Effect of the Cognitive Conf ict Strategy on the Performance of Some Offensive Situations for the Specialized School Football Players of Ages 14-16

Ali fadhil Abaas[1], Rami Abdulameer Hassoon[2], Khalid Mohammed Ridha[2]

[1]M.Sc., Student, [2]Assist. Prof. Dr., Faculty of Physical Education and Sports Sciences / University of Kerbala, Iraq

Abstract

The importance of the research lies in preparing educational units with a strategy of cognitive conflict, and knowing the effect of educational units in the strategy of cognitive conflict in the performance of some offensive positions for the players of the Specialized School of Football in Kerbala.

As for the research problem, it was that the researchers noticed the difficulty of the development of players in completing the correct offensive structure, due to the diversity of offensive positions, which makes the player unaware of the appropriate performance, with a weakness in the mental aspects of the player and his inability to assemble an intellectual picture of the performance of the offensive duty optimally, and for the purpose of using everything that would improve learning outcomes and achieve the desired benefit, moving from what he previously learned to what he is currently learning by using a modern knowledge strategy in the mathematical field that invests the learners' abilities to the maximum extent possible, therefore, the researchers decided to use this strategy and try to know its effect on the performance of some offensive situations for football players.

As for the objectives of the research, it was to identify the impact of the cognitive conflict strategy on the performance of some offensive positions for the players of the specialized school of football at ages (14-16) years, as well as to identify the preference for the effect between the strategy of cognitive conflict and the method used in the performance of some offensive positions in football at ages (14-16) years in the post tests.

key words: *Cognitive conflict strategy, offensive situations, football.*

Introduction

There is no doubt that scientific progress in the various fields of life is a form of scientific research and experiments, which resulted in results that benefit all humanity, as a result, all sciences, including the sciences of physical education in all its branches, have developed in the modern age in the form of caring for the learners and taking care of their affairs [1]. In light of the great progress that has occurred recently, it has become necessary to move away from traditional methods that depend entirely on the teacher (the trainer), and to move to more advanced strategies to bring the learner to high levels of performance, the cognitive conflict strategy is one of the most important strategies that depend on the constructivist theory, and it is an educational learning strategy that is used to organize the content of the material and teach it with the intention of helping [2] learners to modify their perceptions and make a clear change in their performance, this strategy is characterized by the fact that it is a dialectical one that uses questions in a real educational environment related to real play situations, in which learners are given the opportunity to collaborate with each other to solve problems, and it facilitates building their own knowledge, motivation towards learning and making it meaningful by presenting the event by forming a cognitive conflict between what Learners have previous concepts and perceptions and what information will be

presented to them about the concept that the learners share in the learning process in order to reach knowledge by forming relationships between concepts, and it also allows the largest number of ideas and perspectives to be presented for discussion, which is important for finding new innovative solutions[3].

The importance of the research lies in preparing educational units with a strategy of cognitive conflict and knowing its impact on the performance of some offensive positions for the players of the specialized school of football in the holy Kerbala.

Research problem :

The researchers noted the difficulty of the development of players in completing the correct offensive structure, due to the diversity of offensive positions, which makes the player unaware of the appropriate performance, with the weakness in the mental aspects of the player and his inability to assemble an intellectual picture of the performance of the offensive duty in an optimal manner, and for the purpose of using everything that would improving learning outcomes and achieving the desired benefit to move from what he previously learned to what he is currently learning by using a modern cognitive strategy in the sports field that invests the capabilities of the learners to the maximum extent possible, therefore, the researchers decided to use this strategy and try to know its impact on the performance of some offensive situations for soccer players.

Research objective:

- Identify the impact of the cognitive conflict strategy on the performance of some offensive positions for the players of the specialized school of football at ages (14-16) years.

- Identify the preference for the influence between the strategy of cognitive conflict and the method used in the performance of some offensive positions in football at ages (14-16) years in the post tests.

