

**THE EFFECTIVENESS OF THE IMPACT OF THE METHOD OF INDIVIDUALIZING
LEARNING ACCORDING TO THE VARIOUS MEANS OF COMPETITION IN THE
PERFORMANCE OF THE TWO SKILLS OF SUPPRESSION AND ROLLING IN AND THE
ACCURACY OF SCORING FOR FUTSAL PLAYERS**

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ABSTRACT

The research aims to apply learning and identify the impact of this learning on the skills of suppression and dribbling and the accuracy of scoring in football halls, and then identify the impact of the effectiveness of the method of individualizing learning according to the multimedia learning media and on learning in order to reach the desired goals and the extent to which they enhance appropriate learning opportunities through the advantages of this style of learning.

The research sample consisted of (36) futsal players, Baghdad clubs, the research sample was selected (12) futsal players, where the research sample was chosen by (33.33%) from the original community randomly from the research community, and the search included skill tests For suppression, rolling, and scoring accuracy, the researcher took into account the validity and reliability of the two tests, and the researcher used appropriate statistical methods to process his data and extract results. The researcher reached many conclusions, the most important of which are:

- 1- The curriculum prepared by the researcher has a positive and effective effect on teaching the skills of putting out and dribbling and scoring accuracy in futsal football according to the method of individualizing multimedia learning.
- 2- The multiplicity and diversity in the teaching methods gives more motivation to the learners in learning the skills of putting out and dribbling and the accuracy of scoring in futsal football.

As for the recommendations recommended by the researcher, the most important of them were:

- 1- The necessity of experimenting with various methods and strategies to develop the basic skills of futsal.
- 2- Involving more trainers in developmental courses to hone their abilities and learn about some modern methods and strategies in training and learning.

Keywords: unique learning style, multiple means of competition, dribbling and suppression skills, scoring accuracy, futsal.

1- INTRODUCTION AND THE IMPORTANCE OF THE RESEARCH

What football has achieved in terms of development in all fields, including women's football, especially futsal, and the success of this game in terms of skills and technical performance that influences the performance of its multiple skills, including the skills under study, according to methods of individualization of learning by various means to compete to perform the skills of

dribbling and suppression, and the accuracy of scoring among futsal players For women, therefore, what education in Iraq is going through is a period imposed by the nature of the modern era of multiple skills, which necessitates goals and methods of learning, and this depends on transforming the facts of science into practice and behavior in order to take its role in comprehensive development from the logic that it is the indispensable basis for keeping pace with what is happening from The development of the launch to the global horizons and facing the new changes in the world.

Those in charge of learning and teaching in sports clubs and institutions should have a role in finding training and educational software and storming this vital field with full force and not waiting for others to reach it, and therefore there must be a strong start and launch from sports institutions in order to reach learning methods and ways to reach the athlete To the international, and continental Olympic level, so modern learning and education. (2: 97)

Here, the importance of the research is highlighted, what is the effectiveness of the method of individualizing learning over multimedia to compete in the performance of the two skills of suppression and rolling, and the accuracy of scoring for futsal players, by performing individualization in the method of multimedia, multi-learning in the performance of these two skills, and the accuracy of scoring for the sample.

1-2 Research Problem:

Learning is an individual process rather than a collective one. The learning of the individual depends on his individual activity despite his presence in a group. Through this, there are many efforts to make teaching methods more responsive to the growing individual needs, by using education technology, through which new systems, methods and approaches have emerged in the system. Learning, including interactive video, hypercards, hyper-graphics, self-learning, hypermedia means), individual education, and the method of individualization of education is one of the methods used in the education process, which takes care of each learner as an independent entity in the middle of the group. The context of an effective and influential educational situation.

