



## *The effect of the advanced comparative organizer strategy on learning the skills of running and scoring futsal for students*

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### **ABSTRACT**

Keywords:

*Advanced students*

*Comparative Organizer Strategy.*

It has become necessary to pay attention to education based on the use of modern educational strategies and methods that meet the needs of the student and are in line with scientific and technological progress, which goes beyond just the student's memorization of information to use and employ it in new situations, and from these modern strategies the strategy of the comparative advanced organizer through the use of the strategy of the comparative advanced organizer, which is meaningful learning is its essence through the link of new information with the concepts and information in the student's cognitive structure. . And achieve meaningful learning to a degree of more ease and effectiveness and this is done by linking the educational material (vocabulary of the lesson) with the previous experiences of the student, which consists of concepts, principles and ideas (theoretical material) with links that pave the way for the emergence of new meanings as well as should help students to achieve a cognitive structure characterized by stability, clarity and organization and includes ideas closely related to the practical aspects applied during the implementation of the lesson, hence the importance of research through Identify the impact of using the strategy of the comparative advanced organizer in the development of cognitive aspects and its reflection on the development of teaching skills through the application of the lesson of teaching methods from the fifth grade scientific students in the charter, Department of Education Al-Rifai, Dhi Qar Governorate.

The research problem was represented in the researcher's observation that the educational environment in most schools is an environment that is not encouraging and not exciting for student learning, as the majority of teachers rely on teaching multiple skills in futsal on traditional strategies and methods based on pumping information in a throwing manner, where the teacher is a decision-maker, imposing it and students to perform accordingly, as the researcher noted that rolling skills and scoring skills Do not develop in a way that is commensurate with the rapid development of the game, and this may be due to the lack of use of strategies or methods commensurate with the large number of learners, which increases the burden of the educational process on the teacher or teacher, the research aimed to identify the impact groups of variance (F) – The law of the least significant difference (L.S.D).

## 1- Definition of research

### 1.1 Introduction and importance of the research

The current era is considered the age of science and the continuous cognitive development in all aspects of human life, and the various sciences and their applications have become necessities of life, as scientific knowledge has increased tremendously, and with what everyone faces from the difficulty of familiarizing themselves with their subtleties and details, interests have tended to focus on concepts and facilitate their study for learners so that they become meaningful to them, and this development led to the curriculum being affected by this increasing information progress, and this effect included all its components, from the objectives and content Educational activities, strategies, teaching methods and evaluation methods, as the acquisition of self-learning and continuous skills and instilling the love of knowledge, collection, selection and organization of the main objectives that these curricula seek to develop among learners .

Therefore, it has become necessary to pay attention to education based on the use of modern educational strategies and methods, and to search for new strategies that meet the needs of the student and are in line with scientific and technological progress, which go beyond the student's mere memorization of information to use and employ it in new situations.

Education represents the main pillar in the progress of peoples and nations, so nations seek to develop it, and looking at education in general, we find that it depends in many of its stages on traditional education, in which the greatest burden falls on the shoulders of the teacher, and the role of the learner is largely negative, so many institutions seek to develop education by finding new strategies for education, aimed at the learner being active and positive, and the teacher's role is a guide and guide, so many have emerged One of the educational developments in the recent period, the aim of which is to make the learner the focus of the educational process instead of the teacher, and focus on active learning strategies.

In recent years, several modern philosophies have emerged that are the basis for a number of strategies used in teaching, and among these philosophies is the constructivist philosophy, from which several diverse strategies and methods are derived, and several diverse educational models are based on the pattern of building knowledge and the steps of its acquisition, and from these models the constructivist learning model based on the philosophy of constructivist thought, and constructivist focuses on the learner and his activity during the learning process, and emphasizes meaningful learning based on understanding, from During the active role and active participation of students in the activities they perform, with the aim of building their scientific concepts and knowledge.

One of these strategies, which is based on the philosophy of constructivist theory, the strategy of the comparative advanced organizer, which is one of the modern

educational strategies, and one of the most important effective learning strategies that focus on how the student uses knowledge, as it helps in organizing the education process in a way that allows the learner to form his own cognitive structure, through educational situations that provoke his thinking, and motivate him to make an intentional activity to compare between previous knowledge and new knowledge in learning situations, and through Helping him to obtain the appropriate information to reach a solution to the issue at hand while expanding the knowledge gained through training on applications associated with his new knowledge, thus reshaping the cognitive structure of the learner and his learning becomes meaningful.

