The effect of the strategy (think - pair - share) in learning some basic football skills for students

Assist Prof Dr Saad Layedh Abdulkareem¹, Assist Prof Dr Saleh Chuaied Hilaiel²

¹University of Basrah/ College of Physical Education and Sports Sciences.
²University of Thi-Qar/ College of Physical Education and Sports Sciences.

Corresponding Authors: Saadlayd33@gmail.com, salih.chuaied@utq.edu.iq

Abstract: The significance of the examination lies in the use of a cutting edge instructive procedure equipped for stimulating understudies' advantage and persuading them to positive activity and dynamic cooperation by making them the focal point of the educating and learning measure, which is a technique (think - pair - offer), and this exploration intends to recognize the effect of the methodology (think - pair - Took an interest) in learning some essential football abilities for first-level understudies (the educational plan framework) in the School of Physical Training and Sports Sciences - Thi-Qar College. (40) understudies from first-level understudies in the School of Physical Instruction and Sports Sciences - Thi-Qar College, speaking to two divisions (D-E), by (20) understudies from every division, and the example rate from the network of a starting point (91) understudies is equivalent to (43.95%) They were isolated into two gatherings, one in control and the other is a test. Among the most significant ends came to by the analysts is the predominance of the test bunch that actualized the educational plan as per the procedure of (think - pair - share) over the benchmark group, which executed the educational program as per the strategy continued in the school in learning some fundamental abilities in football for understudies.

Keywords: Strategy (think. Pair. Share), basic skills, and football

How to cite this article: Abdulkareem SL, Hilaiel SC (2020): The effect of the strategy (think-pair-share) in learning some basic football skills for students, Ann Trop Med & Public Health; 23(S24): SP232410. DOI: http://doi.org/10.36295/ASRO.2020.232410

Introduction

Instruction is the mirror that mirrors the picture of society, it's a way of thinking, objectives, and ideas, and it is a decent device for its development, deciding its bearing and accomplishing its objectives. Like this, created countries plan to build up their instructive frameworks, methodologies, and techniques to be by the significant improvements in the accomplishments of science and its applications, in light of the best speculation of HR and their conviction that It is from its actual mindfulness that learning is a strategy for intuition and activity that must be reflected in everyday life of the person in his reasoning and activity.

Because of the quick changes and improvements in instructive innovation, the customary techniques, and strategies that were received in encouraging withdrew to supplant them with methodologies and techniques dependent on worry for students and their capacities and needs and spreading the soul of collaboration and social connection in them, most remarkably helpful learning. Agreeable learning is one of the dynamic learning methodologies with significance, as it is a learning cycle that is an option in contrast to the conventional learning framework, where little learning bunches are shaped all together for the students to cooperate in upholding the accomplishment of the
greatest instructive advantage conceivable, and here the individual learns with light because the more collaboration, the more pondered his accomplishment.¹

Despite the variety of systems in agreeable learning, they meet at a shared factor that concurs with one another: the division of understudies into bunches that are heterogeneous in accomplishment and execution. The work in the gathering is one group. Understudies gain from one another without the educator's assistance except when essential, and these methodologies Require bunch objectives, singular duty, and consistency to deliver positive outcomes. The scientists embraced a methodology (think - pair - share) in instructing, and this procedure energizes shared reliance and improvement of social relations and the conduct of people, in which understudies cooperate as helpful gatherings that lead to instructive undertakings with shared objectives. The system (think - pair - share) attempts to accomplish its instructive objectives by rehearsing the expertise exclusively on occasion with the associate now and again and with partners at different occasions inside the agreeable gathering, which permits the student to depend on confidence, singular responsibility, and participation with his partners in obtaining and learning the ability.²

It is realized that the sport of football is one of the games that comprise of countless fundamental abilities that the educator or mentor is needed to instruct, convey to the student and create them well to raise his aptitude execution, and this is using the suitable and fitting methodology or technique that is predictable, Or it fits with the nature and inclinations of the students and their wants and carries them to a degree of authority and a significant level of fitness and viability to arrive at the objectives to be accomplished particularly essential football abilities. Through the prior, the significance of examination lies in finding an advanced and compelling procedure that animates the student's brain and effectively takes an interest in the exercise on a progressing premise, to create and improve the instructive cycle, which helps in encouraging data procurement, stockpiling and recovery.

