Vol 2 Issue 4 Thi Qar University Journal of Physical Education

مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة

The Effectiveness of Teaching Based on the Deniz Model According to Mental Skills Exercises in Enhancing Planning Intelligence and Learning the Skill of Dribbling and Deception in Football for Students

Ali Mohsin Deiri

General Directorate of Education in Al-Qadisiyah

elyaali211@gmail.com

ABSTRACT

Published online:
20/ 12/2025

This research aims to find out the effectiveness of teaching based on the Deniz model according to mental skill exercises in enhancing planning intelligence and learning the skill of dribbling and deception in football for students. The researcher has imposed statistically significant differences between the results of the pre- and post-tests of the experimental and control groups and in favor of the experimental group in the variables of strategic intelligence and learning the skill of dribbling and deception, and to achieve the goals and test of the research impose, the researcher used the experimental method by designing the two equal groups with pre- and post-measurement, and the researcher identified the The research represented by the students of the fourth stage at the College of Physical Education and Sport Sciences – University of Al-Qadisiyah for the academic year (2024-2025), which are (150) students distributed over five study divisions (A, B, C, D, and E), and the researcher selected the sample by simple random method, which are the two divisions (C and E), where the number of its members reached (47) students from which he chose the (C) division) to represent the experimental group, which consisted of (15) students, and the division (E) for the control group, which consisted of (15) students, and the researcher concluded that the application of the Deniz model accompanied by mental skill exercises had a clear positive effect on improving planning intelligence and learning the skill of dribbling and deception in football students. The researcher recommends the need to adopt this model within the preparation and teaching programs for football courses because of its high educational, intellectual and tactical effectiveness.

Keywords:
Deniz Model , Mental Skill Exercises , Planning Intelligence , Dodging and Deception Skill)

.

1-1 Introduction and Importance of the Research:

Education is one of the main pillars on which the renaissance of nations is based, and an effective means of building individuals and societies. Through education, scientific and technical progress is achieved, and the knowledge and value awareness of generations is formulated. In light of the rapid transformations that the world is witnessing, it has become necessary to reconsider education systems, especially in the field of physical education and sports, as an area in which motor education intersects with the mental, psychological and social aspects.

Deniz's model is one of the modern educational models based on active interaction between the learner and the information, as it relies on organized steps that start with planning and preparation, then active presentation, feedback, and continuous evaluation. This model aims to develop thought processes, motivate the student to actively participate in learning skills, and link theoretical knowledge to practical performance, which makes it suitable for teaching sports, especially in the skill and mental aspect.

Football is a popular team game that combines physical, skillful, and mental aspects, relying heavily on masterful skill performance and the ability to react quickly to game variables. The skill of dribbling and deception is one of the crucial basic skills in playing situations, as it plays a role in overcoming the opponent and creating offensive chances. In this context, mental skill exercises are one of the modern methods that contribute to enhancing the mental aspects of learners, as it works to develop cognition, concentration, and anticipation speed, which reflects positively on the development of skill performance and planning abilities of students.

The importance of the research lies in the fact that it sheds light on the effectiveness of the Deniz model, which is a modern educational method combined with mental skills exercises in developing important mental abilities such as planning intelligence and learning the skill of dribbling and deception, which contributes to supporting modern educational trends in football education.

1-2 Research Problem:

Rapid changes in teaching concepts and methods, especially in the field of physical education and sport sciences, have necessitated the need to revamp educational models and modernize the methods of transferring skills and experiences to students. The researcher has observed through his academic work a weakness in skill performance, especially the skill of dribbling and deception, and a decrease in planning performance while practicing football, as well as a lack of interest in the mental aspects of students, which may be attributed to the adoption of traditional methods that do not arouse the mental aspects of the student, hence the need to employ the Deniz educational model, accompanied by mental skill exercises, as a means of developing planar intelligence, learning the skill of dribbling in football and identifying its effectiveness in developing the skill performance of students.

1-3 Research Objectives:

1. Preparing educational units according to the Deniz model according to mental skills exercises in enhancing planning intelligence and learning the skill of dribbling and deception in football for students.

2. Identify the effectiveness of teaching based on the Dennis model according to mental skills exercises in enhancing planning intelligence and learning the skill of dribbling and deception in football for students.

3. Identify the advantage of influence between the experimental and control groups in enhancing planning intelligence and learning the skill of dribbling and deception in football for students.

