



EFFECT OF THE CONCEPT MAPPING STRATEGY ON TEACHING AND RETAINING SOME BASIC FOOTBALL SKILLS TO FIFTH-GRADE MIDDLE SCHOOL STUDENTS

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Abstract: A successful teacher can mix and match using modern methods, teaching methods, and strategies to reduce the learner's boredom and boredom during the lesson. The research aimed to prepare an educational curriculum according to the concept mapping strategy in teaching and retaining some basic football skills for fifth-grade middle school students. The research community was determined from the fifth-grade students of Hassan Ibn Thabet Secondary School - Maysan Education Directorate for school year (2022/2023), who totaled (103) students representing three classes. The research sample was chosen by lottery and included (56) students representing Section (B), the control group, and Section (C), representing the experimental group. (28) students per group. The researcher will conclude that nature Using a concept mapping strategy that matches the capabilities available to the sample, led to learning and retaining basic football skills. The researcher was also recommended to rely on the theoretical concept strategy and link it to the applied aspect when implementing the physical education lesson in various events.

Key words: football, concept mapping, and memory retention.

Introduction

The educational process is the basic measure of the progress of societies in every sphere of existence. By paying attention for educational curricula many contexts aspects of and Academic process in a way that serves the learner's nature, inclinations, trends, and available capabilities to reach the goals to be achieved.

A successful teacher can diversify and combine modern teaching methods and strategies to reduce cases of boredom and boredom among the learners during the lesson. We find that students are influenced to a large extent by the methods and strategies based on experimentation and application compared to the teacher who uses the imperative method that does not affect the student's learning skills and desires. In competition and creativity in the lesson. Therefore, the teacher must encourage

the optimal method that suits the students' levels and the teaching environment in a way that stimulates their motivation to reach the goal and achieve the best for it. (Al-Rubaie: 2009)

What An offering can be used From previous research and studies to learn scientific theories, strategies and teaching methods that can be applied in teaching students in the preparatory stages, and from this strategy are concept maps that the teacher must adopt. It is presented in the educational unit in the form of concept maps to display the skill to be learned that suits the levels of students at this age stage, and how to present the skill that can be studied as a hierarchical organization that is embodied from the most general concepts to the least general, where these concepts are sequenced from the most comprehensive to the least specific at the top. The pyramid to less comprehensive and more specific concepts at the base of the pyramid.

Football is one of the favourite games for all ages in terms of encouragement or practice. What has increased interest in the lesson of physical education in various educational institutions is that the effectiveness of football is one of the ministerial decisions approved for school activities. The sports teacher must be familiar with the basic and complex skills of football within the stage in which he teaches them the required skills within the curriculum prescribed for the preparatory stage.

Prioritizing the learner as the central subject of instruction, who has become responsible and required to link the previous information and concepts he acquired with modern concepts in the form of organized concepts, helps the student in the educational situations he needs when learning basic skills, and here lies the importance of research into finding a serious educational method through which a mapping strategy can be used. Concepts for learning basic football skills for the middle school stage. Also, this strategy is not used at this age stage, so the current study came by using the concept

mapping strategy to teach and retain some Instructional Football Skills.

➤ **Research problem:**

Through researcher's observation The entire process of teaching the skills used in the physical education lesson to practice the teaching profession and follow up on school activity courses, he found that most of the physical education teachers use the traditional teaching method in all systematic sporting activities for the preparatory stages, where the teacher is the guide and leader of the educational process in presenting and clarifying the skills and the role of The recipient student when the skill is taught during the educational unit. The researcher noticed that students suffer from weakness in teaching and retaining basic football skills. Because some teachers do not rely on the use of strategies, methods and modern teaching methods in the field of teaching, there must be diversity in the use of teaching methods and methods that are appropriate to the age stage and take into account individual differences among students. Few people use the concept mapping strategy at this age stage due to its importance between the teacher and the student during the educational unit, in terms of receiving information and Linking the student's cognitive concepts to previous experiences when teaching and retaining basic football skills.

➤ **Research aims:**

- 1- Preparing an educational curriculum according to the concept mapping strategy in teaching and retaining some basic football skills for fifth-grade middle school students.
- 2- Identifying the effect of the concept mapping strategy in teaching and retaining some basic football skills for fifth-grade middle school students.

