



## THE IMPACT OF DIFFERENTIATED INSTRUCTION USING A TRAINING METHOD TO DEVELOP SOME BASIC SKILLS IN FUTSAL FOR FOURTH-YEAR MIDDLE SCHOOL STUDENTS

M. Dr. Omar Latofi Majeed, Baghdad Education Directorate / First Rusafa, Iraq .  
[omarlatofe@gmail.com](mailto:omarlatofe@gmail.com)

### Abstract

The study aimed to use the learning method by group competition and cooperative learning in developing some basic football skills for the research sample. The research sample was divided into three groups, each group consisted of 20 students from the research community.

The researcher concluded that the group competition method and the cooperative learning method are two effective methods in learning some basic skills in football. As it turned out, there is a lack of interest on the part of educational bodies in using advanced methods in physical education lessons. The competitive learning method appeared to be the most effective cooperative method in learning some basic football skills.

**Keywords:** collective competition, cooperative competition

### 1- Introduction to the research

#### 1-1 Introduction to the research and its importance:-

God created human beings with different natures, characteristics, and mental abilities. No human being is alike in the same characteristics, intelligence, or educational level. Therefore, to overcome these differences, specialists in the field of the educational process have to find educational methods, strategies, and means that accommodate the different levels of students.

Learning methods have emerged to reach all students with their different learning styles, taking into account individual differences among students. Differentiated learning is characterised by all educational levels and taking into account the tendencies and desires of learners, which works to raise the level of learners in creativity and innovation. Through it, all learners are included in the lesson at their different levels, in line with their abilities.

Football is one of the most popular sports in Iraq and the world. Therefore, it is included in the Ministry of Education's sports curriculum, starting with teaching the basics of football in primary school and extending to improving their skills in secondary school by presenting, teaching, and applying them by students.

**1-2 Research problem:** There are individual differences among students that may be overlooked by those in charge of the educational process, which is a problem and a major reason for finding modern methods and approaches that take into account all levels of students. Through the researcher's many years of experience in teaching and his exposure to numerous recent studies in football education, it became clear that many students face difficulties in improving their athletic performance. Therefore, the researcher had to find a method that suited the different levels of students.

#### 1-3 Research objectives

The research aims to identify:

1. The effect of using differentiated learning in developing some football skills.
2. The effect of using differentiated learning method with training method in developing some football skills.



3. Comparing the results of learning some basic football skills between the three methods (differentiated, training, traditional).

## 1-4 Research hypotheses:

1. There were statistically significant differences between the experimental group using differentiated instruction and the control group, in favor of the experimental group.
2. There were statistically significant differences between the experimental group that used differentiated instruction using the training method and the control group, in favor of the experimental group.
3. There are statistically significant differences between the post-tests of the three groups.

## 1-5 Research areas:

1-5-1 Human domain: Fourth-grade students, Al-A'dhamiyah Secondary School for Boys.

1 – 5 – 2 Time domain: For the period from 2/24/2023 to 4/25/2023 AD.

1 – 5 – 3 Spatial domain: Al-A'dhamiyah Secondary School for Boys' Sports Ground - Baghdad Education Directorate, First Rusafa.

## 1-6 Definition of terms:

**differentiated education:** Education that takes into account the abilities and experiences of all learners in the classroom and works to increase their achievement and develop their abilities to an acceptable level of performance by dealing with each level in a manner appropriate to their abilities and previous experiences..

**Training method** “A method that allows students some independence in performing certain activities within the lesson, and provides the opportunity for self-reliance in applying motor skills to try to acquire and master the artistic performance of those skills.” (Mohsen Muhammad Homs, 1997:93)

## 2- Theoretical and similar studies:

### 2-1 Theoretical studies:

#### 2-1-1 The concept of differentiated education: -

“It is education for all students in general, regardless of their backgrounds, skills and levels. He says that each class contains students who differ in their academic abilities and capabilities, learning styles, cognitive backgrounds and personal interests, as well as their degree of motivation. Those responsible for differentiated education have begun to call for combining educational methods with students' abilities, and those working in the field of differentiated education use a variety of teaching methods that suit the different educational needs facing the teacher” (Hussein Abdul Basit, 2011:19).

