



Effect of the Direct Play of Competition Style on Learning some of Basic Skills in Football

Wisam Tawfeeq Hummad Al-Bayati

Faculty of Physical Education, University of Babylon-Iraq
Qasimsh54@yahoo.com

Article Info

Received: March 30, 2014
Accepted: April 24, 2014
Published online: December 01, 2014

Abstract

Study aimed to know the effect of the direct play of competition style on learning some of basic skills in football. 30 students were divided in two groups (control and experimental), each group included 15 students from first class of physical education – university of Babylon. Homogeneous of participates was achieved with age, height, and body weight as well as researcher used experimental research design with two tests before and after program because it is suitable to the nature of the study. Scouring and rolling skills were used as tests for the present study. Study concluded that direct play of competition style has positive results on learning some of basic skills in football.

Keywords: Direct play, competition style, learning, basic skills, football.

1. Introduction

Recent football is one of team activities which is the most popular sport around the world. It is played by 250 million players in over 200 countries, so we have to know that sport in general and football in specific are connected with different life activities such as (economic and political sides). Football game proved that it came on the basis of enthusiasm and excitement elements and this factor is an important aspect of competing accompanied by members of the team named with scoring a goal.

Team which is fluent in its personal scoring a goal to be high spirits and self-confidence are large and this is the most important pillars of winning addition to hit goal is that broadcast the spirit of enthusiasm in it and pay the player to increase his effort in continuous cooperation with his colleagues to get to win because the result of the match depends on the cases of scoring which carried out by the team's players (Saad, 2004). The skill of rolling in football is essential because of its importance in the progress of the ball toward the opponent's goal and control during rolling, as well as open gaps in the opponent's defense and reach to the goal as soon as possible and carry out the scoring.

Sami (1984) showed that rolling is used during match to get ride the ball from opponent by dribbling or progress in the court to the opponent's goal or to pull the opponent and draw it or to wait for the rest of the players to take appropriate position. Many endeavors have appeared to find teaching alternatives for learning motor skills by many researchers specializes in strengthening the relationship between learning and teaching. Because lesson goal is to teach performance and play for the preparation of a good teacher through the development and design skill exercises to defend and attack similar to the cases of play.

Football game like all the other games have been affected by developments in learning styles, so the use of direct play can have a large impact on learning and mastery some basic skills. Direct playing is the case of a direct skill learning per playing style, and its aim is to teach the student play performance, which requires a combination of awareness and comprehension and understanding of the knowledge and implementation of tactical skill (Linda., 1996).

Play teaching is one of the aims of the basic teaching approach, so we find many teachers, including teachers of the game of football they teach motor skills through exercises and after many weeks they apply those skills within play, this separation between teaching skills and method of the implementation away play plans may be not lead to effective learning and influential. Direct instruction style (learning by play plans), which refers to instruct the learner what to do first? Then how does it work? This brings the learner to know where, when and how to use the motor skills that he learned at any place or site and share this with real-life situations to play. This idea is consistent with the open learning environments such as team games and dose not consistent with the closed teaching environments such as swimming, gymnastics and track and field (Throp&Bunker 1996).

Rink (1993) confirmed to the importance of the good teaching and he summarized effective teaching in physical education as following: learners need enough time to learn the skills and use them to play, to face the difficult tasks within the positions of different play and it is through their learning in advance on similar cases to play and so this process led to high rates of success. In addition, learners should understand and comprehend cognitive learning, influencer's teachers are using appropriate content for the evolution and interaction through the display, and oral evidences and designated methods for teaching physical education and all of these cases increase the success in competitive play sites. However, study aimed to know the effect of the direct play of competition style on learning some of basic skills in football.

2. Methodology

2.1 Participates

30 students were divided in two groups (control and experimental), each group included 15 students from first class of physical education – university of Babylon. Homogeneous of participates was achieved with age, height, and body weight as shown in table (1), as well as researcher used experimental research design with two tests before and after program because it is suitable to the nature of the study.

Table (1)
Shows characteristics of participates

Variables	Mean	SD	Median	skewness coefficient
Height	19.50	0.86	19	0.79 -
Weight	175.44	0.65	175	0.67
Age	42.64	0.79	143	0.46 -

Table (1) showed that skewness coefficient is taking place between (± 1) and this means participates of the study is homogenous. To make sure that participates is equal, researcher depended on pre physical and skill tests as shown in table (2).

Table (2)
Shows equal of participates

Variables	Experimental group		Control group		T test	Significant
	Mean	SD	Mean	SD		
Scoring	13.75	0.886	14.125	0.640	0.50	No S
Rolling	11.5	2.563	12.5	1.195	0.56	No S
Tabulate T value = 2.048, significant level (0.05) and freedom degree= 28						

Table (2) showed no significant differences between two groups in scoring and rolling tests for study participates.