➤ **Research hypotheses:**

- 1-There are statistically significant individual differences between the pre-and post-tests in teaching and retaining some basic football skills for fifth-grade middle school students.

2-According to statistics, there are notable distinctions between the posttests in teaching and retaining a few basic football skills for fifth-grade middle school students.

➤ **Research areas:**

1 -Human field: Fifth-grade middle school students - Hassan Ibn Thabet High School - Maysan Education Directorate

2 -Time frame: Academic year (10/18/2022 - 1/26/2023)

3 -Spatial area: Hassan bin Thabit Secondary School - the school's outer courtyard.

2- Research methodology:

The researcher used the experimental method to suit the solution of the research problem.

➤ **The research community and its sample:**

The research community was determined from the fifth-grade students of Hassan Ibn Thabet Secondary School - Maysan Education Directorate for school year (2022/2023), totaled (103) students representing three classes. search sample, meanwhile, was hand-picked by lottery and included (56) students representing Section (B), the control group, and Section (C), representing the experimental group, constituting a percentage of (42.75%). The results of (13) students were excluded because they are good at football, and some of them did not commit to attendance, because They suffer from chronic diseases. The exploratory sample consists of (15) students representing Division (B) of the research community.

Table (1) Shows distribution of study community

research community										
	Experimental	Excluded	%	Control	Excluded	%	Exploratory	Excluded	%	the total
103	36	8	32.75	33	5	32.75	15	-	10.96	56

The sample is homogeneous and comparable: control research variables, The Examiner resorted to verifying the homogeneity of the research sample in the variables investigated, as shown in Table (2). To ensure

the equivalence of (2 groups) regarding variables during studies in tests of basic football skills (driving - handling - putting down - scoring), the researcher conducted equivalence between the two groups, as shown in Table (3).

Table (2) shows means, standard deviations, and coefficient of variation in terms of (age, height, and mass) for the research sample.

Variables	measuring units	M.	St.d	*Coefficient of variation %
Age	year	16.978	0.640	3.532
Height	cm	175.355	6.513	4.122
Mass	kg	68.71	5.439	8.725

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

Table (3) shows the equality of the two groups in the research variables in the research sample

Variables	measuring unit	Experimental group		Control group		Calculate dT value	Significance level sig	indication Differences
		M.	St.d	M.	St.d			
Dribbling	Sec.	16.436	0.543	16.690	0.751	1.451	0.153	Insignificant
Passing	degree	1.500	0.509	1.642	0.487	1.072	0.289	Insignificant
Ball control	degree	3.285	0.854	3.142	0.970	0.585	0.561	Insignificant
Scoring	degree	1.892	0.737	2.107	0.628	1.170	0.247	Insignificant

➤ **Means of collecting information:**

1 - Sources and references 2- Personal interviews 3- Expert opinions form 3- Data registration form.

➤ **Field research procedures:**

➤ **Identify the skills studied in football:**

It was adopted Basic football skills are being researched according to the teacher's guide prescribed by the Ministry of Education for the age stage (middle - middle school) according to the methodology of the School Sports Activity Department in Maysan Governorate.

➤ **Football skill tests:**

The first test: dribbling with a football

The skill of rolling, zigzagging, back, forth.

The goal from test: is learning about the measurement of dribbling with the ball.

Five signs, five soccer balls, a stopwatch, and a measuring measure were utilized as tools.

The performance method involves the placement of five signs in plastic at a vertical distance of one meter. The distance between each sign is one meter, and there is a three-meter separation between the fifth sign and the return line, as well as the start line and the first sign.

The participant initiates the test by rolling directly from the starting line to the initial sign. Subsequently, they rotate between the signs, and once they reach the fifth-to-last sign, they continue rolling in a straight line for a distance of 3 metres before turning around at the final sign and completing the task until they reach the finish line.

He is required to roll the object between the designated marks. He must completely cross the finish line in order to return and conclude the examination. In the event that the tester loses control of the ball, he returns to the location where he lost the ball and completes the test there.

➤ Each laboratory is allotted two opportunities. Either the left foot or the right foot may be utilized.

