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The effect of the learning-for-understanding strategy using the type of feedback in learning some futsal skills for fourth grade students

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Abstract

Effective strategies and means must be used during the learning process. The principle of repetition or repetition alone does not ensure the growth of the skill, but it does provide consistency in the performance of motor behaviour. Therefore, how and to what extent can the random exercise method and the variable and dispersed exercise method overlap and merge. There is a weakness in learning some basic skills. Including the skills in the game of five side football and the low skill level of students, as well as a weakness in their retention of the basic skills of this game, so it was necessary to prepare an educational curriculum based on overlapping and merging between the random exercise method and the variable and distributed exercise method and its impact on learning the basic skills of futsal, identifying any kind of The types of feedback are more effective and show that there are statistically significant differences between the results of the pre and post-tests in favour of the post tests, as well as statistically significant differences between the results of the post tests in favour of the group provided with feedback. Due to the nature of the research and its applicability, the experimental approach was chosen. The proposed educational program was found to have a favourable impact on learning, developing, and retaining fundamental skills. The second experimental group performed best in terms of learning and developing skills, and the best abilities for learning and development were found to be (Rolling - control - Scoring - Skilful performance). When creating any educational curriculum, it is important to focus on the use of visual feedback, pay attention to the organizational and practical aspects, and draw inspiration from credible studies and research in this area. Additionally, it is necessary to review and update the educational curricula that are adopted in the departments and colleges of physical education for all sports every four years.

Keywords: Rolling, control, scoring, skilful performance

1. Introduction

1.1 Significance of the Study

Modern education plays a vital and important role in building and organizing human societies. It deals with millions of students who are part of the present and all of the future to the extent that the educational system provides a good environment and an organized university atmosphere. It can provide learners with knowledge and skills and make them ready to accept more education. This science needs modern educational strategies that are compatible with the capabilities of the learners in a way that pushes them to be the centre of scientific education and to bring the minds of the learners to the post-comprehension stage. The modern learning strategy is based on making the learner the focus of the educational process, which gives him/her the opportunity to master the basics of learning. Learning-for-understanding requires the teacher and the learner to go beyond those requirements that are associated with direct teaching methods. It requires the teacher to be able to have a comprehensive and deep knowledge of the subject matter in order to address and represent it in learning activities using teaching strategies for understanding, as well as skill in classroom management in a way that allows activating student learning to move from the stage of using knowledge to managing knowledge and the stage of creating knowledge. In addition, the role of motivational feedback varies according to the learner and the motor assignment. What is motivational for some learners may not be motivational for others, and what may be motivational in a particular situation may not be motivational in another situation. Hence, it can be said that feedback functions have an important and effective role in correcting errors, before, during, or after the performance of motor skills, in order to ensure the emergence of correct and good motor responses.

The futsal game is one of the games that is characterized by the abundance and diversity of its basic skills, as well as its association with many aspects of preparation in education and training. Due to the great importance of skills and knowledge for the player, interest in developing them has increased. This prompted many specialists to carry out research and studies to find the best and most appropriate ways to advance it and reach the best levels. To improve the educational soccer science, attention should be paid to knowledge of the law and the specificity of the game, in parallel to the interest in teaching soccer skills. Therefore, the significance of the present study is that it is a new attempt and a qualitative addition in the field of teaching and learning in the field of soccer.

1.2 Problem Statement

Through the scientific and teaching experience in the field of soccer, the researcher noticed that modern strategies are not used in the teaching process in general and the teaching of soccer in particular. Therefore, the research problem revolves around the researcher's attempt to apply the learning-for-understanding strategy according to the type of feedback to learn some soccer skills and implement them through educational units that are more interesting to increase the desire and impulsiveness of students in the teaching process.

1.3 The Objectives

1. Preparing and implementing special educational units using the learning-for-understanding strategy by using the type of feedback in learning some soccer skills for futsal.
2. Identifying the effect of using the learning-for-understanding strategy by using the type of feedback in learning some soccer skills for futsal.

1.4 The Hypotheses

1. There are statistically significant differences between the results of the pre-tests and the results of the post-tests of the experimental and control research groups in learning some futsal skills.
2. There are statistically significant differences between the results of the post-tests of the experimental and control groups in learning some skills in futsal soccer, which are in favour of the experimental group.