#### 2-1-2 Features Differentiated education:

There are several advantages to differentiated education, including: (Samira Mahmoud Hussein, 7:2015)

- ✓ He provides For all learners, there is a learning environment that suits their needs.
- ✓ To get Student satisfaction and acceptance.
- ✓ Helps increase effectiveness Students for learning.

#### 2-1-3 Training method:

This approach contributes to providing an opportunity for students to practice independent aspects of their work, by transferring some of the teacher's powers in some lesson situations, especially the main section, and granting them to the student. (Mustafa Al-Sayeh Muhammad, 26:2011)

This method provides a real opportunity for the learner to learn how to make decisions within the general framework of the lesson set by the teacher (who corrects mistakes). This method also provides sufficient time for the student to work individually, while providing sufficient time for the teacher to provide feedback. (Qasim Lazam, 4:1990)

The structure of this method appears as follows:



decision	Lesson stages
teacher	Pre-lesson stage
The student	Performance application phase
teacher	Post-lesson stage

Figure (2)

Demonstrates responsibility for decisions in the training method

This method provides an important role for the student during the application of performance, through some decisions that the student makes during the application phase, which provides the opportunity for individual work for the student and more repetition with individual feedback in many cases, relying on the standard sheet that the teacher prepares for each student, which contains an explanation of the skill vocabulary with the required tasks and their repetition.

### 3 - Research methodology and procedures:

#### 3-1 Research Methodology:

The researcher used the experimental method with equivalent groups to suit the nature of the research problem, as the experimental method gives real, tangible results about the effect of educational methods, and what distinguishes precise scientific activity is the use of experimentation. **Wajih Mahjoub Jassim, 33:1993**

#### 3-2 Research community and sample:

The research community and sample were selected from the fifth-grade middle school students at Al-Azami Secondary School. For boys - Baghdad Education Directorate / Rusafa 1, academic year (2023-2024).

#### 3-3 Research community and sample:

The researcher chose the research community and sample intentionally from the fourth-grade students of Al-A'dhamiyah Secondary School for Boys, as the total number of community members reached (130) students, while the research sample (the main application sample) numbered (46) students, 23 for the experimental group and 23 for the control group. The exploratory experiment was conducted on (10) students from the original community members, and thus the main research sample, numbering (46) students, constituted 35.3% of the original community, and the aim or goal of studying the sample is nothing but generalizing its results to the original community from which it was derived.

Table (1)

Shows the distribution of the survey sample and the experimental sample of students.

Sample				Number of sample members
Percentage	Selected sample	Age	Total number	
5.3%	6	fourth	30	Al-A'dhamiyah Secondary School for Boys

#### 3-3 Sample homogeneity:

In order to verify the homogeneity of the sample, the researcher resorted to extracting the skewness coefficient for the variables (age, weight, height), and all results appeared to be limited between  $\pm 3$ , as shown in Table (2), which indicates that the sample is homogeneous.

Table (2) Homogeneity of the research sample in the variables (height, weight and age)

twist	standard deviation	The mediator	arithmetic mean	Unit of measurement	variable
1.32	1.54	14	14.03	Year	the age





1.87	9.07	51.42	62.47	kg	the weight
1.91	6.92	146.5	167.83	poison	height

### 3-4 Tools and equipment used:

#### 3-4-1 Means:

- ❖ Arabic and foreign sources and references.
- ❖ Questionnaires, interviews, and tests.
- ❖ Observation and experimentation.

#### 3-4-2 Tools and equipment:

- ❖ Personal computer type (DELL)
- ❖ Video camera/calibrated medical scale.
- ❖ Leather measuring tape (30 m).
- ❖ Metal measuring tape (3 m) long.
- ❖ Stopwatch type (Casio)
- ❖ Schoolyard / Ruler / Chalk / Footballs (4)
- ❖ Indicators / Sticks / Ropes

#### 3-5 Exploratory experiment

##### 3-5-1 The first exploratory experiment:-

The researcher conducted the first exploratory experiment on 10/22/2023 to determine the extent of the assistant team's readiness to conduct the experiment.