The Keeler strategy is one of the methods of individualizing education according to multimedia, which is based on a method of how the learner studies the educational material according to his own abilities and speed. To the next unit, and thus every learner must be a contributing, and active member in the educational process instead of being a passive recipient only of the information that is transmitted to him from the trainer, so the learner must be a participating and effective element in all activities in order to master the specific educational goals. (7) : 369) And from that, futsal football is one of the most interesting team sports activities, and it is abundant with its individual and compound skills, and it also makes the learner feel happy while learning its different and varied skills and this game depends on basic skills as an important basis for progress in the level of performance especially the suppression, dribbling and scoring accuracy of the sample of futsal players

The football game is characterized by its great popularity around the world for the reasons of this sweeping popular tendency for this game for many reasons, including the large number of different skills and diversity more than is usual in other games, that the viewer cannot expect the skill that the player will perform, and although the basic skills are not everything in

football, especially futsal football, there is undoubtedly plans and physical fitness, but these skills remain, and they are the basic skills that are the basic rule in mastering the game, especially the skills (driving, suppressing and scoring). He cannot implement plans or perform duties to solve a problem Research. (8: 60-66)

1-3 Research Objectives:

1. Preparing an educational program using the method of individualizing learning according to multimedia in the skills of suppression and rolling, and the accuracy of scoring in futsal for the sample.
2. The impact of the effectiveness of the program of individualization of education using multimedia in learning to perform the skills of putting out and rolling in the accuracy of scoring in futsal among the sample members.
3. Finding differences in the post tests of the skills of suppression and dribbling and the accuracy of scoring in soccer halls between the control and experimental groups.

1-4 Research Hypotheses:

1. There are statistically significant differences between the control and experimental groups in the pre and post tests in the tests of suppression, dribbling, and football scoring accuracy for the control and experimental groups.
2. There are statistically significant differences between the two post-tests in the tests under study with football for the control and experimental groups, in favor of the experimental group.

1-5 areas of research

1-5-1 The human field: Futsal players, Baghdad clubs

1-5-2 Time range: for the period 19/1/2022 - 22/3/2023

1-5-3 The spatial field: the playgrounds of the Ministry of Youth and Sports, the closed hall

2- RESEARCH METHODOLOGY AND FIELD PROCEDURES

2-1 Research Methodology:

The researcher chose the experimental approach for its suitability to the nature of the research and its field needs, and the researcher used the experimental design with two groups (experimental and control).

2-1-1 The Research Community and its Sample:

The research sample was chosen randomly from the original research community, and they are the players of the Saddle ball clubs, and their number is (36) players from Baghdad clubs. For each group, the control and experimental group, which is suitable for representing the research community by drawing lots for odd and even numbers, with a percentage of (33.33%) of the original community.

2-2 The Means, Tools and Devices Used

2-2-1 Means of collecting information

- Arabic and foreign sources.
- A form for evaluating the performance of rolling and suppression skills tests.
- Expert opinion survey form.

2-2-2 The Devices and Tools Used

- (10) soccer balls, whistle, futsal court (five-a-side), markers, length measuring tape, HP electronic calculator

2-3 Research Tests

2-3-1 Rolling the ball test between (5) figures (13:49)

The aim of the test: dribbling and measuring the dribbling of the ball.

The tools used: five signs, the distance between one and another is (2) m, (5) legal footballs, a stopwatch.

Test:

- The time taken back and forth is calculated and the least of it is recorded.
- The player can use both feet in any direction she wants.
- At the start whistle, the player runs with the ball around the starting line around the pillars, and returns in the same way until she reaches the starting point.

Registration: Each tester is given two attempts, and the best attempt is calculated



2-3-2 Extinguishing Test (14:56)

Purpose of the test: To measure accuracy in stopping the ball (suppression) and regaining control of the ball with the side of the foot, with the foot, with the thigh or with the chest.

Tools used: (5) legal footballs

Procedures: Draw two parallel lines (A, B) with a distance between them (6) yards.

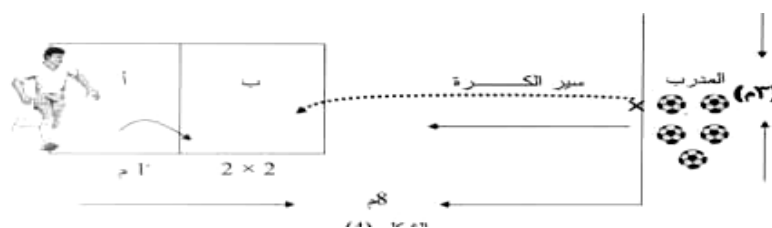
- The player stands behind line (B).
- The coach stands with the ball on line (a), then throws (a high ball) to the player who tries to stop the ball with any part of the body except for the arms.

