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The Effect of Educational Exercises According to the Cafarel Model on the Teaching of Some Basic Skills Futsal

Hala Adnan Saadi

General Directorate of Education of Diyala

hsoon_2007@yahoo.com

ABSTRACT

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Keywords :

Educational exercises, Cafarel model, Basic skills, Futsal .

The importance of the research is manifested in the consideration of the (Cavaryl) model that provides a new educational method that teachers can apply in the education of futsal football players, as it helps to raise the efficiency of learning by enhancing the learner's understanding and active participation in the education process, and contributes to the development of the skill performance of emerging players in a scientific and organized manner that contributes to raising the level of the game in sports and educational institutions. **The research problem was:** The level does not achieve ambition, which requires the application of educational exercises according to a sophisticated and modern model such as the Cafarel model, which relies on structured and guided learning, as it allows the learner to move from theoretical understanding to practical application through specific stages that include explanation, analysis, practice, and evaluation, and this model is expected to contribute to improving the learning of basic skills in futsal football by developing motor understanding and activating the student's participation in the educational process in a more effective way. The research aimed to find out the effect of educational exercises according to the Cavarel model on teaching some of the main skills in futsal football. The experimental method was used, but the research sample was beginner futsal players, and after applying the exercises, the most important conclusions were reached: the educational exercises according to the Cavarel model were successful and useful in teaching some basic skills in futsal football. Adopting educational exercises according to the Cafarel model as they are successful and useful in teaching some basic skills in futsal football.

1-1 Introduction:

Science is one of the most important components of the renaissance and development of nations, as it is the means by which man advances in understanding his environment and harnessing it to serve society and achieve comprehensive development, and education has occupied a pivotal place in the transfer of knowledge and its practical application, as it represents the bridge that connects theory and practice in various fields of life, and among these fields, physical education comes as one of the scientific branches that contribute to building the integrated human being physically, mentally, psychologically and socially, because of the development of motor and mental abilities and the development of Thinking, collaboration, and discipline skills.

Today, physical education and sports sciences are no longer limited to physical performance only, but have become a science based on educational, psychological, biological and physiological foundations, which aims to develop the learner through modern educational models that take into account individual differences and employ scientific knowledge in improving the teaching and learning process.

The educational process in the field of sports is one of the most important pillars on which the development of physical, motor and intellectual skills of players is based, as its success depends on the use of modern educational methods and methods that suit the nature of learners and achieve educational goals efficiently, and with the rapid development in physical education sciences, the need to employ educational models that are based on modern scientific, psychological and educational foundations has emerged, which aim to make the learner the center of the educational process by involving him Contemporary educational models such as the (Cavarel) model, which focuses on the systematic organization of education through sequential steps that allow learners to understand, analyze and implement the skill consciously and gradually, which enhances the effectiveness of learning and contributes to raising the level of skill performance. The application of such models in team games, especially futsal football, is a necessary step to develop the abilities of emerging players in line with the requirements of the modern game of speed, precision, and motor and cognitive integration.

Nadia Daoud Al-Shaaban (2019) believes that the (Cavarelle) model is "an educational model built according to the foundations of constructivist theory, which relies on previous learning, which is useful in subsequent learning, and contains in its content forms, tables, and material potentials, as well as measures and tests that make up the syndrome" (Nadia, 2019: 2668).

As for (Agadir, Alaa Abed, 2024), it is mentioned that it is "a model that depends in an application on the set of educational steps followed by the teacher in the preparation period for the lesson to achieve the educational goals set for him, and in the steps of the electronic equipment that are designed by the computer and implemented during the lesson" (Agadir, 2024: 38)

Hence, the importance of the research is evident in the consideration of the (Cavarel) model that provides a new educational method that teachers can apply in the education of futsal football players, as it helps to raise the efficiency of learning by enhancing the learner's understanding and active participation in the education process, and contributes to developing the skill performance of emerging players in a scientific and organized manner that contributes to raising the level of the game in sports and educational institutions.

