



مجلة جامعة ذي قار لعلم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة



The Effect of Graded Activities Strategy on Learning to Perform Rolling and Deception Skills in Football for Students

Jaafar Ahmed Mahdi

jaafar.ahmed@uokerbala.edu.iq

University of Karbala - Faculty of Physical Education and Sport Sciences

ABSTRACT

Published online: 20/3/ 2026

Keywords:

*Stepping Activity Strategy,
Rolling and Deception Skills,
Football.*

The research aims to identify the effect of the graded activities strategy on learning the performance of the skills of rolling and deception in football for students, and to identify the advantage of the effect between the experimental and control groups in the post-test in the performance of the skills of rolling and deception in football for students. The researcher used the experimental method to suit the nature of the research problem by designing the two equal groups (experimental and control) with pre- and post-tests, and the research community included first-stage students at the Faculty of Physical Education and Sport Sciences, University of Babylon for the academic year (2023-2024), as they reached (120) students divided into three study divisions (B), (C), and (D) The research **sample was selected** by random method by lottery method of (40) students divided into two experimental and control groups of (20) students, and the data were statistically processed for the variables researched using the statistical package (SPSS), and one of the most important conclusions reached by the researcher is that the use of educational units according to the strategy of graded activities has an effective effect on increasing students' motivation Towards learning, as well as raising the level of students in learning to perform the skills in football under study, the most important recommendations that the researcher came out with using educational units according to the strategy of graded activities, which contributed significantly to the development of students in the performance of the skills under study, and the need to apply modern study strategies because they have a positive impact on the level of learning.

1. Introduction to the Research:

1-1 Introduction and Importance of the Research:

The modern era is characterized by scientific and cognitive progress in various fields of life, especially the educational field, and this progress has given a broad vision to scientists, intellectuals, and workers in the educational and sports fields to adopt modern strategies and various aids that have a prominent role in showing a distinctive educational level that ensures readiness to learn faster and more accurately to make students able to invest their energies more effectively. Modern strategies are followed in teaching to deliver the largest set of information to the student and achieve the desired goals, and one of these strategies is the strategy of gradual activities, which is based on constructivist theory, which emphasizes the positive and effective role of the student in the educational process, through practicing many diverse activities, in order to reach advanced levels by participating in educational situations, so it has become necessary to use such strategies. In which the interaction is common between the student, the teacher, the student, and the colleague, as well as the educational method, in order to establish solid rules in the learning process based on the principle of joint interaction between the most important axes of the basic learning process (teacher, student, educational method) (Al-Issawi, 2013). Reza (2023) believes that it is a set of activities at different levels that teachers design. Each learner starts from an activity that is appropriate to his or her level of knowledge and skills and when students are different in their knowledge and skill levels. Football is one of the team games that is characterized by competition and excitement to perform the basic skills in football that are implemented during matches, so it has become necessary for students to learn to link basic skills together to reach optimal performance (Ghazi, 2013).

1-2 Research Problem :

One of the main factors in the educational process that the researcher uses to teach is to bring students to a state of advanced skill performance, and that teaching and mastering any skill depends on modern strategies and educational means, and due to the fact that the researcher is a teacher at the Faculty of Physical Education and a football player, he noticed the weakness and unwillingness to learn basic skills in football due to the difficulty of linking skills and their performance in sequence and their importance in accelerating the learning process. Learning depends mainly on the skills that are applied during the lecture, so the researcher decided to apply the strategy of graded activities in an interactive way through auxiliary means, so that there may be competition between students in performing activities and exercises during the educational units, and from all of the above, the research problem goes back to the following question: Does the use of the gradual activities strategy have a positive effect on learning to perform the skills of rolling and deception in football for students?

1-3 Research Objectives:

1. Preparing educational units according to the strategy of the gradual activities in learning the performance of the skills of rolling and deception in football for students.
2. Identify the effect of the graded activities strategy on learning to perform the skills of rolling and tricking in football for students.

3. Identify the advantage of the effect between the gradual activities strategy and the strategy followed by the course teacher in the performance of the rolling and deception skills in football for students.

1-4 Research Requirement:

1. There is a positive effect of the graded activities strategy in learning the performance of the two roller and deception skills in football for the students.
2. The strategy of graded activities has the preference in influencing the strategy followed by the teacher of the subject in learning the performance of the skills of rolling and deception in football for students .

1-5 Research Areas:

- 1- Human Field: Students of the first stage at the Faculty of Physical Education and Sport Sciences / University of Babylon for the academic year (2023-2024).
- 2- Temporal Domain: The period from (15/11/2023) to (30/3/2024).
- 3- Spatial field: Outdoor playgrounds of the Faculty of Physical Education and Sport Sciences, University of Babylon.

2. Research methodology and field procedures:

2-1 Research Methodology:

The researcher used the experimental method by designing the two equal groups (experimental and control) with pre- and post-tests to suit the nature of the research problem.

2-2 Research Population and Sample:

The research population was identified with the students of the first stage at the Faculty of Physical Education and Sport Sciences, University of Babylon for the academic year (2023-2024), which are (120) students distributed over (3) study divisions, namely (B, C, D), and **the research sample** was selected, represented by division (B) With the strength of (20) students from the original research community and by random method and by lottery, they represent the experimental group, and (20) students from the division (D) represent the control group.

