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مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



## *The Effect of the Learning Dimensions Model on the Teaching of Some Basic Skills Student Football*

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### **ABSTRACT**

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**Keywords:**

*Learning Dimensions Model ,  
Education, Basic Skills, Football.*

The importance of this research lies in the fact that it seeks to introduce one of the modern teaching models into the field of physical education, in accordance with the nature of the game of football and the needs of learners. A scientific method is also presented that contributes to the development of basic football skills in a way that is based on thinking and understanding, rather than on indoctrination. **The research problem was:** The researcher found that there is a weak level of learning and developing basic skills in football among students as a result of the adoption of traditional teaching methods that do not take into account the requirements of modern learning, which calls for research on the impact of applying the learning dimensions model as one of the effective educational models that can contribute to the development of the education process and improve their skill performance. The research objective was to identify the effect of the Dimensions of Learning model on teaching some basic skills in football to students. The experimental method was used, while the research sample was the students of the first stage at the Faculty of Physical Education and Sport Sciences at the University of Basra, and after applying the model, the most important conclusions were reached: The Learning Dimensions model helped to teach and develop some basic skills in football for students. **Recommendation:** Adopting the Learning Dimensions model as it helps to teach and develop some basic football skills for students.

## 1- Introducing the research:

### 1-1 Introduction and Importance of the Research:

Science is one of the greatest achievements of man in his quest to understand and explain phenomena, as it represents the tool for development and progress in all fields of life. Through science, civilizations are built, values are consolidated, and human thought is refined to keep pace with the requirements of the modern era. It does not stop at the limits of theoretical knowledge, but goes beyond it to practical application in various fields, especially in the field of education, which is the basis for building an educated and creative human being. From this perspective, attention to the educational process in its various branches has become a basic requirement for developing the capabilities of learners and developing their skills. In the framework of physical education, there is a need to develop teaching methods and methods that take into account the individual differences between students and contribute to making learning more effective and interesting, as traditional methods are no longer sufficient to achieve the desired educational goals in light of rapid knowledge and technological developments.

Football is one of the most popular and popular sports in the world, due to its elements of excitement, challenge and teamwork, as well as being an effective means of developing the physical, skillful, and mental abilities of students. In order to achieve mastery in this game, it has become necessary for coaches and teachers to use modern teaching models and strategies that contribute to improving the level of learning and developing basic skills such as passing, dribbling, ball control, and shooting. In light of the recent transformations in the field of education, contemporary teaching models have emerged that aim to make The student is the focus of the educational process, the most prominent of which is the dimensions of learning model, which is one of the effective constructivist models in education, as it focuses on developing thinking, organizing knowledge, and building a deep understanding of concepts, in addition to motivating the learner to participate effectively in the learning process. The learner has the understanding and application of knowledge, and the use of collaborative skills in education" (Robert, 2000: 12).

As (Amani Al-Hussan, 2006) sees the model of learning dimensions "has dimensions in learning and goals that seek to be achieved in each unit of study or content and learning level, and also the model contains the processes of analysis, application, classification and synthesis that have been practiced during the learner's learning, and the need of the mind for a certain amount of stimuli and a system of feedback in order for it to happen Learning and the Learning Dimensions Model effectively addresses all of these (Amani, 2006:65).

The Learning Dimensions model is one of the modern methods that rely on organized steps that start with activating previous knowledge, and then presenting the new learning in interesting ways that rely on understanding and application, not just memorization and repetition. This model also contributes to enhancing reflective and critical thinking among students, which reflects positively on their skill performance in sports activities in general, and in football in particular.

The importance of this research lies in the fact that it seeks to introduce one of the modern teaching models in the field of physical education, in accordance with the nature of the game of football and the needs of learners. A scientific method is also presented that contributes to the development of basic skills in football in a way that is based on thinking and understanding, rather than on indoctrination.