1-2 Research Problem:

Futsal football is one of the team games that requires accurate skill performance in a limited space and a short time, which requires players to possess proficient basic

skills such as passing, ball control, shooting, and maneuvering, but field observation indicates that the level of mastery of these skills is weak in some emerging players due to the adoption of traditional methods in education that focus on indoctrination and automatic repetition without activating the intellectual and analytical aspects of the learners.

Through the researcher's modest experience and familiarity with the level of skill performance education in futsal football, he found that this level does not achieve ambition, which requires the application of educational exercises according to a sophisticated and modern model such as the Cafarel model, which relies on structured and guided learning, as it allows the learner to move from theoretical understanding to practical application through specific stages that include explanation, analysis, practice, and evaluation. This model is expected to contribute to improving the learning of basic futsal skills by developing motor understanding and activating student participation in the educational process in a more effective way.

1.3 Objective:

1. Identifying the effect of educational exercises according to the Cafarel model in teaching some basic skills in futsal football.

1-4 Hypothesis:

1. The existence of a positive effect of educational exercises according to the Cafarel model in teaching some basic skills in futsal football.

1-5 Research Areas:

- Al-Bishri: Junior futsal players at the Faculty of Physical Education and Sport Sciences / Diyala University / First Stage
- Al-Makani: Indoor Football Stadium at the Faculty of Physical Education and Sciences in Riyadh
- Period: Period from 17/2/2025 to 18/5/2025

2. Methodology and Procedures:

2-1 Methodology Followed:

The experimental method with the design of the two equal groups (control and experimental) with pre- and post-tests was used to know the results achieved in addressing the research problem.

2-2 The population and the sample:

The research population was identified with the junior players of the college's freshmen.... The number of (30) players was selected by the deliberate method. As for the research sample, they were selected by the deliberate method as well, which is (20) and then divided by random method into two control and experimental groups with a number of (10) for each group, thus constituting the percentage of the sample from the original community (66.66%). For the purpose of homogeneity with physical measurements, they were conducted as in Table (1) and the equivalence of the two groups Skill tests as in (2)

Table (1)

Shows the homogeneity of the sample within each group by physical measurements

Divergence coefficient	Standard deviation	Arithmetic mean	Measurements
6.001	0.854	14.23	Age/Year
1.147	1.632	142.23	Length/cm
2.005	0.865	43.14	Mass/kg

Table (2)

Shows the equivalence of the tests used between the control and experimental groups

Significance Level	sig	Value T	Experimental		Officer		Unit of Measurement	Tests
			on	Going to	on	Going to		
Insignificant	0.00	0.421	0.745	18.552	0.562	18.421	Second	Rolling
Insignificant	0.00	0.501	0.633	5.341	0.421	5.214	Degree	Scoring
Insignificant	0.00	0.29	0.522	4.052	0.531	4.124	Degree	Handling

2.3 Means, Devices and Tools:

2.3.1 Means and Tools:

- References and sources.
- Tests.

3.3.2 Devices and tools used:

- Electronic clock
- Futsal football field.
- Futsal footballs.
- A device for measuring weight and height.
- Adhesive.
- Whistle.
- Index number 4.

2-4 Procedures Followed:

2.4.1 Identifying Research Variables:

Due to the importance of the research problem and the need to address the most important basic offensive skills in futsal football, the researcher has identified the research variables according to her experience, which are:

- 1- Scoring in football.
- 2- Rolling in football.
- 3- Handling football.

2.4.2 Tests used:

2-4-2-1 Ball Rolling Test (Firat, Haval, 2011:215):

Purpose: Measure the rolling with the ball between the pointers.

Tools: Football, Markers, Clock, Playground Showing the Playing Lines.

Method of Performance: The tester starts by running the ball between the indicators in a zigzag manner from the starting line to the last indicator, then spinning around it and returning to the starting line.

Registration: Calculating the time from the beginning to the end of the line.

