

# The Effect of An Educational Curriculum According to (K.W.L) Strategy on Some Mental Abilities and Learning Some Basic Football Skills for Students

Ali Mahdi Hassan<sup>1</sup>, Yousef Abdul Karim Yousef Abu Ghneim<sup>2</sup>, Hayder Naji Habash Alshawi<sup>3</sup>

<sup>1</sup>Assistant Prof. University of Kufa / Faculty of Physical Education and Sports Sciences/Iraq, <sup>2</sup>Assistant Lecturer. University of Kufa / Faculty of Physical Education and Sports Sciences/Iraq, <sup>3</sup>Prof. University of Kufa-Faculty of Education for Girls-Department of Physical Education and Sports Sciences

## Abstract

The research problem was centered in the fact that the student usually cares about playing without using the mental abilities in the skill and what is known about the skill and what he wants to know and what he learned from it, and through the experience of the researchers, they found that it is necessary to review the strategies and methods of teaching used and the introduction of modern educational methods based on the needs of students and their inclinations And their psychological desires and needs, and one of the most important modern strategies is the (KWL) strategy that works to stimulate students' previous knowledge and make it a starting point for linking it with new information to renew the meaning of learning and increase student confidence and his ability to plan, monitor and strengthen He did his work, as well as developing mental abilities that are one of the main goals in education, as traditional methods that focus on preserving and retrieving study material only do not necessarily lead to developing mental abilities, and that the research problem manifests itself in identifying the impact of using the KWL strategy in Some mental abilities, cognitive achievement, and learning some basic skills of football for students. The research objectives were to prepare a teaching strategy (KWL) for students and to identify their effect on mental capabilities and in some basic skills for football for students. The researchers assumed that there were no significant differences in Mental abilities and learn some basic football skills for students.

**Keywords:** (K.W.L) strategy, mental abilities, basic football skills

## Introduction

the research problem was centered in the fact that the student usually cares about playing without using mental abilities in the skill and what is known about the skill and what he wants to know and what he learned from it, and through the experience of researchers, they found that it is necessary to review strategies And the teaching methods used and the introduction of modern pedagogical methods based on students' needs, preferences, desires, and psychological needs. One of the

most important modern strategies is the (KWL) strategy that activates students' previous knowledge and makes it a starting point for linking it with new information to renew The meaning of learning increases the student's self-confidence and his ability to plan, monitor and perform his work as well as the development of mental capabilities that are one of the main goals in education as the traditional methods that focus on preserving and retrieving study material only do not necessarily lead to the development of mental capabilities, and that the research problem (1-6)It is manifested in the recognition of the effect of using the (KWL) strategy on some mental abilities and cognitive achievement and learning some basic skills of football for students, and the objectives of the research were to prepare a teaching strategy (KWL) for students and to identify their impact

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**Corresponding author:**

**Ali Mahdi Hassan**

a.a.2761987@gmail.com

on mental abilities and in some basic skills Football for students, and the researchers assumed that there were no significant differences in mental abilities and learning some basic football skills for students<sup>(7-12)</sup>.

**Practical procedures:**

Determination of mental processes used by research:

The researchers prepared a questionnaire to select the most important mental processes that have to do with the variables of the study, and they were presented to several experts and specialists in the field of motor learning and mathematical psychology and they numbered (12) experts, and after emptying the forms and extracting the relative importance, the mental processes that got a percentage of 55% or more of the relative importance, as shown in Table (1)

**Table (1): Explain the mental processes agreed upon by experts, in order**

Mental processes	Degree	Significance
The sharpness of attention (attention)	93%	√
attention concentration (focus)	90%	√
kinetic response	40%	×
Expectation	46%	×
Reaction	33%	×
Sense	30%	×
Attention distribution	28%	×
mental perception	26%	×
Intelligence	22%	×

The first test / Borden Infemom test to measure attention: (1:191)

It is a form containing (31 lines) of numbers, each line contains (40 numbers), so the test contains (1240 numbers) and the numbers in each line are composed of groups drawn up in a codified manner, and each of them consists of (3 - 5 numbers) Different distribution and arrangement to ensure that it is not preserved from the laboratory and tests for aspects of attention are: -

Upon hearing the word Start, the player turns the model at the moment the stopwatch is started and begins to search and cross out the number (97) from one line after the other and from left to right.