1.5 The Limits

1. The Human Limit; Fourth grade preparatory students in Iraq Preparatory School for Boys 2021-2022
2. The Temporal Limit; From 10/3/2021 to 2/17/2022
3. The Spatial Limit; The sports arena in Iraq Preparatory School for Boys in the Directorate of Education of Baghdad, Al-Karkh, the third - Al-Shula.

1.6 Definitions of Terms

Learning-for-Understanding Strategy; It is a teaching strategy that integrates teaching processes, design, and evaluation of the content. It focuses on meaning-making and creating understanding as the main and pivotal objective of the learning process. It emphasizes defining the activity of the learner, helping him/her to discover the connection between facts, concepts, and principles and linking them to his/her previous education, generating new ideas, using concepts and skills students have learned to face new situations and problems, and applying the knowledge and skills they have reached in new situations and contexts that

are unfamiliar to them (Jabara and To'ama, 2019) [5].
Procedurally; The researcher defines the learning-for-understanding strategy as a curve of teaching in which students are preoccupied with practices, tasks, performance, and design of content-related activities to generate knowledge in their own way in order to achieve understanding according to specific procedures and steps within an organizational framework for the content, in which both the teacher and the students participate in preparing it in light of the theory of Understanding and Improvisational Design.

3. The Methodology and Field Procedures

3.1 The Methodology

The researcher used the experimental method for its suitability for the nature of the present study.

3.2 Population and Sample of the Present Study

The research population consists of (53) students from the fourth preparatory grade of Iraq Preparatory School for Boys for the academic year 2021-2022, distributed into two experimental groups and a control group. The share of each group is (10) students, so the total number of the sample is (30) students, which constitutes (56.6%) of the research population.

3.3 Research Tools and Assistive Devices

1. Data Collection Tools

In order for the researcher to be able to complete his/her experiment, he/she must use some means and tools that help him/her in completing the experiment and completing the research. Research tools mean the means through which the researcher can collect data, solve problems, and obtain the objectives of the research. Therefore, the researcher used the following research tools and means:

1. Arabic and foreign references
2. Observation and experimentation
3. Data collection and research form
4. Tests and measurements

2. The Devices

The researcher benefited from the following devices and tools:

1. (10) legal futsal balls
2. The outdoor yard of the school
3. (24) signs of different heights
4. Coloured sticky tape to plan and define test areas.
5. Length measuring tape of leather including the meter and its parts with a length of (30) meters
6. A Sanyo Electronic Scale made in Japan, with a (kg) unit of measurement
7. Sony digital camera of Japanese origin, model (Sony. Cyber-shot.W320)
8. (2) Stopwatches
9. (5) Whistles

3.4 Field Procedures

3.4.1 Defining basic skills and testing them

The researcher selected a set of basic skills related to the futsal game and the most important tests related to it, based on the experience he possesses in this field, as he is a teacher and researcher in the field of teaching physical education, as well as benefiting from the opinion of experts in teaching futsal by submitting a questionnaire form for them.

Table 1: The skills selected for the study, their tests, purpose, and unit of measurement

Measuring Unit	Purpose of test	Tests	Skills	No.
Time	Measuring ball rolling	Two-way straight rolling	Rolling	1
Frequency	Measuring passing accuracy	Bouncing passing on the wall for (20) seconds	Passing	2
Scores	Measuring accuracy in stopping the ball with all parts of the body except the arms	Suppressing the ball inside a square measuring (2m x 2m)	Suppression	3
Frequency	Measuring the ability to control the ball	Controlling the ball for (30) seconds	Ball control	4
Scores	Measuring scoring accuracy	Scoring from a distance of (10) meters	Scoring	5

3.4.2 Research Test Specifications

The first test; The straight and zigzag roll back and forth (Khadda, 2011) [24].

The second test: The test of bouncing passing on the wall for a period of (20) seconds.

The third test: Suppressing the ball inside a square (al-Khashab *et al.*, 1999) [16].

The fourth test: Controlling the ball for a period of (30) seconds inside a circle with a diameter of (2.5) meters (Jaafar, 2010) [17].

The fifth test: Shooting from a distance of (10) meters (Jaafar, 2010) [17].