1-4 Research Hypotheses:

1. There are statistically significant differences between the results of the pre- and post-tests of the experimental group that used the educational units with the Deniz model according to mental skill exercises in enhancing planning intelligence and learning the skill of dribbling and deception in football for students and in favor of the post-test.

2. There are statistically significant differences between the results of the pre- and post-tests of the control group that used the traditional method of planning intelligence and learning the skill of dribbling and deception in football for students and in favor of the post-test.

3. There are statistically significant differences in the results of the post-test between the experimental group that used the Deniz Amojs and the control group that used the traditional method of planning intelligence and learning the skill of dribbling and deception in football for students and in favor of the experimental group.

1-5 Research Areas:

1-5-1 Human Field: Students of the Fourth Stage – Faculty of Physical Education and Sport Sciences, University of Al-Qadisiyah.

1-5-2 Temporal Domain: Period from (12/10/2024) to (19/1/2025).

1.5.3 Spatial Field: Football Halls and Stadiums at the Faculty of Physical Education and Sport Sciences.

2-1 Research Methodology:

In his study, the researcher relied on the experimental method to suit the nature of the problem, and the method was used in the method of experimental and control groups.

2-2. The research community and its sample.

The researcher identified the research community represented by the students of the fourth stage at the Faculty of Physical Education and Sport Sciences – University of Al-Qadisiyah for the academic year (2024-2025), which are (150) students distributed over five study divisions (A، B، C، D، E), the researcher selected the sample by simple random method, which are the two divisions (C, E), where the number of its members reached (47) students, from which the division (C) to represent the experimental group, which consisted of (15) students of the division E) for the control group, which consisted of (15) students after excluding the failers, absentees, and deferred students from the two groups, thus the percentage of the research sample from the original study population reached (20%), which is a suitable percentage for conducting the experiment and achieving the research objectives.

2-3 Homogeneity:

The researcher performed the homogeneity process on the research sample in the variables of height, age, and mass using the law of coefficient of difference, and Table (1) shows this.

Table (1)

Shows the homogeneity of the sample

Torsion coefficient	Standard deviation	Broker	Arithmetic mean	Unit of Measurement	Variables
0.234-	2.588	174.000	173.820	**Poison**	**Length**
0.533-	1.604	73.000	72.714	**kg**	**Mass**
0.715	0.837	22.000	22.200	**Year**	**Chronological age**

2.4 Parity:

For the purpose of ascertaining the equivalence between the two groups in the dependent variables, the researcher performed the equivalence between the two groups using the T-law of independent samples, and Table (2) shows this.

Table (2)

It shows the equivalence of the results of the pre-tests of the experimental and control research groups in the test of planning intelligence and the skill of dribbling and deception in football.

Significance	Significance Level	Calculated value (T)	Control Group		Experimental Group		Unit of Measurement	Statistical Parameters / Exam Name
			±	Going to	±	Going to		
Non-D	0.492	0,096	9,699	106,102	10,358	105,001	**Grade**	**Schematic Intelligence**
Non-D	0.675	0.74	2,11	30,22	1,04	29,38	**Second**	**The skill of dodging and deception**

2-5 Tools, Devices and Means Used:
(Scientific Observation - Sources and References - Testing and Measurement - Mental Skills Training Form - Stopwatch, Pens - Answer Paper - Football Balls (10) - Football Court - Metric Device for Measuring Height - Medical Scale - Indicators (5) - Whistle - Display Screen - Dell Laptop)

2.6 **Field Research Procedures:**

2.6.1 The Planning Intelligence Test: (Salman Aqab Sarhan, 2001, 141)

Objective of the test: To identify the level of schematic intelligence in students.

Tools used: stopwatch, pens, answer paper.

Exam Description: The test includes an illustrative image representing (42) strategic situations, and each planar situation has four possible solutions that suit the difficulty of the situation, the student chooses the correct answer by marking (✓) in front of the best of the possible options to solve one situation, the total time of answer: 36 minutes.

Method of calculating the grade: The student is awarded (4) marks for each correct answer, and if all the answers are correct, the total score will be (168) marks.

2.6.2 Dodging and Deception Skill Test:

Test Name: Dodging and Deception Skill Test (Hassan Al-Sayed, 2014, 333)

Purpose of the test: To measure the skill ability of players to evade and deceive.

