

THE EFFECT OF THE BARMAN MODEL ACCORDING TO EXERCISES SIMILAR TO PLAYING CONDITIONS AND TEACHING SOME BASIC FOOTBALL SKILLS TO STUDENTS

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Abstract

The objectives of the research are to identify the effect of the Barman model according to exercises similar to the playing conditions, and to learn some basic skills in football by preparing educational units according to the Barman model according to exercises similar to the playing conditions, to identify the effect of the Barman model, to identify the advantage of the experimental or control groups in using the model. The researcher used the experimental approach for the two research groups, where the research population was formed and recruited from the third stage students of Al Salam University College, with the design of two experimental and control groups. The researcher concluded that the Barman model, according to exercises similar to playing conditions, had a positive impact on learning some basic skills in football, and that Exercises similar to the various playing conditions increase the factor of excitement, excitement, and competition, and have a significant impact on the quality of harmony, the spirit of cooperation, and perseverance, which led to the ease of the process of learning basic skills for students. The researcher recommends emphasizing the use of the Barman model in teaching some basic skills. The foot, which in turn helps in developing and learning basic skills in football. The researcher recommends using the Barman model according to exercises similar to playing conditions by physical education teachers to teach other basic skills in football.

Introduction

The current era is witnessing a great development, and this development has a direct impact on the educational process In teaching science in particular at various school levels, which led countries to work to develop The learning process by finding the latest models and most advanced educational methods to prepare its society for the third century Twenty in the educational process, which reflects positively on the learner's achievement and improved performance The teacher, on the other hand, is one of the most important aspects of the teaching models, methods and methods used by the teacher The educational process, and each method has a specific role in the development of students in terms of physical, skill and emotional aspects And cognitive, researchers seek to find new teaching strategies and models and create an appropriate educational environment. The great role that education aspires to play for the student

and make him a positive interaction in educational situations, as well as It seeks to teach him to think and build his knowledge and attitudes, and the Barman model is one of the teaching models based on The constructivist theory built by Barman is a new image of the education cycle, as it consists of four regular and gradual phases. It is followed during teaching to achieve learning objectives, as the development taking place in the areas of teaching methods is only Education, especially at the primary level, still needs development through the use of strategies and methods. Modern educational models keep pace with scientific and technical development, achieve educational goals, and contribute to raising the level of education Achievement and development of play-like exercises are among the important goals pursued by modern education To achieve it. Exercises similar to playing conditions are important things that help learners skillfully and mentally For various sports and appropriate to the age groups of learners, because exercise leads to learning Basic skills and their understanding, especially if these exercises are linked to modern models, strategies and methods that It contains pictures, drawings, and illustrations that may contribute to speeding up your understanding and learning of basic skills Because learning depends on the sense of sight, a person acquires a realistic sensory experience that is faster to understand and stabilize The mind becomes more capable of resisting forgetfulness while learning the skills of all games, including football. The importance of the research lies in both theoretical and practical aspects, as studying the Barman model is an attempt to transfer The positives of this model from theoretical sciences to applied sciences, and from the theoretical side to the practical side, This study contributes to the great and effective supportive role in teaching students the basic skills of football and that It contributes to raising the level of learners to the better, providing appropriate and objective ways to improve them, and creating Learning methods that contribute to improving the learning process to reach the best level and acquire skills in the least time Dammkin's face.

Research problem

The researcher noticed, through her review of scientific research, sources and references, and through personal interviews with experts and specialists in the field of teaching methods, and the researcher's modest experience in the field of teaching as a physical education teacher in the College of Basic Education, Department of Physical Education and Sports Sciences at Al-Mustansiriya University, that it became clear that There is a lack of use of modern strategies and methods and a lack of focus on the interaction between the student and the teacher, which contributes to giving a greater role to the student by being the focus of the educational process in diversifying knowledge, stimulating students' motivation, urging them to learn and employing mental processes while learning the tasks. The basic learning in football, and that the learning practiced in most schools is to rely on repetition and repeating without giving the student a role in interaction, understanding, analysis and evaluation, or what raises the students' motivation towards learning to perform the skills in the correct and required way, and from here the researcher decided to use the Barman model According to exercises similar to playing and learning some basic skills in football, and identifying the effectiveness of this model on learning among students in acquiring basic skills in football.