**Research problem**

By following the analysts in the field and acquainting him with showing football, he noticed that in spite of the assortment of current systems and techniques in the instructive cycle, the educating is as yet restricted to the conventional technique dependent on unconstrained data infusion so as to recover it in the end of the year test, and this strategy is additionally described by control This mirrors the negative side of the understudy's function in the instructive cycle, and that most understudies experience the ill effects of an away from in the presentation of essential football aptitudes, and the scientists accept that the terrible showing might be because of the supporters of a solitary procedure or technique for realizing, which Weariness and fatigue enter the students' hearts, in light of the fact that the understudy is just a beneficiary, and this diminishes his job and his ceaseless cooperation in the exercise, and furthermore decreases the understudy's chance to put resources into the deduction cycle in learning.

From here, the examination issue solidified for the specialists to actualize a cutting edge system in learning some essential abilities in football for understudies, which is a procedure (think - pair - partake) in the desire for positive change occasions in learning aptitude execution, since we without a doubt need in the games field to stay up with the
patterns Current training, which is one reason that required the quest for a logical report worried about introducing another technique in the methods for learning and educating to supplant the old methodologies that have gotten conflicting with the necessities of society in raising its ages as per the sorts drawn for it.

Research objectives

1. Identify the impact of the strategy (think - pair - share) on learning some basic football skills for students.
2. Identify the significance of the differences between the two research groups (control and experimental) in learning some basic football skills for students.

Research hypotheses

1. There are statistically significant differences between the pre and post-test results in favor of the post-test for the control and experimental groups in learning some basic football skills for students.
2. The presence of significant statistical differences in the post-test results between the control and experimental groups favoring the experimental group in learning some basic soccer skills for students.

Research fields

- The human field: students of the first level (course system) in the College of Physical Education and Sports Sciences - Thi-Qar University for the academic year 2018-2019.
- Spatial field: The stadium of the College of Physical Education and Sports Sciences - Thi-Qar University.

Research methodology and field procedures

Research Methodology

The researchers used the experimental approach with two equivalent groups (control and experimental) for its convenience with this study's nature and objectives.

Research community and sample

The two researchers have identified their research community with first-level students (the curriculum system) in the College of Physical Education and Sports Sciences - Thi-Qar University for the academic year 2018/2019 AD, and the number of (91) students are divided into three divisions (C, D, E), and by the random method, by drawing lots. Division (E) was chosen as a control group to implement the method used by the subject teacher, and Division (D) as an experimental group that implements the strategy of (think - pair - share) in learning, and Division (C) on it the researchers conducted the exploratory experiment, and after conducting homogeneity and parity The two researchers conducted their field experiment on a sample of (40) students representing two divisions (D and E) by (20) students from each division, and the sample percentage from the community of origin was equal to (43.95%).
researchers excluded a number of the sample members who were students who had failed and postponed, teachers and students—football practitioners.

Homogeneity

The two researchers used the coefficient of variation law to conduct homogeneity between the research sample members in the variables (age - height - mass), as shown in Table (1).

Table 1. Shows the means, standard deviations, and coefficient of variation in terms of (age, height, mass) of the research sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Units</th>
<th>Mean</th>
<th>SD</th>
<th>Coefficient of variation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Month</td>
<td>231.34</td>
<td>6.67</td>
<td>2.88%</td>
</tr>
<tr>
<td>Length</td>
<td>Cm</td>
<td>171.31</td>
<td>5.94</td>
<td>3.46%</td>
</tr>
<tr>
<td>Mass</td>
<td>Kg</td>
<td>67.78</td>
<td>2.48</td>
<td>3.65%</td>
</tr>
</tbody>
</table>

* All values of the coefficient of variation were less than 30%, which indicates the homogeneity of the sample in the above variables.

