The Effectiveness of Using a Generative Learning Strategy to Learning the Football Dribbling Skill for Youth

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Abstract

Learners may obtain high scores while others obtain low scores, the reason for this is due to the failure to take into account the individual differences in learning between members of the same group through technical performance, which appear when applying the educational units, as well as their disparity in the readiness to accept and learn a certain skill, so all learners are subject to the same educational unit and the same repetitions and periods of rest, which leads to the emergence of differences in the ability to learn and performance, but learning by a generative learning strategy works to take individual differences between members of the same group and divide these groups into smaller groups according to the error in technical performance and increase the number of iterations, which helps the learner to reach the degree of automated perfection in the optimal technical performance. Because the generative learning strategy takes into account the time of work and rest between each iteration and another or between a group of iterations, and this is what made the researcher interested in studying this problem resulting from the use of old traditional strategies in learning that make it difficult to accept and learn to apply the curriculum required to learn from the learner.

Key words: *Generative learning strategy , football dribbling skill.*

Introduction

The world witnessed rapid progress in the last century in various areas of life, which put the countries of the world in a struggle to reach the best levels between countries and this development was not coincidental [1], but came as a result of the great and continuous efforts by scientists, experts, minds and abilities to develop the best studies and research Which helps to innovate and manufacture the latest modern scientific methods and methods in all branches of natural life and this indicates something that indicates the ability of workers and experts in this field to develop the best studies, research and modern methods in the educational and training process [2]. And football is one of the sports that has witnessed a great development and turnout by lovers because of its impact on the hearts of its fans in terms of performance, aesthetics, excitement, excitement and competition. All this helped spread the base of this game significantly among countries and this requires those in charge of it to develop the best studies and research and modern methods of learning in order to raise standards and achieve what is required, whether this is at the level of learning or training. Interest in the educational process and upgrading it and its strategies, has become a concern of educational institutions and many researchers in order to facilitate the process of providing information to the learner and developing skills, which requires moving away from providing information exclusively from the teacher and finding modern strategies in which the center of activity in the education process moves from the teacher to the learner because he is one of the axes of the educational process and that all this is done according to regular [3], planned and targeted behavioral movements that the teacher follows in order to reach his goals, and this is what is called (the strategy) and among these strategies is the generative learning strategy through which the required goals can be reached. The generative learning strategy is one of the modern learning strategies, as it is a method of learning and teaching simultaneously, as players participate in activities and exercises very effectively through a rich and varied educational environment. Hence the importance of research using a generative learning strategy that helps the learner and the athlete

to master the skill better. The learning process for some basic football skills, especially the football dribbling skill for youth.

Research problem :

There are several methods of learning in which the success rate varies, and this depends on the ability and ability of the learner to accept and understand the application of the educational units. Where the researchers note this. Therefore, he decided to study this problem by using the modern strategy in learning, which is generative learning that works on learning the skill of rolling soccer. The methods used in learning give varying degrees of success. Learners may obtain high scores while others obtain low scores. The reason for this is due to the failure to take into account the individual differences in learning between members of the same group through technical performance that appear when applying the educational units, as well as their disparity in the readiness to accept and learn a certain skill, so all learners are subject to the same educational unit [4], repetitions and periods of rest, which leads to the emergence of differences in the ability to learn and performance, but learning by a generative learning strategy works to take individual differences between members of the same group and divide these groups into smaller groups according to the error in technical performance and increase the number of iterations, which helps the learner to reach the degree of automated mastery in technical performance, because the generative learning strategy takes into account the time of work and rest between each iteration and another or between a group of iterations and this is what made the researchers interested in studying this problem.

Research Objective:

- Identify the effectiveness of generative learning in developing the skill of rolling soccer.

Research hypotheses :

- There are statistically significant differences between the pretest and the post test for the experimental and control groups.

- There are statistically significant differences between the experimental and control groups in the post-tests in favor of the experimental group.

Research fields:

The human field: Youth Sports Club Kufa football.

Time field: From 1/11/2020 to 20/3/2021 .

Spatial field : Kufa Sports Club Stadium.

Research methodology and field procedures:

Research Methodology

The nature of the problem to be studied is what determines the curriculum, and the researchers used the experimental approach, which is considered one of the best and most appropriate approaches and reaching the best results because it deals with influencing aspects and their causes and deals with facts.

Research community and sample:

The choice of the sample is always related to its representation of the original community and the possibility of generalizing its results to the group from which it was taken as for the original community represented by the 28 players of the Kufa Sports Club, as for the research sample the (20) players were chosen randomly, the experimental group that will be exposed to the independent worker, whose number is (10) players. As for the control group that continued to work in the same units of the trainer without being exposed to the independent worker and under the same circumstances, the number of (10) players also.