Research hypotheses:

- The strategy of cognitive conflict has a positive effect on the performance of some offensive positions for the players of the Specialized School of Football at ages (14-16) years.

- There is a preference in the effect of the cognitive conflict strategy (the experimental group) in the performance of some offensive positions for the players of the specialized school of football at the ages of (14-16) years compared to the method used (the control group) in the post-tests.

Research fields:

The human field: Players of the specialized school of football aged (14-16) years in holy Kerbala for the year (2020-2021).

Time field: from 11/11/2020 to 2/3/2021.

Spatial field: Youth Sports Stadium in the holy Kerbala.

Research methodology and field procedures:

Research Methodology:

The researchers used the experimental approach of the control and experimental groups with the pre and post-test for its suitability to the objectives and nature of the research and the problem to be solved, which is considered one of the most successful and best methods used since the extraction of results is done through experiment.

Community and sample research:

The research community determines the (45) players of the Specialized School in the Holy Karbala, ages (14-16) years.

Research sample:

The researchers chose his main sample, which was represented by the players of the Specialized School in the Holy Karbala at the ages of (14-16) years, whose number was (28) players, and they were divided into two experimental and control groups (14) players for each group, by the method of the lottery and by the random method, and thus the percentage of the research sample

is (62%) (10) players were taken for the purpose of the exploratory experience.

The homogeneity of the sample and the equivalence of the two research groups:

Homogeneity of the sample: Before starting the implementation of the educational units of the cognitive conflict strategy, and in order to control the variables that affect the accuracy of the research results, the researchers sought to verify the homogeneity of the research sample in the variables related to the morphological measures (length , mass , age and training age), as shown in table (1).

Table (1) shows the homogeneity of the members of the research sample in the variables (age, mass, length , training age)

Variables	Measuring unit	Freedom Degrees between groups	Freedom Degrees within groups	Levin value for mean	Sig level	Sig type
Length	Cm	1	26	0.352	0.558	Non sig
weight	Kg	1	26	0.398	0.534	Non sig
Training age	Year	1	26	0.724	0.402	Non sig
Age	Year	1	26	0.188	0.668	Non sig

Equivalent :

Before starting the implementation of the strategy, the researchers resorted to checking the equivalence of the two groups of research in the variables related to the test scale test space intelligence and offensive stances test, and as shown in table (2)

Table (2) shows equivalence between research variables.

Variables	Groups	Mean	Std. Deviations	T value	Sig level	Sig type
First offensive position	Control	.9286	.61573	.924	.364	Non sig
	Experimental	.7143	.61125			
Second offensive position	Control	.7857	.69929	.924	.364	Non sig
	Experimental	.5714	.51355			
Third offensive position	Control	.8571	.77033	.804	.429	Non sig
	Experimental	.6429	.63332			
	Experimental	44.2143	6.81829			

Table (2) shows that the differences in the scale tests and offensive positions between the two research groups appeared insignificant, as the calculated (T) values were less than their tabular value of (2,04) at a significance level (0.05) and below the degree of freedom (26), and this indicates the equivalence of the two research groups in the tests.

Means, tools and devices used in the research:

Methods of gathering information

- Arab and foreign sources.
- Tests and measurements.
- Questionnaires to survey the opinions of experts and specialists.

The devices and tools used in the research:

- A Chinese electronic weighing scale.
- A Japanese-made SONY video camera with a frequency capacity of (25 images / s), count (2).
- The metric length scale
- A DELL computer.
- Data Show
- A legal football field.
- 20 legal footballs.
- Signs of different heights and colors.

Search procedures:

Determine the positions of offensive play football:

After the researchers reviewed several sources related to measuring offensive playing positions, the researcher presented a set of positions to the committee for approving the topic * The offensive game positions that were prepared and designed by the researcher Hussein Hamza Najm [1] were chosen and that they are consistent with the feature to be measured and in agreement with the supervisors. The researcher adopted it in his thesis, and these are:

- Depth in the attack.
- Breakthrough in the attack.
- Exchange centers.