Table 2. Shows the equivalence of the two research groups in basic football skills understudy

<table>
<thead>
<tr>
<th>Variables</th>
<th>Control group</th>
<th>Experimental group</th>
<th>(t) value</th>
<th>Significance value</th>
<th>Statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Dribbling (sec)</td>
<td>19.61</td>
<td>3.41</td>
<td>20.22</td>
<td>2.81</td>
<td>0.602</td>
</tr>
<tr>
<td>Heading (degree)</td>
<td>5.66</td>
<td>1.83</td>
<td>5.91</td>
<td>1.76</td>
<td>0.429</td>
</tr>
<tr>
<td>Scoring (score)</td>
<td>10.11</td>
<td>2.41</td>
<td>9.82</td>
<td>2.86</td>
<td>0.338</td>
</tr>
</tbody>
</table>

* Significant at significance level <(0.05).

It is clear from Table (2) that the value of (t) calculated for all research variables has a level of significance greater than (0.05), which indicates that there are no significant differences, and this means that the two groups are equal in the research variables.

Means of gathering information, tools, and devices used in the research

- Arab and foreign sources.
- Information Network (Internet).
- Tests and measurements.
- Questionnaire forms.
- Personal interviews.
- Scientific observation.
Determine the basic skills of football understudy and determine the test for each skill

The basic skills of football under study were determined according to the vocabulary of the college curriculum and the basic skills under study are (dribbling, hitting the ball in the head, scoring), then the research required that tests be conducted for each skill understudy, which was chosen by making use of the literature of previous studies. It was presented to several experts and specialists. Their approval was obtained by 100%, which achieves the validity of the content for the tests. Despite using the tests in the Arab and Iraqi environment, their scientific transactions are verified and reliable. Yet, the two researchers conducted an exploratory experiment on a sample of Change the research sample and from the original community, who are (16) students from Division (C) to verify the stability of the tests by applying the tests and re-applying them five days after the first application, as well as ensuring their objectivity by placing two arbitrators to record the test scores and then find the correlation coefficient between them. And the correlation coefficients were high, which achieves stability and objectivity, and Table (3) shows that.

Table 3. Shows the stability and objectivity factors

<table>
<thead>
<tr>
<th>S</th>
<th>Name Test</th>
<th>Stability coefficient</th>
<th>Objective coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dribbling (sec)</td>
<td>0.82</td>
<td>0.90</td>
</tr>
<tr>
<td>2</td>
<td>Heading (degree)</td>
<td>0.80</td>
<td>0.93</td>
</tr>
<tr>
<td>3</td>
<td>Scoring (score)</td>
<td>0.86</td>
<td>0.94</td>
</tr>
</tbody>
</table>

* Tabular value (r) at the degree of freedom (14) and below the level of significance (0.05) is (0.497).

Tests specifications

Dribbling Test ³

- The objective of the test: to measure the skill of dribbling.
- Tools used: a football, a stopwatch, five signs, or legs of suitable height - a whistle.
- Description of the test: The test area plans to draw the starting line, and in front of it (5) signs that are distant from each other (2 m) and the starting line (2 m), and the test distance is 20 m. The tester cuts 10 m back and forth.
- Method of performance: The player stands with the ball behind the starting line, and when he is given the signal to start, he runs the ball with the preferred foot between the signs and returns to the finish line, which is at the same time the starting line.
- Test Instructions: The player is given two consecutive attempts - the time is calculated.
• Scoring method: the time is rounded to the nearest 0.01 seconds, and the player's score is the total time spent in performing the two attempts.

