

The Effect of Assignment Analysis Strategy on Cognitive Achievement and Learning the Skill of Scoring Futsal Football for Female Students

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Abstract

The present study aimed at identifying the impact of the assignment analysis strategy on cognitive achievement and learning the skill of scoring futsal football for female students, and the researchers believe that the assignment analysis strategy is one of the modern teaching strategies that make learners active, positive and active participants in the lesson, and also contribute to providing the opportunity for learners Choosing what suits them both according to their abilities, preparations and inclinations, and also contributes to providing various educational situations suitable for the largest number of them, as well as directly contributing to improving their mental abilities by giving each learner the opportunity to make their own decisions, acquire cognitive skills, receive information and store it in the brain. And then retrieve it when needed, especially when learning the skill of scoring futsal football, which requires the learner to be sufficiently familiar with this information necessary to perform it effectively and positively, and for this the research community was identified, represented by the fourth stage students (College of Physical Education and Sports Sciences) DhiQar University for the academic year (2020-2021) and the number of (49) students, divided into two divisions, (A and B), were chosen. (30) students from them to represent the research sample, they were divided into two groups (control and experimental) and by (15) students for each group, where the percentage of the sample to the community was (61,224%), and the experimental group conducted its units according to the strategy of assignment analysis while the units were conducted The control group according to the teacher's method, and the curriculum duration for both groups reached (4) weeks, and after several procedures, the researchers concluded that the assignment analysis strategy has a positive effect on cognitive achievement and learning the skill of scoring halls football for female students.

Keywords: (Assignment Analysis Strategy - Cognitive Achievement - Scoring)

Introduction

Each sporting activity or event, including Futsal, has its own basic skills that distinguish it from other sports activities, and these skills are the main characteristic of the type of sport in question and within its law, as the futsal game is one of the games that contain a large number of The basic skills that the teacher is required to teach and deliver to the learners well in order to teach them the correct skill performance and this is through the use of the appropriate and appropriate strategy that is consistent or consistent with the nature and tendencies of the learners and their desires and reach a level of mastery and a high degree of competence and effectiveness in order to reach the educational goals To be achieved.

Since the futsal subject is one of the recent practical lessons for female students and the fact that this game is characterized by its varied and many skills, which requires the teacher to spend a lot of effort and time in delivering the content to the students and teaching them their basic skills, from here the researchers proceeded to organize the content of the lesson in a way that makes the students participate Positive aspects of the lesson through the use of the assignment analysis strategy and knowing the extent of its impact on acquiring cognitive achievement and learning the skill of scoring futsal football for students and proving the extent of its effectiveness and its impact on the educational process in a serious step by them to improve the reality of physical education lessons in general and the game of football in particular.

Methodology

Study methodology: The experimental method was chosen by the method of equal groups, which is consistent with the nature of the research problem.

Study population: The research community represented by the fourth stage students of the College of Physical Education and Sports Sciences at DhiQar University for the academic year (2020-2021) and the number of (49) students, distributed in two divisions (A and B), (30) students were chosen to represent a sample. The research, they were divided into two groups (experimental and control), by (15) students for each group, where the proportion of the sample to the community was (61,224%), and the control group was represented by students of Division (A), and the educational units of this group were conducted according to the style of a teacher. The subject, while the students of Division (B) represented the experimental group, which takes its educational units according to the strategy of assignment analysis, and their lengths ranged (± 158.133 cm) and their weights ($\pm 55,533$ kg) and

ages (± 268 months).

Devices, means and tools used in the research:

(Arabic sources - personal interviews - weight measuring device - metric tape measure - electronic stopwatch - legal soccer ball halls number (22) - plastic signs number (16) - HP laptop device number (1) - hand calculator number (1)).

The tests used in the study:

- 1- The cognitive achievement test (72: 5)
- 2- Foot scoring test on overlapping rectangles (77: 3).

Exploratory experience:

The two researchers conducted an exploratory experiment on Wednesday, 12/16/2020, on a sample other than the main research sample, and they are (12) students from the fourth stage, and the scale forms were distributed on the sample in the physiology laboratory hall in the College of Physical Education and Sports Sciences/ DhiQar University, After the students finished answering the paragraphs of the scale, the researcher calculated the response time he obtained, and this experiment was carried out by the subject teacher and under the direct supervision of the researcher, in order to arrive at the following: (Knowing how appropriate the scale is to the level of the sample - the suitability of the place To take the test - see how long it takes to answer).

The results of the pilot experiment were that it achieved the objectives for which the experiment was conducted, as follows:

- 1- Knowing the classroom capacity to conduct the (cognitive achievement) test.
- 2- Knowing the time taken by the students to answer the scale, and it was between (15-25) d

Pre-test:

The two researchers conducted pre-tests for the research sample, on (Thursday) corresponding to (12/24/2020), on the main experiment sample, the two groups (control and experimental), on the futsal court at the College of Physical Education and Sports Sciences/ DhiQar University.