The researcher describes the tests as follows:

First :Depth attack test:

Test name: Depth position test in offensive play.

Propos of the test: to measure the depth of attacking play.

Tools : Legal football field, legal soccer balls, evaluation form.

Performance description: Player No. 4 in possession of the ball, after hearing the whistle, rolls the ball between five signs, each 1 m away from the other, as follows:

- Pass the ball to player No. 3 and shoot at the goal.
- Pass the ball to player No. 2 and shoot at the goal.
- Pass the ball to player No. 1 and shoot at the goal.

The score is calculated for the test individual who passes the ball to create the offensive position for testing the depth in attack, and the players stand on the boundaries of the penalty area, and the attacking players' movement begins the moment the player in possession of the ball reaches the last sagging.

Registration: The laboratory obtains.

- The player is awarded three points for the first choice.
- The player is awarded two marks on the second choice.
- The player is awarded one score for the third choice.
- The player is awarded a zero if he passes the

ball outside the previous options.

- Each laboratory is given three attempts, as shown in the following figure:

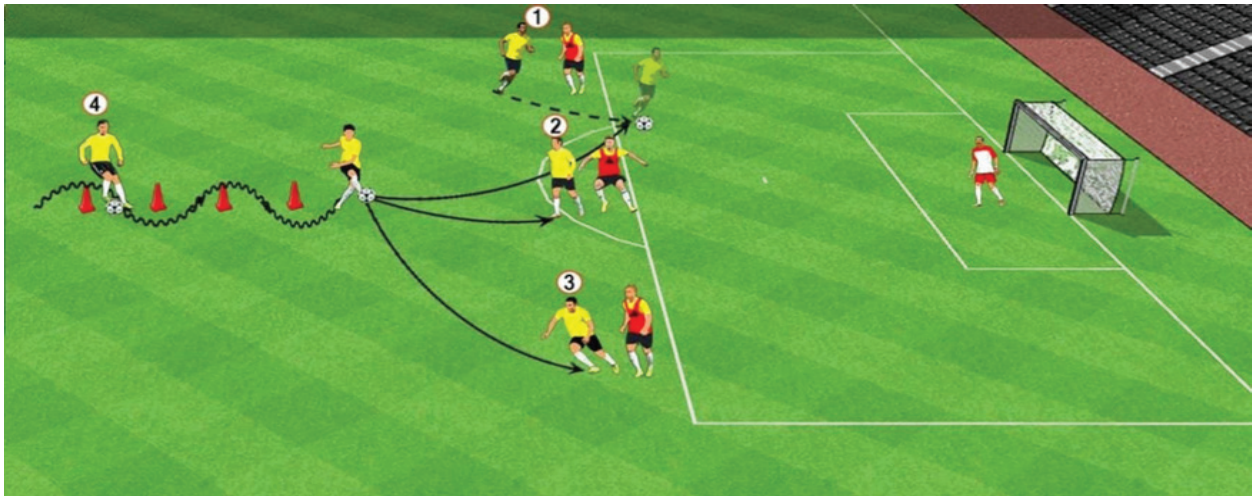

Figure (1) shows the test of the position of the depth in offensive play

Second :Breakthrough in the attack:

Test name: Penetration test in offensive play.

The objective of the test: to measure penetration in offensive play.

Tools: legal soccer balls, legal soccer field, evaluation form.

Performance description: Player No. 4, after hearing the whistle, rolls the ball between five signs, each 1 m away from the other, as follows:

- Pass the ball to the penetrating player 1, and shoot the goal.
- Pass the ball to player No. 2 and shoot at the goal.
- Pass the ball to player No. 3 and shoot at the goal.

The score is calculated for the individual passing the ball to make the offensive position for the penetration test in the attack, the players stand at the boundaries of the penalty area and the attacking players start to move the moment the player in possession of the ball reaches the last sagging.