3.4.3 Scientific basis for the tests

After determining the tests for the selected skills by the

researcher, after conducting the exploratory experiment, the researcher sought to find the scientific basis for the selected tests as follows:

3.4.3.1 Test stability

The researcher relied on the method of re-testing by applying all the tests to the sample of the exploratory experiment, on 10/7/2021. The same tests were repeated after (7) days on 10/14/2021. Then, the data obtained by the researcher from the two tests were processed by calculating the simple Pearson correlation coefficient between the scores of each two tests. The calculated correlation results indicate that there is a high correlation between the tests, which confirms the stability of the tests as shown in Table (2).

Table 2: Statistical parameters of the tests (reliability coefficient, self-truth coefficient)

Self-truth coefficient	Reliability coefficient	Measuring Unit	Test Name
0, 91	0, 82	Second	Straight and zigzag rolling back and forth
0, 88	0, 77	Frequency	Bouncing passing on the wall for (20) seconds
0, 91	0, 84	Score	Putting out the ball inside a square measuring (2m x 2m)
0, 97	0, 95	Frequency	Controlling the ball for (30) seconds
0, 94	0, 89	Score	Scoring from a distance of (10) meters

3.4.3.2 The validity of the tests

The researcher used the subjective validity coefficient to ensure the validity of the test. The subjective validity was measured by calculating the square root of the test stability coefficient.

Intrinsic validity coefficient = $\sqrt{\text{(test reliability coefficient)}}$

3.4.3.3 Objectivity of the test

The approved tests were clear and understandable and far from the self-evaluation of the assessor, as the registration is done by adopting units of time, repetition, and the number of success times (degree). The special instructions for each

test were clearly defined and the conditions required during application were established, in addition to the fact that the work team is specialized in physical education. Hence, the approved tests are highly objective.

3.4.6 Equivalence of the sample

The equivalence process is used in experimental research to ensure that all members of the sample have one starting line to start implementing the curricula intended for learning or training. Therefore, the equivalence process is conducted in the skill aspect between the research groups to control the variables as shown in Table (3).

Table 3: Analysis of variance to find equivalence between the three research groups in the pre-tests under study

Tabular F-value	Calculated F-value	Average of squares	Degree of freedom	Total squares	Sources	Measuring Unit	Tests	
3,35	2, 91	21, 43	2	42, 87	Among groups	Time	Rolling skill	
		7, 35	27	198, 62	Inside groups			
	0, 215	1, 3	2	2, 6	Among groups	Frequency	Passing skill	
		6, 05	27	163, 4	Inside groups			
	3, 17	484, 63	2	969, 26	Among groups	Frequency	Control skill	
		152, 74	27	4124, 2	Inside groups			
	1, 97	11, 7	2	23, 4	Among groups	Score	Scoring skill	
		5, 91	27	159, 8	Inside groups			
	1, 99	15, 6	15, 6	2	13, 2	Among groups	Score	Suppression skill
			7, 84	27	211, 6	Inside groups		
			0, 09	27	2, 42	Inside groups		
		At degree of freedom of (2.27) and significance level of (0.05)						

3.4.7 Pre-tests

The pre-test for the three groups started on Monday, 10/18/2021, at nine o'clock am, in the outdoor arena for the lesson of physical education.

3.4.8 Educational Curriculum

A special educational curriculum was prepared for the members of the two experimental groups based on the strategy of learning for understanding and giving delayed visual feedback to the members of the second experimental sample by filming the process of their performance of the educational unit and displaying the errors that accompanied their performance in addition to what is given to all groups of verbal feedback synchronized during the lesson. The researcher intended to introduce the special educational units prepared by them, which included the learning-for-understanding strategy according to the compound exercises, which were included within the curriculum used in the Faculty.

The first experiment; learning-for-understanding strategy and real-time verbal feedback

The second experiment; Learning-for-understanding strategy and external visual feedback

The control group; The method used included the units that include the use of the learning-for-understanding strategy in determining the purpose of the skill and the objective that the skill mechanism aims at, teaching the students about that, asking questions and answering them, clarifying the common mistakes, and dividing the students into small groups whose number does not exceed (6) students per group, whether they are equal or not according to the required formation and the purpose. The student is free to

move against the return of another classmate to the group according to the exercises prepared in learning the skills under discussion as shown in Appendix of the educational unit (1).

The application of the educational curriculum began on Sunday 10/24/2021 for the first and second groups. The curriculum included (12) educational units, at the rate of two educational units per week, with a time of 45 minutes per educational unit according to the time of the physical education lesson.