Approach to registration: The attempt is deemed successful if the duration between the two attempts is the shortest. (Assad: 2011)

➤ **The second test:** handling towards a small target at a distance of (10 m).

The goal of the exam is to evaluate the performance in terms of handling precision.

Tools used: - (3) soccer balls, a measuring tape, a small goal measuring (75 x 1 inch 100 cm), and (1) whistle.

The performer stands 10 meters from the target with the ball in his hands, and when the signal is given, he rolls the ball in a straight line toward the target.

Prerequisites for a Good Show: Ball one starts the exam, while ball three is the final one.

Registration method: The laboratory is given (3) attempts, and the laboratory is credited with (two marks) for the successful attempt. An attempt in which the ball touches the crossbar or the goalposts is credited to the tester (one point). The laboratory will receive zero marks for the failed attempt. (Muhannad: 20133)

For the third test of football suppression:

Test name: Putting the ball inside a square measuring (2m x 2m).

The objective is to see how well you can stop the ball using only your body and not your arms.

Tools needed: (5) (soccer balls are legal).

Test method:

- Draw a square measuring (2m x 2m), which is the test area.
- Draw a wide line (3m long) six meters away from the testing location., where the teacher will stand.

A wide line, also 3m long, is drawn at a distance of 1m behind the testing area, where the player will stand. As shown in the figure.

Test instructions: The coach throws the ball to the test area. The moment the ball is thrown by the coach into the test area, the player standing on the second line starts to try to stop (put out) the ball inside the test area. - Note that Scores range from 0 to 10 with 10 being the highest and 0 the lowest..

Registration method: Each player is given (5) attempts. For each correct attempt, (2) points are given.

The student's valid attempts are not counted in the following cases: If he stops the ball illegally.

- ✓ If he stops the ball legally but outside the square. (Al-Khashab: 1999)
- The fourth challenge: attempting to score in a goal comprised of squares with numbers on both sides:

The purpose of the exercise is to assess the candidate's ability to strike a target.

Unused Machinery: Five footballs for marking the test's scoring zone with soccer tape Net for indoor soccer

Method of Implementation: Five spheres are positioned in various locations and separated from the target by six meters. The examiner assigns scores in the designated areas in a sequential fashion, depending on the level of difficulty and significance attributed to each. The separation between two balls is fifty centimeters. As illustrated in Figure 4.

Performance conditions: The test begins with ball (1) and ends with ball (5).

Recording method: The number of injuries that enter the targets or touch their sides is calculated as follows: -

- ✓ (4) marks when scoring in field No. (4).
- ✓ (3) marks when scoring in field No. (3).
- ✓ (2) Two marks when scoring in field No. (2).
- ✓ (1) One score when scoring in field No. (1).
- ✓ (Zero) outside the target limits.

The tester is given one attempt. (Saddam: 2013)

➤ Scientific foundations of skill tests:

1- Honesty:

A valid test means "a test that measures what it was designed to measure or that achieves what it was designed to do."

The validity of the tests was confirmed when they were presented to a group of experts and arbitrators in the field of football. (Al-Azzawi: 2008)

2- Stability:

A test is considered stable if we obtain the same results from it if we re-apply it to the same individuals under the same circumstances. The selection was applied to (15) students from outside the basic research sample on Sunday, 10/23/2022 AD, and then the test was repeated on the same group after (7) days, and then the simple correlation coefficient (Pearson) was used between the tests, as showing with table

Table (4) shows the reliability, validity and coefficient for the basic skills

Tests	Stability coefficient	honesty-Self
Dribbling	0.852	0.923
Passing	0.914	0.956
Ball control	0.922	0.960
Scoring	0.876	0.935

3-Objectivity:

The tests used in the research depend on clear results obtained by the player, so the researcher considers the tests used in the research to be highly objective with the number of arbitrators.

Exploratory experience:

The researcher conducted the exploratory experiment for basic football skills tests on a sample study of (15) student from out-side from basic research sample on Sunday 10/23/2022, and its objective was:

1. Verifying the suitability of the tests to identify the sample.
2. Knowledge of the work team and their competence in performing tests.
3. Identify the appropriate time to apply the tests.
4. Being aware of the difficulties that may arise during the primary experiment.