The game of football is one of the games that consist of several basic skills, which the teacher is required to teach and deliver to learners and develop them well in order to raise their skill performance, and this is through the use of appropriate and appropriate strategies and methods, hence the importance of research in harmony with the modern directives of education that call for renewal in teaching strategies. The current study came to select among the many teaching strategies, Advanced Comparative Organizer Strategy, which the researcher believes that it has a positive impact on learning, and this in turn leads to the advancement of the level of learning faster in learning the skills of running and scoring futsal for students.

### **1.2 Research problem**

Through the work of the researcher as a teacher of physical education and watching most of the physical education lessons in some schools of the province, he noticed that the classroom environment in most schools is an environment that is not encouraging and not exciting for student learning, as some teachers rely on teaching multiple skills in football on traditional strategies and methods based on pumping information in a dictatorial manner, where the teacher is a decision-maker, imposing it and students have to perform accordingly, as the researcher noted. The basic skills of futsal do not develop in a way that is commensurate with the rapid development of the game, and this may be due to the lack of use of strategies or methods commensurate with the large number of learners, which increases the burden of the educational process on the teacher or teacher in terms of following up each student and correcting the errors that accompany the skill performance that he performs,

As a reaction to the shortcomings in the teaching or education environment, and according to modern trends, what prompted the researcher to employ the strategy of the comparative advanced organizer, and learn the skills of running and scoring futsal for students, in the hope of making a positive change in learning the skills of running and scoring futsal for students and mastering them to reach a better level, as well as the researcher's desire to provide a modest scientific addition to the lack of research that dealt with these topics.

### 1.3 Research objectives

The research aims to:

- 1- Preparing an educational curriculum according to the strategy of the comparative advanced organizer to learn the skills of running and scoring in futsal for students.
- 2- Identify the impact of the strategy of the comparative advanced organizer and the method used in learning the skills of running and scoring in futsal for students.

### 1.4 Research hypotheses

The researcher assumes the following:

- 1- The strategy of the comparative advanced organizer and the method used has a positive impact on learning the skills of running and scoring in futsal for students.
- 2- The existence of significant statistical differences between the results of the post-tests of the experimental group and the control of the skills of running and scoring futsal for students.

### 1.5 Research areas

1-5-1 Human field: students of the fifth grade of science in the Charter High School for Boys - Al-Rifai District - Dhi Qar Governorate for the academic year 20-24/2025.

1.5.2 Time Range: from 1/10/2024 to 30/11/2024.

1-5-3 Spatial area: the playground in the Charter Secondary School for Boys.

### Define terms : 1-6

**6.1.1 Advanced Comparative Organizer Strategy:** A strategy used in organizing the learning of an educational material or subject that is completely new. That is, when the content is familiar to learners and they have some previous experience in some aspects of it. (174:3)

## 2- Research methodology and field procedures

### 2.1 Research Methodology

The researchers used the experimental approach with two equivalent groups (control and experimental) to suit the nature of this study and its objectives.

### 2.2 Research community and sample

The researcher has identified his research community with fifth grade scientific students at Al-Mithaq High School for Boys, Dhi Qar Governorate, Dhi Qar Dhi Qar for the academic year 2024-2025 AD, which numbered (37) students distributed over two divisions (A - B), then the researcher conducted his field experiment on a sample consisting of (24) students, by (12) students from each division, constituting a percentage of (64).86%) of the original community, were

divided into two control and experimental groups, and in the random way by lottery method was chosen Division (B) as a control group is taught in the manner followed by the subject teacher, and Division (A) as an experimental group is taught according to the strategy of the comparative advanced organizer, and the researcher excluded a number of sample members Their number is (5) students, in addition to excluding the sample of the exploratory experiment (8) students

### 2.2.1 Homogeneity

The researcher used the law of the coefficient of variation to conduct homogeneity in the variables (age, height, mass) between the sample members as shown in Table (1).

**Table (1)**

**Shows the arithmetic mean, standard deviation and coefficient of variation in the variables of the study**

Coefficient of variation* %	Standard deviation (p) $\bar{x}$	Arithmetic mean (o)	Unit of measurement	Processors Variables
3.177%	0.68	21.4	year	lifetime
3.840%	6.13	159.63	poison	Length
6.901%	3.41	49.41	kg	Mass

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

### 2.2.2 Equivalence

For the purpose of determining the starting point, the researcher found the equivalence between the two groups using the test (t) for independent samples in the variables of the study and table (2) shows that.