**1-2 Research Problem:**

Despite the great development in teaching methods and methods in various fields of education, traditional teaching methods are still the most used in physical education lessons, as they rely on verbal explanation and mechanical application without taking into account individual differences or the development of students' mental and cognitive aspects. This approach often leads to poor comprehension of skill concepts, and makes the learning process limited in the short term, which negatively reflects on the level of motor and skill performance in sports in general, and football on the face Khushal . Since teaching basic skills in football requires a deep understanding of educational and skill situations, relying on modern teaching models such as the Learning Dimensions It became necessary to overcome the problems of traditional education. This model contributes to the development of students' thinking and analysis skills, and makes them active participants in building knowledge and acquiring skills, by linking learning with previous experience and an applied understanding of the educational situation.

Hence The research problem was identified according to the researcher's experience and the opinions in the specialization in the weak level of learning and developing basic skills in football among students as a result of the adoption of traditional teaching methods that do not take into account the requirements of modern learning, which calls for research on the impact of applying a model Learning Dimensions As one of the effective educational models that can contribute to the development of the education process and improve their skill performance.

**1-3 Research Objective :**

1. Identifying the effect of the Learning Dimensions Model on teaching some basic skills in football to students.

**1-4 Research Hypothesis:**

1- The existence of a positive effect of the learning dimensions model in teaching some basic football skills to students

**5-1 Research Areas:**

- **Human Field:** Students of the first stage at the Faculty of Physical Education and Sport Sciences at the University of Basra for the academic year 2024-2025.

**Spatial field:** A football field at the Faculty of Physical Education and Sport Sciences at the University of Basra for the academic year

**Temporal Domain :** Period from 22/12/2024 to 25/2/2025.

**2. Research methodology and field procedures:****2-1 Research Methodology:**

The researcher used the experimental method by designing the two equal groups of importance in addressing the research problem and in the case of Equivalent Two-Sets Method.

**2-2 Research Population and Sample:**

The research community has been identified The students of the first stage at the Faculty of Physical Education and Sport Sciences at the University of Basra for the academic year 2024-2025, which are (320) students. The research sample was selected (20) student They constitute a percentage (6.25 %) of the original community, which in turn was divided into two groups (Control and experimental) by random method So that each group reached (10) Students .I said. Homogenization of the sample within each group using the coefficient of variation As in Table (1) , while the two groups were equalized using Law(T) for unrelated samples and as shown in Table (2).

**Table (1)**

**Shows the homogeneity of the sample within the group in the physical measurements**

Experimental Group			Control Group			Unit of Measurement	Measurements
Divergence coefficient	on	Going to	Divergence coefficient	on	Going to		
4.274	0.845	19.77	3.787	0.745	19.67	Year	Age
0.89	1.562	175.35	0.818	1.435	175.23	Poison	Length
1.324	0.998	75.36	1.324	0.996	75.21	kg	Weight

**Table (2)**

**Shows the equivalence between the two groups in the pre-tests of the research variables**

Significance Level	SIG	Calculated value (T)	Experimental Group		Control Group		Unit of Measurement	Tests
			on	Going to	on	Going to		
Insignificant	0.62	0.475	0.471	14.351	0.425	14.214	Second	Rolling
Insignificant	0.998	0.995	0.431	7.457	0.475	7.245	Degree	Scoring
Insignificant	0.553	0.434	0.332	4.55	0.354	4.62	Degree	Handling

**2.3 Means of Information Collection:**

**2.3.1 Means of data collection:**

- References.
- Tests.

**3.3.2 Devices and tools used:**

- Stopwatch.
- Balls
- Medical scale.
- Measuring tape with a length of 2 meters.
- Adhesive.
- Whistle.

**2.4 Field research procedures**

**2.4.1 Identifying Research Variables:**

The curriculum of the Faculty of Physical Education and Mathematical Sciences was relied on to determine the research variables, which are the skills that are taught in the first stage.

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

**2.4.2 Tests used:**

**2.4.2.1 Ball Running Test (Rolling) (Firat, Haval, 2011:215):**

**Purpose:** Measuring the ability to roll the ball

**Tools:** Football, 10 markers, clock, a field with (10) indicators placed in a straight line, the distance between one indicator and the last (1.5 meters) and the distance between the start and the first indicator (2 meters).