- Test time is only one minute.

The following signs are used:

$$E = (S-B)X100$$

S

$$\text{Attention} = E \times A$$

A = The plenty of numbers that you looked at from start to stop.

S = The number of numbers that should be omitted in the foreseeable part.

B = the number of numbers dropped from finishing + The number of numbers that are crossed out wrongly

E = coefficient of the validity of work by the equation

**The second test: - Attention concentration test**

· The same method used in (the first test) to measure the intensity of attention, but at the same time, it operates the distraction device.

· Method for calculating the results - the following indications are extracted: -

- Network productivity when measuring the intensity of attention in a quiet state = U1

- Network productivity when measuring the intensity of attention in case of exciting situation = U2

Concentration significance = difference between the two units

$$\text{The focus of attention} = U1 - U2$$

(The lower the extracted value, this indicates the higher the concentration in the laboratory) (2:38)

**Second: defining the basic skills of football**

**Define the tests for measuring basic football skills:**

After the basic skills were identified, the test for each skill had to be determined. The researchers used the sources and references for football. For each skill, three tests were placed in the questionnaire and were presented to a group of (experts and specialists), who are 15 experts in tests and measurement in football. And the science of sports training, and after collecting the forms and emptying the data, they were statistically processed, and the test that gets the ratio of (53.33%) or more were accepted.

Tests were accepted according to the opinion of experts and specialists, which obtained a ratio of (53.33%) or more, and excluding the tests that did not get the required percentage,

### Research tests:

#### 1. Handling:

- Test name: Handling test. (3:47).

(Handling towards a small target is a distance of (12) meters).

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

- **The tools used:** (5) footballs, a small target, dimensions of 110 x 63cm, a tape measure, Burke.

- **Test procedures:** by drawing a starting line with a length of (1) m and a distance of 12 m from the small target and stationary balls are placed on the starting line.

- **Performance description:** The student stands behind the starting line facing the small target, and begins when giving the signal by handling the balls towards the target to enter it, and each student is given five consecutive attempts.

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

1. Two scores for each correct attempt entering the small goal.

2. One score if he hit the upright or crossbar and did not enter the goal.

3. Zero if the ball is off the target.

#### 2. Rolling test:

- **Name of the test:** Rolling the ball in a zigzag line (Zakzak) (3:47).

- **The goal of the test:** to measure the player's ability to control the ball while running between it.

- **The tools used:** (10) footballs, stopwatch.

- **Test description:** (10) characters are placed in a straight line, the distance between each person and another (2) m, the distance between the starting line and the first person (2) m,

- **The method of performance:** The player stands with the ball on the starting line at the starting signal. The player runs between the strings winding until he reaches the last person and turns around him and returns to the starting line in the same way.

- **Registration:** the player is counted for the time of the second-closest from the moment he was given the starting signal until he returns to the finish line again.

#### 3- Scoring test:

- **Name of the test:** Scoring on a target divided into squares (11) m (3:47).

- **The goal of the test:** to measure the accuracy of scoring.

- **Instruments used:** tape measure, soccer, goal divided by ropes into nine sections, Burke to draw the penalty point.

- **Method of performance:** The laboratory stands (11) meters from the target and when the starting signal is given, the laboratory will score

- **Registration:** (3) attempts are given to the favorite foot, as points are scored according to the location.

#### Preparing the educational curriculum:

**First:** The preparatory department, for (15) minutes, and includes:

- a. **Introduction and general warm-up:** Students

are stopped in a unified format, taking absences, preparing tools for the success of the educational unit, and giving general exercises to all members of the body and its duration (5) minutes.

b. **Special warm-up:** Exercises are given in the skill under study and the working parts and muscles to perform this skill and its duration (10) minutes.

**Second:** The main section (25 minutes) and is divided into two parts:

a. **Theoretical section:** The skill is explained by the teacher, and then the skill is presented to explain the correct way of performing the skill and its duration (10).

b. **Applied section:** The given and assigned skill for each educational unit is performed and applied according to the number of iterations assigned to each skill with guidance and error correction by the teacher and his duration (15).

**The third:** the final section (5 minutes):

In it, a small game is given that serves the main department, or calming and relaxing exercises are given, with some guidance given to the students, then the educational unit is finished, and the greeting and leave are quietly abandoned.