Registration: The laboratory obtains:

- The player is awarded three points for the first choice.
- The player is awarded two marks on the second choice.
- The player is awarded one score for the third choice.
- The player is awarded a zero if he passes the ball outside the previous options.
- Each laboratory is given three attempts, as shown in figure (2):

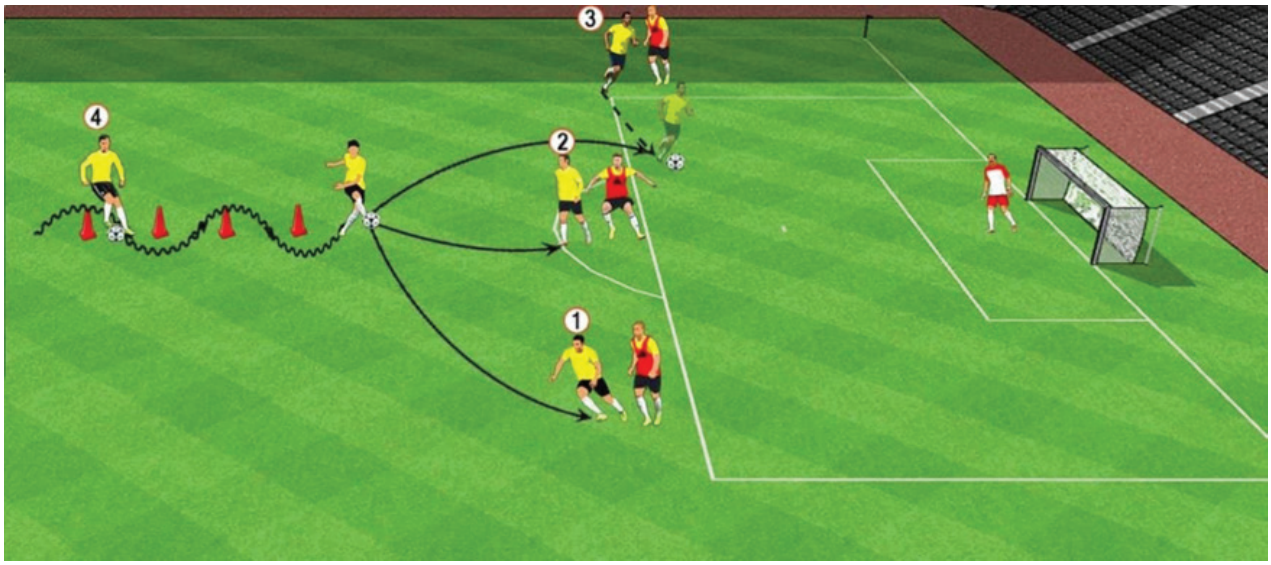

Figure (2) show offensive play penetration test.

Third : Exchange positions in the attack:

Test name: Exchange position offensive in play test.

The objective of the test: To measure the exchange positions in offensive play.

Tools: legal footballs, legal football field, evaluation form.

Performance description: Player No. 4, after hearing the whistle, rolls the ball between five signs, each 1 m away from the other, as follows:

- Pass the ball to player No. 1 cutter and shoot at the goal.
- Pass the ball to the player No. 2 cut to the side.
- Pass the ball to player No. 3 and shoot at the goal.

The score is calculated for the individual passing the ball to make the offensive position for the penetration test in the attack, the players stand at the boundaries of the penalty area and the attacking players start to move the moment the player in possession of the ball reaches the last sagging.

