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The impact of the hot chair strategy to learning some basic football skills for students

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Abstract

The importance of the research was to identify the effect of the hot chair strategy on learning some basic soccer skills for students of the experimental group through preparing an educational curriculum according to the hot chair strategy for students. As for the problem of the research, and through the experience of the researcher as a teacher, he found that it is necessary to review the used teaching strategies and methods, and to adopt modern educational methods based on the students' needs, tendencies, desires, and psychological needs. While the research objectives were to prepare an educational curriculum according to the hot chair strategy and the impact of that strategy on learning some basic football skills. The researcher concluded that the application of the hot chair strategy on the experimental group members contributed to the development of basic football skills (put down, passing, Shooting, and some articles of the law) except for the skill of (Dribbling). The researcher also recommends the need to use this strategy on preparatory schools because of its effectiveness in its results.

Keywords: Hot chair strategy, basic football skills

1. Introduction

Educators emphasize developing teaching strategies and adapting them to suit the type of educational activity and the nature of the study subjects, the multiplicity of students' capabilities, the diversity of their tendencies, and the reliance on investing in their own activities. And salvation from the methods of indoctrination and automatic memorization and follow-up of modern trends and aspects of innovation in teaching methods, and the hot chair strategy is of great importance in teaching by stimulating the mental abilities of students, as it works to enhance questioning, discussion and interaction during the lesson, and through these steps it works to provide a comprehensive understanding It is meaningful and subjective by the student himself for the subject, and makes the student the focus of the teaching process, the searcher for knowledge and the corrector for his information, and emphasizes self-learning and self-reliance, and enables the student to achieve significant progress in the structure of learning, and encourages students to think while preserving the role of the teacher as a guide and guide to the educational process. The existence of the appropriate level of them is an important basis for completing student preparation processes and is also an important aspect and the basis for playing an active role in the performance of various sports in an optimal manner, including football, as the football lesson forms a basis for learning the basic skills of football, which is one of the common skills among students schools, especially at this age, as most of the students practice football by joining popular football teams, and here comes the role of the teacher as a corrector for skillful performance and encouraging students to this activity, and this will only be when the teacher understands the use of stimulating strategies for learning, including the strategy used in this study, and the importance of the current research is evident in This study presents a new model for teaching the lesson of physical education, and perhaps this has a role in modern trends in teaching that emphasize the use of effective teaching strategies that give a positive role to the student in the lesson.

1.1. Research Problem

Through the experience of the researcher as a teacher, he found that it is necessary to review the strategies and methods of teaching used and to adopt modern educational methods based

on the needs, tendencies, desires and psychological needs of the students. To activate students' previous knowledge and make it a starting point to link it with new information in order to renew the meaning of learning and increase the student's self-confidence and ability to plan, monitor and perform his own work, and that the use of this strategy will contribute to the development and development of basic football skills that are included in the curriculum.

1.2. Research objective

- Preparing an educational curriculum according to the hot chair strategy for students.
- Identifying the impact of the hot chair strategy on learning some basic soccer skills for students of the experimental group.
- Identifying the differences between the experimental and control groups in learning some basic soccer skills for students in the post-test.

1.3. Research hypotheses

- There are no significant differences in learning some basic soccer skills for students between the pre and post-tests of the control and experimental groups.
- There are no differences in students learning some basic soccer skills between the control and experimental groups in the post-test.

2. Research methodology and field procedures

2.1. Research Methodology

The researcher used the experimental approach by designing the two equal groups, the control and the experimental, with the pre and post-test, which is a process of comparison between two homogeneous and equivalent groups with their

characteristics, one of which introduces the independent variable and excludes the other.