Tools used : Football Balls , Stopwatch , Indicators (5) , Whistle

Test Description: The test area is planned by drawing a starting line, and five indicators are placed in front of it, separating each indicator from the last distance (2 meters), and the nearest indicator is far from the starting line (2 meters).

The total distance of the exam is (20 meters), which the student travels (10 meters round-trip) and (10 meters round-trip).

Method of performance: The player stands behind the starting line with the ball, and when the signal is whistled, the player starts to dribble using his favorite foot between the markers, back and forth until he reaches the finish line (the same as the starting line).

Test Instructions: The player is given two consecutive attempts, the total time taken to perform the two attempts.

Scoring Method: The time is rounded to the nearest (0.01) seconds, and the player's score is calculated based on the total time it takes to perform the two attempts.

2.7 Exploratory Experiment:

The exploratory experiment was conducted on Monday (14/10/2024) at the stadium of the Faculty of Physical Education and Sport Sciences on a sample of (10) students from the research community, for the purpose of verifying the validity of the tests used and codifying the exercises in accordance with the research sample and knowing the extent of the sample's ability to apply the exercises and the suitability of the nature of the exercises to the level of the sample.

2-8 Scientific Foundations of Tests:

First: Honesty:

The tests were presented to a number of experts specialized in football, testing and measurement, and teaching methods, through personal interviews, and the approval rate for the validity of the tests was (100%), which indicates their honesty in measuring what they were designed for.

Second: Consistency:

The researcher used the method of testing and re-testing with a seven-day interval between the two applications, the first test was conducted on Tuesday (15/10/2024) on a sample of (10) students and the test was repeated on Tuesday (22/10/2024), Pearson's correlation coefficient was used to know the extent of stability, and the correlation value was high as shown in Table (3), which indicates that the tests have a high degree of stability.

Third: Objectivity:

The Pearson correlation coefficient was calculated between the results of two reviewers, and the score was high, indicating that the test was highly objective.

Table (3)
Shows the consistency and objectivity coefficient of the tests

Objectivity	Stability	Statistical Treatments for Tests
0.91	0.88	Schematic Intelligence
0.89	0.91	The skill of evasion and deception

2.9 Pre-Test:

The pre-test of the research sample was conducted on Wednesday (23/10/2024) in the stadium of the Faculty of Physical Education and Sport Sciences, and the same test procedures were carried out according to the scientific conditions.

2.10 Main Experience:

The researcher started to apply the educational curriculum with the Deniz model according to mental skill exercises, where he included those educational units of the experimental group in a way based on the stages of the model, and the mental skill exercises prepared by the researcher were used wonderfully, and in them the steps of preparing these exercises to be an effective tool to enhance the skill learning process in students, in a way that serves especially the skill of evasion and deception, which contributes to improving their performance well. The number of educational units reached (16) educational units distributed over eight weeks, with two educational units per week according to the lecture schedule, and the time of the educational unit was (90) minutes, and the implementation of the main experiment was started by the researcher on Sunday (27/10/2024) until (1/1/2025) and the work was within the Deniz model as follows. The

experimental group worked according to Deniz's model, which consists of three phases that were applied in the main part of the lesson as follows:

1- The introductory stage (the starting or playing stage): The student is exposed to the components of the skill through sensory means, for example: giving a small ball to touch, then a real football to identify its weight and size, the skill of dribbling is explained theoretically, and I watched the educational video that was presented through the YouTube channel and social media (Telegram) that includes explaining the skill of dribbling and deception, discussing the passage, identifying the difficulties, and providing feedback, after which the teacher collects the answers from the students to the questions of the educational section related to the required skill, with the answers determined Correct, the duration of this stage is (20) minutes.

2- Guided Play Stage: The student gradually begins to connect the elements of the skill described earlier, and receives feedback and correction by the teacher, a set of exercises is given, the duration of the stage is (20) minutes (applied part).

3- The stage of searching for common characteristics: the student applies the skill after understanding it deeply, the previous knowledge is combined with the new and the skill is fixed through repetition and correction, the repetition is given at the discretion of the subject teacher, giving a set of exercises for the duration of the stage (20) minutes (applied part).

2.11 Post-Test:

The post-test was conducted on Monday (2/1/2025) at the stadium of the Faculty of Physical Education and Sport Sciences – University of Al-Qadisiyah, using the same procedures as the pre-test to reduce the impact of external variables.