2.2 measurements:

2.2.1 Ball rolling skill test:

- Name of test: Ball rolling in zigzag line.
- Aim of test: Measure the ability of the player to control the ball while running out between the pillars.
- Tools: (10) pillars, football, time watch.
- Court: Placed (10) pillars in a straight line and the distance between each one and other (2m) and the distance between the starting line and the first pillar (2m), as shown in Figure (1).

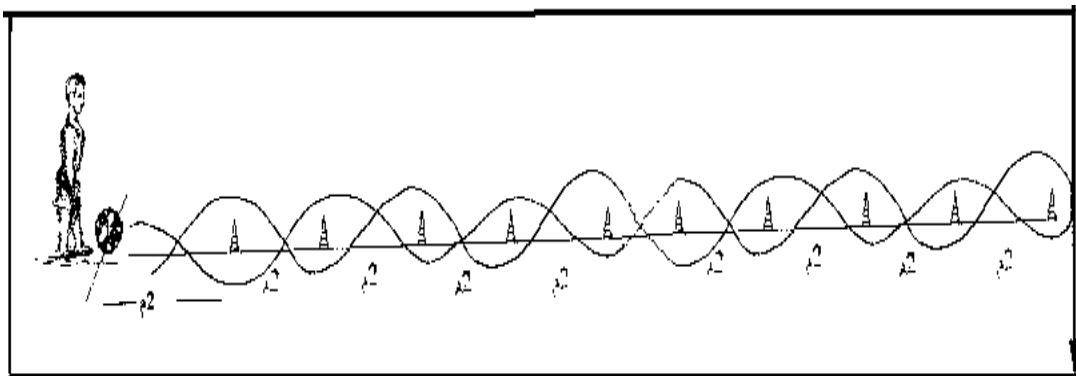


Figure (1) shows ball rolling in zigzag line

- Performance method: Player is standing on the starting line with a ball when player hears the starting signal, he will run out in zigzag between the pillars until he reaches the last pillar revolves around last pillar and returns to the starting line in the same way.
- Recording: Calculates the player time to the nearest second from the moment of giving the go-ahead until he returns to the finish line again (Mufti & Mohammed, 1994).

2.2.2 Scoring in football:

- Name of test: Scoring in football.
- Aim of test: Measure scoring mastery.
- Tools: Court, goal divided in four parts each square (80cm), (10) balls, measure tab, ropes to divide the goal, and white powder to determine the distance of scoring from a distance of 11 yards penalty.
- Test instructions: Given (5) balls in the penalty where the player shot the ball in the areas marked in the test, according to their importance and difficulty and sequentially one after another. The test starts from the ball numbered (1) and finish in the ball numbered (5), as shown in figure (2).
- Recording: Calculated the number of scoring that enter or touch one of the four goal sides in each side of the goals and in any foot of the feet so that scores are calculated each ball of balls following five:
 3 degrees are given when scoring in the field (No 3).
 2 degrees are given when scoring in the field (No 2).
 1 degree is given when scoring in the field (No 1).
 0 zero in the rest of the other goals fields.

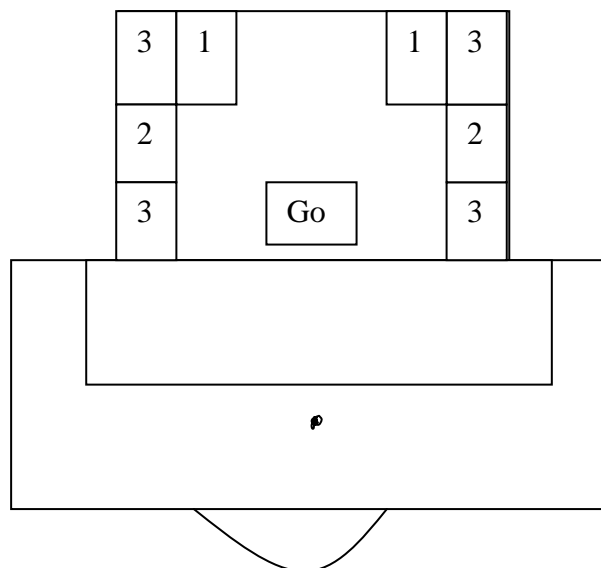


Figure (2) shows scoring mastery test from point of penalty

2.3 Pre-test:

Pre-test was conducted by a team working under the supervision of researcher for participants on November 2, 2013.