➤ main experiment procedures:

➤ Pre-tests:

The researcher conducted pre-tests for basic football skills on Tuesday, 11/1/2022.

➤ Educational curriculum:

After obtaining the approval of the administration of Hassan Ibn Thabit Preparatory School, to facilitate the task of conducting research for the students in the fifth year of middle school. Before starting the educational curriculum in the schoolyard, in the presence of the subject teachers and the assistant work team. By conducting two introductory units on 2-3/11/2022, in which the samples were identified and the required tests

were clarified by preparing a special educational curriculum using the concept mapping strategy. As the educational curriculum consists of (18) educational units, two educational units per week, the researcher used four skills in the educational unit (rolling, handling, putting down, and scoring). The educational curriculum was completed on 1/15/2023. The time of the educational unit was 45 minutes.

The time of the educational unit is (45) minutes, divided as follows:

A- The preparatory section (10) minutes (warming up and organizing work).

B- The main section (30) minutes: The educational part includes (10) minutes, in which the basic skill that is taught is explained, as well as the exercises that were applied in the educational unit. As for the practical part (20) minutes, exercises are performed for the basic football skill under discussion that is to be taught according to the concept mapping strategy.

C- The final section (5/d) includes (a small game related to the educational unit and then dismissal).

➤ Post-tests:

On Thursday, we gave the post-test to the two study groups at 10:30 a.m., corresponding to 1/19/2023.

➤ Statistical methods :

The statistical package (SPSS) was used to analyze the research data.

3- discussion:

Table (5) shows means, standard deviations, and (t) values calculated between the experimental group variables' significance levels.

Statistical methods Variables	measuring unit	Pre-test		Post-test		value T calculated	degree Sig	indication
		M.	St.d	M.	St.d			
Dribbling	Sec.	16.436	0.543	14.366	0.329	17.228	0.000	moral
Passing	degree	1.500	0.509	5.107	0.685	22.358	0.000	moral

Ball control	degree	3.285	0.854	7.571	0.790	19.486	0.000	moral
Scoring	degree	1.892	0.737	3.785	0.417	11.818	0.000	moral

The tabular value of (T R) at the degree of freedom (29) and the level of significance (0.05) is = 2.045

Table (6) Shows the means, standard deviation, and (t) value calculated between the significance level of the control group variables.

Variables	measuring unit	Pre-test		Pos-ttest		value T Calculated	degree Sig	indication
		M.	St.d	M.	St.d			
Dribbling	Sec.	16.690	0.751	15.741	0.706	4.869	0.000	moral
Passing	degree	1.642	0.487	4.000	0.608	15.990	0.000	moral
Ball control	degree	3.142	0.970	6.321	0.611	14.661	0.000	moral
Scoring	degree	2.107	0.628	3.035	0.637	5.488	0.000	Moral

Statistically significant differences were observed in the pre-and post-tests for the two research groups (control and experimental) by examining the data presented in Tables No. (5, 6). The results indicated that the post-tests favored both of the research variables.. This development with(pre-and post-tests) is because (2 groups) had basic skills applied to them tomorrow. The footsteps increased learning and retention of the investigated skills, but to varying degrees between the two groups. This difference is due to the use of the concept mapping strategy in favour of the experimental group.

One of the important factors in learning is the teacher, in addition to the curriculum and the student. He is the one who delivers the theoretical and practical content by choosing various teaching methods and strategies to achieve the goal or goals of the educational unit. This causes a change in the behaviour of

the learners in a positive direction, and this in itself is one of the goals of the educational institution. (Farhan: 2020)

The researcher finds that the results of the current study have witnessed significant progress for the experimental group that used the concept mapping strategy, and this was confirmed by Bushra Al-Mutairi, "that the concept mapping strategy is one of the constructivist strategies and is one of the important applications of Oziel's theory of meaningful education, as it plays an important role in the learning process through... Organization and logical sequence in finding appropriate realism that clarifies the relationships and interconnections between concepts, which facilitates students' understanding of the teaching material and achieving the learning process" (Al-Mutairi: 2009)

Table (7) Shows post-test means, standard deviations, t-values, and significance levels are displayed..