**Table(2)**

**Shows the equivalence of the two research groups in variables (running with the ball, scoring)**

Statistical significance	Significance level	Calculated t* value	Experimental Group		Control group		Processors Skills
			(p) $\bar{x}$	Going to	(p) $\bar{x}$	Going to	
Immoral	0.724	0.584	1.04	18.61	1.42	18.3	Ball Running (sec)
Immoral	0.227	1.379	0.94	11.91	0.83	12.43	Scoring (score)

\* Moral at the level of significance of  $\leq (0.05)$  and in front of the degree of freedom (22).

It is clear through Table (2) that the value of (t) calculated for all research variables with a level of significance greater than (0.05), which indicates that there are no significant differences, and this means that the two groups are equivalent in the research variables.

## 2.3 Aids and Aids

### 2.3.1 Aids

Arab and foreign sources - observation - tests and measurement.

### 2.3.2 Utilities

HP laptop - tape measure - medical scale - whistle - electronic stop clock - futsal balls - nylon signs - goals.

## 2.4 Identify some basic futsal skills and determine the test for each skill under study

Some of the basic skills of futsal were identified under study according to the vocabulary of the football curriculum for fifth grade scientific students at Al-Mithaq High School for Boys - Dhi Qar Governorate, and the basic skills under study are (running with the ball, scoring), then the research required conducting tests for each skill under study, which was selected by taking advantage of the literature of previous studies and was presented to a number of experienced and specialized (\*) And got their approval by 100%, and this is what achieves the apparent honesty of the tests, and despite the use of tests in the Arab and Iraqi environment and that their scientific transactions are verified and reliable, but the researcher conducted an **exploratory experiment** on a sample other than the research sample and from the community of origin and they are (8) students to verify the stability of the tests through the application of the tests and re-application after five days of the first application As well as ensuring their objectivity by setting arbitrators to record the scores of the tests and then find the correlation coefficient between them, and the correlation coefficients were high, which achieves stability and objectivity, and Table (3) shows that.

**Table (3)**  
**Shows coefficients of stability and objectivity**

<b>Objectivity coefficient</b>	<b>Coefficient of stability</b>	<b>Test Name</b>	<b>t</b>
<b>95.0</b>	<b>84.0</b>	<b>Ball running test between poles back and forth</b>	<b>1</b>
<b>96.0</b>	<b>82.0</b>	<b>Scoring accuracy from a distance of 10 m</b>	<b>2</b>

(\*) 1- Prof. Adel Odeh Al-Ghazi Learn – Football University of Thi-Qar – Faculty of Physical Education and Sports Sciences

2- a.Dr. Saleh Jawaidd Hillel Learn – Football University of Thi-Qar – College of Physical Education and Sports Sciences

3- Prof. Dr. Hikmat Abdul Sattar Alwan Training – Football University of Thi-Qar – Faculty of Physical Education and Sports Sciences



**\* The value of (t) grandfather guardian at a degree of freedom (6) and below the level of significance (0.05) is (0.707)**

## **2.5 Specifications of tests**

### **2.5.1 Ball running test between poles back and forth (4:143)**

- **Tools used:** flat ground, football number (2), whistle, stopwatch, signs number (7).
- **Method of performance:** The first sign is 2 m away from the starting line and the second sign is 2.7 m, i.e. 9 feet from the first sign, which is the same among the other signs, and the tester stands behind the starting line and with the ball, and when the start signal is given, the tester runs with the ball between the signs back and forth.
- **Test conditions:** Each tester is given two attempts, must be rolled between the signs, if the ball moves away the ball returns from the place of its departure and returns and completes the test.
- **Recording:** The nearest time is calculated 1/10 of a second and the time is calculated for the best attempt.

### **2-5-2 Scoring accuracy from a distance of 10m (4:103)**

- **Objective of the test:** scoring accuracy.
- **Tools used:** a wall painted with a target with a width of (3) m and a height of (2) m, footballs (10), whistle.
- **Performance description:** a football goal drawn on a wall and divided into (6) equal parts and distributed as follows: the upper angles (4) degrees, the lower (3) degrees, the lower middle part (1) degrees, the upper middle part (2) degrees and a line with a width of 2 m away from the target.
- **Performance method:** The student stands behind the scoring line and in front of him (5) balls on the line and when hearing the signal he hits the balls placed on the line to the goal, then he hits the other five balls after placing them in place by the work team and so on until the student completes (10) attempts.
- **Test conditions :** the student hits the ball with his favorite foot .

