

THE EFFECT OF USING CONSECUTIVE & RANDOM RECIPROCAL METHOD ACCOMPANYING THE EXECUTION OF KINETIC SKILLS ON LEARNING FOOTBALL'S SKILLED PERFORMANCE

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Abstract:

A learner is one of the aspects of educational process in general that aims to develop his/her abilities and change his/her behavior. It was necessary for educators, officials and experts to find teaching methods that contribute to learning process. Hence, direct teaching methods by Mosten are important. In these methods, a teacher determines activities, skills and duties which he teaches and teachers are first decision makers. Among these methods, there is the reciprocal method that is characterized by many feedbacks by the observed students.

Problem of the Study: Through the work of the researcher in teaching and specialization in physical education teaching methods following up teaching practical subjects including football, he noticed that there are difficulties in learning kinetic skills which need using suitable methods leading to increase learners' motives towards correct learning. There is no teaching method by which a student can work with great independence in both lesson execution and evaluation phases.

Goals of the Study: Identifying the effect of the consecutive & random reciprocal method accompanying the execution of kinetic skills on learning football's skilled performance and identify which is the most proper reciprocal method in learning some football skills.

Hypotheses of the Study: There are statistically significant differences between pre and post tests' results in learning some football skills for empirical and control groups for the sake of post tests. There are statistically significant differences between results of post-tests of the three groups of the study: two empirical groups (consecutive and random) and one control group for the sake of the random training group. The researcher used the empirical method by designing empirical and control groups. The sample consists of the first year students in Physical Education Department, the Faculty of Education, Misan University. The sample was divided into three groups: two empirical groups (consecutive and random) and one control group. The researcher took into consideration equivalency as well as depending on methodological terms and legalizing tests of football skills. He depended on the Statistical Package for Social Sciences (SPSS) method.

Among the most significant conclusions of the study, there is the positive effect of the used empirical method according to consecutive and random exercises using the reciprocal method. Among the most significant conclusions of the study, there is the work on benefiting from results of the study using consecutive and random exercises by reciprocal method, understudy to diagnose the skilled performance level.

Keywords: reciprocal method, exercise scheduling, football

1. INTRODUCTION & IMPORTANCE OF THE STUDY:

A learner is one of the aspects of educational process in general that aims to develop his/her abilities and change his/her behavior. It was necessary for educators, officials and experts to find teaching methods that contribute to learning process. Hence, direct teaching methods by Mosten are important. In these methods, a teacher determines activities, skills and duties which he teaches and teachers are first decision makers. Among these methods, there is the reciprocal method that is characterized by many feedbacks by the observed students and receiving them due to duty document that includes educational steps of the skill or the action which needs to be learned that affect learning positively. In addition, his method gives a room for creativity for learners. Exercise and its organization is one of the essential aspects for learning process as it enables teachers to give exercises to learners using a special schedule to enable them benefit from time and frequency. This is clear in the consecutive and random training. Accordingly, it can be said that teaching is one of the most important features that play an enormous role in nations' progress for its positive effect on preparing generations

based on correct scientific principles. This progress can be identified through the use of modern teaching theories and methods, so the significance of the study lies in the use of consecutive and random training using reciprocal method in learning some football skills.

Problem of the Study:

Through the work of the researcher in teaching and specialization in physical education teaching methods following up teaching practical subjects including football, he noticed that there are difficulties in learning kinetic skills which need using suitable methods leading to increase learners’ motives towards correct learning. There is no teaching method by which a student can work with great independence in both lesson execution and evaluation phases. It may be due to non-use of a method ensuring that each student, during performing his duties or skills, should have another student to observe his work, correct his mistakes immediately and evaluate his work.

Goals of the Study:

- 1- Identifying the effect of the consecutive & random reciprocal method accompanying the execution of kinetic skills on learning football’s skilled performance.
- 2- Identify which is the most proper reciprocal method in learning some football skills.

2. METHODOLOGY:

The researcher used the empirical method for its effectiveness in solving the problem of the study and achieving its goals.

Population of the Study:

Population of the study was determined from first year students of Physical Education Department, the Faculty of Education, Misan University for the academic year 2014 / 2015 (132 students) distributed on four sections. As for the sample of the study, it was chosen from the population of the study by random method. It consisted of four sections divided into two empirical groups and a single control group. Each group consists of 10 students to form the final number of the sample (30 students). The sample is homogeneous as it was formed based on acceptance tests.

Sampling Equivalency:

The researcher divided the sample of the study into three groups (2 empirical groups and 1 control group) using random method. Equivalency process was made in terms if the skilled aspect among groups of the study to adjust variables as in table (1).

Table (1): contrast analysis to find equivalency in the three groups in the studied pre-tests

Serial	Tests	Contrast source	Squares total	Freedom degree	Squares average	F counted value	F schedule value
1	Dribbling	Inter-groups	0.0023	2	0.0017	0.005	3.65
		Intra-groups	76.87	27	3.216		
3	Passing	Inter-groups	0.210	2	0.01	0.018	
		Intra-groups	160.5	27	5.574		
5	Calming down	Inter-groups	5.277	2	2.633	0.811	
		Intra-groups	77.70	27	3.248		

Freedom degree (27.2) at significance level (0.05)

The table shows that the counted F value is less than the scheduled F value (3.65) at freedom degree (27.2) and significance level (0.05) which shows that there are no statistically significant differences among groups of the study and this also refers to samples equivalency.