2.12 Statistical Methods:

SPSS statistical software was used to process the data and extract the results.

3. Present, analyze and discuss the results

3-1 Presenting, analyzing and discussing the results of the pre- and post-tests for the control and experimental groups:

Table (4)

Shows the results of the pre and post tests of the control group in the test of field intelligence, dribbling and deception skill in football for students.

Significance	Significance Level	Calculated value (T)	Post-testing		Pre-test		Unit of Measurement	Statistical Parameters / Exam Name
			±	Going to	±	Going to		

Moral	0,000	9,007	9,412	126,001	9,699	106,102	**Grade**	**Schematic Intelligence**
Moral	0.001	4,12	1,45	28,78	2,11	30,22	**Second**	**The skill of dodging and deception**

D has a degree of freedom (14) and a significance level (0.005)

3-2 Presentation and analysis of the results of the pre- and post-tests of the experimental group:

Table (5)

Shows the results of the pre- and post-tests of the experimental group in the test of field intelligence, dribbling and deception skill in football for students

Significance	**Significance Level**	**Calculated value (T)**	**Post-testing**		**Pre-test**		**Unit of Measurement**	**Statistical Parameters / Exam Name**
			±	**Going to**	**±**	**Going to**		
Moral	0,000	12,272	4,154	138,77	10,358	105,001	**Grade**	**Schematic Intelligence**
Moral	0,000	8,76	1,26	25,21	1,04	29,38	**Second**	**The skill of dodging and deception**

D has a degree of freedom (14) and a significance level (0.005)

Discussion of the results:

The results of Tables (4) and (5) showed us the values of the arithmetic mean, standard deviation, calculated (T) value and the level of significance between the cardiac test and the post-test for the two groups, and the results showed the significant differences under the significance level **of (0.005)** in favor of the post-test and for both groups.

The researcher believes that the reason for the progress in the post-test of the control group that underwent the method followed by the teacher, is that there is a positive effect on learning even with the usual methods, especially when the information related to the skill is presented clearly and in a directed manner, and this improvement is attributed to the theoretical and applied information received by the students that helped build an initial understanding of the skill of evasion and deception, and this is confirmed by Nahid Abd

Zaid (2008, p. 88), that most of the changes that occur during the learning process are the result of the information that The learner receives them, whether theoretical or practical, provided that they are substantial and are delivered using effective teaching methods and methods and good field experience in their delivery.

The researcher also believes that the progress made in the control group is due to the nature of the objectives of the educational unit to be achieved, whether they are educational, behavioral or educational, which are compatible with the nature and capabilities of the learners' cognitive, skill, and physical, in addition to the important role played by the teacher in the process of planning and preparing well for the lesson, and this is in line with what Afaf Abdel Karim (1993) said, that traditional education depends on the positive role of the teacher in making all decisions related to planning, implementation and evaluation. This includes the general goal of the lesson, setting behavioral goals, procedures for managing the classroom and organizing tools, as well as determining the appropriate time to achieve the goals.

The results of the experimental group in the post-test also showed a significant superiority over their performance in the post-test, which indicates the effectiveness of teaching with the Dennis model accompanied by mental skill exercises in developing planning intelligence and learning the skill of dribbling and deception in football. This improvement is attributed to the nature of the model, which provides educational opportunities that stimulate active thinking in students, by placing them in situations that require finding multiple alternative solutions, which contributes to enhancing their mental and tactical abilities during skill performance, and this is emphasized by Yassin (2006), that the Deniz model is characterized by providing a challenging learning environment that contributes to the development of thinking skills, where the student faces situations that require him to find multiple alternatives and solutions, which enhances his ability to adapt and create within Educational Attitude.

The researcher also believes that the reason for the progress of the experimental group is due to the mental exercises used, which rely on the aspects of mental calming, positive self-control, brain stimulation, and reinforcement, which were prepared to help students link the stages of the Deniz model with the nature of the exercises that simulate these stages. This is in line with what Inas Abdel Fattah (2023) pointed out, that Deniz's model is an educational method that clearly contributes to the development of motivation and stimulation of the brain to achieve the stages of prediction, observation, and interpretation, which contributes to raising the self-esteem of learners, and enhances their sense of an effective learning environment, whether in their interaction with their colleagues or with the teacher.