3.4.9 Post-tests

After the end of the educational curriculum on 10/24/2022, which took (12) weeks, and for the purpose of determining the level reached by the research sample, including the two experimental and the control groups, the post-tests were conducted for the two experimental and the control groups on Thursday, 2/17/2022, at exactly nine o'clock in the morning in the outdoor arena, in the physical education lesson following the same conditions and procedures that were followed in the pre-tests in order to control the variables that affect the results of the experiment.

3.4.10 Statistical means

The researcher used the SPSS on the computer to process all the research data according to statistical laws.

4. Presentation, analysis, and discussion of the results

4.1 Presenting, analysing, and discussing the results of the pre and post-tests of the first experimental group

4.1.1 Presenting the results of the pre and post tests for the first experimental group

Table 4: The arithmetic mean, the mean of the differences, the standard deviation of the differences, the calculated T-value, and the level of significance for the first experimental group in the pre and post tests

Percentage of development	Significance level	Tabular T-value	Calculated T-value	AF	F	Standard deviation		Arithmetic mean		Measuring unit	Tests	No.
						Post	Pre	Post	Pre			
14,05	Significant	1,83	3,48	1,75	1,93	1,62	2,03	13,8	15,74	Time	Rolling skill	1
11,9	Insignificant		1,67	1,88	1	2,75	3,06	9,4	8,4	Frequency	Passing skill	
21,7	Significant		3,47	5,45	6	12,97	12,16	33,6	27,6	Frequency	Control skill	2
41,6	Significant		2,96	3,19	3	3,15	2,74	10,2	7,2	Frequency	Scoring skill	
34,6	Significant		1,96	2,89	1,8	2,53	3,29	7	5,2	Score	Suppression skill	3

4.1.2 Discussing the results of the pre and post tests for the first experimental group

Table (4) indicates that there is a development in all the skills that the present study focused on, which led to significant differences for most of these skills. The researcher believes that the progress made in the development rates of the group of skills under study clearly led to the development of the skilful performance of the students, which indicates the ability of the proposed educational curriculum in developing skills, which indicates the superiority of the learning-For-understanding strategy. The researcher attributes these results to the fact that the learning-for-understanding strategy that was used in teaching contributed greatly to raising their motivation for achievement and study. Most of them began to learn through cooperative groups in which a clear role appeared for each member of the group, so there was no student left to feel indifferent to what was happening inside the classroom because mind wandering, distraction, and boredom have no place in the of learning-for-understanding strategy.

The researcher also confirms that the learning-for-understanding strategy according to the compound exercises has contributed to raising the level of self-confidence among the members of the experimental group, through the feeling of each individual of equal opportunity in learning and respect for his being. Merrill Harman states that in recent years, interest in learning-for-understanding strategy has increased because it is concerned with cognitive and social strategies at the expense of behavioural strategies that dominated the fields of education during the past decades. The reason is due to the development of knowledge in the twenty-first century to emphasize this interest in education. Students have a way of obtaining knowledge and developing their different thinking styles more than acquiring the knowledge itself (Juma, 2016) [4]. The researcher also attributes this to the fact that the learning-for-understanding strategy has allowed students to practice skills in all aspects as well as verbal reinforcement by the teacher during the process of applying developmental exercises in preparation for the educational unit designed by the researcher. The design of the new educational unit is in

accordance with the learning-For-understanding strategy, which looks at the teacher as a source, developer, and evaluator who seeks to obtain the objectives of learning by focusing on a more quantitative type and shifting from traditional assessment patterns to real assessment patterns and teaching students to make decisions and understand knowledge according to their own skill abilities through changing their practices and shifting to a process of understanding and strengthening their mental habits that contribute to making the learning process easier (Abu Hammour, 2006) [22].

The learning-for-understanding strategy worked to improve the learning of the motor paths of the skills. The researcher confirms the active role of the activities card assigned to the students. The researcher worked to clarify the work paths in the process of learning and applying the sections of the skills under study. The positive synergy in the experimental group works to define the common objectives and the role of each student in achieving the partial task and the direct

interaction between the members of his group and dealing with familiarity and harmony with them, as well as the achievement of each student an educational task entrusted to him and evaluate it for the student's performance. The learner who cooperates with his/her colleague, provides him/her with clarifications and corrects mistakes directly in any educational circumstance helps the learner to acquire and develop the advanced skills (Ali and To'ama, 2019) [5].