2.1. Research community and sample

The current research population is the students of the fifth preparatory grade in the center of the province of Najaf, the number of which is (1500) students belonging to (52) schools affiliated to the Directorate of Education of the province of Najaf, and (six) schools were chosen from them randomly and in the simple way, which is preparatory (Al-Tahrir, Al-Lawh Al-Mahfouz, Banikia, Al-Farahidi, Al-Wahda, Imam Ali (AS) The number of students in the fifth grade of middle school reached (185) students. (25) students were selected as an experimental group from the preparatory school (Al-Lawh Al-Mahfouz), which is exposed to the independent variable, which is (the hot chair strategy) and (25) As a control group from Al-Farahidi High School, they continue with the strategy used.

2.3. Determine the basic skills of football

The basic skills of football were determined based on the curriculum of the Ministry of Education for middle schools of the fifth grade of middle school, which included the skills of (dribbling, passing, shooting, put down, and some law subjects), so all these skills will be adopted as dependent variables in the research.

2.4. Determining the tests for the basic skills of football in question

After identifying the basic skills of football, which are (dribbling, passing, shooting and put down), in addition to testing the homogeneity variables, which are (body length - body mass), the researcher had to determine the test for each of them. Obtaining these tests, as shown in Table (1):

Table 1: Shows the selection of the best test for each variable

Variables	Tests	Preference degree	Condition
Length	Length and weight measuring device	90%	✓
Mass	Length and weight measuring device	93%	✓
Put down	Control of stopping the movement of the ball from moving from a distance of (6) m inside a square (2) m	86%	✓
Passing	Passing towards a small target at a distance of (12) m	85%	✓
Shooting	Shooting at a target divided into squares	88%	✓
Dribbling	Dribbling the ball between (10) poles fixed on the ground for a distance of (20) meters	91%	✓

2.5. Hot Chair Strategy Numbers: After reviewing many available scientific sources and interviewing experts and specialists in teaching methods and motor learning in order to benefit from their opinions and experiences, and in order to achieve the objectives of the research, the researcher prepared educational lessons using the hot chair strategy.

2.6. Exploratory experience: Before delving into the main experiment, it is necessary to carry out an exploratory experiment on a sample of the research community, as the researcher conducted an exploratory experiment on a sample consisting of (10) students from the fifth grade of middle school from Imam Ali School (PBUH), and its purpose was to:

- Identifying the obstacles that face work during the main experiment.
- Knowing the appropriateness of the tests to the sample level.

- Knowing the time of conducting each test as well as the total time of the tests.
- Understanding the assistant work team and defining its duties.
- Extract the scientific basis for the tests.

2.7. Validity of Tests: The validity of the test means that “a valid test measures what it is designed to measure”. In order to ensure the validity of the tests, this was done by presenting them to the experts and specialists to ensure their validity for measuring the candidate variables for measurement. Thus, the apparent validity and content validity of these tests were achieved as in Table (2): (Mustafa Hussein Bahi, 1999, p. 23) ^[1].

2.8. Reliability of Tests: Reliability means that “the test achieves the same results or close to it if it is re-applied to the same individuals under the same conditions more than once, and the reliability of the test is identified using

multiple statistical methods," (Al-Yasiri, Muhammad Jassim, 2010, p. 52) [2], The researcher extracted the stability coefficient for all football skills tests using the (test and re-test) method on the sample of the second reconnaissance experiment itself after the passage of (7), and then the stability coefficient for the tests was extracted by calculating the rank correlation coefficient (Spearman), as it appeared that all tests were stable high, and as shown in Table (2).

2.9. Objectivity of tests: Objectivity means "freedom from bias and intolerance and not including personal factors in

the judgments issued by the researcher" (Ibrahim, Marwan Abdel-Majeed, 2000, p. 44) [3], and objectivity was extracted by two arbitrators who recorded the results of the sample of the reconnaissance experiment, and the rank correlation coefficient (Spearman) was calculated between the results of the first and second arbitrators for the (Dribbling) test) only because it is measured by time. As for the rest of the tests, the method of calculating their scores is objective, and as shown in Table (2):

Table 2: Shows the scientific basis for the research tests:

Skills	Reliability coefficient	Objective coefficient
Put down	0.87	-
Passing	0.86	-
Shooting	0.85	-
Dribbling	0.91	0.87