The researcher also believes that the progress in the post-tests of the experimental group and in the subvariates researched, is due in one of its most important reasons to the nature of the educational modules prepared by the researcher, and the diversity in the way they are applied according to the stages of the model, and this diversity in the management and implementation of the educational module has given an unfamiliar form by students, which contributed to increasing their motivation towards learning the researched skills,

thus enhancing their self-confidence and increasing their experiences. This is consistent with what Asfour (p. 63) pointed out that motivation and desire for the learning process, and the satisfaction of motivation, results in multiple experiences, puts learners in a freer and more motivated atmosphere, reduces hesitation and anxiety, giving them a greater chance to accomplish the tasks assigned to them.

The researcher also believes that the reason is due to the nature of the mental exercises that were applied in the educational unit, which was built on a basis in which the researcher took into account the abilities and capabilities of the students, and the nature of the exercises chosen by the researcher were varied and gradual exercises, implemented in a smooth and interesting manner, which made the students perform them without feeling bored or tired. This directly contributed to learning the skill of evasion and deception and improving their planning intelligence. This is consistent with what Abdul-Hussain and Miteb (2014, p. 33) pointed out that practice leads to the development of skills and their access to the correct tactic in performance, and the ability to know and identify mistakes. Hence, it is clear that good design of mental exercises, based on a well-thought-out educational foundation, contributes significantly to enhancing the skill and planning performance of students.

3-3 Presentation and analysis of the results of the post-tests for the control and experimental groups:

Table (6)

Shows the results of the post-tests of the control and experimental groups in the test of field intelligence, dribbling and deception skill in football for students.

Significance	Significance Level	Calculated value (T)	Control Group		Experimental Group		Unit of Measurement	Statistical Parameters / Exam Name
			±	Going to	±	Going to		
Moral	0.001	5,477	9,412	126,001	4,154	138,77	Grade	Schematic Intelligence
Moral	0,021	3,41	1,45	28,78	1,26	25,21	Second	The skill of dodging and deception

D has a degree of freedom (28) and a significance level (0.005)

The results of Table (6) showed us the values of the arithmetic mean, standard deviation, calculated (T) value and the level of significance between the two groups, and the results showed that the significant differences were below the significance level **of (0.005)** in favor of the experimental group.

The researcher believes that the reason for advancing to the experimental group over the control group in the post-tests is due to the fact that the Deniz model, which provided a stimulating learning environment that helped students interact with educational situations effectively, which contributed to the development of their skill and mental performance, and the model provided gradual opportunities to link educational situations with mental exercises that stimulate thinking and support planar intelligence, and the stages of the model helped prepare students for the correct response by organizing experiences and knowledge in a coherent manner. This is in line with what Al-Amayreh (2004, 312) pointed out, that putting students in appropriate educational situations and atmospheres and providing an effective environment to achieve better performance comes by helping them to obtain information, skills, and experiences in a properly studied and planned scientific manner.

The researcher also believes that the reason for applying for the experimental group is due to the use of the Deniz model, which contains gradual methodological steps in presenting the content, which made it easier for students to understand and apply the skill. The gradual presentation, the variety of educational situations, and linking them to students' previous experiences facilitated the process of acquiring the skill of evasion and developing schematic intelligence. The model also integrated mental and skill aspects into a single context, enhancing the effectiveness of learning. This is in line with the findings of Lazam (2024), that achieving and acquiring the best grades of competence in educational situations depends on the educational curriculum as a way of organizing the study material on the basis of gradual steps, which gain the learner experience easily and effectively.

The researcher also believes that the reason is that the Deniz model made the educational process organized, diverse, and performance variable by diversifying and employing exercises, which made the performance environment variable and in a way that serves the motor duty of the skill. Also, the diversity in the performance of the mental exercises used and their application according to this model increased the motivation and excitement during the performance, as well as organizing them in a way that ensures the principle of grading the performance from simple to complex. This has helped to increase the effectiveness of learning and make it more effective, and This is in line with what Qasim Lazam (2005) points out that "the skill that is characterized by organization plays a positive role in the degree of mastery, as the well-organized skills and the succession of their parts are achieved faster and easier to learn and then achieve a greater amount of retention, and this is also confirmed by the (Schema theory) theory that the organization of exercises in a variable or varied form is more effective in learning than exercises in a fixed form.