4.2 Presenting, analysing, and discussing the results of the pre and post-tests of the second experimental group

4.2.1 Presenting and analysing the results of the pre and post-tests of the second experimental group

For the purpose of finding out the significant differences between the pre and post-tests in the tests under study for the second experimental group, including learning-for-understanding strategy + simultaneous verbal feedback + delayed visual feedback, the researcher used the (T-test) for correlated samples as shown in Table (5).

Table 5: The arithmetic mean, the mean of the differences, the standard deviation of the differences, the calculated T-value, and the level of significance for the second experimental group in the pre and post tests

Percentage of development	Significance level	Tabular T-value	Calculated T-value	AF	F	Standard deviation		Arithmetic mean		Measuring unit	Tests	No.
						Post	Pre	Post	Pre			
19,5	Significant	1,83	2,74	3,5	3,04	1,1	4,04	15,52	18,56	Time	Rolling skill	1
15,5	Significant		3,08	1,22	1,2	1,44	1,76	8,9	7,7	Frequency	Passing skill	2
124,1	Significant		4,52	12,56	18	10,01	8,4	32,5	14,5	Frequency	Control skill	3
49,4	Significant		3,99	3,4	4,3	2,53	2,11	13	8,7	Frequency	Scoring skill	4
121,4	Significant		3,28	3,27	3,4	3,32	1,39	6,2	2,8	Score	Suppression skill	5

4.2.2 Discussing the results of the pre and post tests for the second experimental group

Table (5) indicates that there is a development in all the skills focused on in the present study, which led to significant differences in all these skills. The researcher attributes the reasons for these differences to the post-tests of the proposed educational curriculum based on the strategy of learning-for-understanding. There is time for understanding the answer to the two questions of how and why. Understanding is the primary objective of science. It is the simplest thing that a researcher can do to determine the causes of any phenomenon so that the ideas presented for the phenomenon are of a type that can be proven experimentally. It is also the possibility of linking and realizing the relationships between the phenomena to be explained and the events that accompany or cause them. Hence, these phenomena must be interpreted in light of a group of variables or a group of principles and laws that govern them because this facilitates the process of predicting them and working to control them. The learning-for-understanding strategy requires a disruption of teaching. The student must perform the work of thought in the field of application, generalization, and simulation operations. This indicates that the student goes through these stages to represent generative information and ideas, which in their entirety provide depth and importance to the events of the understanding process (Zaitoun, 2007) [25].

The researcher also emphasizes the important role of immediate verbal external feedback that was given to the sample. In the second experimental group, the same feedback was given with the addition of a visual external feedback that was late for the performance of each member

of the sample and focused on the mistakes made in the implementation of the educational unit for all educational units. Such feedback helps the respondents realize their mistakes in implementation and thus work to avoid these errors in the subsequent educational unit, i.e. correcting the motor program for each form of skills contained in the educational unit. Using sight effectively will play the role of guiding the movement and continuing to use feedback.

In addition to the foregoing, the researcher would like to point out that the learning that occurred for the members of the two experimental groups was not only due to what was previously mentioned, but there was a role for the application and proper organization of the paragraphs of the educational program, as the process of organizing the lesson plays an influential role in developing the level of performance that is consistent with the capabilities of the students through the good preparation of the place for training and the necessary supplies for it, which leads to positive results in the process of understanding and developing the skill level of the students because "the organized and scientific exercise has a great effect on the results of the tests (Nassif, 2000) [19].

4.3 Presenting, analysing, and discussing the results of the pre and post-tests of the control group

4.3.1 Presenting and analysing the results of the pre and post-tests of the control group

For the purpose of finding out the significant differences between the pre and post-tests in the tests under study of the control group, the researcher used the T-test for correlated samples as shown in Table (6).

