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## **The effect of an educational curriculum according to the (Vark) model on learning some offensive skills in football at the ages of (14–13) years**

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**Abstract**---The problem of the research, despite the changes that occur in the areas of kinetic learning that are the result of scientific research and experiments on players, may lead to the discovery of the correct methods that help raise the level of players' offensive skills in football based on a scientific basis, which is the basis during the various playing situations that occur in learning curricula and through the researcher's experience as a player, he noticed that there is a weakness in learning offensive skills in football for players of the specialised school at ages 13–14 years old. The research objectives were to prepare an educational curriculum based on the (vark) model for learning some offensive skills in football at the ages of 13–14 and to become acquainted with the educational curriculum based on the (vark) model for learning some offensive skills in football at the ages of 13–14. \_14 years. The researchers used the experimental method in the manner of two equal groups for its suitability to the nature of the research on the players of the specialised school in Najaf, which numbered thirty (30) players. Players were divided into two randomly controlled and experimental groups. Each group included fifteen (15) players, field research procedures, tests used in research, and skill tests; the first test: handling (passing), the second test, rolling (running with the ball), and the third test: scoring. The researchers came to the conclusion that the VARK strategy is a good way to teach football basics like dribbling, scoring, and handling.

**Keywords**---Vark, model, offensive, football, skills.

## **Introduction**

The modern curricula, including the Vark model, include several learning styles and the selection of the style preferred by the learner in order to be able to receive the information and knowledge that are present in the knowledge store that helps the learner to master the skill in its correct form and then retrieve the information and experiences in the appropriate manner for his way of expression. The game of football is one of those that needs to be thought about while doing it, and the player may use his body by practising the process and using all the senses (Ali et al 2016). The offensive skills in football are important because they help the player or learner to understand the requirements of the game, which helps the athlete to perform better and achieve the desired goal in sports competitions, and researchers must teach the skills in more than one way. The importance of the research lies in knowing the effectiveness of an educational approach according to the (vark) model in learning some offensive skills in football at the ages of 13–14 years, and the research problem was despite the changes that occur in the areas of kinetic learning that are the result of scientific research and experiments on players. It leads to the discovery of the correct methods that help raise the level of players' offensive skills in football on a scientific basis, which is the basis for the different playing situations that occur in the learning curricula.

From the researchers' experience as a player, he noticed a weakness in learning offensive skills in football for players of specialised schools aged 13–14 years, and the reason is due to the weakness of mental processes. This prompted the researchers to prepare an educational curriculum according to the (vark) model in and learn some offensive skills in football at the ages of 13–14 years, and that the preparation of this curriculum will develop and activate all mental processes, which make the player perform the skill in its optimal form. The objectives of the research were to prepare an educational curriculum according to the model (vark) in learning some of the skills of the approach and a number of football at the ages of (13–14) years, and get acquainted with the educational curriculum according to the (vark) model in learning some offensive skills in football at the age of (13–14) years.

## **The practical part**

The researchers used the experimental method in the manner of two equal groups for its suitability to the nature of the research on the players of the specialised school in Najaf, which numbered thirty (30) players. The players were divided into two groups randomly: control and experimental. Each group included fifteen (15) players.

## **The equivalence of the two search groups**

The researchers should form equal groups with respect to the variables that are related to the research at least, and in order for the researchers to be able to return the difference between the research results, if any, to the independent factors, the researchers resorted to verifying the parity of the research groups as the process of verifying parity between the research groups and the variables was completed. The following: (handling skill, rolling skill, and scoring skill) and to

verify the equivalence of the two research groups in the above variables, a t-test was conducted for independent samples, (Susan et al 2020) and Table (1) shows this.

Table 1

It shows the statistical parameters and the value (T) of the skill variables for the two research groups Statistical parameters

| Variables | Control group |         | Experimental group |         | t-calcula<br>te (t) | Signifi<br>cant | Statistical<br>Result |
|-----------|---------------|---------|--------------------|---------|---------------------|-----------------|-----------------------|
|           | Mean          | STD.EV. | Mean               | STD.EV. |                     |                 |                       |
| Handling  | 4.48          | 1.13    | 4.47               | 0.85    | 0.63                | 0.881           | Non sig.              |
| Scoring   | 3.82          | 0.79    | 3.78               | 0.71    | 1.27                | 0.728           | Non sig.              |
| out put   | 5.13          | 0.74    | 5.41               | 0.86    | 0.89                | 0.518           | Non sig.              |

From Table (1), it is clear that the differences were not significant between the members of the two research groups in the skill variables, as the value of (sig) was greater than (0.05), and this indicates the equivalence of the two groups in the skill variables under study.