2-4-2-2 Scoring Accuracy Test (Wissam, 2007:83):

Objective: Measuring scoring accuracy.

Tools: balls, five-part goal, whistle, marker.

How to perform: From a distance of (10) meters from the goal, he stands and when the signal is given, he scores.

Registration: Calculating grades according to location and with three attempts.

2.4.2.3 Handling Test (Qusay, 2008: 58):

Objective: Measure handling accuracy.

Tools: Balls, small target, tape measure.

Performance Path: Placed in front of a goal with a length of (1 meter) and a distance of (10 meters) away from it, and football balls (5 in a line and starting on the small goal).

Registration: Calculating the scores from the five balls as follows:

- (2 marks) for each correct attempt that enters the small goal.
- (1 degree) if the crossbar ball touches the post or does not score the goal.

- (Zero) when the ball deviates from the designated target.

4. Final Grade (10).

24-3 Exploratory Experiment:

Done The exploratory experiment on 17/2/2025 on The experimental sample by applying special educational exercises according to the Cafarel model This is to codify them and know how difficult it is to individualize the sample, the required repetitions, and the time it takes to apply Yes.

2.5 Field Experience:

2-5-1 Preliminary Tests: The researcher conducted the tests on 18/2/2025

2.5.2 Applying educational exercises according to the Cavareel model:

The researcher prepared exercises Educational For Basic Skills Futsal Football Strike and program them within educational modules According to the Cafarel educational model, which is a model that relies first on computer programming for image clips and videos, in addition to moving images, and the purpose of which is to raise the level of comprehension, and the researcher also relied on the educational steps followed by the researcher (Agadir, 2024: 85), which are:

1. Diversifying the alternatives.
2. Identify program ideas
3. Determining the priorities of the program and arranging ideas.
4. Write the objectives of the program.
5. Designing the educational plan.

These stages or steps are given in the introductory section of the program, which aims to build the correct instructional design, and then the educational exercises are applied during the educational modules of the coach's curriculum during the teaching and development of offensive skills in football and for a period of eight weeks inclusive. The application of the program started on 17/2/2025 and ended on 15/5/2025.

3-5-3 Post-tests: The researcher conducted the test on 18/5/2025.

3-6 Statistical Methods: Using the SPSS system for statistical treatments.

3- Presenting, analyzing and discussing the results:

Table (3)

Shows the differences using the t-test between the pre- and post-test of the control group in the tests

Significance Level	sig	Calculated T value	Standard Error	Dimensional		Tribal		Skill tests
				on	Going to	on	Going to	
Mora 1	0.00	2.397	0.991	0.865	16.045	0.562	18.421	Roll/s
Mora 1	0.00	2.398	0.741	0.647	6.991	0.421	5.214	Scoring / Grade
Mora 1	0.00	2.301	0.994	0.558	6.412	0.531	4.124	Handling/Grade

Table (4)

Shows the differences using the t-test between the pre- and post-experimental groups in the tests

Significance Level	sig	Calculated T value	Standard Error	Dimensional		Tribal		Skill tests
				on	Going to	on	Going to	
Moral	0.00	3.126	1.42	0.947	14.112	0.745	18.552	Roll/s
Moral	0.00	3.618	0.774	0.745	8.142	0.633	5.341	Scoring / Grade
Moral	0.00	3.209	1.33	0.631	8.321	0.522	4.052	Handling/Grade

Table (5)

Shows the differences using the median t-test and the dimensionality between the two groups in the tests

Significance Level	sig	Calculated T value	Experimental Group		Control Group		Skill tests
			on	Going to	on	Going to	
Moral	0.00	4.526	0.947	14.112	0.865	16.045	Roll/s
Moral	0.00	3.509	0.745	8.142	0.647	6.991	Scoring / Grade
Moral	0.00	6.817	0.631	8.321	0.558	6.412	Handling/Grade

Through Tables (3) and (4), we note that there are significant differences between the results of the pre- and post-tests and for the control and experimental groups and in favor of the post-tests, and this indicates that the two groups have learned the basic offensive skills in futsal football as a result of the commitment of the beginner players to the educational curriculum and the exercises set from this indicates the success of the educational process, as (Zahir Hashem Ismail, In the success of this educational process, "it is natural that there should be learning and improvement as long as the teacher follows the basic and correct steps for learning, teaching, correct performance, focusing on attempts and continuous repetition until the performance is consolidated and stable" (Zaher, 2002: 102).

