learning, saving time and effort in explaining the learned skill and motivates the ability of learners to be attentive and focusing.

**Table 6: statistical results of the T-value in pre- and post- tests between both study groups in learning the skill of scoring and developing attention focusing:**

Significance	T- value	Control Group		Empirical Group		Measuring unit	Statistical factors Variables
		± A	S	± A	S		
Significant	6.32	.72	3.98	.96	5.94	degree	Attention focusing
Significant	2.94	1.35	14.56	1.74	16.23	degree	Accuracy of scoring skill

Table (6) shows that the counted T-value is more than its schedule value (2.04) at significance level (0.05) and under freedom degree (30) which means that there are significant differences between contrastive teaching and imperative method groups in tests of attention focusing and the scoring skill in football for the sake of contrastive teaching method group. The researcher related the

reason behind these differences in both methods to the use of technological methods in learning which may achieve the hoped goals in teaching, attract teachers and develop their performance and attention throughout the educational unit as asserted by (Mohnsen, 2001, 19-22) in his study referring that programming learning increases motivation, attention and concentration compared with other traditional methods. In addition, the use of contrastive teaching effectively helped in learning this skill as it is considered one of the modern scientific methods that makes the teacher in the center of the educational process which increases motivation towards learning as well as saving enough time to offer and apply information and correct errors which gives more opportunity to train on the skill (Fayza Mohamed Shepl, 2001, 40). Moreover this method develops attention focusing related to the skill of scoring as a result of using motivation in learning, automatic attention, active working, independent behavior of learners as individuals and as group members providing enough instructions to ensure having valuable experience to ensure using abilities to identify detailed principles and parts of the skill and focus on them. This educational method allows learners to develop their knowledge through a direct process (Doaa Mohy Eldin, 2000, 34).

#### 4. CONCLUSIONS

- 1- Contrastive teaching has a positive effect on learning the scoring skill in football and developing related attention focusing.
- 2- Using contrastive teaching is better in learning the scoring skill in football and developing related attention focusing.
- 3- Both methods can be used in football subject education.
- 4- It is necessary to make more studies using modern different teaching methods for the purpose of learning accuracy and development of technical performance in football.

#### 5. REFERENCES

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#### 6. APPENDAGES

Annex (2)A: Model of initial educational unit for the scoring skill according to contrastive teaching.

Stage: 2<sup>nd</sup> stage

Group members: 16 students

Goal: learning scoring skills in football

Duration: 60 minutes

Serial	Unit Parts	Duration	Details of contents
	Preparation	10 minutes	General warming-up for the body and physical exercises related to the skill.
	Main part	45 minutes	
	Educational part	10 minutes	General information about the skill of scoring and its importance, technical performance and the most important common errors. Presenting pictures and illustrations of the scoring skill. Performing live model of the skill in front of learners.
	Applied part	25 minutes	
		5 minutes	Performing the skill without a ball
		5 minutes	Performing the skill with a ball 10 meters away from goal
		5 minutes	Performing the skill with a ball 10 meters away from goal after passing from three posts Performing the skill with a ball 10 meters away from goal after passing from five posts Feedback (giving information to learners about their performance and correct performance of the skill)
	Final part	5 minutes	Relieving and resting exercises

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