**Main experience:**

**Tribal tests:**

The pre-test of the research sample was conducted at exactly nine o'clock in the morning, and all variables were set in terms of time, tools and devices, as well as the auxiliary work team to be applied when conducting the (post-test) i.e. before the implementation of the educational curriculum and the tests, were conducted on the stadium of the College of Physical Education and the Sports Science University of Kufa As the researchers, and with the assistance of the auxiliary team, applied the tests according to a preset sequence, mental processes (attention and focus) were tested, then skills (handling, rolling, and scoring) were measured for the two research groups.

Application of the educational curriculum:

The educational curriculum has been applied to the

individuals of the research sample with two educational units per week, where the educational curriculum for (handling, rolling and scoring) skills was applied using the (K.W.L) strategy as it was applied by conducting educational units for all the skills studied,

After that, the remaining skill units were completed, as the researchers conducted the unit (fifth) end test for each skill to determine the level of learning of the skills in question.

**Post-test:**

the post-test of the research sample was conducted, as the researchers conducted the post-test on the research variables, which is the mental processes (attention and focus) test, after which the skills (handling, rolling and scoring) of the two research groups were measured in the stadium of the College of Physical Education and the Sports Science University of Kufa After completing the implementation of the educational units with a strategy (KWL), as it was applied by conducting educational units for all the skills studied, the researchers made sure that the conditions were similar to the pre-test in terms of location and conditions and the presence of the assistant work team itself.

**Statistical means:**

The researchers used the Statistical Package for Social Sciences (SPSS)

## **Results and Discussion**

This axis included displaying the results of statistics after statistically processing them and in line with the goals.

View, analyze, and discuss the results of the skill tests for the members of the research sample.

Table (2)

Between the arithmetic mean, the standard deviation, and the calculated value of t between the pre and post-tests in mental abilities and learning basic football skills for students.

Variables	Unit measurements	Pre exertion		Post exertion		(t) value	Significant	Significant type
		Mean	STD.EV.	Mean	STD.EV.			
Attention	degree	245.24	46.13	287.58	41.53	5.95	0,000	Sig.
focus	degree	79.57	18.81	87.74	17.39	3.37	0,000	Sig.
Handling	degree	4.54	1.01	7.73	0.78	7.74	0,000	Sig.
Roll-on	degree	35.29	3.64	29.55	3.83	6.01	0,000	Sig.
Scoring	degree	5.52	0.75	7.13	0.91	7.97	0,000	Sig.

From Table (2), the results indicated that there were significant differences between the pre and post-tests and in favor of the post-test in mental capabilities (attention and concentration) and basic skills (handling, rolling and scoring) in football, and researchers attribute this to the effectiveness of the educational curriculum applied to the experimental research sample with a strategy (KWL), where the curriculum contained a set of exercises that were carefully selected and selected to fit with the studied skills as well as the nature of the sample's age group. Qasim Lizam and others mention that learning does not happen by simply repeating movements and mathematical skills by players For training should be based on a standardized scientific basis to provide the level of their abilities and skills for the better "(6:30)

As the player needs during the learning process of motor skill full attention to the course of the motor performance in its full and partial form by receiving the main stimuli involved in the work that come from the sense of hearing and sight which leads to the formation of the motor mechanism by choosing the main stimulator appropriate to the motor work and thus the formation or choice of the motor response Suitable for the chosen stimulus, as well as the results showed that a development occurred in the concentration and focus of attention, since the method used gave the research sample a new opportunity to control and control ideas, which increased the ability of the focus to them by isolating the factors Distracted and trying to focus on the performance-related aspects that played an important role in the development of their ability to focus, "an athlete who has a deep focus is the one who can reconcile the

physical and mental attitudes of his own being" (11:90), and external stimuli and their complexity are factors that negatively affect The quality of focus attention, and this is what Youssef Lazim Kamash and Nayef Zuhdi Al-Shawish went to in that (concentration of attention is an unintended direction of feeling towards a certain subject without human intervention in it and this trend results from the strength of external stimuli and the weak effectiveness of human will while directing the focus of his attention) (9:38) .

### Conclusion

The educational curriculum of (K.W.L) strategy has positive effects on developing mental processes (attention and focus) for studentsK, The educational curriculum of (K.W.L) strategy has had a positive impact on developing the basic skills of football for students,

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