Field Research Procedures:

Determining Skills:

The researcher used methodological terms of football subject from the first term.

Determining Tests of Proposed Skills:

The researcher used legalized testing batteries to measure the understudied skills. It is characterized by objectivity, reliability and validity noting that it was applied on the same sample of Iraqi population.

Table (2) statistical features of tests (validity and reliability coefficients)

Skill	Statistical treatment	Measuring unit	Reliability coefficient	Validity coefficient
Dribbling among 5 poles		Time / sec	0,85	0,92
Counter passing on wall during 20 s		Frequency	0,88	0,93
Calming down the ball with any part of body except arms.		Points	0,84	0,90
Scoring on a painted goal on the wall		Frequency	0,90	0,94

Proposed Skilled Tests:

- a. **Ball dribbling among 5 poles:** (Thamer et al. 1991, 159)
- b. **Counter Passing test on the wall for 20 seconds:** (Hossam, 2001, 71)
- c. **Control ball calming down behind the baseline on 6 yards distance:** (Thamer et al, 1991, 23)

Pre-Tests:

Pre-tests were made on the three groups of the study (the two empirical and one control groups) before starting implementation of the educational course to determine the level of proposed skills for the sample of the study. The pre-test of the control group started on 20/02/2015, the first empirical group test started on 21/02/2015 while the test of second empirical group started on 22/02/2015.

Educational Curriculum:

After completing the exploratory trial and pre-tests, the researchers started to prepare an educational curriculum for individuals of the two empirical groups to start application on 14/03/2015 for the first group and on 15/03/2015 for the second group. The course included 12 units (one unit per week) (90 minutes for the single unit) according to the time schedule of teaching physical education.

Post-Tests:

After ending the educational program on 24/05/2011 which lasted for 12weeks to determine the level of the study sample (the two empirical and one control groups), post-tests were made for the three groups (the two empirical and one control groups). On 29/05/2015, the control group was tested, on 30/05/2015 first empirical group was tested and on 31/05/2015 the second empirical group was tested on playgrounds of physical education department in the Faculty of Basic Education. The researcher followed the same conditions and procedures of pre-tests in order to adjust variable which affect results of the study.

3. RESULTS OF THE STUDY GROUPS IN PRE AND POST TESTS:

Analyzing Results of the Study Variables in Pre and Post Tests for the Control Group:

In order to identify the significance of differences between pre and post tests in the study, the researcher used the T-test for asymmetric samples as follows in table (3):

Table (3) arithmetic mean, differences average, standard deviation, the T-counted and scheduled values and significance level for the control group in pre and post tests:

Serial	Test	Measuring unit	Pre-Mean	Post-mean	S.D	F.H	T counted value	Significance
1	Dribbling	Time	11.14	9.68	1.46	1.09	4.23	Significant
2	Passing	Frequency	9.90	15.50	5.60	4.97	3.562	Significant
3	Calming down	degree	4.90	6.70	1.80	1.22	4.63	Significant

The T scheduled value at freedom degree (9) and significance level (0.05) equals (2.26).

Analyzing Results of the Study Variables in Pre and Post Tests for the First Empirical Group (Consecutive):

In order to identify the significance of differences between pre and post tests in the studied tests for the first empirical group (consecutive training using reciprocal method), the researcher used the T-test for asymmetric samples as follows in table (4):

Table (4) arithmetic mean, differences average, standard deviation, the T-counted value and significance level for the first empirical group for the first empirical group (consecutive training using reciprocal method), in pre and post tests:

Serial	Test	Measuring unit	Pre-Mean	Post-mean	S.D	F.H	T counted value	Significance
1	Dribbling	Time	11.21	8.56	2.65	1.66	5.04	Significant
2	Passing	Frequency	9.80	18.74	8.94	6.03	5.76	Significant
3	Calming down	degree	4.60	8.30	3.70	2.71	3.50	Significant

The scheduled degree at freedom degree (9) and significance level (0.05) equals (2.26).

Analyzing Results of the Study Variables in Pre and Post Tests for the Second Empirical Group (Random Training using Reciprocal Method):

In order to identify the significance of differences between pre and post tests in the studied tests for the second empirical group (random), the researcher used the T-test for asymmetric samples as follows in table (5):

Table (5) arithmetic mean, differences average, standard deviation, the T-counted value and significance level for the second empirical group for the first empirical group (random training using reciprocal method), in pre and post tests:

Serial	Test	Measuring unit	Pre-Mean	Post-mean	S.D	F.H	T counted value	Significance
1	Dribbling	Time	11.14	8.36	2.78	1.58	5.58	Significant
2	Passing	Frequency	10	18.3	8.3	5.48	8.26	Significant
3	Calming down	degree	4.50	7.10	2.6	2.32	4.64	Significant

The scheduled degree at freedom degree (9) and significance level (0.05) equals (2.26).