Registration: The laboratory obtains:

- The player is awarded three points for the first choice.
- The player is awarded two points on the second choice.
- The player is awarded one score for the third choice.
- The player is awarded a zero if he passes the ball outside the previous options.
- Each laboratory is given three attempts, as shown in the following figure (3):

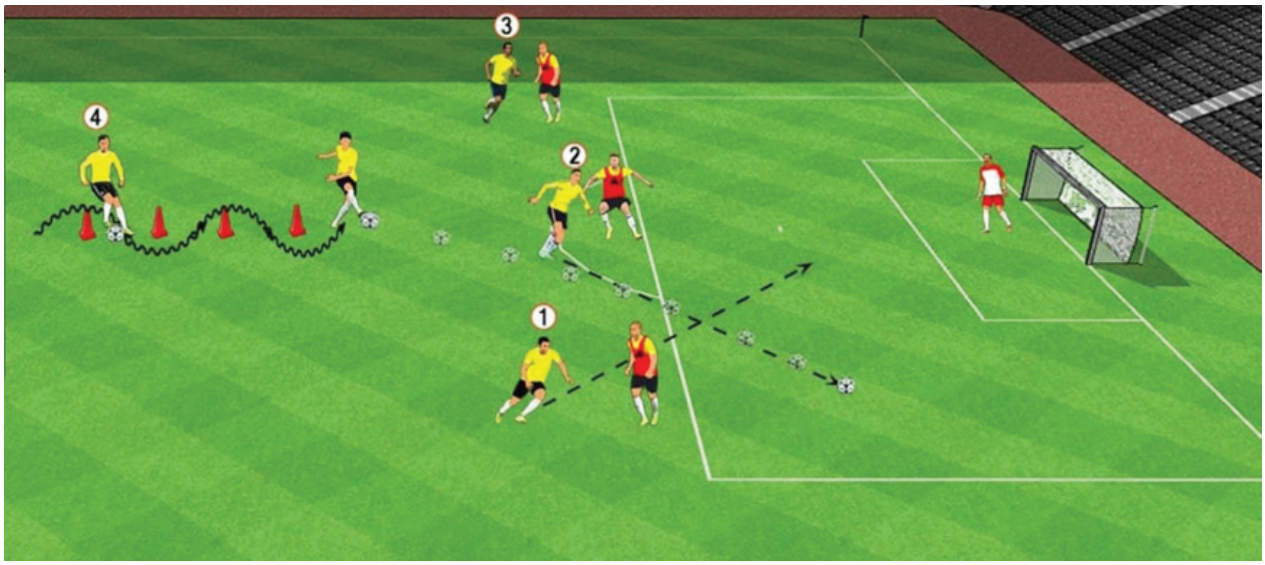

Figure (3) show the test of exchanging positions in offensive play

Exploratory experience:

Conducting the experiment is to inform the researcher of the ability and validity of what helps him in conducting his experiment from a support team, devices and tools, and his tests that he will use in the research, and it is an experiment or a mini-test in preparation for a larger test, as the researchers conducted his exploratory experiment before the researcher conducted a pre-test in his research to find out the obstacles that may be faced.

Pre-test:

Before the implementation of the educational units according to the cognitive conflict strategy, the pre-tests were applied to the members of the control and experimental research groups for the tests of the offensive playing positions in football on Friday 4/12/2020 in the Al-Shabab Sports Stadium, and the researchers were keen to fix the times and conditions for the tests like time the location, the method of testing, the personnel of the assisting work team and its location, each in order to work as much as possible to create the same atmosphere and conditions when we perform the post tests.

Implementation of educational units according to the cognitive conflict strategy:

The researcher applied the educational units of the cognitive conflict strategy on the players of the experimental group on Saturday 12/12/2020 and the time for implementing the educational units ended on Saturday 23/1/2021, while the control group used the approach followed by the coaches.

Post-test:

After the completion of the educational units prepared according to the strategy of cognitive conflict, the post-tests were conducted on Wednesday 27/1/2021 on the players of the experimental and control research groups, which included offensive football positions under the direct supervision of the researchers and with the same conditions, specifications and conditions of the pre-tests, and for the purpose Get more accurate results.

Statistical means: The researcher used the statistical bag SPSS.