Exploratory experience:

The main purpose of the exploratory experiment is to identify the ability, effectiveness and validity of what helps him in the main experiment in terms of tools, work team, tests and equipment, as well as identifying and handling errors. Accordingly, the two researchers conducted the exploratory experiment on 20/11/2020 to determine the following points:

- Ensure that the tests are valid.

- Ensure the validity of the tools and devices used.

- Ensure the effectiveness of some applied vocabulary.

- Ensure the ability of the assisting work team.

- Determine the time and the nature of the place.

- Determine the obstacles that occur during the exploratory experiment.

It is (a preliminary experimental study that the two researchers perform on a small sample before conducting his research in order to choose his research methods and tools) [1].

Determine Skill and test used:

Test of dribbling the ball from among (6) signs back and forth: [2]

The purpose of the test: Measuring the level of the dribbling ball test

Tools: (6) signs are placed at equal distances (2 meters) between each person and the other, and the starting and ending lines are at a distance of (2 meters) from the sign, so that the distance the player travels is 12 meters back and forth.

Test procedures:

- The slalom running with the ball between the signs takes place in two directions (back and forth).

- The player is given three attempts and the average is calculated.

- In the event that the player passes two people from the same side, the attempt will be repeated as shown in figure (2)

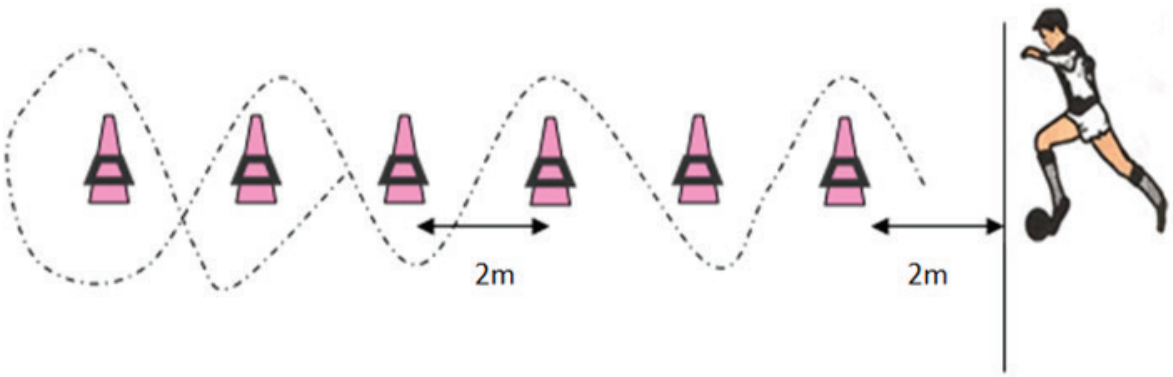

Figure (2)

The test shows a dribbling ball back and forth

Pre-test:

The researchers prepared the tools, assistant staff and measurement, and this test was conducted on 20/1/2021, and the two researchers took care as much as possible to explain and clarify the details of the test and the method of performance.

The period of application of educational units:

Where the educational units of the strategy, generative learning, were adopted to teach the skill of rolling football, taking into account the principle of dividing the experimental group into small groups and according to the type of error committed in the skill performance. In light of this, integrated educational units have been prepared to correct errors and in the form of groups to bring the skill performance to the mastery stage. As for the time allocated to the vocabulary of the educational units is two months and by the rate of (2) two educational units, therefore, the total educational units are (16) units, the time of one educational unit is (60) thus, the total time of the educational units is (960) minutes.

Post-test:

The post-test of the experimental and control research sample was performed on 20/3/2021 in the same place

and conditions of the pre-test in order to see the extent of the progress in learning the football dribbling skill.

Statistical means:

- Mean.
- Std. Deviation.
- T. Test for the corresponding samples.

Presentation, analysis and discussion:

Presenting, analyzing and discussing the results of the football dribbling skill test for the experimental group and the control group in the pre-tests.

Table (1) shows the mean, standard deviations, sample size, and the calculated and tabular (t) value in the pre-tests for the experimental and control groups in the football dribbling test.

Variables	Measuring unit	Experimental		Control		(T) value		Sig type
		Mean	Std. Deviation	Mean	Std. Deviation	Calculated	Tabular	
football dribbling skill	Degree	1.05	0.483	1.05	0.394	0.000	2.02	Non sig

Table (1) shows us the results of the pre-test for the experimental and control groups. The results showed the existence of random differences between the experimental and control groups by obtaining the value of (t) calculated by (0.000) and in comparison with the tabular value of (t) of (2.02), which indicates that this test indicated that there were no significant statistically significant differences between the experimental and control groups in the pre-tests for football dribbling skill.