Test instructions:

- Suppressing the ball from 6 yards away.
- Throws five high and consecutive balls to the player.
- The ball must be stopped behind the line.

Score calculation:

- Two marks are awarded for each correct attempt.
- (10) marks are counted for the total of five attempts.



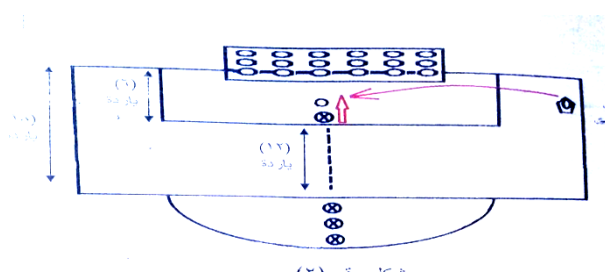
2-3-3 Scoring skill test

Testing the accuracy of scoring with the head from the movement from the (right) side

Test objective: measuring the accuracy of shooting with the head from the movement from the (right) side

Performance method: This test is performed by moving from the (right) side.

Performance method: This test is carried out by jogging the player carrying out the test and starting from the beginning of the line (18) yards up to the area of (6) yards, where the ball is played to the player carrying out the test by a colleague and towards the player performing the test, where the player aims the ball with his head towards the holes. The numbered circle in the pre-designed test mode, where each player has (3) attempts to move from the (right) side.



Registration: The attempt is considered successful if the ball passes the numbered circular hole, its points are collected and the attempt is neglected, and it is considered a failure if the ball does not pass the circular hole

2-4 Exploratory experience

The Exploratory experiment was conducted on 20-21/1/2023 and its purpose was the following:

1. The validity of the performance evaluation form and the suitability of the sample
2. Safety of devices and tools used.

2-5 Pre-test:

The pre-test was conducted on 1/23/2023 for testing the skills (rolling, suppression, and scoring accuracy) on the experimental group for the multi-media learning uniqueization group, while the control group for the rolling and suppression skill tests and scoring accuracy was on 1/24/2023, and the researcher took into account As much as possible, providing the same atmosphere that was applied to the experimental and control groups in all spatial aspects, devices, tools, and the auxiliary work team.

2-6 The proposed educational program:

After the researcher completed conducting the exploratory experiment, the pre-test was conducted for the two groups, and the pre-test was intended to prepare a special educational

program for the members of the experimental group. After that, the application of the curriculum began on 1/25/2023, the experimental group. The experimental group used (the effectiveness of individualizing learning according to multiple learning media). The educational unit takes (3) afternoons (Monday and Wednesday) (16) educational units, at the rate of two educational units per week and at a time 90 minutes for the educational unit. >

The following is the time distribution of the proposed curriculum:

- Number of weeks (8) weeks.
- The number of educational units per week (2) units, so we have (16) educational units.
- From the educational unit (60) minutes.
- The time taken for the educational units of the prepared program (60 x 16) = 960 minutes.

The curriculum was presented to the experts and specialists in the field of teaching methods, as it was modified and trimmed to produce the final version as follows:

- **Preparatory section:** In this section, the coach goes into three stages before entering his players in the main section.

A. The first step: includes changing clothes for the players and coming to the main arena.

B. The second step: It is called preparation (warming up), and it is based on preparing the various body systems in preparation for the most difficult and powerful work.

C. The third step: It is represented by the excitement factor in awakening the ability to perform well and increasing the player's ability to reach good results, such as explaining the required duties in an interesting and exciting manner.

This section has been divided into (20 minutes), as it contains the administrative side, the introduction (general preparation) and (physical exercises) the special preparation.