Research aims

1. Preparing educational units according to the Barman model, according to exercises similar to playing conditions, and learning some basic football skills for students.
2. Identify the effect of the Barman model according to exercises similar to playing conditions and learn some basic football skills for students
3. Identifying the advantage of the experimental or control groups in using the model according to exercises similar to playing conditions and learning some basic football skills for students.

Research hypotheses:

In light of the research objectives, the researcher assumes:

1. There are statistically significant differences at the significance level (05 and 0) between the results of the pre- and post-tests for the two research groups, experimental and control, in using the Barman model according toFor exercises similar to playing conditions and learning some basic football skills for the benefit of the experimental group
2. There are statistically significant differences at the significance level (05 and 0) in the results of the post-tests using the Barman model according to exercises similar to playing conditions and learning some basic skills in football between the two research groups, experimental and control, and in favor of the experimental group. .

Research areas

- Human field: Third stage students at Al Salam University College for the academic year (2023-2024)
- Time range: 10/9/2023 until 12/7/2023
- Spatial area: The outdoor stadium of Al-Salam University College

Research methodology and field visions:

Research Methodology:

The researcher used the experimental method by designing two groups (experimental and control) to suit the nature of the problem and the objectives of the research, as shown in the figure.

Table (1) shows the experimental design

Design Number	Groups	Steps				
No		First	second	Third	Forth	Fifth
1	Experimental group	Pretest	Independent variable Barman model	Posttest	The difference between the pre and post	The difference between the two groups in the posttest
2	Control group	Pretest	The method followed	Posttest		

			By the teacher		tests	
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The researcher defined the research community as 150 third-year students, consisting of 4 academic groups. As for the research sample, the number of (85) from the research community was chosen randomly (by lottery), with a percentage of (53%) of the research community, and 5 absent students were excluded from the sample, bringing the total number of the sample to (80) students consisting of two sections (A + B) Where Division A was the experimental group and Division B was the control group.

Homogeneity of the sample

Homogeneity of the sample: The researcher verified the homogeneity of the sample to investigate the variables related to morphological measurements, namely (height, weight, age). The results were that the values of the skewness coefficient were limited to (design number). Groups and steps: The first, second, and third experimental group. Fifth quarter 1 Pre-test Independent variable for the (Barman) model Post-test The difference between the pre- and post-tests The difference between the two groups in the post-test 2 The control group Pre-test The method used by the teacher Post-test 1) Which indicates homogeneity in the response of the research sample These variables are distributed normally, as shown in Table 2

(Table 2) shows the homogeneity of the sample

Variable statistical parameters	measuring unit	Arithmetic mean	standard deviation	Loom	Torsion coefficient
height	Cm	166.16	2.81	165	0.41
weight	Kg	60.11	2.31	59	0.48
age	year	20.29	0.74	20	0.39

Identify the skills under research:

The researcher relied on the methodological skills prepared by the methodological vocabulary guide approved by the rapporteur of the Department of Physical Education and Mathematical Sciences for the third academic stage of the first course, as the basic skills of futsal football were mentioned in the guide and were identified as the skill (suppression, handling). Dribbling scoring (for the school year) 2023, 2024)

The tests used in the research:

Handling test: Test name: Average handling accuracy test about three circles drawn on the ground at a distance of 20 m (ZuhairQasim, 1999, 213).Suppression test: Test name: Test of receiving and stopping the movement of the ball within a square (2 m) from a distance of (6 meters) below the foot (MuwafaqAsaad Al-Hiti, 2009, 55)Test of straight and zigzag rolling back and forth (MajidKhadayesh 20008, 99)Scoring test: Name of the test: Scoring accurately towards a divided target. (SadiqJaafar, 2010, 359)

Application search experience:

Pre-test:

The pre-tests for the research sample were conducted on Monday (10/9/2023) on the college’s outdoor field. The researcher established the conditions and method of conducting the tests and the assistant work team in order to achieve the same conditions as much as possible when conducting the tests. See the post-test

Sample equivalence:

Equivalence was conducted for the experimental and control groups in the basic football skills tests in light of the pre-test, as shown in Table No. (3), which shows the equivalence of the sample for the students

Statistical features skills	measuring unit	Control group		Experimental group		Calculated t value	Type of significance
		S	A	S	A		
Handling test	degree	3.33	1.59	4	1.58	0.98	Insignificant
Extinction test	degree	3.66	1.79	4	1.63	0.45	Insignificant
Rolling test	sec	12.23	0.32	12.42	0.49	1.07	Insignificant
Scoring test	degree	15.25	4.47	14.66	3.14	0.35	Insignificant

Steps to apply the Barman model

The model consists of four stages:

The first stage: The stage of identifying or guessing (prediction): The professor determines the skill he wants to present to the students, and the professor writes a list on the blackboard of all possible scientific expertise that is closely related to the concept of the skill (dribbling a football with the initial steps of the skill). Here the professor expects Students interact with it in a good way to memorize the material and form an initial idea about the students’ chosen skill.

The second stage: the (investigation) stage: In this stage, the professor prepares the students with the scientific material.

The necessary tools for the investigation or detection process are by linking them to previous information related to the skill after a detailed explanation by the professor. Here, the professor asks the students to ask questions about the skill and they are answered by the other students. The role of the professor is to direct and guide the students, and during their performance, the professor encourages them to Understanding the performance of the skill and giving the correct answer.

The third stage: (Dialogue stage): This stage is called the skill extraction stage, in which the and clarifying the basic concepts of the skill through discussion and dialogue inside the hall first and then moving to the playground between the professor and the student. The role of the

professor here is essential because it is based on discussing with the students the information they have obtained and extracting the concept from the skill correctly.

The fourth stage: Application stage: In this stage, the students apply the educational skill that they obtained from the professor and also from the previous stages. Here we look at the students' interaction, which symbolizes the

Their understanding of the educational skill presented to them, while giving the students sufficient time to apply it. The same students correct the performance of their colleagues and evaluate the performance, and the role of the teacher is to follow up on the students and correct the performance with them.

Posttest

The researcher intended to conduct the post-tests after completing the curriculum prepared by the researcher and its units, and the day corresponding to (12/7/2023) was set, taking into account all circumstances and conditions for conducting the pre-tests.

Statistical methods:

The researcher used the statistical package SPSS

Present, analyze and discuss the results

1. Presentation and analysis of the results of the pre- and post-tests of the experimental group.
2. Presentation and analysis of the results of the pre- and post-tests for the control group.
3. Presentation, analysis and discussion of the post-tests for the experimental and control groups.

Presentation and analysis of the results of the pre- and post-tests for the experimental group for the research variables (handling - suppression 4)

Rolling - scoring (in football) as shown in Table (4), which shows the arithmetic means, standard deviations, and the value of (t) calculated for the experimental group.

Statistical features skills	measuring unit	Control group		Experimental group		Calculate d t value	Type of significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
Handling test	degree	4.3	1.59	6.84	0.96	5.28	Insignificant
Extinction test	degree	5.4	1.64	5.67	0.63	5.14	Insignificant
Rolling test	sec	12.43	0.48	10.93	0.65	8.17	Insignificant
Scoring test	degree	14.65	3.15	19.92	4.81	5.53	Insignificant