Analyzing Results Post Tests for the Three Groups of the Study:

After treatment of testing groups of the study in the T test, the researcher extracted the F valued for all tests and all groups of the study to determine which is the most influenced group as in table (6):

Table (6) contrast analysis to find differences among the three groups of the study in post-tests:

Serial	Tests	Contrast source	Squares total	Freedom degree	Squares average	F counted value	F schedule value
1	Dribbling	Inter-groups	10.19	2	5.096	3.86	3.65
		Intra-groups	35.61	27	1.319		
3	Passing	Inter-groups	39.26	2	19.63	10.39	
		Intra-groups	51.02	27	1.88		
5	Calming down	Inter-groups	26.87	2	13.433	6.91	
		Intra-groups	52.5	27	1.944		
		Intra-groups	9.54	27	0.35		

Table (7): results of the least significant differences (L.S.D) among ost tests of variables of the study and all groups of the study

Tests	Measuring unit	Study groups	Arithmetic Means	Difference among means	L.S.D	Significance
Dribbling	Time	C – E 1	9.68 – 8.56	*1.12	1.05	Significant
		C – E 2	9.68 – 8.56	*1.32		Significant
		E 1 – E 2	8.56 – 8.36	0.20		Insignificant
Passing	Frequency	C – E 1	15.50 – 18.74	*3.24	1.94	Significant
		C – E 2	15.50 – 18.30	*2.80		Significant
		E 1 – E 2	18.74 – 18.30	0.44		Insignificant
Calming Down	Frequency	C – E 1	6.70 – 8.30	*1.60	1.18	Significant
		C – E 2	6.70 – 7.10	0.40		Insignificant
		E 1 – E 2	8.30 – 7.10	*1.20		Significant

4. RESULTS DISCUSSION:

Discussing results of pre and post tests for the three groups of the study:

From observing the abovementioned schedules, we notice that the two empirical groups achieved a clear improvement in results of post-tests more than pre-tests. Results of differences between pre and post tests appeared with statistical significance and for all tests. The researcher thinks that this progress in the studied skills' level is due to the use of reciprocal method, which is one of the most methods which enable learners to get continuous feedbacks by the observing student who plays the role of teachers in correcting mistakes and evaluating work of performing students due to the tasks document. In addition to the student's ability to discuss technical aspects related to performance. Ali Al Dery asserts that: "Reciprocal teaching method aims to practice work under circumstances of direct intake of feedbacks from direct partners as well as discussing the skill and following its technical performance" (Al Dery, 1988, 35). The task document is one of the principles of the reciprocal method: "This method enables the student to progress using the speed allowed by his abilities. For this method to succeed, it should prepare the teacher with an energy in which he can perform how his training and its frequency" (Khafaga, Al Sayeh, 2007, 275). This what the researcher did by preparing a course with the use of reciprocal method and preparing the task document including educational steps of skills and their frequencies. As for the other reason of progress in both empirical groups, for the researcher, it is the use of training schedules in implementing kinetic exercises that stabilize skilled performance through repeating performance inside educational units. This repeating led to this progress in technical performance of football skills understudy.

5. DISCUSSING RESULTS OF POST-TESTS FOR THE THREE GROUPS OF THE STUDY:

Results of the abovementioned schedules for post-tests showed that results are for the sake of the second group that used random training using the reciprocal method followed by the first empirical group that used consecutive training by reciprocal method. Since all counted (F) values in the contrast analysis test was more than the scheduled (F) value. Thus, differences between results of the study groups have significance which shows that the researcher used the prepared method to make these differences between results of the study groups, so a researcher can refer after examining the (L.S.D) to the second empirical group which was shown by results as follows:

Through testing sample results in (dribbling, passing, calming down and scoring), it becomes clear that the overlap between teaching and training methods is important and that the time of training is not the only factor affecting efficiency. The type of training should also be considered. The researcher also found that this improvement in the second empirical group (random training) in scoring and dribbling tests is that the random training method is more appropriate with open skills. Yaareb Kahioun asserts that the nature of changing performance, as in volleyball, football and basketball, is effective in random training during learning skills as learners will learn how to change attention and concentration and prepare quick kinetic programs in order to face changing positions during playing (Yaareb, 2010, 81 - 82).

6. CONCLUSIONS:

- 1- There is a positive effect of the used empirical method due to consecutive and random training using reciprocal style.
- 2- There are significant differences between results of pre and post tests for the sake of post tests in learning some football skills in the studied tests.
- 3- There is a contrast in learning level percentages of some football skills qin the first empirical group (consecutive training by reciprocal method), the second group (random training by reciprocal method) and the control group according to the used methods in the study.
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7. RECOMMENDATIONS:

1. Benefiting from results of the study using consecutive and random training by reciprocal method in order to enhance the skilled performance level.
2. Focusing on random training by reciprocal method in open skills.
3. Making similar studies on other samples and different age categories to ensure results validity in other games.
- 4.

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