Table 6: The arithmetic mean, the mean of the differences, the standard deviation of the differences, the calculated T-value, and the level of significance for the control group in the pre and post tests

Percentage of development	Significance level	Tabular T-value	Calculated T-value	AF	F	Standard deviation		Arithmetic mean		Measuring unit	Tests	No.
						Post	Pre	Post	Pre			
5,8	Significant	1,83	2,19	1,41	0,97	1,5	1,27	16,85	17,83	Time	Rolling skill	1
1,2	Insignificant		0,12	2,51	0,1	1,76	2,37	8	7,9	Frequency	Passing skill	2
5,4	Insignificant		0,65	5,27	1,1	14,67	14,44	21,2	20,1	frequency	Control skill	3
- 9,3	Insignificant		0,61	5,66	1,1	3,46	2,74	10,7	11,8	Frequency	Scoring skill	4
70,5	Significant		2,09	3,62	2,4	2,2	3,27	5,8	3,4	Score	Suppression skill	5

4.4 Presenting, analysing, and discussing the results of the post-tests for the three groups

4.4.1 Presenting and analysing the results of the post-tests for the three groups

After the results of the research groups tests were processed

in the T-test, the researcher extracted (F-values) for all tests and for all research groups to find out which of the three groups is more affected by the method of feedback. Table (7) shows this.

Table 7: Analysis of variance, computed and tabulated (F) value, and significance of differences in post-tests for the three research groups in skill tests

Significance level	Tabular F-value	Calculate F-value	Squares average	Freedom degrees	Total squares	Sources	Tests
Significant	335	11,422	23,28	2	46,57	Among groups	Rolling skill
			2,04	27	55,05	Inside groups	
Insignificant		1,179	5,03	2	10,1	Among groups	Passing skill
			4,27	27	115,3	Inside groups	
Significant		4,5	620,133	2	11240,26	Among groups	Control skill
	137,8		27	3720,7	Inside groups		
Significant	4,11	31,63	2	63,26	Among groups	Scoring skill	
		7,69	27	207,7	Inside groups		
Insignificant	0,651	3,9	2	7,8	Among groups	Suppression skill	
		5,98	27	161,7	Inside groups		
		0,15	27	3,93	Inside groups		

4.4.2 Discussing the results of the post-tests and the least significant difference (L.S.D) for the five skills

It is observed that the experimental groups are always superior to the control group. It is also observed that the control group did not outperform any experimental group in any of these skills. The researcher attributes the reason for this to the educational curriculum that was prepared according to the learning-for-understanding strategy that Changed the atmosphere of the skill education process and made it more lively and active. The researcher emphasizes the role of the teacher, who has become providing students with the basics of the understanding process, which has made the process of acquiring the skills under discussion according to feedback easier. Learning-for-understanding has made the learning process more lively and active through the distribution and organization of students' roles According to new formations and the distribution of the roles assigned to them. This makes the learning process prevail in the spirit of cooperation, negotiation, and participation, as well as the employment of specific activities aiming at stimulating their thinking and giving them an opportunity to express their ideas, which leads students to master their knowledge and ideas (Mahmoud, 2011) [1].

In the skill of rolling, the share of this skill was in the educational units according to which was applied to the members of the two experimental samples in all its forms and in different and multiple situations. The multiple characteristics of the development of rolling, adding some obstacles or training methods during the rolling exercises, which would make it difficult for the motor performance to roll.

As for the suppression skill, the researcher believes that the proposed educational approach has brought about a clear development in the performance of the members of both experimental samples in this skill. Moreover, this skill gives a clear indication of the development of the performance and level of the student as a whole. Merrill Harman states that in recent years, interest in learning-for-understanding strategies has increased. The reason is that such strategies are concerned with cognitive and social strategies at the expense of behavioural strategies that dominated the fields of education during the past decades. The reason is due to the development of knowledge in the twenty-first century. The interest in teaching students the method of obtaining knowledge and developing their different thinking patterns is more than acquiring the knowledge itself. The researcher concludes that the strategy of learning-for-understanding allowed the students to practice the skills in all aspects as well as the verbal reinforcement by the teacher during The process of applying developmental exercises, which leads to gaining time. As for scoring and the level of skilful performance, the researcher confirms that the proposed educational curriculum is more effective when combined with appropriate and effective feedback. The researcher attributes this superiority of the second group in scoring and the level of skilful performance to the feedback that was provided to the sample members during the educational unit as a simultaneous verbal external feedback and after the end of the educational unit as a delayed visual external feedback through video recording methods. This is confirmed by (Peter J. L Thompson) who states that if the internal feedback is combined with the external feedback that is by the coach or the group of players or reflective mirrors or

video cameras, the graphic form of skill learning will escalate at a faster rate than relying on internal feedback because it will simply give the player the best information about The way he performed the skill and what was correct and incorrect in the way he performed this skill. He adds that this understanding of the correct performance method for a particular skill helps to develop the motor program and the mental memory of the movement, so the development of the motor program is considered the basis for every skill learning (Peter, 1996) [3].