Presentation, analysis and discussion of the soccer rolling skill test results for the two experimental and control groups for the pre and post-tests.

Table (2) shows the mean, standard deviations, sample size, and the calculated and tabular (T) value in the pre and post- tests for the two experimental and control groups in the football dribbling skill test.

Groups	Variables	Measuring unit	Mean	Std. Deviation	(T) value		Sig type
					Calculated	Tabular	
Experimental	football dribbling skill	Degree	4.20	0.470	39.95	2.09	Sig
Control			3.82	0.544	31.40		Sig

Table (2) above shows the results of the soccer roll test results, where the results showed significant differences of statistical significance and in favor of the experimental group when comparing the pre-results with the dimensional results on the harm of statistical treatments, where the results showed the calculated value of the (T) test calculated when compared with the value of (T) The tabular adult and with a reasonable probability of error is (0.05), which indicates to us that these differences have been very acceptable.

The researcher attributes this development in performance in the experimental group to the differences between the pre and post tests, which is the result of applying the vocabulary of educational units to the generative learning strategy during the time period for applying the units as well as dividing this group into small groups in light of errors as well as the many

iterations and the introduction of the correction process for performance through (feeding Feedback) may make mistakes disappear after each correction process, as well as detecting an early error in mathematical technique and correcting it no matter how much the error is eliminated, as taking into account individual differences in the same group in generative learning up to the educated group, the degree of mastery and performance, so the educational units of the generative learning strategy that the experimental group was exposed to had a positive effect on learning the skill of rolling football through the presence of significant differences of statistical significance between Pre and post-test and in favor of post, if there was a significant increase in the ability of learning in the experimental group that used the generative learning strategy to achieve good results that reach the level of mastery of the skill, as more than one method was used to distribute the working and rest times between the groups, as well as the frequent repetition and correction and the use of feedback and this is consistent with what he reached (Christina 1997) that Confirmed from the initial skill acquisition stages must be given feedback after each attempt to continue the reinforcement.

The results obtained by the experimental group that used the generative learning strategy were in agreement with the findings of (Clerk and Benniga1983), as they showed the superiority of the mastery group with the control group and achieved high levels of achievement with increasing motivation towards learning. The results also showed the superiority of the experimental group in the post-tests using educational units in the generative learning strategy, which achieved positive results in learning the skill of rolling soccer. For the purpose of ascertaining the differences between the two groups in the soccer roll test, it is a post-test between the two groups and identifying the results of the differences between members of the two groups.

Presentation, analysis and discussion of the dribbling skill test results for the experimental and control groups in the post-test:

Table (3) shows the mean, standard deviations, sample size, and the calculated and tabular (T) value in the post-post tests for the experimental and control groups in the football dribbling test.

Variables	Measuring unit	Experimental		Control		(T) value		Sig type
		Mean	Std. Deviation	Mean	Std. Deviation	Calculated	Tabular	
football dribbling skill	Degree	5.25	0.550	4.90	0.416	2.26	2.02	Sig

It has been shown through the statistical treatments of these results that there are statistically significant differences with the level of significant through the calculated value (t) (3) when compared to the tabular value of (t) (02, 2) which is greater than the degree of freedom, these results have shown in table (3) significant differences statistically significant between the post selection of the two groups, and the researcher acknowledges these differences to the independent variable that the researcher relied on the experimental group without exposure to the control group, which is a generative learning strategy that depends on the large number of iterations and the continuous correction of skill through feeding the review, as well as the introduction of the principle of individual differences between members of the same group in terms of the distribution of work and rest, by dividing one group into small groups to identify mistakes among the learners, this strategy helped to learn in terms of excitement and excitement in learning and mastering the football dribbling skill on the members of the experimental group, generative learning that brings the learner to the degree of mastery (automatic) with the skill

Conclusions and Recommendations

Conclusions:

The researchers, through the results of the research and the statistical treatments carried out by them, reached a set of conclusions.

- The educational units used by the generative learning strategy have a positive effect on developing the football dribbling skill.

- The results proved that the generative learning strategy is important as it is suitable through which to learn easy and difficult skills

- The results of the research proved that the feedback through repetition helps the learner to reach the degree of mastery (automatic) in performance.

Recommendations:

The conclusions proved that there is a set of recommendations that help the trainer to draw up a graphic reference in the learning process, so the researchers recommend the following:

- Emphasis on the generative learning strategy in the training process in learning the football dribbling skill.

- Disseminating the research results to football coaches for the purpose of accreditation in the training process.

- Emphasis on the necessity of using more than one strategy in the training process and moving away from the traditional strategy.

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Conflict of Interest: None to declare.

Ethical Clearance: All experimental protocols were approved under the University of Kufa, Iraq and all experiments were carried out in accordance with approved guidelines.

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