- **The main section:** In this section, the main purpose of the educational unit is achieved, and as it is known that (the educational unit), which includes basic matters for building physical attributes as well as building sports skills, and the main section in terms of education is divided into:

- **The educational aspect:** in it, emphasis is placed on teaching the good performance of the skill in a good manner and method so that it can achieve the main goal of producing an integrated educational unit from the technical, scientific and educational perspectives, and this aspect constituted (15) minutes in (explaining the skill and presenting the model). 2-6 steps to implement the proposed educational program

The practical aspect: that is, the process of applying what the player has learned from the activities and working to increase the effort in line with the stage of the players physically, because the degree of difficulty of the exercises and their types depends on the level of the players' physical level, and this aspect constituted (45) minutes of the applied part, and thus the main section constitutes (60) minutes of the educational unit.

- **The concluding section:** It is the last part of the (educational unit) and its purpose is to calm the internal organs of the body and return them as much as possible to what they were previously. And as shown in the table.

2-6 steps to implement the proposed educational program:

- 1- The researcher exposed the learned (players) to direct experiences that raise their inquiries and questions that they may not find answers to at the time, so they begin to carry

out individual or collective activities to find answers to their questions and clarifications to their inquiries, and perhaps during that they reach the discovery of an unknown rule or relationship to them. The role of the trainer at this stage is to guide and direct, which is called (the discovery stage).

2- The learners (players) use the experiences they gained from the previous stage, and the learners (athletes) are asked to access instructions for what they gained in the previous stage. (, references, educational media, etc.), and this stage is called (introducing the concept).

3- The (players) who have learned in the last stage apply what they have reached and obtained in the previous stage new situations through activities that help them transfer the impact of what they have learned to these situations and generalize their experiences that they have gained. During this stage, the (coach) teacher must be vigilant in his follow-up to his female players, listening to their discussion and dialogues, and allow them sufficient time for the female players to apply what they had learned in the previous two stages. (15: 259)

- **The control group:** used the traditional method used during learning.

2-7 Post-test

The post-test was conducted on 3/21/2023 for testing the skills of suppression and rolling and scoring accuracy for the experimental group to learn according to the multimedia method of individualizing learning, and at exactly three o'clock in the afternoon the control group was on 22/3/2023 for testing the skills (extinguishing, rolling and scoring accuracy).

2-8 Statistical means

The researcher used the statistical means of the spss bag to address the research problem

3- PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

3-1 Displaying the results of the tests for the skills of suppression and rolling for the tests under study

Table (1) Shows the significant differences of the pre and post test in the suppression, rolling and scoring tests of the control group

| Variables | Measurement | pretest | | post test | | Calculated T | sig | Moral Connotation |
|-----------|-------------|---------|-------|-----------|-------|--------------|-------|-------------------|
| | | M | S | M | S | | | |
| rolling | degree | 16.98 | 3.25 | 13.02 | 1.53 | 4.88 | 0.004 | Moral |
| quench | degree | 4.5 | 1.645 | 9.8 | 1.47 | 6.34 | 0.000 | Moral |
| scoring | degree | 1.10 | 0.116 | 1.50 | 0.707 | 2.44 | 0.052 | Moral |

From Table (1) it is clear that the arithmetic mean in the pre-test of rolling skill for the control group was (16.98), while the standard deviation was (3.25), and in the post-test the arithmetic mean was (13.02). With a standard deviation, its value was (1.53), while the calculated T value was (4.88), and the error level was (0.004), with a significant significance. As for the suppression variable, the arithmetic mean in the pre-test was (4.5) with a standard deviation of (1.645), while in the post-test the arithmetic mean was (9.8) with a standard deviation of (1.47). The calculated T value was (6.34). The error level is (0,000) and is statistically significant. As for the aiming variable, the arithmetic mean in the pre-test was (1.10) with a standard deviation

of (0.116), while in the post-test the arithmetic mean was (1.50) with a standard deviation of (0.707), while the calculated T-value was (2.44) and at the error level (0.052) and at a significant statistical significance.