2.10. Pre-tests

The pre-test was conducted for the main experiment sample of (30) students from (Al-Tahrir) Preparatory School on (Sunday) corresponding to (7/3/2021), distributed in two groups, the experimental group of (25) students and the control group of (25) students as well, all variables were set in terms of time, tools, and devices to be applied when conducting the (post-test), that is, after implementing the

educational curriculum. As the researcher, with the help of the assistant work team, applied the tests over a period of two days and according to the pre-established division, and all the results were recorded accurately and carefully, to be then processed statistically to carry out the homogenization process for the two research groups in the variables affecting the dependent variable, and as shown in Tables (3) and (4):

Table 3: Shows the homogeneity of the control group members

Variables	Unit	Mean	Median	Std. Deviation	Skew ness	Sig type
Length	Cm	166.6	166.8	2.2	0.27-	Homogeneous
Mass	Kg	65.33	66.2	2.6	1-	Homogeneous
Age	Month	207	208	3.7	0.81-	Homogeneous

Table 4: Shows the homogeneity of the experimental group members

Variables	Unit	Mean	Median	Std. Deviation	Skew ness	Sig type
Length	Cm	168.3	167	3.9	1	Homogeneous
Mass	Kg	68.33	68	3.5	0.28	Homogeneous
Age	Month	207	206	3.8	0.78	Homogeneous

Then the researcher carried out the process of equivalence between the two research groups in the dependent variables, as shown in Table (5):

Table 5: Shows the equivalence of the two research groups:

Variables	Unit	Control group		Experimental group		T value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Dribbling	Second	31.21	5.05	32.24	4.58	0.57	0.59	Sig
Passing	Degree	4.28	1.15	4.62	1.04	0.82	0.084	Sig
Put down	Degree	3.32	0.81	3.21	0.95	0.33	0.36	Sig
Shooting	Degree	6.12	0.81	6.36	0.91	0.74	0.076	Sig

Significant at the level of significance $\geq (0.05)$.

2.11. Applying the Hot Chair Strategy

After the researcher prepared the educational lessons using the hot chair strategy, these exercises were developed with an educational approach, and then the main experiment was implemented starting from (Tuesday) corresponding to (9/3/2021) by applying the educational lessons using the hot chair strategy to the students of the experimental group of a teacher subject and withholding it from the control group that continues with regular teaching, taking into account the following matters:

- The implementation of educational lessons continued for (8) weeks, with (2) lessons per week, according to the school schedule.
- The total number of educational lessons is (16) lessons.
- The hot chair strategy is applied during the main part of the lesson.
- The lesson time is (45 minutes) and the time for applying the hot chair strategy is (30 minutes).
- The total time for applying the hot chair strategy in (16) lessons is (480) minutes, equivalent to (8) hours.

- Divide the students into small groups randomly so that each group does not exceed (5) students as a maximum.
- Choose the subject to be taught and define it, then write it with a colored pen in the middle of the board in a clear line with a brief overview of its general frameworks.
- Applying the hot chair strategy, which is similar to what has come to be known as the “confessional chair”, which is a strategy based on asking questions to a specific student, with the aim of developing several skills, the most important of which is building questions, exchanging ideas and reading, and among the most important steps of the hot chair strategy (Abu Al-Haija, Fouad Hassan):
- Placing chairs or tables in a circular manner, and placing the “hot chair” in the center of the classroom.
- The stage of asking questions related to the topic of the lesson after it is determined by the teacher (who plays the role of the facilitator), questions that are preferably open-ended with multiple answers.
- The hot chair strategy can be used in the group system, by dividing the class group into small groups, and this strategy is adopted to discuss a general issue or

problem, by prompting students to think about a specific topic from its various aspects, and then discuss different points of view.

2.12. Post-tests

After completing the implementation of the hot chair strategy, the post-test was conducted over two days (Tuesday) corresponding to (9/5/2021) on the research sample (the experimental and the control group), as the researcher conducted the post-tests in the square of Al-Tahrir Preparatory School for Boys, the researcher made sure that the conditions are similar to the pre-test in terms of place and time, the presence of the same assistant work team, and the use of the same steps that were applied in the pre-test in the sequence of tests.