2.4 Teaching approach:

The teaching approach has been conducted by the two groups, experiment group used direct style of play, whereas control group used teacher's method, teaching approach was implemented for the period from 11/07/2013 to 15/12/2013 at the football stadium at the Faculty of Physical Education - University of Babylon, and under the supervision of a researcher.

Items of teaching approach:

- Total time of teaching approach is (6) weeks.
- Total time of learning each skill in present study (3) weeks.
- Number of teaching units a week are (2) units.
- Total teaching units are (12) units.
- Time of teaching unit is (90) minutes.

2.5 Post-tests:

Post-tests were run on December 18, 2013.

2.6 Statistical analysis

SPSS was used to conduct data of present study.

3. Results and Discussion

Results of current study showed significant differences between pre and post-tests of control and experimental groups where T test of each rolling and scouring in control group was 3.058 and 5.411 respectively as shown in table (3), T-test of each rolling and scouring in experimental group was 5.411, and 4.290 as shown in table (4).

Table (3)
Shows mean, standard deviation, and T-test of control group

Variables	Pre-test		Post-test		T-test	Significant
	Mean	SD	Mean	SD		
Rolling	14.125	0.640	14.875	0.834	3.058	S
Scouring	12.5	1.195	15	1.069	5.411	S

Tabulate T value = 2.160, significant level (0.05) and freedom degree= 13

Table (4)
shows mean, standard deviation, and T-test of experimental group

Variables	Pre-test		Post-test		T-test	Significant
	Mean	SD	Mean	SD		
Rolling	13.75	0.886	16.25	0.707	5.411	S
Scouring	11.5	2.563	16.25	0.707	4.290	S

Tabulate T value = 2.160, significant level (0.05) and freedom degree= 13

Table (5) showed a significant differences between two groups in favor of experimental group where T-test of rolling and scouring skills was 3.329 and 2.582 respectively.

Table (5)
Shows mean, standard deviation, and T-test of control and experimental groups

Variables	Experimental group		Control group		T-test	Significant
	Mean	SD	Mean	SD		
Rolling	16.25	0.707	14.875	0.834	3.329	S
Scouring	16.25	0.707	15	1.069	2.582	S

Tabulate T value = 2.048, significant level (0.05) and freedom degree= 28

Amount of learning was very clear for two groups especially with experimental group which achieved a significant development in learning performance of skills because of used the direct play style. These results were confirmed by Abass (2000), he said that using of play in learning and repeat teaching increase of learner expert on using application exercises and taking advantage of it to improve skill, performance, and technical abilities during playing. In addition, to achieve and gain maximum efficiency degrees in learning situations due to the teaching curriculum, because it is a way to organize a lesson on the basis of gradual steps, so that the learner can easily acquire it (Lutfi, 1972).

The development was occurred in the experimental group because of effective roll of the direct play style which resulted in improve this group. However, these results are due to learn the skills in a similar manner to the cases of realism and play competitive conditions and the application of skills in an open and variable learning environment was consistent with the skills of the game through the investment of skills learning, and knowing when and where to use these skills during the game-changing positions.

Unlike the control group which used repetitive endeavors to learn the skills separate from play learning, so development level of play was came late. This confirms the effectiveness of the use of skills learning together, because the most important objectives of the lesson is to learn how beginners use the learned skills in play then reach of students to a state similar to real playing, whether through the use of playing style or any other teaching style at the same time increases the motivation to learn the skills and how to perform in the play, as well as develop and prove the performance and keep it for the longest possible period of time and helps them to work as a cohesive team to get to influential and effective learning.

4. Conclusion

Study concluded that direct play of competition style has positive results on learning some of basic skills in football. In addition, direct play style was the most effective on improving rolling and scouring skills than other style in learning.

References

- Abbas Fadhil Abbas.,(2000).Effect of the use of organizing learning instruments to acquire some skills tennis, Master Thesis, University of Baghdad, College of Physical Education, 123.
- Linda Griffin et al., (1997).Teaching sport concepts and skills, bulan kinetic, (6): 6-23.
- Lutfi Abdel Fattah (1972).Methods of physical education teaching and motor learning, Alexandria: University Library, 466.
- Mufti Ibrahim Hammad & Mohammed Saleh.,(1994).Fundamentals of football, Mansoura, institutions elected for publication and distribution, 262.
- Rink J. E.,(1993).Teaching physical Education For Learning, St. Louis, Mosby,31.
- Saad Menem.,(2004).Number of published researches, Kara library for printing and publishing, Baghdad, 188-191.
- Samial-Saffar (1984).Ttechnical preparation for football, Baghdad, Baghdad University Press, 127.
- Throp & Bunker. (1996). Almond for the teaching of games in secondary school, Bullet ten of ph. Ed, 113.