## **2.6 Field research procedures**

### **2.6.1 Pre-tests**

The researcher conducted the pre-tests on the main research sample on (Tuesday) 10/10/2024 AD in the playground in Al-Mithaq High School - Dhi Qar Governorate and in the presence of the assistant work team, and the researcher proved almost all other conditions for the tests in terms of place, time and method so that the same or similar conditions can be found when conducting the post-tests.

### **2.6.2 Main experience**

After the researcher has determined all the requirements of the main experiment by determining the skill tests and after conducting the exploratory experiment and benefiting from it in organizing the work and preparing for the main experiment and before conducting the pre-tests, the researcher gave an introductory educational

unit for each group of research groups whose purpose is to give prior education to students to identify the nature of the skills to be learned as well as to achieve the goals that require the researcher to It builds the educational situations that the learners in the experimental group will go through during the implementation of the strategy of the comparative advanced organizer and the study of the place of implementation and the tools used within the framework of the strategy under research, and based on this:

- The researcher met with the students of the experimental group, and in the presence of the subject teacher before starting to apply the experiment to explain and clarify how to implement the work of the group and all inquiries of the students' questions were answered.
- The educational curriculum was implemented by the physical education teacher in the school after understanding from the researcher the objectives of the research and how the experimental group works and under the direct supervision of the researcher.
- The main experiment started on (Sunday) 15 /10/2024 .
- The researcher adopted the educational curriculum prepared by the physical education teacher according to the curriculum presented to the halls in the school .
- The number of educational units during the educational curriculum (6) educational units distributed over two skills (running with ball, scoring) and the rate of educational units per week for each division.
- The time of the educational unit (45) minutes divided as follows:

**A - Preparatory section** (10) minutes (warm-up, and organization of work).

**B - Main section** (30) minutes: includes the educational part (9) minutes in which the skill to be learned is presented to students and linked to their previous experiences as well as the exercises that will be applied, the applied part (21) Accurate and the application of exercises for the skill to be taught, as each group applies the exercises according to the method followed according to the objective of the study.

**The experimental group** implements exercises for the skill to be taught according to the strategy of the comparative advanced organizer, as the researcher divided the students of the experimental group into three small groups, each group includes (4) students, taking into account the exchange of roles among themselves during the same educational unit.

The duration of each exercise is (7) minutes as in Appendix (1).

**C - The final section** (5) minutes and includes (light jog and a small game and then leave).

### 2.6.3 Post-tests

The post-tests were applied on (Monday) 27 /11/2023 AD , and the researcher followed the same conditions and procedures of the pre-tests in terms of the time and place of conducting the tests, the assistant work team, and the method of calculating the test score.

### 2.7 Statistical Methods



The researcher used the statistical program (SPSS) to extract the statistical results according to the following statistical laws: arithmetic mean - standard deviation - coefficient of variation - simple correlation coefficient (Pearson) - (t) for symmetrical samples - (t) for independent samples.

### 3. Presentation, analysis and discussion of results

#### 3-1 Presentation of the results of the tests of the skills of running ball and scoring football for futsal under research in the pre- and post-measurements of the control and experimental groups, analysis and discussion:

Table (4)

Shows the significance of the differences between the results of the pre- and post-test tests in the tests of running skills with the ball and scoring in futsal for the control and experimental groups

kind Significance	Significance level	Value(t) Calculated	Post-tests		Pre-tests		Processors Skills	The Collection
			(±p)	Goin g to	(±p)	Goin g to		
Moral	0.001	3.44	1.81	16.61	1.42	18.3	Ball Running (sec)	Adjuster
Moral	0.000	6.72	2.15	19.76	0.83	12.43	Scoring (degree)	
Moral	0.000	4.81	1.33	14.72	1.04	18.61	Ball Running (sec)	Experimental
Moral	0.000	8.68	3.54	24.88	0.94	11.91	Scoring (degree)	

\* Moral at the level of significance  $\leq (0.05)$  and in front of the degree of freedom (11).