There are statistically significant differences in the results of the pre- and post-tests, and in favor of the post-test with the skill tests under study. The researcher attributes that these differences “are due to the effectiveness of the exercises designed by the researcher, which relied on exercises similar to real playing fields, as well as the diversity in these exercises.” The exercises and their nature, for which goals were set in various directions, i.e. physical, skill, and movement goals, which greatly helped the members of this group in improving their learning process, which led to adaptations that had an effective impact in developing and developing skills, in addition to that Regular planning of the content of the exercises, their progression from easy to difficult, preparing the training environment in an effective manner, relying on exercises similar to the conditions of continuous play within the educational unit, and adopting ideal rest periods between one exercise and another. It has a distinctive effect in raising the level of special adaptations and this was demonstrated in the test results. Here, Muhammad Redha Ibrahim points out: “In order to increase the level of achievement, coaches must urge athletes to raise the ceiling of adaptation states in a systematic manner. This means, from a practical standpoint, that coaches must plan high-intensity training stimuli on a successive basis so that the training days alternate.” High-intensity with low-intensity training days.” The researcher also considers the specificity of the exercises prepared by the researcher similar to the competitions that were applied to the members of this group, as the specific type of exercise had a direct impact on developing the level of skills by forming these exercises by incorporating more From an exercise at the same time and at high speed, coupled with the performance of football skills that teachers or coaches work to develop during the technical performance, by adopting special physical exercises, which are similar to the movements or positions that occur during a football match (such as dribbling). Defending, kicking the ball, running to it, sparring, and jumping (which requires the athlete to make continuous, varied, fast, slow, and strong movements. He is in constant motion during the match, and this movement varies according to the requirements of the situation. Running behind the ball or behind the attacker, jumping, hitting the ball, and sparring are all movements that are repeated during the match. All of them require speed and strength to perform, and therefore this type of exercise leads to an improvement in the learning process for the skills. Therefore, the results obtained by the experimental groups were logical.

Presentation, analysis and discussion of the results of the pre- and post-tests for the control group for the research variables

Table (5) shows the test results for the control group

Statistical features skills	measuring unit	Control group		Experimental group		Calculate d t value	Type of significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
Handling test	degree	3.33	1.59	5.5	1.84	4.9	Insignificant
Extinction	degree	3.66	1.79	4	1.41	3.8	Insignificant

n test							t
Rolling test	sec	12.23	0.32	11.8	0.45	3.75	Insignificant t
Scoring test	degree	15.25	4.47	16.91	2.59	4.58	Insignificant t

The researcher concluded that the approach followed by the teacher does not use exercises that aim to improve the process of learning skills, meaning that all the exercises given to students are not similar to the playing conditions and adopt either skill or movement exercises and there is no integration in these components, which led to the lack of The control group improved, also because the teacher relied on improving skills in separate units. Learning modern football must focus on several aspects, including physical preparation coupled with the development of motor and tactical skills, which focuses on developing all muscle groups. Then the focus is on the most commonly used muscles and developing them according to the specificity of each position and working to maintain the high state of adaptation that has been achieved. To which the player during competitions, the researcher attributes that the method followed by the traditional subject teacher, where students continue to follow the teacher's information and follow it, led to the emergence of some positive aspects in teaching skills in educational units.

Table (6) shows the arithmetic means, standard deviations, and the value of (t) calculated for a group between the two research groups in the post-tests.

Statistical features skills	measuring unit	Control group		Experimental group		Calculate d t value	Type of significance
		Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
Handling test	degree	5.5	1.84	6.83	0.95	2.26	Insignificant t
Extinction test	degree	4	1.41	5.66	0.62	3.38	Insignificant t
Rolling test	sec	11.8	0.45	10.92	0.66	2.21	Insignificant t
Scoring test	degree	16.91	2.59	19.91	4.80	2.43	Insignificant t

We found from Table (6) that there was a significant difference at the significance level (0.05) between the arithmetic means of the pre- and post-tests in the experimental group (skill tests) and in favor of the post-test, which indicated an improvement in the experimental group. Barman's model according to exercises similar to the playing conditions that It was used in teaching students, as the researcher attributes to the improvement in the students' use of this group of a modern model in education, and the improvement occurred in the exercises that were used by the researcher in how the educational material was presented and his insistence on achieving a good