Presentation, analysis and discussion of results:

Presentation, analysis and discussion of the results of the offensive situations tests for the effectiveness of football: -

Presentation and analysis of the results of the offensive situations tests for the football effectiveness

of the control group in the pre and post- test:

Table (3) Shows The mean, standard deviations, and the two calculated and tabular (T) values in the pre and post-tests of the control group for the tests of offensive situations for the effectiveness of football.

Variables	Pre-test		Post-test		T value	Sig type
	Mean	Std. Deviations	Mean	Std. Deviations		
Depth in attack	0.9286	0.61573	2.1643	0.20609	7.344-	Sig
Breakthrough in the attack	0.7857	0.69929	2.1643	0.20609	6.692-	Sig
Exchange position	0.8571	0.77033	2.0571	0.35887	4.642-	Sig

At a level of significance (0.05) and at a degree of freedom (13)

From Table (3), we show the following:

Depth in attack: The value of the mean in the pre-tests was (0,9286) and with a standard deviation (0,61573), and in the post tests the value of the mean was (2,1643) and with a standard deviation (0,20609). It is equal to (7,344) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post test.

Breakthrough in the attack: The value of the mean in the pre-tests was (0.7857) with a standard deviation (0.69929), and in the post tests the value of the mean was (2,1643) and with a standard deviation (0.20609). The value of (t) calculated between the pre and post-tests It is equal to (6,692) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post- test.

Exchange poisons: The value of the mean in the pre-tests was (0,8571) and with a standard deviation (0,77033), and in the post tests the value of the mean was (2,0571) and a standard deviation (0,35887). The value of (t) calculated between the pre and post-tests It is equal to (4,642) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post test.

Presentation and analysis of the results of the offensive situations tests for the effectiveness of football between the experimental group in the pre and post- test: -

Table (4) shows the arithmetic mean, standard deviations, and the calculated and tabular (t) values in the pre and post-tests of the experimental group of tests of offensive situations for football effectiveness

Variables	Pre-test		Post-test		T value	Sig type
	Mean	Std. Deviations	Mean	Std. Deviations		
Depth in attack	0.7143	0.61125	2.7857	0.42582	8.453-	Sig
Breakthrough in the attack	0.5714	0.51355	2.7143	0.4881	12.093-	Sig
Exchange position	0.6429	0.63332	2.8571	0.36314	11.846-	Sig

At a level of significance (0.05) and at a degree of freedom (13)

From Table (4), we show the following:

Depth in attack: The value of the mean in the pre-tests was (0.7143) with a standard deviation (0.61125), and in the post tests the value of the mean was (2,7857) and with a standard deviation (0.42582), the value of (t) calculated between the pre and post-tests It is equal to (8,453) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post test.

Exchange poisons: The value of the mean in the pre-tests was (0,5714) and with a standard deviation (0,51355), and in the post tests the value of the mean was (2,7143) and a standard deviation (0,4881), the value of (t) calculated between the pre and post-tests It is equal to (12,093) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post test.

Breakthrough in the attack: The value of the mean in the pre-tests was (0.6429) and with a standard deviation (0.63332), and in the post tests the value of the mean was (2,8571) and with a standard deviation (0.36314), the value of (t) was calculated between the pre and post-tests, it is equal to (11,848) below the level of significance (0.05) and the degree of freedom (13), which indicates the existence of a statistically significant difference between the pretest and the post test and in favor of the post test.

Presenting and analyzing the results of the post-tests between the control and experimental groups for the football offensive situations tests:

Table (5)The values of the mean, the standard deviations, and the calculated and tabular (t) value for the tests shows the offensive positions between the control and experimental groups by the post- tests.