##### 3-5-2 The second exploratory experiment:-

The second exploratory experiment was conducted on 10/25/2023 on a group of (7) players from outside the research sample, who are from the original community, with the presence of the auxiliary team (\*). To determine the suitability and validity of the tests for the sample level and the research topic.

The purpose of the second pilot study is:

- Suitability of the selected sample and its response to the tests.
- Finding the scientific conditions and parameters for testing (validity, reliability, objectivity)
- "To know the extent to which it is possible to do the study." (Nouri Al-Shawk and Rafe Al-Kubaisi, 89)

#### 3-6 Preliminary tests: -

The pre-tests were conducted on Thursday, October 27, 2023, in the schoolyard. The researcher prepared the testing environment, method of operation, and the role of the support team to ensure the same conditions as possible for the post-tests.

The skill tests, zigzag running with the ball between (5) markers, the handling test, the scoring test from a stationary position towards the divided goal, the coordination abilities test, the numbered circles test, the shuttle running test, and the motor response speed test were explained by the researcher in detail before conducting the test to the sample members.

-The test was applied so that the sample members could understand the tests and the validity of their application.

-The players were given a chance to warm up fully and try out the skill tests before being tested.

-The results were recorded according to the terms and specifications specified for each test.

#### 3-7 The main experiment: -



The researcher prepared exercises that included the previously specified skills. The educational program began to be implemented on Sunday, November 1, 2023, for the experimental group. It includes 8 educational units, at a rate of one educational unit per week, with a time of (40) minutes. The following is the distribution of the proposed time period for implementing the educational units:

- Number of weeks (8).
  - The number of educational units per week is (1) educational unit, so we have (8) educational units.
  - The educational unit time is (40) minutes.
  - Total time for the educational units:  $40 \times 8 = 320$  minutes
1. The preparatory section has a total duration of (80) minutes, at a rate of (10) minutes per educational unit.
  2. The department - the president, has a total time of (200) minutes, at a rate of (25) minutes per educational unit.
  3. The final section has a total duration of (40) minutes, at a rate of (5) minutes per educational unit.

### 3-8 Post-tests: -

The post-tests for the research sample were conducted on Wednesday 1/7/2024, and the researcher followed the same conditions and procedures as the pre-tests.

### 3-9 Statistical methods: -

The researcher used the statistical bag system.spss

### 3- Presentation, analysis and discussion of the results:

#### 3-1 Displaying and analyzing the research results for the research groups between the pre- and post-test of the research groups:

Table (3-1)

significance	valueT calculated	Experimental group post-test		Experimental group pre-test		Unit of measurement	Variables
		$\pm A$	S	$\pm A$	S		
moral	4.853	1.446	9.667	1.104	8,567	repetition	Handling
moral	5,411	0.742	5.324	0.844	4.234	repetition	scoring
moral	4.245	1.29	8.61	1.311	7.43	degree	Extinguishment

Arithmetic means, standard deviations, the value of the difference between the means and deviations, and the value of (T) Calculated for the pre- and post-skill tests of the research group

- At a significance level of (0.05) and with a degree of freedom of (9)

#### 3-1-2 Discussion of research results:

By examining Table (3-1), we note the significance of the differences and the calculated (t) value in favor of the post-test for the skills studied. This indicates an improvement in the learners' skills. The researcher



attributes the emergence of these results to the positive impact of the educational units and the use of the differentiated instruction strategy, which had a significant impact on the superiority and acquisition of better learning for the experimental group in the handling, scoring, and suppression test. Teaching with the differentiated instruction strategy provides the opportunity to teach all students according to their level and takes into account individual differences among learners. It leads to raising the efficiency of students and increases students' continuity in practical activities. The role of the student here is represented by the role of the teacher during the implementation of exercises, correcting errors, giving guidance, evaluating the level of performance, and moving from one exercise to another. The students' commitment to the educational units, as well as the repetition of the skill, had a clear role in this development, as confirmed by (Mahmoud, 1994: 54): "Continuity plays an important role in the student's reaching a high level in terms of technical performance of the skill in terms of accuracy, integration, and establishing the mechanism of high technical performance.