**Performance:** The tester stands with the ball on the starting line, and when the start signal is given, the tester runs between the markers in a zigzag until he reaches the last indicator that rotates around him and returns to the starting line in the same way, the player has the right to use both feet.

**How to Register:**

\* Time is calculated to the nearest second.

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

**Purpose:** Measuring scoring accuracy.

**Tools:** (3) balls, a target divided by ropes into (5) sections, a whistle, a pointer.

**Performance:** The tester stands at a distance of (10) meters from the target and when the signal is given, he scores.

**Registration:** The laboratory is given (3) attempts, as the scores are calculated according to the location and the highest score (15).

#### **2.4.2.3 Handling Test (Qusay, 2008: 58):**

**Purpose:** Measure handling accuracy.

**Tools:** (5) soccer balls, a small goal with a distance of 60×60 cm.

**Performance:** The starting line is drawn with a length of (1 meter) and a distance of (10 meters) from the small target, and the five balls are placed on the starting line, and when the start signal is heard, the laboratory handles these balls towards the small target by taking the correct place at the starting line.

**Registration:** The score is calculated from the five ball handlings as follows:

- 1- (2 marks) for each correct attempt that enters the small goal.
- 2-(1) If the ball touches the post or crossbar and does not enter the goal.
- 3-(Zero) in case the ball goes out of the small goal.
4. The limits of the degree are (0-10).

#### **24-3 Exploratory Experiment:**

The researcher conducted the exploratory experiment on the 22/12/2024 on experimental sample by applying educational exercises according to Sample Learning Dimensions This is to legalize The difficulty of the exercises and the required repetitions and knowing the obstacles facing the researcher..

#### **2.5 Field Experience:**

**2-5-1 Preliminary Exams:** The pre-exams were conducted on 29/12/2024

#### **2.5.2 Application of the Learning Dimensions Model:**

The researcher by developing an educational exercise kit and applying according to a model The five dimensions of learning are:Marzano (1990: 59)

**1- The first dimension:** (positive attitudes and perceptions towards learning) and consists of (a) the learning climate, b) classroom tasks.

**2. The second dimension:** (knowledge acquisition and integration) and consists of (a) declarative knowledge, b) procedural knowledge .

**3- The third dimension:** ( deepening and refining knowledge) and consists of (1- Comparison, 2- Classification, 3- Induction, 4- Inference, 5- Error analysis, 6- Building the supported evidence, 7- Abstraction, 8- Analysis of the point of view)

**4- Fourth Count:** (Meaningful use of knowledge) and consists of (a- Decision-making skill, B- Inquiry skill, C- Goal formulation and problem solving skill, D- Invention skill, E- Experimental research skill).

**5- The fifth dimension:** (productive habits of mind) and consists of (1- thinking and learning based on self-regulation, 2- critical thinking, 3- innovative thinking and learning)

The program was implemented during the educational modules of the coach's curriculum during the teaching and development of offensive skills in football for eight weeks inclusive. The program started on 30/12/2024 and ended on 24/2/2025.

**3.5.3 Post-tests:** The post-tests were conducted on 25/2/2025.

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

**3. Present, analyze, and discuss the results**

**Table (3)**

**Shows the arithmetic media, pre- and post-standard deviations, and the calculated and tabular (T) values of the control group in the tests used**

Significance Level	SIG	Calculated T value	Standard Error	Post-testing		Pre-test		Unit of Measurement	Tests
				on	Going to	on	Going to		
Moral	0.00	2.65	0.443	0.964	13.04	0.425	14.214	Second	Rolling
Moral	0.00	3.538	0.531	0.864	9.124	0.475	7.245	Degree	Scoring
Moral	0.00	2.441	0.611	0.914	6.112	0.354	4.62	Degree	Handling

**Table (4)**

**Shows the arithmetic media, pre- and post-standard deviations, calculated and tabular (T) values of the experimental group in the tests used**