Educational curriculum:

The control group applied its educational curriculum according to the teacher's style, while the experimental group applied the educational curriculum using an electronic learning bag prepared by the researchers. The duration of both curricula reached (6) weeks, starting from Wednesday (12/30/2020) until Wednesday corresponding to (10/2/2021) with one educational unit per week, the time for one educational unit is (90) minutes, and the educational unit for the experimental group has been divided into three parts, namely (the preparatory section), its time is (20) minutes, the introduction includes (4) minutes, and the warm-up The general (8) minutes, the special warm-up (8) minutes, and the (main section) amounted to (60) minutes, and the educational activity included (16) minutes, and the practical activity (44 minutes) was divided into two levels, and each level contains three exercises The time of each exercise is (14 minutes), separating each exercise (1) minute rest, and the final section was (10) minutes, where the students of this group practiced exercises according to the (assignment analysis strategy), as the assignment is given to the students in the form of two levels for each Three level of exercises divided according to the degree of difficulty, and the student has the right to choose the level that corresponds to it With her physical abilities by watching the exercises for the level, where she distributes to the students an assignment sheet with the two levels with her exercises, in addition to the presence of an explanatory poster for the assignment presented, and for the students excluded from the experimental group, they participate in lessons with their peers without entering them in the examination process and not adopting their results.

Posttest:

The two researchers applied the dimensional tests on Thursday, 11/2/2021, represented by the cognitive achievement test and the ball football scoring test.

Statistical means: The researcher used the statistical bag SPSS.

Results:

Table (1) shows the arithmetic mean, standard deviation, and (t) value of the pre and post tests for scoring skill for the control group

Indication level	Value (sig)	The compute	Dimensional tests	Pre-tests	measuring unit	Statistical processors
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		d (t) value	A	Q	A	Q		Variables
moral	0.029	2.432	0.915	3.133	0.816	2.666	Degree	Scoring

Significant at $<(0.05)$ and at (14) degree of freedom.

Table (2) shows the arithmetic mean, standard deviation, and (t) value for the pre and post scoring skill tests for the experimental group.

Indication level	Value (sig)	The computed (t) value	Dimensional tests		Pre-tests		measuring unit	Statistical processors Variables
			A	Q	A	Q		
moral	0.000	5.281	1.594	4.4	0.828	2.6	Degree	Scoring

* Significant at $<(0.05)$ at (14) degree of freedom.

Table (3) shows the arithmetic mean, standard deviations and the value of (t) in the post-tests in cognitive achievement and scoring skill for the control and experimental groups

Indication level	Value (sig)	The computed (t) value	Dimensional tests		Pre-tests		measuring unit	Statistical processors Variables
			A	Q	A	Q		
Moral	0.002	3.345	3.602	44.466	3.817	49	Degree	Scoring
Moral	0.013	2.66	0.915	3.133	1.594	4.4	Degree	Scoring

Significant at $<(0.05)$ and at (28) degree of freedom.

Discussion:

Through the results presented in tables (1,2), it was found that there are significant statistical differences between the pre and post tests and for both the control and experimental groups in favor of the post tests, and that this superiority of both groups in the post-tests is due to the safety of the educational curriculum of both groups (experimental and control Specifically, the main section and their containment of scientifically selected exercises with correct and consistent repetitions, and this

is confirmed by Zafer (2002), “One of the natural phenomena of the education process must be an evolution in education as long as the teacher follows the steps and sound foundations for education, and for the beginning of learning to be sound Explanation, presentation and practice must be given on the correct performance, and focus on it until the performance is established and steadfast.”(152: 1).

And through the results presented in Table (3) related to the results of the post-tests for cognitive achievement and the skill of scoring futsal football, where the results showed the progress of the experimental group and its superiority over the control group in the study variables, and the researchers attribute the reason for the superiority of the experimental group due to the strategy of assignment analysis Take into account the goal for which the program was set, as female students learn more when there is a clear goal they aspire to achieve, and the individual's performance improves significantly if he receives special information about the relationship between his performance and the goal to be achieved (92: 2).

The researchers believe that the assignment analysis strategy moves the teacher from the role of the instructor to the role of the instructor, the supervisor and the reinforcer, which gave the students of the experimental group a feeling that they are important sources of information, and the use of this strategy in teaching led to an increase in the love of the lesson for the students of the experimental group, and reduced fear of the lesson.

Also, the use of this strategy, including the principles it contains, including self-learning, being that this strategy is the best validation for this type of learning, which surpasses many known teaching strategies, as it provides sufficient opportunity for the learner through freedom in the time he spends in learning and provides the opportunity for the student to start learning from The level that it considers appropriate for its mental capabilities and physical capabilities, self-learning increases the efficiency of education because it gives the learner the features that are lacking in the rest of the methods and forms of education. (83: 4).

Conclusions:

- 1- The use of the assignment analysis strategy has a positive effect on cognitive achievement and learning the skill of scoring futsal football for female students.
- 2- The assignment analysis strategy gave sufficient opportunity to provide information (feedback) that helped the student to know her responses, and this led to encouragement and

continuation of learning, which was reflected positively on cognitive achievement.

Recommendations:

- 1- Emphasis on the use of the assignment analysis strategy by teachers for its active and significant role in cognitive achievement and learning the skill of scoring futsal football for female students.
- 2- The need to emphasize the use of strategies that encourage self-learning for female students and make them active participants in the lesson.

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