While (Saad Mohsen, 1996) believes that "the use of a regular educational program helps to learn and achieve, provided that it is based on scientific foundations through organizing and programming the education process, using appropriate and graded methods with difficulty, observing individual differences, as well as using effective educational means" (Saad, 1996: 98).

In Table (5), for the purpose of comparing the control and experimental groups with the correct education and the exercises set and the most appropriate model, it shows that the experimental group was better using the (Cavari) model, which is a model that rises to the level of appropriate education as it is important for learners, raising the psychological aspect and raising the level of talent, and for this reason (Nadia Dawood Al-Shaaban, 2019) sees the importance of the (Cavalry) model is achieved through "building a distinctive educational environment that contains all the elements that contribute to achieving the Objectives, the use of modern educational aids, develops the learner's ability to process information, and the precise systematic application of the acquired skills and knowledge" (Nadia, 2019: 37).

The experimental method was better than the traditional method because of the means and techniques of using computers in education, as (Muhammad Saad Zaghoul et al., 2001) believes that " the method in which educational designs, modern educational media, and various possibilities are used can increase the effectiveness of the educational method used, and also increase positivity towards education , excitement, excitement, and motivate the acquisition of experiences and knowledge more effectively ." 32)

The researcher believes that diversification in education and the use of techniques and methods raises education, and this is what confirms (Alaa Taha Ahmed Ibrahim, 2022) "The education process is affected by the learning methods and methods followed by the teacher, as new educational methods and strategies have emerged that help to transfer the center of activity from the teacher to the learner, as the method that relies on the basis of experimentation and application is transmitted faster and easier than the one in which the learner teaches independent sets of knowledge that he does not know the benefits of learning" (Alaa, 2022): 28).

While (Farid Abu Zeina, 2003) believes that "diversity in educational methods is necessary to suit the learning methods preferred by the student and to engage the largest number of different senses in them" (Farid, 2003: 132).

5. Conclusions and Recommendations:

5.1 Conclusions:

- 1- Educational exercises according to the Cavarell model were successful and useful in teaching some basic skills in futsal football.
- 2- The use of technologies such as computers, animations, and videos that enhance understanding, cognition, and speed of learning if they are applied by our work after understanding and with correct educational exercises, and this gives the reasons for using the (Cavarell) model.

5.2 Recommendations:

- 1- Adopting educational exercises according to the Cafarel model, as they are successful and useful in teaching some basic skills in futsal.
- 2- Emphasizing the use of technologies such as computers, animations, and videos, because they enhance understanding, perception and speed of learning if they are applied by our clients after understanding and with correct educational exercises, and this is what gives the reasons for using the (Cavaril) model.

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Attachment (1)

Model (from Educational Units)

Week : First Educational Unit Scorer: Learning Basic Skills

Module: 1

Offensive Futsal

Notes	Duplicates	Details & Exercises	Time	Unit Departments
- Emphasis on the application of the Cafarel model	10×2 9×2 10×4 8×2	- Make a model of videos and moving images and give time before performing exercises using the computer for the process of understanding and choosing healthy movements and how to understand the exercises and choose the appropriate exercise. - Perform handling with the colleague and remember the movements that have been observed and how to hit the ball with the parts of the foot. - Performing rolling between the signs, emphasizing that the distance between the indicators should be of different measurements. - Scoring on specific areas with the goal. - Group exercise that performs handling, rolling and scoring	30 minutes	Main Department: 1. Educational 2. Applied