Table (4) shows the arithmetic means, standard deviations and the value of (t) calculated between the results of the pre- and post-tests in the skills of running with the ball and scoring in futsal for the control and experimental groups, as the results presented in the table showed that the value of the level of significance calculated in the tests for the two groups Less than the value of the significance level (0.05), which indicates that there are statistically significant differences between the pre- and post-tests and in favor of the post-tests of the two groups.

**The researcher attributes** these moral differences and development and in favor of post-tests in **the skills of running ball and scoring futsal** under research **in the two groups** to the educational curriculum that was applied to the control and experimental groups, whether through the method followed by the subject teacher or the strategy of the comparative advanced organizer, in the method used in which he learns The student through imitation and repetition, the majority of its implementers focus on giving the student the largest number of repetitions in order to reach a good level of learning, continuous training on the educational task helps a lot in learning and installing it, and this in turn contributes to mastering the motor duty as Wajih Mahjoub (2000) indicates that the importance of repeating skill

performance and using kinetic models in front of learners helps to learn the skill and install it (175:8) "Practice, effort through training and continuous repetitions are necessary in the process of education and training and a necessary auxiliary factor in the process of the individual's interaction with the skill, control of his movements, and achieving consistency between the movements that make up the skill in a proper sequential performance and an appropriate time" (7:129).

The development that took place in the experimental group attributed by the researcher to the positive impact of the educational curriculum using the strategy of the comparative advanced organizer, as the strategy of the comparative advanced organizer is characterized by contributing significantly to increasing the amount of information and knowledge that has been obtained by the student, as the information has been organized logically sequentially from the general to the private, which led to increased comprehension, and departure from the traditional familiar In organizing the content of football, as well as in the teaching method, where the vocabulary of the subject was arranged in an organized, gradual and coherent manner of good, clear and adequate explanation and linking it to previous experiences during a good strategy represented in the comparative advanced organizer, which made it easier for students to clarify its meaning and assimilation, so they were distinguished by their high level of achievement and performance, and this is what Hammadat (2009) pointed out. The advanced organizer is known as an introductory material presented to the learner at the beginning of the lesson to increase the level of learning by linking new learning and previous learning and be the image of major facts, or college, theories, or rules usually related to the subject of the lesson or study material and has been called advanced organizations not given in the introduction to the lesson before entering into the details of the topic. (2:123).

Abu Hatab and Sadiq also defined it by saying, "Pre-organized organizations differ from the organized concepts or pillar that facilitate learning, such as prior familiarity with learning content, which is a set of ideas more complex than that, and intentionally prepared so that it provides the learner with a set of meaningful learning materials, in order to ensure that the associated pillar ideas will be available to him" (324:1)

### **3-2 Presentation, analysis and discussion of the results of the post-tests in the skills of running with the ball and scoring in futsal for students under research for the control and experimental research groups**

**Table (5)**

**Shows the significance of the differences between the post-tests of the control and experimental groups in the basic skills tests in futsal for students**

Statistical significance	Significance level	Calculated t* value	Experimental Group		Control group		Processors Skills
			(p) $\bar{+}$	Going to	(p) $\bar{+}$	Going to	

Moral	0.002	2.791	1.33	14.72	1.81	16.61	Ball Running (sec)
Moral	0.000	4.102	3.54	24.88	2.15	19.76	Scoring (score)

\* Moral at the level of significance of  $< (0.05)$  and in front of the degree of freedom (22).

Table (5) shows the arithmetic means, standard deviations and the value of (t) calculated between the results of the post-tests in the skills of running with the ball and scoring futsal for students for the control and experimental groups, as the results presented in the table showed that the value of the level of significance calculated in the skill tests is less than the value of the significance level (0.05), which indicates that there are statistically significant differences between the post-tests of the two groups and in favor of the group Experimental .