**Heading skill test**

• The test's objective is to measure the accuracy of hitting the ball with the head towards semi-circles drawn on the ground.
• Tools used: (5) footballs, a tape measure, a tape.
• Description of the test: A sign or flag is placed at point (A), and at a distance of (3 m), three circles are drawn around point (A) with a diameter (1 m). The trainer stands at point (B) and a distance (1 m) from the last circle line. The coach throws (5) balls to the player at point (A), and then he hits them with his head to fall into the three circles.
• Scoring: one score when the ball touches the first circle, (2) a score when the ball touches the second circle, (3) scores when the ball touches the third circle, the highest score a player gets is 15.

**Scoring accuracy-test**

• Test objective: measure the accuracy of scoring.
• Tools used: a football field - a tape to determine the correction area for the test, and (5) footballs are placed in specific places in the penalty area.
• Test description: The tester stands behind ball No. (1), and when they start signal is given, he points the ball to the goal, then repeats the shooting with ball No. (2) and so on until he finishes shooting ball No. (5), provided that the tester takes the appropriate time to carry out the correction.
• Scoring: The score is calculated according to the total score obtained by the laboratory from the five balls' shooting, so that each shot receives the specified score in each area to which the ball goes, provided that the division lines are counted within the region with the highest degree, and it is taken into account that the correction outside the boundaries of the goal is a score of zero, knowing that the highest score For the test is (25) marks.

**Field research procedures**

**Pre-tests**

The two researchers conducted the pre-tests on the main research sample on Sunday, 10/2/2019, at the football stadium at the College of Physical Education and Sports Sciences - Thi-Qar University and in the assistant work team. It is possible to find the same or similar conditions when performing the posttest tests.
The main experience

- The two researchers met with the experimental group students and the subject teacher before starting the experiment's application to explain and clarify how the group work was carried out. All the students' inquiries and questions were answered.
- The two researchers explained and clarified how the work of the experimental group is implemented for the strategy of (think - pair - share), and how to divide the experimental group of (20) students into five groups; each group includes (4) students. The group is divided implicitly into pairs.
- The football teacher implemented the college's educational curriculum after the researchers understood the objectives of the research and how each group would work under the researchers' direct supervision.
- The main experiment started on Sunday, 17/2/2019.
- The number of educational units during the educational curriculum is (12) educational units, at the rate of two educational units per week for each division on Sunday and Tuesday, the time of the educational unit is (90) minutes divided as follows:
  1. Preparatory section: Its duration is (15) minutes and contains:
     - Introduction: Its duration is (5) minutes, in which the absence is taken, and the necessary tools are prepared.
     - Warm-up: (10) minutes, general and special exercises to prepare the body.
  2. The main section (70) minutes: The groups worked as follows:
     - First - the control group: The educational part includes (25) faithful minutes in which the skill that is taught is explained, as well as the exercises that will be applied, while the practical part (45) minutes, in which the exercises for the skill to be taught are applied in the manner followed by the subject teacher.
     - Second - The experimental group: The educational part includes (25) minutes, in which the technical performance of the skill to be learned is explained with the presentation of the ideal performance through the model, as well as the exercises that will be applied according to the strategy (think - pair - share) Research:
       - The teacher explains the assigned study topic with several questions asked.
       - Divide the experimental group members into several small groups, where each group consists of (4) different students in terms of level, in addition to identifying the cooperating couples within each group.
       - A time period of one minute is given for each question, allowing the student to think about answering the questions asked, each student individually.
       - The teacher asks the student to go in pairs, previously identified, to discuss what they thought of.
       - After that, the husbands go to their cooperative groups to discuss what they thought and define the solutions each group has reached.
Each group proposes the solutions they reached to the teacher while opening discussion between the cooperative groups by directing and instructing the teacher to determine the appropriate solutions.

As for the practical part (45) minutes, the exercises for skill performance are applied according to the strategy of (think - pair - share), with guidance and supervision from the teacher so that the cooperative groups implement the exercises for the implementation of the educational tasks specified for the educational unit.

3. The closing section (5) minutes and includes calming and departure exercises.

Posttest tests

The posttest tests were conducted on the control and experimental research groups on Wednesday, 27/3/2019, and the two researchers were keen to use the same tools, conditions, time, place, and method in which the pre-tests were carried out.