Table (2) It shows the significant differences of the pre and post test in the suppression, rolling and scoring tests of the experimental group

| Variables | Measurement | pretest | | post test | | Calculated T | sig | Moral Connotation |
|-----------|-------------|---------|-------|-----------|-------|--------------|-------|-------------------|
| | | M | S | M | S | | | |
| rolling | degree | 17.22 | 2.58 | 12.86 | 2.11 | 3.42 | 0.013 | Moral |
| quench | degree | 3.1 | 1.064 | 4.3 | 1.41 | 7.20 | 0.026 | Moral |
| scoring | degree | 1.20 | 0.421 | 2.50 | 0.527 | 8.51 | 0.000 | Moral |

Table (2) shows the arithmetic mean of the skill of rolling in the pre-test for the experimental group. Its value was (17.22), and the value of the standard deviation was (2.58), while in the post-test the arithmetic mean was (12.86) with a standard deviation of (2.11), while the calculated T value was (3.42), and the error level was (0.13), with a significant significance. In the suppression test, the arithmetic mean was (3.1) with a standard deviation of (1.064), while in the post-test the arithmetic mean was (4.3) with a standard deviation of (1.41). The calculated T value was (7.20) and at the error level (0.26) and statistically significant. In the scoring test, the arithmetic mean was (1.20) with a standard deviation of (0.421), while in the post-test the arithmetic mean was (2.50) with a standard deviation of (0.527), while the calculated T value was (8.51) and at the error level (0,000). And when statistically significant.

Table (3) It shows the significant differences between the pre and post test in the control and experimental groups

| Variables | Measurement | control | | Experimental | | Calculated T | sig | Moral Connotation |
|-----------|-------------|---------|-------|--------------|-------|--------------|-------|-------------------|
| | | M | S | M | S | | | |
| rolling | degree | 13.02 | 1.53 | 12.86 | 2.11 | 3.42 | 0.011 | Moral |
| quench | degree | 9.8 | 1.47 | 4.3 | 1.41 | 7.20 | 0.026 | Moral |
| scoring | degree | 1.50 | 0.707 | 2.50 | 0.527 | 3.58 | 0.002 | Moral |

Through Table (3) for the skills under study in the tests for the control and experimental groups, the arithmetic mean for rolling was (13.02), and the value for the standard deviation was (3.11), while for the experimental group, the arithmetic mean for rolling was (12.86), with a standard deviation Its value is (2.11), while the calculated T value is (3.42), at the error level (0.011), and at a significant statistical significance.

As for the suppression skill, in the control group, the arithmetic mean was (9.8), with a standard deviation of (1.47), while in the experimental group, the arithmetic mean was (4.3) and with a standard deviation of (1.41), while the calculated T value (3.42), and at the error level (0.006) ', and at a statistically significant level.

As for the scoring variable, in the control group the arithmetic mean was (2.50) and with a standard deviation (0.527), while in the experimental group the arithmetic mean was (1.50) and with a standard deviation (0.707), while the calculated T value was (3.58) and at the error level (0,002) and at a statistical significance.

3-2 Discuss the results

The researcher attributes this superiority to the fact that the use of the effectiveness of the uniqueness of learning according to the various means of competition has positively affected the learning of female players in the skills of dribbling, suppression and scoring in football, and therefore because this effectiveness of the method of individualizing learning according to the method of multiple competitions links goals with the learner's understanding of basic information (concept, principle, law, theory), and it has worked on developing the educational capabilities of the female players as well as developing the trend towards exercise, the educational unit material. (16: 266).

Also, the method of individualizing learning for the performance stage works on learning opportunities within different groups, and this develops the spirit of cooperation and teamwork (16:78) and because this strategy is a search or exploration cycle for knowledge, and because the selection of the concept that the players will learn has been formulated accurately, so the work was very organized. It led to the success of learning and because the selection of the educational and training activities that the female players carried out to collect the required data to extract the concept was an appropriate choice and commensurate with the capabilities and abilities of the female players, and that preparing written instructions for the female players helped them to collect the data required to extract the concept in a good, organized and accurate manner. The educational activities at the stage of applying or expanding the concept were very suitable for learning and training. The evaluation tools that included (data collected by the female players, and experimental questions after the end of learning) were suitable for the research sample and for this type of learning. (17: 120-130), so this strategy greatly affected the success of learning and avoided failure in this experiment. This strategy of individualization to learn according to multiple competition strategies has a major role in the development of the special skills of futsal players..