2.13. Statistical means

After collecting data from the pre and post-tests, the researcher conducted statistical analyzes using the statistical program (SPSS) with some statistical treatments using the program (EXCEL) and some applications using laws directly.

3.1. Presenting and analyzing the results of the differences between the pre- and post-tests of the control group

Table 6: Shows the results of the differences between the two pre-post-tests of the control group

Variables	Unit	Pre-test		Post-test		T value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Dribbling	Second	31.21	5.05	29.21	4.71	0.77	0.66	Non Sig
Passing	Degree	4.28	1.15	5.48	1.41	7.12	0.00	Sig
Put down	Degree	3.32	0.81	4.21	0.95	8.66	0.00	Sig
Shooting	Degree	6.12	0.81	7.36	0.91	12.79	0.00	Sig

Significant at the significance level $\geq (0.05)$.

It appears from table (6) that:

Dribbling skill: As the mean in the pre-test was (31.21) with a standard deviation of (5.05), while the mean in the post-test was (29.21) with a standard deviation of (4.71) and the value of (T) The calculated results are (0.77) with a significance level of (0.066), which is greater than (0.05), and this indicates that there is no significant difference between the two tests.

Passing skill: The mean in the pre-test was (4.28) with a standard deviation of (1.15), while the mean in the post-test was (5.48) with a standard deviation of (1.41) and the value of (T) The calculated results are (7.12) with a level of significance (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

Put down skill: The mean in the pre-test was (3.32) with a standard deviation of (0.81), while the mean in the post-test was (4.21) with a standard deviation of (0.95) and the value of (T) The calculated results are (8.66) with a significance level of (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

Shooting skill: The mean in the pre-test was (6.12) with a standard deviation of (0.81), while the mean in the post-test was (7.36) with a standard deviation of (0.91) and the value of (T) The calculated results are (12.79) with a level of significance (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

3.2. Presenting and analyzing the results of the differences between the two tests, pre and post, for the experimental group

Table 7: Shows the results of the differences between the two tests, pre-post, for the experimental group

Variables	Unit	Pre-test		Post-test		T value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Dribbling	Second	32.24	4.58	30.7	3.4	1.11	0.06	Non Sig
Passing	Degree	4.62	1.04	6.76	0.3	6.78	0.000	Sig
Put down	Degree	3.21	0.95	5.12	0.58	10.67	0.00	Sig
Shooting	Degree	6.36	0.91	9.3	1.7	7.67	0.00	Sig

Significant at the level of significance $\geq (0.05)$.

Table (7) shows the following:

Dribbling skill

As the mean in the pre-test was (32.24) with a standard deviation of (4.58), while the mean in the post-test was (28.9) with a standard deviation of (3.8) and the value of (T) The calculated results are (0.22) with a significance level of (0.08), which is greater than (0.05), and this indicates that there is no significant difference between the two tests.

Passing skill

The mean in the pre-test was (4.62) with a standard deviation of (1.04), while the mean in the post-test was (6.08) with a standard deviation of (0.6) and the value of (T) The calculated results are (9.45) with a significance level of (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

Put down skill

The mean in the pre-test was (3.21) with a standard deviation of (0.95), while the mean in the post-test was (5.6) with a standard deviation of (0.75) and the value of (T) The calculated results are (13.67) with a significance level of (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

Shooting skill

The mean in the pre-test was (6.36) with a standard deviation of (0.91), while the mean in the post-test was (9.6) with a standard deviation of (1.2) and the value of (T) calculated to be (11.67) with a level of significance (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two tests and in favor of the post-test.