The researcher also believes that the reason for the progress of the experimental group, especially in the skill of dribbling and deception, which is one of the most important skills in the game of football, which translates all the skills that the player performs to reach the goal, is due to the mental exercises used according to the Deniz model, as most of these exercises increased the accuracy and experience of the students. Mental exercises are an effective way to develop evasive skills and strategic intelligence by developing a mental

perception of offensive situations. Thamer Mohsen Wissam Al-Saffar (1988-93) confirms that it is better to base the exercises on the offensive plans adopted by the team, and be consistent with its way of playing, so that the players can apply them in the real match.

The researcher also believes that the reason for the progress of the experimental group to which the educational modules prepared by him were applied, is due to the effectiveness of these modules in saving effort and accelerating the learning process for the subvariables studied, and the effect of the model appeared in developing the skill performance of students, which confirms that the model added a collaborative learning atmosphere that encouraged students to interact, discuss and exchange ideas. The reason is also that the model is based on sound scientific foundations, which takes into account the actual time of its exercises, which is consistent with what Al-Saffar (1987, p. 161) pointed out, that a successful teacher is the one who knows the goals that can be achieved from each type of exercise, and is fully aware of the appropriate timing to give the exercise within the daily educational unit, and the time it takes.

The researcher also attributes the progress made by the experimental group in the level of performance of the skill of evasion, deception, and strategic intelligence to feedback, performance correction, and error diagnosis and correction, thus enabling the student to identify the level he has reached through the three stages of the model. This helped students to understand the correct performance of each of the skill joints to be learned, and to accurately identify the results of their performance, which increased their motivation towards learning the skills researched, and investing the effort and time spent on teaching during the implementation of the educational module. This is in line with what Al-Qat (2016, p. 31) pointed out that the success of the educational process and the improvement of student efficiency requires providing students with the opportunity to continuously learn about the results of their performance, which enhances their self-awareness and develops their motor and tactical performance.

The researcher also attributes the progress made in the experimental group compared to the control group to the fact that the teaching process was done better in the performance of the studied skills, and this is due to the use of the Deniz model in the educational units prepared by the researcher, as this model has a great role in making the student the focus of the educational process, and making his performance planned and organized according to the stages of the Deniz model. In addition, the researcher used mental exercises at the end of the applied section of the main part of the lesson, which enhanced the learning of skill performance and increased the students' planning intelligence. All of this contributed to increasing students' experiences, stabilizing their capabilities, raising their abilities, and facilitating the learning process in the studied variables, in addition to improving their understanding and comprehension of the content of the educational unit in its three sections: preparatory and major, and final. These significant differences are also due to the recent educational activities to which students have been subjected, which are characterized by clear goals and are required to be achieved, which has led to a clear progress in performance. This is consistent with what Qaladah (p. 178) pointed out that the clarity and definition of goals in light of the behaviors and performance levels of the group, and their effective discussion of the educational task, have a clear impact on students' understanding of the educational material.

4. Conclusions and Recommendations:

4.1 Conclusions:

1. Teaching based on the Deniz model has proven to be a clear effectiveness in enhancing the planning intelligence of the students of the Faculty of Physical Education and Sport Sciences, compared to the traditional method, due to the model's cognitive and interactive organization that makes the student the focus of the educational process.

2. Mental skills exercises contributed to improving the level of students' performance in the skill of dribbling and deception in football, by enhancing motor comprehension and consolidating the stages of skill performance in an organized and deliberate manner.

3. The combination of the Deniz model and mental skill training provided an ideal learning environment that combines the theoretical and practical aspects, and contributed to a clear progress in the learning of the skill under study.

4. The students in the experimental group who received their education according to Deniz's model outperformed the students in the control group in the tests of planning intelligence, evasion and deception skills, which indicates the positive effect of the model and the exercises used.

5. It was found that adopting a structured educational model such as Deniz's model contributes to raising students' educational efficiency, and enhances their active participation in building knowledge and applying it in the field.

4.2 Recommendations:

1. The need to adopt the Deniz model in teaching skills and plans in football within the faculties of physical education, due to its ability to raise the efficiency of learning and achieve advanced educational goals.

2. Include mental skills exercises in the practical curricula of the football major, as they play an effective role in improving the learning of complex motor skills such as dribbling and deception.

3. Preparing training workshops for faculty members on how to employ the Deniz model and mental skills exercises in applied lectures, in order to raise the quality of education.

4. Expand the scope of the use of this model in other football skills and plans such as passing, scoring, and moving without the ball, to ensure the effectiveness of the model in multiple areas.