**The researcher attributes the** reason for the superiority of the experimental group to the positive impact of the educational curriculum using the teaching strategy) as a comprehensive teaching strategy that creates a kind of interest and suspense for learners to learn the skills under research, which is missing from many individual teaching methods and strategies, as the use of the advanced organizer strategyIt has helped students to understand well the skills and absorb them better, and also led to the development and improvement of the skill performance of students in the skills under research, in addition to that the educational curriculum is characterized by providing information and knowledge in an orderly and organized scientific manner that works to arrange the mental and motor processes of the learner and helps the learner to retrieve information whenever he wants in a way that helps to install and stay for a longer period, and the curriculum also provided feedback that helps to correct errors, and the curriculum allowed Opportunities for students to pursue weaknesses in their performance, and improve all of this helped to stimulate students' motivation towards learning,

**The researcher believes** that advanced organizations "are an introduction or brief introductory material provided by the teacher to students at the beginning of the educational situation and be at a high level of abstraction and generality and be organized in a hierarchical manner that helps the student to retrieve previous information and remember it to link it to the current topic to facilitate the education process", as the development of students' abilities depends heavily on the extent of their interaction with the strategy Teaching and their response to it, and given the importance of the physical education teacher's knowledge of more than one method and strategy of teaching methods and strategies because without that his abilities in dealing with students remain limited purpose, and the use of modern strategies in teaching gives opportunities for the teacher and the student to improve the educational process (114:5).

#### 4. Conclusions and recommendations

##### 4.1 Conclusions

- 1- The strategy of the advanced organizer and the method used by the teacher has a positive role in learning the skills of running with the ball and scoring futsal for students.
- 2- The superiority of the experimental group that implemented the educational curriculum according to the strategy of the advanced organizer over the control group, which implemented the curriculum according to the method used in learning the skills of running with the ball and scoring futsal for students.

#### **4.2 Recommendations**

- 1- The need to apply the educational curriculum with the strategy of the advanced organizer in learning the skills of running with the ball and scoring futsal .
- 2- Emphasizing the development of positive attitudes of physical education teachers, towards the use of various teaching strategies, including the strategy of the comparative advanced organizer according to different teaching strategies, because of the positive results achieved.

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## Appendix (1)

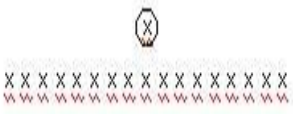
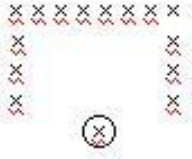
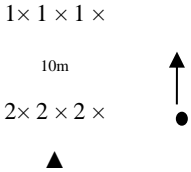
An educational unit model with the strategy of the comparative advanced organizer


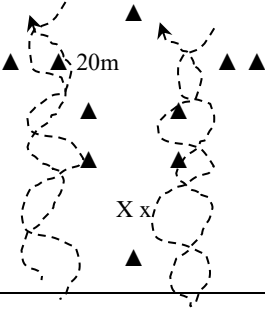
Educational objective: Learn the skill of rolling futsal Grade: Fifth Scientific

Educational Objective: Developing the spirit of organized work among students

Time:45

Tools: 5 futsal, whistle, tape measure, 5 signs.

Observations	Composition	Skill	Time	Acti
				Prepar Depar
Emphasis on attendance, organized standing and adjusting distances between students .  - Emphasis on performing physical exercises correctly .		Students Standing and Attendance Registration  - Jog around the playground and perform exercises with movement  - Special warm-up	9 min	Introduc warm
			31 min	Main S
The teacher is keen to present the kinetic sequence of skill performance of the types of skill in front of all students.		Interact with the strategy of the advanced organizer by giving information gradually and regularly and in the form of sequential batches and linking it to previous experiences and identifying the skill and its details .  The teacher explains how to perform the skill of rolling futsal and clarifies its usefulness and importance, as all the details and parts of the skill are explained accurately and clearly for the skill to attract the attention of students and facilitate the process of linking these parts with the least number of words to take a general idea and sufficient to facilitate and accelerate the learning process.  Then the skill is presented by the teacher or the model in front of the students for the purpose of taking the initial idea of the correct performance of the skill.	10 min	Educatio
			21 min	Applie
		The first exercise: each student rolls the ball inside the foot for a distance of 10 m and returns to hand it over to the colleague who does the same work and returns and so on	5 min	Exercis

	$1 \times 1 \times 1 \times$ 15 m $2 \times 2 \times 2 \times$ 	The second exercise: rolling the ball with the outer part of the foot, the same performance as the previous exercise, but increasing the distance to 15 m .	5 min	Exercis
		The third exercise: rolling the ball between the signs, where the student performing rolls the ball with the inner and outer part of the foot back and forth and for a distance of 20 m and after hearing the teacher's whistle, the students exchange roles	5 min	Exercis
		Evaluating students' performance collectively .	6 min	Evaluati
	A small game that serves the skill		5 min	Concludin