degree of learning in the skill and that it Increasing the amount of time appropriate for the performance of the students' repetition of the exercises through a lesson unit increased the students' experience in learning the skill and storing the skill and its motor program in the various situations that occur in play, as this model is considered one of the important models in cooperative learning, as it is a constructivist model. It seeks to enable students to solve problems creatively within groups (Bert Arandi 2007, 203). Therefore, the researcher ensured that there was an improvement in the use of the modern model in teaching and the construction of educational models based on it in the use of competitive exercises similar to the type of activity for the basic skills of football among students. The deliberate planning on which exercises are built leads to the development of learning of skills, and the primary goal of the educational curriculum is to acquire new skills, master them, and develop them in advance, because learning is the method in which information or skills are acquired, whether as a result of experience, practice, or Training (Mahmoud Abdel Fattah, 1997, 479) Also, the progression and use of exercises appropriate to the age stage of the students contributed to the process of learning the basic art skills, and this is what confirmed that the choice of exercises is of great importance, as it is the basic means of improving or developing the basic art skills (Soliman). Ali Hassan, 1983, 28) As the use of distinctive competitive exercises in the main section stimulates the spirit of competition among students, it leads to an improvement in performance, and the use of interesting exercises in learning is an important factor in raising the technical, physical, and psychological level of the student as well (Mohammed Jameel, 1993, 155) The steps followed in the Barman model made the interaction between the student and the teacher and the performance of what is required of the student in a practical and scientific manner and made the improvement in learning the basic skills of football under investigation. The integration of tools introduces the subject teacher and integrates with educational means and other sources of information, while continuing the learning process if it is adopted. The researcher relied on adopting the methodological skills and employing them in the Barman model that he used during the lesson, and how to distribute the skills and the students' work to perform them correctly, and to correct the errors that occur in a timely and very precise way to address the actual mistakes of each student. It is not possible to be satisfied with rapid performance in isolation from accurate performance. These were the goals. The educational units are to achieve good performance among the student in all aspects of performance skills, including accuracy, good mastery, and speed of the skills, because good mastery of the skills in football is of great importance in playing and achieving what is required, which the researcher worked to repeat sufficiently for each student. The tasks that must be paid attention to: Repetition is a learning process that brings students to the required ability. It is also of great importance in explaining and describing the skill and its presentation in educational units, as it is the basic pillar that the teacher begins to rely on until the student reaches the optimum level in performing the skills. The learner's access to technical integration and accuracy in mastering the performance of the skills does not depend only on the number of repetitions of the exercise, but also on the student's understanding of the

method of performing the skills from a technical standpoint and reaching a good level of performance of the skill to be learned.

1. The Barman model, based on exercises similar to playing conditions, has a positive impact on learning some basic football skills for students.
2. The educational units adopted by the researcher proved important in the progression of information, including explanation and clarification, as well as improving the physical performance of students.
3. The Barman model attracts students' attention and increases their enthusiasm for the lesson. It is described as a modern model that contributes to the development of the educational process and enables effective participation between the curriculum, the student and the teacher in a positive way.
4. The game-like exercises used by the researcher using the Barman model contributed to increasing the level of students' improvement in learning some basic football skills.
5. Competitive exercises similar to the type of sporting activity and varied increase the factor of excitement, suspense and competition and have a significant impact on the quality of harmony, the spirit of cooperation and perseverance, which led to an easy process of improvement for students in learning the basic skills of football for students.

Recommendations

1. Emphasis on using the Barman model according to exercises similar to playing conditions and teaching some football skills because it works to facilitate the teacher's process of applying the set educational goals and achieving them.
2. The researcher recommends using the Barman model according to exercises similar to playing conditions by physical education teachers to teach other basic skills in football.
3. Choosing competitive exercises similar to the type of sporting activity appropriate to the age stage for the ability to perform correctly and which helps in improving the students' skill abilities in learning the basic skills of football.
4. Conducting similar research for high school students (for girls), due to the lack of research and training programs for these age stages, which helps in learning the basic skills of football.
5. The researcher recommends using the Barman model for different school stages in the process of learning skills.
6. Basic football and makes the interaction between the teacher and the students positive.

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