5. Conducting future studies based on Deniz's model in other games (such as hand, basketball, and plane) or different study stages to verify the generality of the results.

6. The need to create an active learning environment that focuses on real play situations and organized mental skill exercises, in order to serve the development of the planning and skill aspects of students.

Sources

- ✓ Enas Abdel Fattah: The Effectiveness of an Educational Program Based on the Constructivist Learning Model in Learning the Skill of Scoring in Football for

Specialized School Students, Journal of Physical Education Sciences, University of Babylon, Volume 16, Issue 6, 2023.

- ✓ Hassan Al-Sayed Abu Abdo. Skill Preparation for Football Players – Theory and Practice, 1st Edition, Alexandria: Technical Radiation Office, 2014.
- ✓ Thamer Mohsen Ismail and Sami Al-Saffar: The Origins of Football in Mosul, University of Mosul, Dar Al-Kutub for Printing and Publishing, 1988.
- ✓ Salman Aqab Sarhan, Building and Codifying the Field Intelligence Scale for Advanced Football Players, Master's Thesis, Faculty of Physical Education and Sport Sciences, University of Al-Qadisiyah, 2001.
- ✓ Al-Saffar, Sami. (1987). Football: A Methodological Book for Physical Education Students, Volume 2, 2nd Edition. Baghdad: Dar Al-Kutub Directorate for Printing and Publishing.
- ✓ Abdel Hussein, Wissam Saleh, and Miteb, Samer Youssef. (2014). Motor Learning and its Applications in Physical Education. Beirut: Dar Al-Kutub Al-Ilmiyyah.
- ✓ A bird, a descriptor. Learning Activities, Tools and Applications, 1st Edition, Amman, Jordan: Dar Al-Nashar, 1993.
- ✓ Afaf Abdel Karim: Teaching Methods in Physical Education and Sports, Dar Al-Ma'arif, Alexandria, 1993.
- ✓ Al-Qat, Muhammad Ali. (2016). Swimming between Theory and Practice (2nd Edition). Egypt: Al-Manhal Printing & Computer.
- ✓ Necklace, Fouad Salman. Objectives of Education and Training: Curricula, New Publications House, Alexandria, 1989.
- ✓ Qasim Lazam Saber: Topics in Kinetic Learning , Iraq, Higher Education Press, 2005
- ✓ Nahid Abd Zeid: Fundamentals of Kinetic Learning, 2nd Edition, Diaa Printing, Iraq, 2008.
- ✓ Yassin, Fariza Wathiq Abdul Karim: The Constructivist Approach, Models and Strategies in Teaching Scientific Concepts, Noor Al-Hassan Library, Baghdad, 2006.

1) Al-Amayreh, M. H. (2004). Principles of HistoricalSocial and psych ed ,p.312 . Almaisarah Publishing and Distribution

2) Lazem, M. A. (2024).the Effectiveness of the Blended Learning Strategies in learning some complex offensive Skills in futsal for students journal Students and Research of sport Education 34

3) Mecrcken, H. O. A test of Schema theory of discrete motor learning, Journal of motor behavior, 1999, p.p.192 – 201

Attachment (1)

A model of an educational unit with the Deniz model

Educational Objectives: Teaching students discipline and discipline, spreading the spirit of cooperation and love among students, developing the spirit of teamwork.

Educational Objectives: Students learn the skill of dribbling and deception in football.

Time: 90 minutes Stage: Fourth

Notes	Organization	Details	Time	Department
Emphasize attendance and discipline. Emphasize wearing a sports uniform. Perform physical exercises correctly.		Walking, jogging, performing some movements of the upper and lower limbs and torso. Emphasizing the movement of the feet, then perform a free warm-up. Special warm-up: Physical exercises that involve the entire body with a focus on the target part of the dodge and trick skill.	20D Introduction and General warm-up and private	Preparatory
- Emphasizing the teacher's explanation of the first stage - Emphasis on focus and attention - Directing students to watch the video tutorial - Emphasizing access to the correct answers about the skill		Phase I: Free Play Give small balls to students to feel and handle the ball. The teacher distributes detailed instructional brochures about the skill to the students before they are presented, to help them recall the skill and its technical steps. Conducting a group recall of the educational video content presented via the YouTube and social media	60min 20D	Main Section Educational Department