## 5-1 Conclusions:

1. It has become clear that there is a lack of interest on the part of educational institutions in using advanced methods in physical education lessons.
2. The use of differentiated instruction for the experimental group reduced the time and effort of the teacher and the learner, which helped in developing the effectiveness of learning some basic football skills.
3. Team competition and cooperative learning are two effective methods for learning some basic soccer skills.
4. 5-1 Conclusions:
5. In light of the above, the following recommendations were reached:
6. Adopting the methods of group competition and cooperation in teaching middle school students to learn basic football skills, as these are successful and effective methods.
7. Emphasizing that teachers use more than one method and diversify different educational methods.
8. The use of differentiated instruction led to learners interacting with each other and increased their motivation and desire to learn during the educational units in performing the required skill.

## 5-2 Recommendations

1. The necessity of using differentiated instruction to develop football skills, as it has a significant impact on raising the level of learners.
2. Use differentiated instruction on other skills that are appropriate to the level and abilities of learners and according to their age groups.
3. Adopting differentiated instruction in teaching various team sports due to its effectiveness in education as a strategy that relies on taking into account individual differences among learners.
4. Holding courses for teachers and students, and workshops to explain the concept of differentiated education, and conducting similar studies at other educational levels, including primary and intermediate levels.

## References:

1. Mohsen Mohamed Homs; The Guide to Teaching Physical Education: (Alexandria, Manshaat Al-Maaref, 1997), p. 93.
2. Hussein Abdul Basit: Modern Teaching Strategy, a lecture delivered at the annual meeting of educational supervision in the Jazan region, 2011, p. 19.





3. Samira Mahmoud Hussein: "The effect of differentiated instruction strategy on the achievement of history among first-year intermediate female students," Al-Ustadh Magazine, University of Baghdad, Ibn Rushd College of Education, Volume 0, Issue 213, 2015, p. 7.
4. Mustafa Al-Sayeh Muhammad; the previous source, p. 26.
5. Qasim Lazam; The effect of some teaching methods on the time invested in the physical education lesson: (A study published in the Journal of the College of Physical Education, Issue Two, Baghdad, 1990), p. 4.
6. Wajih Mahjoub Jassim; Methods of Scientific Research and its Salvation: (Baghdad, Dar Al-Hikma for Printing, 1993).
7. Nouri Al-Shawk and Rafi Al-Kubaisi: Researchers' Guide to Writing Research in Physical Education: Baghdad, 2004.
8. Mustafa Al-Sayeh Muhammad; Modern Trends in Teaching Physical Education, 1st ed. (Cairo, Al-Isha'a Technical Press, 2001).



## Appendix (1)

**Represents details of exercises in the main section of the learning units.**

Educational Unit: Fourth (Competitive) Educational Unit Objective: (Handling the Football)

Week: Second Stage: Fifth

Date: 3/13/2023 Number of students: 20

Notes	organization	Activity explanation	the time	Type of activity	T
Confirm attendance. Emphasis on wearing the uniform The athlete. Applying exercises in a way Correct.			15 minute	Preparatory section	1
		Stand, take absence, bring less materials and then start In the spirit of sports activity	5 minutes	the introduction	
		Walk, jog, lunge, trot with arm rotated forward and then backwa trot with touch of ground.	5 minutes	warm-up	
		Full body exercises with emphasis on the lower extremities.	5 minutes	physical exercises	
Pay attention to feedback.			25 minute	Main Section	2
		The teacher stands in a square minus one side and does the following: Explain the skills required to b implemented in the style competitive With feedback With the required skill.	10 minute		



		Students are divided into three stations to perform the exercise T1 Handing over between colleagues for a distance of 10m T2 Double bus handling (wall handling). T3 High arc long ball handling	15 minute		
Ensure proper performance For the game.		mini game	5 minutes	Final section	3