3.3. Presenting and analyzing the results of the differences between the two post-tests between the control and experimental groups

Table 8: Shows the results of the differences between the two post-tests between the control and experimental groups:

Variables	Unit	Control group		Experimental group		T value	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Dribbling	Second	29.21	4.71	30.7	3.4	0.18	0.078	Non Sig
Passing	Degree	5.48	1.41	6.76	0.3	3.69	0.000	Sig
Put down	Degree	4.21	0.95	5.12	0.58	3.55	0.00	Sig
Shooting	Degree	7.36	0.91	9.3	1.7	4.66	0.00	Sig

Significant at the level of significance $\geq (0.05)$.
The following can be seen from Table (8):

Dribbling skill

As the mean in the post-test for the control group was (29.21) with a standard deviation of (4.71). While the mean in the post-test for the experimental group was (28.9) with a standard deviation of (3.8). The calculated (T) value was (0.19), with a level of significance (0.076), which is greater than (0.05), and this indicates that there is no significant difference between the two groups.

Passing skill

The mean in the post-test for the control group was (5.48) with a standard deviation of (1.41), while the mean in the post-test for the experimental group was (6.58) with a standard deviation of (0.6). The calculated (t) value was (2.69), with a level of significance (0.011), which is smaller than (0.05), and this indicates that there is a significant difference between the two groups and in favor of the experimental group.

Put down skill

The mean in the post-test for the control group was (4.21) with a standard deviation of (0.95), while the mean in the post-test for the experimental group was (5.6) with a standard deviation of (0.75). The calculated (T) value was (4.30), with a level of significance (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two groups and in favor of the experimental group.

Shooting skill

The mean in the post-test for the control group was (7.36) with a standard deviation of (0.91), while the mean in the post-test for the experimental group was (9.6) with a

standard deviation of (1.2). The calculated value of (T) was (5.57), with a level of significance (0.000), which is smaller than (0.05), and this indicates that there is a significant difference between the two groups and in favor of the experimental group.

4. Discuss the results

Through the results presented in tables (6-7-8), which show that there are significant differences between the pre and post-tests of the experimental group, and therefore the differences between the experimental group and the control group in the post test except for the skill (Dribbling), and that the reasons for these differences are due to the effectiveness of using the hot chair strategy in terms of planning and implementing the educational units, in addition to the new educational situations that the students were exposed to, which are characterized by a clear goal and what they are required to achieve. It was not customary in the regular educational units, which led to a clear improvement in their performance, as mentioned (Qelada, 1989) “until the clarity of the goals and their identification in the light of certain behaviors or levels of performance, they are meaningful and effective” (Qeladah, Fouad Suleiman, 1989, p. 177) ^[5], and the interaction The existing between the members of the same group and their active discussions about the educational task that they are doing affected their understanding of the educational material. Also, allowing the student to take enough time to learn according to his own capabilities and capabilities and in a way that the educational material is presented, whether it is in a written text that enables him to use more than one sense in the learning process, has contributed effectively to the diversity of knowledge sources and the increase in

opportunities for good learning. This improvement in the skillful performance and accuracy of the researched skills came as a result of moving away from the norm in teaching by using the hot chair strategy, which has a role in making students the focus of the educational process and their performance is organized and arranged according to the steps of the strategy in addition to the use of various exercises, and continuous guidance by the teacher on performing these exercises, which helped reduce the mistakes that students might make in their performance of the exercises during the educational unit.

5. Conclusions and recommendations

5.1. Conclusions

- The application of the hot chair strategy on the members of the experimental group contributed to the development of basic football skills (passing, put down, shooting and some law subjects) except for the skill of (dribbling).
- The experimental group, on which the hot chair strategy was applied, outperformed the control group, which continued with the traditional strategy, in the basic skills of football (passing, put down, shooting, and some articles of the law), except for the skill (dribbling).

5.2. Recommendations

- The need to use this strategy on preparatory schools because of its effectiveness in its results.
- Physical education teachers should work with students according to modern teaching strategies, especially the hot chair strategy, because of its impact on student learning.
- Applying other teaching strategies in accordance with the various educational stages.
- Studying the effect of the hot chair strategy on other physical, mental and skill variables, which the researcher did not address in this study.

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