5. Conclusions and recommendations

5.1 conclusions

1. Emphasising the application of the learning-for-understanding strategy according to the type of feedback, which has an effective positive influence on the skill side of soccer.
2. The role of feedback is important in the process of promoting soccer skills education for students.
3. The strategy of learning for understanding has allowed students to practice skills in all aspects as well as verbal reinforcement by the teacher during the process of applying developmental exercises to gain time.

5.2 Recommendations

1. Using modern strategies such as learning-for-understanding as supportive strategies for the methods used in teaching and learning motor skills and not limiting teaching programs to traditional methods.
2. Benefiting from the results of the present study by using learning-for-understanding to improve the level of performance.

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Appendices

A model for an educational unit according to the learning-for-understanding strategy using soccer feedback.

Students: Lesson Objectives: Date:

Division: Tools: Day:

A modal of an educational unit according to the learning-for-understanding strategy using soccer feedback.

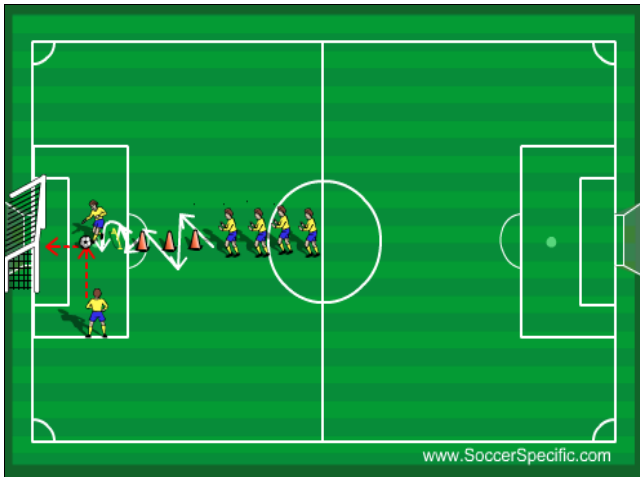
Students: Lesson objectives: Date:

Division: Tools: Day

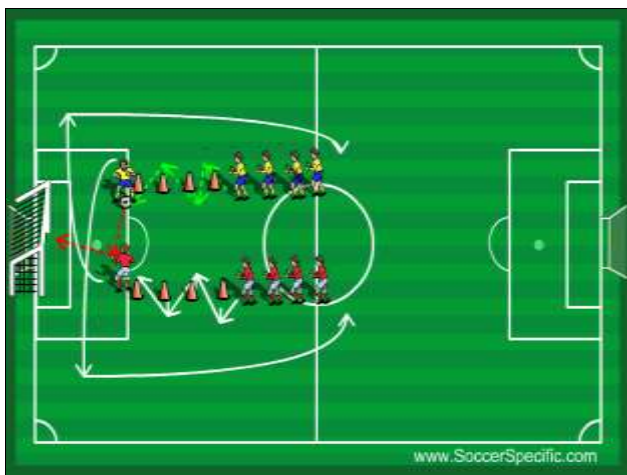
Appendix (2)

Developmental exercises

The students stand in a group outside the penalty area facing the goal. There are (3) signs in front of them. The distance between them is (1) meter. There is a barrier with a height of (40) cm. The student suppresses the ball and shoots towards the goal as shown in Figure (1)



2. Students stand in two lines outside the penalty area facing the goal. There are (4) signs in front of each group. The distance between them is (1) meter. The ball is with one of the two groups. The other group is without a ball. After Zigzag, the student who has the ball passes it to the other student who suppresses it and then shoots towards the goal. Then, they go back to stand behind the other group as shown in Figure (2).



3. Students stand in groups in front of the school wall at a distance of (10 m). There are (3) signs in front of them. The assistant student stands beside the front of the signs so that the first student from each group runs zigzag between the signs to receive the ball from the assistant to shoot at the goal. Then, they return behind the group and so on as shown in Figure (3).