Statistical methods Variables	measuring unit	Experimental group		Control group		value T Calculated	degree Sig	indication
		M.	St.d	M.	St.d			
Dribbling	Sec.	14.366	0.329	15.741	0.706	9.333	0.000	Sig.

Passing	degree	5.107	0.685	4.000	0.608	6.392	0.000	Sig.
Ball control	degree	7.571	0.790	6.321	0.611	6.619	0.000	Sig.
Scoring	degree	3.785	0.417	3.035	0.637	5.208	0.000	Sig.

➤ **Discussing the results of the post-tests for the control and experimental research groups regarding the research variables:**

The explanation why the experimental group's test results in the examined tests were superior to those of the control group is given by the researcher in Table (7). This is because the researcher employed a concept mapping technique that promotes long-term learning and skill retention. Regarding the control group, the subject instructor administered the lesson using the conventional (imperative) approach, which ignores the individual differences among students and emphasizes that the performer is what the school year and the student should be about.

The researcher noted the progress witnessed by the experimental group in the post-tests that used concept maps in teaching. This strategy shows us how each concept relates to the other, which helps complete the teaching process so

that good learning is achieved. (Al-Sharif: 2009)

The researcher believes that using the skills required in the educational unit for the experimental group to teach basic football skills, through the concept mapping strategy that provides information at the beginning of the lesson about the skill to be learned as an explanation and presentation of the skill that helps the learner to link previous information to new concepts. This is what Ziyad Ahmed Salama asserts, "The information presented at the beginning of the lesson (the main and secondary idea or ideas) to be learned by the teacher plays an important role in helping the learner find integration between concepts, facts, and good information, distinguishing it from previous information, and fixing it in the form of concept maps that can be learned and retrieved when He needs her to learn." (Salama: 2012)

Table (8) Shows the outcomes of the t-test for correlated samples in the four skills that were examined for the learning retention tests and post-tests for the two research groups.

Statistical methods Variables	Groups	measuring unit	Post-test		Retention test		value T Calculated	degre e Sig	indicati on
			M.	St.d	M.	St.d			
Dribbling	Ex.	Time	14.36 6	0.32 9	14.486	0.479	1.088	0.282	Insig.
	C.	Time	15.74 1	0.70 6	15.902	0.689	0.862	0.393	Insig.
Passing	Ex.	Class	5.107	0.68 5	4.892	0.628	1.219	0.228	Insig.
	C.	Class	4.000	0.60 8	3.750	0.751	1.368	0.177	Insig.
Ball control	Ex.	Class	7.571	0.79 0	7.464	0.792	0.507	0.615	Insig.
	C.	Class	6.321	0.61 1	6.142	0.590	1.111	0.272	Insig.
Scoring	Ex.	Class	3.785	0.41 7	3.607	0.566	1.342	0.185	Insig.
	C.	Class	3.035	0.63 7	2.964	0.576	0.440	0.662	Insig.

➤ **Discussing the results of the post-tests and learning retention tests**

By observing the results of Table (8) of the retention test for the control and experimental groups, and when comparing the post-test with the retention test for the control and experimental groups, the results showed that there were significant differences between the two groups and in favour related to the test subjects. The retention tests showed that the experimental group did better than the control group on the investigated skill is due to the use of the strategy of concept maps, which facilitates the processes of remembering and retaining learning for some time. The researcher found that the use of concept maps makes the student retain the basic skills of football in memory and can be retrieved when needed.

The researcher believes that using the concept mapping strategy gives stability to the new information. It makes learners more able to recall the learned material. (Shehata: 2007)

By discussing the results of the study using the concept mapping strategy, it is important to learn and retain basic football skills.

4-Conclusions and recommendations:

1- Using concept maps sequentially in learning by linking previous concepts to new concepts Which leads to increasing their ability to understand the concepts of the academic subject and retain the required skills.

2- Relying on using the concept mapping strategy to teach and retain basic football skills.

➤ **Recommendations:**

1- Conduct similar studies on the skills taught in football and other games to determine the extent of the benefit of using the concept mapping strategy for learning and retention in those games for students.

2- Relying on the strategy of theoretical concepts and linking them to the practical aspect when implementing the physical education lesson in various activities.

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