4 CONCLUSIONS AND RECOMMENDATIONS

4-1 Conclusions

1. Learning the skills of dribbling, suppressing and scoring in futsal halls took place at the end of the educational program.
2. The level of learning for skillful performance has developed significantly for the experimental group at the end of the educational program.
3. The use of learning courses for the strategy of individualizing learning according to learning strategies according to multiple means in learning football skills.

4-2 Recommendations

1. Introducing modern learning and teaching strategies within the training curricula of football centers and clubs.

2. The numbers of trainers and (teachers) in the curricula with modifications to be made to suit the nature of the students and (the learners).
3. Conducting similar studies in other games and other categories according to other strategies for learning football skills.

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An example of an educational unit

A model for a strategic educational unit to individualize learning according to learning strategies according to multiple means for the skill of rolling, the skill of suppression, and the scoring of football catchers. This educational unit is used for the experimental group.

An example of an educational unit

A model for a strategic educational unit to individualize learning according to learning strategies according to multiple means for the skill of rolling, the skill of suppression, and the scoring of football catchers. This educational unit is used for the experimental group

Teaching Unit: (1)

History.

Learning objective: work, respect

time

Educational objective: Teaching the skill of dribbling, suppressing and scoring in soccer.

Number of players:

Behavioral objective: 1- That the players perform the skill of dribbling, praising and scoring in football

Tools: soccer field – soccer balls – educational board – educational pictures – working tools

| S | Sections of the educational unit | time | activity type | Profiles | Notes |
|---|----------------------------------|------|--|--------------------------|---|
| 1 | Preparatory section | 20 s | Preparing the requirements of the educational unit - and taking absences - and making sure to wear sports clothes | xxxxxxxxx T | Ensure order and stand in the form of coordination |
| | administrative side | 4 s | Standing - jumping to the right - walking straight - normal jogging - jogging with swinging arms (forward - up - down) zigzag | xxxxxxxxx xTxx x x | Maintaining the safety of the players |
| | the introduction | 10 s | jogging - jogging with raising the knees up - jogging with rotating arms forward high down - running - walking (Standing the arms aside) Rotating the arms to the sides while enlarging the circle (free) - (Wuffing open and waisting) Bending the torso forward (2) Several Standing open (twisting the torso to the sides (6 reps) - Standing - open (touching the feet with the hands) 6 reps | | The coach's observation that both players perform physical exercises in a manner Correct and the coach corrects |
| 2 | main section | 60 s | | | |
| | the side | 15 s | -Learn about the history of soccer arts The players sit in the form of an arc. The coach intends to expose the players to direct | xxxxxx x x xTxx | Ensuring that the female players discover solutions to |
| | educational | | | | |

| | | | | | |
|---|-------------------|------|---|---|--|
| | answer Applied | 45 s | <p>experiences that raise inquiries and questions for them, and they discover solutions.</p> <p>-The coach asks the players to use the experiences they have gained in arriving at the instructions</p> <p>The players apply what they learned in the previous stage</p> <p>Rolling the ball and scoring with the inner part of the foot by handling it between two female colleagues for a distance of (5).</p> <p>- Put out the ball with the chest and then the thigh and pass it to the colleague</p> | <p>× × ×</p> <p>× × ×</p> <p>× × ×</p> <p>× × ×</p> <p>T</p> | <p>the experiences that were presented to them by a coach</p> <p>Ensure that the female students have gained experience</p> <p>And they get to the instructions</p> <p>Maintaining the safety of the players</p> |
| 3 | القسم الختامي | 10 s | <p>Recreational exercises</p> <p>- Small game</p> <p>- The salutation of departure</p> | | <p>Attention that recreational exercises benefit the skill</p> |