Significance Level	SIG	Calculated T value	Standard Error	Post-testing		Pre-test		Unit of Measurement	Tests
				on	Going to	on	Going to		
Moral	0.00	4.31	0.745	0.945	11.14	0.471	14.351	Second	Rolling
Moral	0.00	4.11	0.947	0.937	11.35	0.431	7.457	Degree	Scoring
Moral	0.00	4.123	0.992	0.878	8.641	0.332	4.55	Degree	Handling

**Table (5)**

**Shows the arithmetic media, dimensional standard deviations, calculated and tabulated (T) values between the control and experimental groups in the tests used**

Significance Level	SIG	T value Calculated	Experimental Group		Control Group		Unit of Measurement	Tests
			on	Q Al, Baddi	on	Q Al, Baddi		
Moral	0.00	4.231	0.945	11.14	0.964	13.04	Second	Rolling
Moral	0.00	5.25	0.937	11.35	0.864	9.124	Degree	Scoring

Moral	0.00	5.992	0.878	8.641	0.914	6.112	Degree	Handling
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By noting the two tables (3) and (4) showed that there were significant differences between the results of the pre- and post-tests and for the two groups. Control and Experimental In favor of the post-tests, this shows that the two groups have learned basic offensive skills in football as a result of the use of codified and appropriate programs, and this is the secret of the success of the educational process, as he sees (Zahir Hashim Isma'il, 2002) " Learning and improvement occurs when the teacher pays attention to the correct and basic steps of learning, teaching, correct performance, focusing on attempts, and continuous repetition until the performance is consistent" (Zahir, 2002). : 102) .

As for (Saad Mohsen, 1996), "the regular educational program works on correct learning and achieves achievement, provided that it is codified, based on scientific foundations, and is programmed with a gradual degree of difficulty and the use of appropriate methods " (Saad, 1996: 98).

Table (5) shows that the learning dimensions model was better for the experimental group than for the control group that used traditional education, because this model promotes the correct and appropriate educational level, and for this reason (Robert, et al., 1999) believes that "it is necessary for students to acquire some productive mental habits, and to seek to develop their mental skills that help them learn any experience they need in the future, and what is important in any learning process is not the subject you are studying, but the most important is the skills." different topics that students can train and develop through the subject. (Roberts, 1999, 179).

Raed Abdel Kazim, 2014 believes that "the importance of organizing the educational classroom environment for the learner through the principles of self-education and the model of learning dimensions that would guide the progress of the education process to the goals set correctly. 5- The learning dimensions model has the ability to make students more skilled in dealing with multiple scientific ideas (Raed, 2014: 214).

Alaa Taha Ahmed Ibrahim (2022) confirms that "the education process is influenced 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).

## **5. Conclusions and Recommendations:**

### **5.1 Conclusions:**

- 1- The Learning Dimensions model helped to teach some basic football skills to students.
- 2- Organizing the educational classroom environment for the learner by relying on the educational dimensions of the learning dimensions model that works to teach the basic skills in football.

### **5.2 Recommendations:**

- 1- Adopting the learning dimensions model, as it helps to teach some basic skills in football to students.
2. Emphasizing the organization of the educational classroom environment for the learner by relying on the educational dimensions of the learning dimensions model that works to teach the basic skills in football.

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**Attachment (1)****Model (from Educational Units )****Week : First Educational Unit Scorer: Learning Basic Skills****Offensive Football****Credit: 1**

Notes	Duplicates	Details & Exercises	Time	Unit Departments
- Emphasizing the application of the learning dimensions model	6×2 6×2 6×2 7×3 7×3	-Rolling between signs on half of the football field. -Roll performance straight along the pitch. - Perform handling with the colleague inside the box.	30 minutes	Main Department: 1. Educational 2. Applied

because of its importance in education. - Emphasizing the dimensions of education in the model		<ul style="list-style-type: none"><li>- Performing a handball between three students along the half of the field.</li><li>- Scoring performance consistently.</li><li>- Scoring performance from the movement.</li></ul>		
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