### Field research procedures

#### Tests used in the research

##### Skill tests

**First test:** handling (passing).

(1) Handling test to a 20-metre-distance small target The test's goal is to assess handling accuracy. Tools used: three (3) footballs and a small goal (110 cm x 63 cm). A line with a length of 1 m is drawn at a distance of 20 m from the small target, and a fixed ball is placed on the starting line as shown in Figure (11). The player stands behind the starting line facing the small goal, and when the signal is given, begins by handling the ball towards the goal to enter it, and each player is given three consecutive attempts. The score is calculated by the total score obtained by the player from Handling the three balls as follows:

- Two points for each correct attempt that enters the small goal. One goal if the ball touches the post or the crossbar and does not enter the goal.
- Zero in case the ball goes out of the small goal.( Kilic et al 2010)

##### The second test

Rolling (running with the ball) (1): The test's name is: rolling between five pillars back and forth, The roll measurement is the objective of the test. A line 2 m from the first sign and five consecutive posts mark the distance between one person and another (1.5 m); footballs; a stopwatch; a whistle.

##### Take the test:

After the tester hears the start signal, the tester rolls the ball quickly and passes the five pillars, and also returns between the pillars by rolling and reaching the start and finish line as quickly as shown in Figure (11). Recording: Time is calculated to the nearest 1/100th of a second.( Tasdelen and Sanli et al 2009)

**The third test:**

Scoring: Performance method:

The three (3) balls are placed on the penalty line, which is (18) yards from the goal line, and the distance between one ball and another is (1) yard, where the player scores in the areas marked in the test, according to its importance and difficulty, and sequentially, the ball after the other, provided that the test is carried out from the running and back position. Back after each goal of the ball, Figure (13) illustrates this. (Coklar et al 2013)

**Registration method**

The number of injuries that enter the specific goals from both sides is calculated, so that the scores for each of the five balls are calculated as follows: Each ball is counted based on the points listed for the calculated area. If the ball touches the bar, it is counted for the upper area based on the numbered areas, and it is counted as zero if it goes outside the goal (Imran and Rushon et al 2013)

**The scientific basis of the tests**

For the purpose of figuring out the scientific foundations (veracity, stability, and objectivity) of the test set and its validity and suitability for individual research samples, the researchers tried to use these scientific foundations when using the tests, even though the tests were already written down, came from more than one source, and had been used in many studies (Mahdi and Abu Ghneim et al 2020)

**Validity of the test**

Validity of the test means, "The honest test measures what it is designed to measure." (Mohammad et al 2021). One of the important things that must be available in the test is honesty, and in order to obtain the validity coefficient of the tests used, apparent honesty (the arbitrators' sincerity) was used by presenting the tests to a group of experts and specialists. Al-Zahari after experts agreed that it serves the purpose for which it was made and is appropriate for the age group in question.

**Test stability**

Reliability means that "the test achieves the same results or close to them if it is re-applied to the same individuals under the same conditions more than once, and the test's reliability is recognised using multiple statistical methods. The researchers found the stability coefficient for the scale and for the skill tests under study by the method of testing and re-testing on a sample of five players from the Specialized School in Najaf Al-Ashraf for the exploratory experiment on 1/25/2022 and after four days of skill tests, i.e., on 19/2/2021. The tests were done again on the players themselves, as shown in Table 7, which shows the scientific basis (reliability coefficient) of the tests used in the research.

## **Objectivity of tests**

Objectivity means being free of bias and intolerance and not letting personal feelings affect how researchers make their decisions. The researchers found the objectivity of the tests lacking, despite their being clear and easy to understand by the sample members, by presenting the tests to a group of experts and specialists. The tests that got the highest percentage were chosen by more than one expert, in addition to the fact that these tests are codified and depend on units of measurement. It can not be manipulated.

## **Curriculum preparation**

Through the two researchers' review of a number of scientific references and related research, including (Al-Khatib, 2000) (), (Hassan, 2000) (), (Hassan, 1998) (), and (Matrood, 1997) (), and their personal interviews with experts and specialists, in order to achieve the objectives of the research, the researchers prepared an educational curriculum in a mini-training style for the experimental group. The time of the educational unit was distributed as follows:

- The first is the preparatory section. Its duration is fifteen minutes, and it includes:
  - Students are suspended at the same time, absences are recorded, tools are made to help the educational unit succeed, and all members of the body do five-minute-long general exercises.
  - Special warm-up: exercises are given in the skill under study and the working parts and muscles to perform this skill, and its duration is ten (10) minutes.
- Second: The main section. Its duration is 25 minutes, and it is divided into two parts:
  - The teacher explains the skill, and then demonstrates it to show how to do it right. This process takes ten (10) minutes.
  - The Applied section is where the skill assigned to each educational unit is done and used according to the number of times it is done and how long it lasts (15). The teacher guides the student and corrects any mistakes.
    - How to handle the ball in a way that matches the player's ability to use their best foot and play the ball with their best foot toward a small target.
    - How to do the skill of rolling based on how well the player can use their feet, thighs, or chest, but not their hands, and how well they can control the ball's movement in the space that's set aside for it.
    - How to perform the scoring skill in proportion to the player's ability to use the player's favourite foot by scoring inside the box that brings him the largest number of points.
- The third is the closing section, and its duration is five minutes:
  - In it, a small game serves as the main section, or calming and relaxation exercises are given, with some directions to the students, followed by the end of the educational unit, salute, and quietly leave.