Statistical means

The Statistical Package for Social Sciences (SPSS) was used in the analysis of the research data, and it used the following methods: mean - standard deviation - coefficient of variation - percentage - (t) test for correlated samples - (t) test for independent samples.

Results

Presenting and analyzing the results of the pre and post-tests of the control and experimental groups in tests of basic football skills

Table 4. Shows the significant differences between the results of the pre and post-tests in the basic football skills tests for the control and experimental groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Variables</th>
<th>Units</th>
<th>Pretest Mean</th>
<th>Pretest SD</th>
<th>Posttest Mean</th>
<th>Posttest SD</th>
<th>(t) value*</th>
<th>Significance value</th>
<th>Statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Dribbling</td>
<td>Sec.</td>
<td>19.61</td>
<td>3.41</td>
<td>17.61</td>
<td>2.83</td>
<td>4.77</td>
<td>0.001</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Heading</td>
<td>degree</td>
<td>5.66</td>
<td>1.83</td>
<td>8.27</td>
<td>3.66</td>
<td>6.12</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Scoring</td>
<td>degree</td>
<td>10.11</td>
<td>2.41</td>
<td>14.37</td>
<td>3.69</td>
<td>7.33</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td>Experimental</td>
<td>Dribbling</td>
<td>Sec.</td>
<td>20.22</td>
<td>2.81</td>
<td>14.86</td>
<td>1.62</td>
<td>8.23</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Heading</td>
<td>degree</td>
<td>5.91</td>
<td>1.76</td>
<td>10.81</td>
<td>2.04</td>
<td>7.93</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Scoring</td>
<td>degree</td>
<td>9.82</td>
<td>2.86</td>
<td>18.21</td>
<td>2.15</td>
<td>8.16</td>
<td>0.000</td>
<td>Sig.</td>
</tr>
</tbody>
</table>

* Significant at significance level <(0.05)
Table (4) shows the meanings, standard deviations, the calculated \((t)\) value, and the level of significance between the results of the pre and post-tests in the skill tests of the control and experimental groups. The results showed that all the tests' differences are significant, and in favor of the post-tests because the significance level is less than \((0.05)\).

**Presenting and analyzing the results of the post-tests in some basic football skills for the control and experimental research groups**

Table 5. Shows the significance of the differences between the post-tests in some basic football skills for the control and experimental research groups

<table>
<thead>
<tr>
<th>Variables</th>
<th>Units</th>
<th>Control group</th>
<th>Experimental group</th>
<th>((t)) value*</th>
<th>Significance value</th>
<th>Statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>Mean</td>
<td>SD</td>
<td></td>
</tr>
<tr>
<td>Dribbling</td>
<td>17.61</td>
<td>2.83</td>
<td>14.86</td>
<td>1.62</td>
<td>3.676</td>
<td>0.001</td>
</tr>
<tr>
<td>Heading</td>
<td>8.27</td>
<td>3.66</td>
<td>10.81</td>
<td>2.04</td>
<td>2.643</td>
<td>0.006</td>
</tr>
<tr>
<td>Scoring</td>
<td>14.37</td>
<td>3.69</td>
<td>18.21</td>
<td>2.15</td>
<td>3.922</td>
<td>0.000</td>
</tr>
</tbody>
</table>

* Significant at significance level \(<(0.05)\)

Table (5) shows the meanings, standard deviations, the calculated \((t)\) value, and the level of significance between the results of the post-tests in some basic football skills for the control and experimental research groups.