		channel (Telegram) that included an explanation of the skill of evasion and deception. Discuss the passage, identify difficulties, and provide feedback. The teacher then collects the answers from the students to the questions of the educational section related to the required skill, and selects the correct answers.		
			40D	Applied Department
- Emphasizing the correct performance - In case of an error, the teacher must correct it		Stage Two: Guided Play: Students apply the skill better, and this stage is used to apply the practical part of the lesson with some exercises giving four mental skill exercises for the skill of dodging in this stage: 1. Mental Visualization Exercise for Defensive Situations The student closes his eyes and asks him to visualize a rival player approaching him, and then imagines how he can dodge him using a specific skill. 2. Relay dodging decisions through signals The instructor gives signals (audio or visual), and the student has to make a quick mental decision using a dodgy movement appropriate for each signal 3. Linking the word to the movement: The student hears the word (right, left, front, back), and he has to perform a mental evasive		

		movement that suits the direction of the word. **4. Mirror Game: Students are divided into pairs, one of whom performs mock dribbling moves without a ball, and the other mentally imitates him while imagining the presence of the ball and the opponent.** **Stage Three: Searching for Common Properties: In this stage, the idea is stabilized, implemented, and coordinated with the previous set of ideas. This stage is used in the advanced applied part of the lesson.** **1. Analyze models for successful quirks** **A video of several players using dribbling is shown, and asks the student to identify the common elements that are successful in those moves, such as: timing of deception, change of direction, distance.** **2. Comparison of dribbles in different modes** **Students are presented with different scenarios (e.g., a near/far defender, a colleague next to you), and the student mentally analyzes how the dribble changes depending on the situation.** **3. Install a composite dodge strategy** **The student is asked to imagine and organize three mental steps for a successful dodge (initial deception, camouflage movement, and termination with the decisive move), and explain their logical sequence.**	
Maintaining order and integrity of tools when returning them		**Relaxation and soothing exercises to return the body to its normal state.**	**10D**	**Conclusion**

Attachment (2)

Mental Skills Exercises

Performance	Exercise Name	t
The student closes his eyes and imagines himself in a position to face a defender, and imagines the dodging and deception steps he will perform to get past the opponent.	Mental Perception of Defensive Situations	1

The teacher gives different audio or visual cues, and the student has to make a quick mental decision about the appropriate dodge movement for each signal.	Succession of dodging decisions through signals	2
The student hears words such as (right, left, front, back), mentally associates each word with an appropriate dodgy movement and imagines its implementation.	Linking the word to the movement	3
The student imagines that he is approaching a defender, determines the best angle for confrontation and execution of the dribble, and realizes the impact of that angle on the success of the deception.	Angle of approach and confrontation analysis	4
The student imagines that he starts with an elusive movement towards a certain direction and then suddenly changes it to the opposite direction in his mind as a kind of deception.	Implement a fake reverse evasion	5
The teacher makes certain sounds (such as clapping or whistling), and each sound is associated with a different dodgy movement that the student imagines and decides to execute mentally.	Linking Acoustic Signals to Skill Response	6
The student imagines a competitor who is faster than him and designs a mental dodge movement that suits this type of competitor, while thinking about timing and surprise.	Imagine facing a faster competitor	7
The student imagines that there are three players in an offensive position, and determines where and how to execute the dribble within the mental game plan.	Building a mini-attack plan	8
A video containing erroneous quirks is shown, and the student is asked to identify the mental and technical error and visualize the appropriate correction.	Watch and analyze dribbling errors	9

The student is presented with a surprising scenario (verbal or visual), and must quickly decide on any elusive movement to mentally perform in this situation.	Make a quick decision under pressure	10
Students are asked to imagine an offensive situation that begins with a dribble, then a pass or shot, and imagine an orderly sequence of events.	Imagine an offensive play sequence	11
The student imagines a three-step sequence of dodging (trick, camouflage, finish) and explains its mental sequence as he imagines the action on the pitch.	Installing a composite dodge strategy	12
The student is shown a video of a successful dodge, and asked to analyze the key elements (deception, timing of movement, change of direction).	Analyze models for successful quirks	13
One student performs mock dribbling moves in front of his classmate without a ball, and the other student imagines himself performing the same moves as if the ball is with him and the defender in front of him.	Mirror Game	14
Different scenarios such as facing a near or far defender are presented, and the student has to imagine the appropriate dribble for each situation and compare it mentally.	Comparison of dribbling in different modes	15