- The trainer used the established experimental method with the help of the two researchers. The two groups (independent and accredited) were studied in a learning-to-mastery style.

### **The main experience**

#### **Tribal tests**

The pre-test for the research sample was conducted on Wednesday, 1/3/2021 at exactly nine o'clock in the morning, and all the variables were adjusted in terms of time, tools, and devices, as well as the auxiliary work team to be applied when conducting the (post-test), that is, after implementing the educational curriculum, and the tests were conducted. The researchers used the tests in a predetermined sequence as the tests were distributed in the arena, and the skills (handling, rolling, and scoring) were tested for the two research groups, and after completion, the researchers randomly sorted the totals across the three test stations.

#### **Curriculum application**

The educational curriculum was started to be applied to the individuals of the research sample on Sunday, May 3, 2021, with two educational units per week, where the educational curriculum was applied for the skills (handling, rolling, scoring) and by five educational units for each skill, as it was applied with a procedure of three educational units for each skill and then a test to determine the percentage of students learning the skill.

#### **Post-tests**

After completing the implementation of the educational curriculum, the post-test was conducted on Wednesday, corresponding to 4/26/2021 for the research sample. The educational units were set up in a mini-teaching style, and the tests were filmed with a Canon video camera. The researchers made sure that the place, conditions, and auxiliary team were the same as in the pre-test, and that the same steps were used as in the test tribal.

#### **Statistical meaning**

After collecting the data and information, the researchers conducted the statistical analysis (SPSS):

#### **Results**

Presentation, analysis, and discussion of the results of the research groups in the tribal and remote tests of some offensive skills in football. The results of the pre-test and post-test for some offensive football skills for the control group will be shown, analyzed, and talked about.

Table 2

Between the arithmetic mean, standard deviation and the calculated t-value between the pre and post-tests of the control group in skill self-esteem and some basic football skill

T Skills Unit of Measurement Pretest Post Test T value Sig Significance

| Variables | Pre-test |         | Posttest |         | t)<br>calculated | Significant | Statistical Result |
|-----------|----------|---------|----------|---------|------------------|-------------|--------------------|
|           | Mean     | STD.EV. | Mean     | STD.EV. |                  |             |                    |
| Handling  | 4.75     | 1.14    | 6.11     | 1.69    | 4.23             | 0.000       | Significant        |
| Scoring   | 3.41     | 0.87    | 5.67     | 0.77    | 5.23             | 0.000       | Significant        |
| out put   | 5.32     | 0.68    | 6.87     | 0.61    | 5.95             | 0.000       | Significant        |

Presentation, analysis and discussion of the results of the experimental group in the pre and post-test in skill self-esteem and some basic football skills for students.

Table 3

It shows the arithmetic mean, standard deviation and the calculated t-value between the pre and post-tests of the experimental group in the skill self-esteem and some basic football skills for students

| Variables | Pre-test |         | Posttest |         | (t) calculate | Significant | Statistical Result |
|-----------|----------|---------|----------|---------|---------------|-------------|--------------------|
|           | Mean     | STD.EV. | Mean     | STD.EV. |               |             |                    |
| Handling  | 4.82     | 0.93    | 7.35     | 0.74    | 9.33          | 0.000       | Significant        |
| Scoring   | 3.65     | 0.72    | 6.22     | 0.94    | 6.84          | 0.000       | Significant        |
| out put   | 5.21     | 0.85    | 7.21     | 0.75    | 8.51          | 0.000       | Significant        |

The researchers attribute this to the effectiveness of the educational approach applied to the two research samples, as the curriculum contained a set of exercises that were carefully selected and selected in order to fit the skills studied as well as the nature of the age group of the sample. For their skills and abilities to improve, the training must be based on scientific and codified principles. It is known that the progress and acquisition of skill performance is achieved through organised practice, and this was confirmed by Muhammad Abdul-Ghani, "The progress of movement or skill is achieved through practice, repetition, and avoidance of This is done through the practical performance of the learner under the guidance of the teacher or teacher, and this in itself is one of the main steps used in teaching motor skills. By looking at the first two tables, we can see that the skills being studied are getting better, and the researchers think that the good interaction between the people in the research sample has helped a lot with learning these skills.

## Conclusions

The researchers concluded that the approach used using the (vark) strategy has a positive impact on developing basic football skills (dribbling, scoring, and handling). The (VARK) strategy has proven its effectiveness in developing social interaction for the students of the experimental group. Because of the variety of questions and the positive role of students in them, the VARK strategy was appealing to students. The use of the VARK strategy helped to make the learning process more effective and improve the results (Abdulkareem and Hilaiel et al 2020)

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