**Discussion**

By introducing and breaking down the consequences of the pre and post tests in the fundamental abilities tests in football for the control and exploratory examination bunches in Table (4), it was discovered that there are critical measurable contrasts between the pre and post tests and for the post tests and for the control and test research gatherings, yet with various contrasts, and the scientists characteristic these noteworthy contrasts To the viability of the instructive educational plan that was applied to the two gatherings of exploration and the substance of the educational program regarding clarifying, introducing and giving guidelines and directions for every one of the jargon of the educational program, which prompted the understudies' characteristic to the impression of the specialized exhibition of the aptitude, and when the exhibition is applied by the understudy, the genuine learning will start, as the phases of learning start to comprehend the task to be gained from the student, and this is finished by clarifying and indicating the developments, and at this stage the student gets the underlying discernment On the development, which is still in its crude structure, \(^6\) and because of the pragmatic application and practice of performing, rehearsing and redundancy of each activity was a consider Helping building up the learning level of the control and test gatherings to turn out to be more smoothed out and programmed, and this is what was affirmed "the essential principle and condition or essential prerequisite in learning engine abilities, which shows clear advancement in learning, is the enthusiasm for expanding the number and assortment of activity endeavors". \(^7\)
By introducing and dissecting the aftereffects of the post-tests in essential football aptitudes for the control and trial research bunches in Table (5), it was discovered that there are huge measurable contrasts between the consequences of the post-tests and for the exploratory gathering, and the analysts trait the explanation behind the trial gathering's prevalence in learning some fundamental abilities in football with The impact of the instructive educational plan as per the procedure of (think - pair - share), which had an extraordinary effect in making the learning cycle more powerful and positive, and the system that described the technique (think - pair - share), and the upsides of this kind of learning spoke to by collaboration between individuals from a similar gathering. What this methodology gave regarding positive open doors for understudies among themselves and reliance among students, just as the enthusiasm of this methodology in sorting out the abilities execution to be mastered by steps that permitted the student to think independently and afterward take an interest with the partner and afterward examine with the associate inside the agreeable gathering to arrive at suitable answers for the presentation of abilities.  

Also, learning it and utilizing this methodology prompted compelling support among understudies and shows useful participation through which the abilities of the understudies of a similar gathering profit. Brings up that it is "a system dependent on introducing an assignment to understudies that might be a thought or issue that should be comprehended. They are thoroughly considered exclusively, and afterward given to the understudies a timeframe for every understudy to examine with his partner what he showed up; at that point, the two understudies (the husband) take an interest with different mates by introducing what they have reached " nine and this system makes association and companionship between The understudies' soul of adoration and collaboration win among them because of the connections in the two stages of marriage and sharing, and hence their presentation and support increment and they acknowledge to work and effectively partake in the instructive circumstance, and afterward increment the learning. (The issue can be conquered that as a rule, the connection is restricted to few students who are generally moderately exceptional. The educator depends on them in the exchange in a large portion of his exercises, while most of the students are timidly behind to partake."

Conclusions

1. Each of the college methods and the strategy of (think - pair - share) has a positive effect on learning some basic football skills for students.
2. According to the strategy (think - mate - share), the experimental group that implemented the curriculum outperformed the control group, which implemented the curriculum according to the method used in the college in some basic football skills for students.
3. The strategy (Think - Pair - Share) worked to provide students with the opportunity to work cooperatively and establish the concept of cooperation among students. It provides an opportunity to discuss, explore, and apply information and provides a cooperative learning environment free from fear and shame.

Recommendations

1. The necessity of using modern methods and strategies in the process of learning, teaching and teaching, including the strategy of (think - pair - share) in learning basic football skills for students of Faculties of Physical Education and Sports Sciences in Iraqi universities because of its positive and effective role.

2. Emphasis on training teachers of the Faculties of Physical Education and Sports Sciences on various educational strategies, including the strategy (Think - Pair - Share) because of its great importance in learning basic football skills for students.

3. Training and encouraging teachers to follow modern strategies, such as the strategy (think - pair - share) in which the student is the focus of the educational process.

4. Conducting similar studies to determine the effect of education according to the strategy of (think - mate - share) in learning other skills from soccer skills for students of Faculties of Physical Education and Sports Sciences in Iraqi universities.

References


6. Mufti Ibrahim Hammad: New in the skillful and planning preparation of the football player, Cairo, Dar Al Fikr Al Arabi.