Variables	Control		Experimental		T value	Sig type
	Mean	Std. Deviations	Mean	Std. Deviations		
Depth in attack	2.1643	0.20609	2.7857	0.42582	4.915-	Sig
Breakthrough in the attack	2.1643	0.20609	2.7143	0.4881	4.019-	Sig
Exchange position	2.0571	0.35887	2.8571	0.36314	5.863-	Sig

At a level of significance (0.05) and at a degree of freedom (26).

From Table (5), we show the following:

Depth in attack: The value of the mean of the control group in the post- tests was (2,1643) with a standard deviation (0,20609), while the value of the mean of the experimental group in the post tests was (2,7857) and with a standard deviation (0.42582) and the value of t was (0,42582), calculated for the post-tests between the control and experimental groups is equal to (4,915) at a level of significance (0.05) and with a degree of freedom (26), which indicates the existence of significant statistical differences between the control

group and the experimental group and in favor of the experimental group.

Breakthrough in the attack: The value of the mean of the control group in the post- tests was (2,1643) with a standard deviation (0,20609), while the value of the mean of the experimental group in the post tests was (2,7143) and with a standard deviation (0,4881) and the value of t Calculated for the post-tests between the control and experimental groups equal to (4,019).

Exchange position: The value of the mean of the control group in the post- tests was (2,0571) with a standard deviation (0,35887), while the value of the mean of the experimental group in the post tests was (2,8571) and with a standard deviation (0,36314) and the value of t was (0,36314), calculated for the post-tests between the control and experimental groups is equal to (5,863) at a level of significance (0.05) and with a degree of freedom (26), which indicates the existence of significant statistically significant differences between the control group and the experimental group and in favor of the experimental group.

Discussing the results:

Through our observation of the tables (3, 4, 5), it was found that the results of the tests of the offensive positions in football were of a significant difference with statistical significance with a probability of error (0.05) and in favor of the post test of the control group, and the researchers attribute this development to the members of the control group in their post-test. For the curriculum used by the coach, in addition to the players' understanding of the duties assigned to them, their commitment and discipline, and their compatibility with offensive positions.

As for the experimental group, the results showed that there is a moral difference in favor of the post-test of the experimental group, and the researchers attribute this development to the proper use of educational units according to the stages of the strategy and their containment of exercises chosen in a scientific way and with correct repetitions and consistent with the capabilities of the players as well as commitment to goals for the work of the strategy and this is what confirmed accordingly (Fouad Sulaiman Qilada, 1989), "Clear and specific goals are portrayed in behavioral or performance at a certain level, so they are of good and remarkable effectiveness" [(2)].

The researchers also attribute the reasons for the development of the members of the experimental group in the post-test to the nature of the cognitive conflict strategy and its stages that were used in the research, as each of its stages included a set of steps that helped the players to modify their previous knowledge and information by searching for a solution to the conflict and its awareness, a stage on specific information so that they can understand and realize a broader and better than their previous knowledge and awareness, and that "learning is built automatically, that is, the learning process is a continuous process characterized by innovation where the player arranges concepts in a broader way of what they were and all that they acquired new experience where the importance of linking scientific knowledge appears The precedent for new knowledge in order to be able to form concepts in an accurate manner and thus a meaningful development occurs " [(3)].

Conclusions and Recommendations

Conclusions:

- The cognitive conflict strategy and the strategy adopted by the coach were clearly effective in increasing the players' ability to develop the offensive positions of soccer players.

- The cognitive conflict strategy showed a clear and significant development for the members of the experimental group by developing the offensive positions of the soccer players.

Recommendations:

- Activate the use of the cognitive conflict strategy in developing the offensive positions of football players.

- The necessity of providing adequate and appropriate equipment, tools, activities and means to achieve the educational goals of the football event.

- Conducting studies similar to this study that include other variables that were not covered in this study or with other samples, such as if they were females, and compare their results with the results of the current research.

Financial Disclosure: There is no financial disclosure.

Conflict of Interest: None to declare.

Ethical Clearance: "All experimental protocols were approved under the University of Kerbala were carried out in accordance with approved guidelines".

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