2.2.1 Homogeneity of the research sample:

The researcher performed homogeneity of the research sample in variables (age, height, weight), and it was found that the sample is homogeneous due to the appearance of the torsion coefficient less than (+1), and Table (1) shows the results.

Table (1)

Shows the homogeneity of the sample in the variables of age, height and weight

Torsion coefficient	Standard deviation	Broker	Arithmetic mean	Variables
0,611	1,08	19	19,22	Age (year)
0,134	4,69	169	169.21	Length (cm)
0,338	3,82	63	63,43	Weight (kg)

2-3 Methods, Devices and Tools Used in the Research:

1- Means of collecting information in research:

1. Tests and Measures.
2. Observation.

- 3- Sources and references.
4. Personal interviews with professors and experts.
- 5- A questionnaire form to choose the most appropriate test for the measurement in question in football.

2- Devices and tools used in the research:

1. Digital electronic stopwatch.
2. Data show.
3. Manual calculator type (HP) (1).
4. A laptop computer (2) type (HP) of Chinese origin.
5. Spheres Foot Legal number (10).
- 6- Whistle type (FOX) number (5).
7. Small indicators (10).
8. Large indicators (10).
9. Adhesive tape.
- 10- Measuring tape.

2-4 Field Research Procedures:

2.4.1 Identifying the Basic Skills:

After reviewing the football course for the first stage students at the Faculty of Physical Education and Sport Sciences, University of Babylon, where the basic skills were completed during the first semester, where the researcher made the connection between the two skills of rolling and deception in football.

2.4.1.1 Determination of Basic Skills Tests in Football:

After reviewing a number of studies and sources related to basic skills tests in football, the researcher prepared a questionnaire containing a set of tests for the skills under study in football and presented to a group of experts, and in the light of the unanimous opinions, the tests that obtained an agreement percentage of (80%) or above were selected.

2.4.1.2 Description of the Candidate Tests:

1. Football Rolling Skill Performance Test (Gerges and Lazam, 2005)

1. Test Name:

Technical performance test of the skill of rolling a soccer ball.

Objective of the test:

Measuring the level of technical performance of the player's rolling skill in terms of ball control..

Tools Used:

1. Legal football.
2. (5-7) indicators or cones.
3. Tape measure.
- 4-hour stop.
5. Technical Performance Evaluation Form.

Performance Description:

The laboratory stands behind the starting line, and the markers are placed in a straight line or in a zigzag shape, so that they are separated by a distance of (1–2) meters. When the start signal is

given, the tester rolls the ball between the signs back and forth using the feet, while maintaining control of the ball and not dropping the checkpoints, until it reaches the finish line.

Evaluation Method (Technical Assessment):

Technical performance is evaluated through laboratory observation by a specialized committee or referees, according to specific technical criteria, such as:

1. Control the ball.
2. Use the feet properly.
3. Smooth movement.
4. Body balance during performance.
5. The laboratory shall be awarded a total score (e.g. 10 marks) that represents his/her level of proficiency in the technical performance of the rolling skill.

FAQ:

- The laboratory is given one or two attempts, and the best attempt is calculated.
- In case of touching or dropping the marks, grades will be deducted from the technical evaluation.
- You must adhere to the specified course of the test.

2- Technical Performance Test of the Skill of Deception (Dodging) (Gerges and Lazam, 2004)

Test Name: Free Dribble Technical Performance Test.

Objective of the test:

Measure the level of technical performance of the dribbling skill in terms of motor creativity, ball control, response speed, and direction change accuracy under semi-open conditions.

Tools Used:

1. Legal Football
2. Play area (approx. 20 × 20 m)
3. (3-4) indicators
4. Technical Evaluation Form

Performance Description:

The player stands inside a specific space with the ball, and at the start signal, he starts to dribble freely using various dribbling techniques (changing direction, body tricks, using feet), while bypassing randomly placed markers within the space within a set time (20–30 seconds).

Evaluation Method (Technical Performance):

Performance is evaluated by specialized referees according to technical standards including:

1. Control the ball
2. Diversity in dribbling styles
3. Motor Aerodynamics
4. Balance and compatibility

5. Boldness and innovation

A total score (out of 10 marks) is awarded, and the average score of the judges is calculated.

Registration:

A higher grade represents a better technical level.

Scores are deducted in case of repeated stops or loss of control of the ball.

Conditions:

- Standardizing the performance time and space for all players.
- Prevents complete pause during the test.

2.4.1.3 Exploratory Experiment:

The exploratory experiment was conducted on a sample of (10) students of the first stage, at ten o'clock in the morning on Thursday (7/12/2023) at the football stadium in order to show the validity of the tools and the time of conducting the tests, and the tests were repeated after (7) days at ten o'clock in the morning on Thursday (14/12/2023).) The experiment was conducted on the same survey sample and under the same conditions, through which the same tests were reapplied, and the aim of the exploratory experiment was:

1. Ensure the readiness of the devices and tools.
2. Identify the time taken for each test as well as the time of the overall tests.
3. Extracting the scientific foundations of the test (consistency and objectivity).
4. The level of difficulty of the tests for the research sample.
5. Knowing the difficulties facing the researcher in order to avoid them in the future.

The researcher concluded the following:

1. The readiness of the tools, devices, and playgrounds used for application in the main experiment.
2. The time required by the student to take each test was determined which is (30) seconds.
3. All the required requirements for conducting the pre-exams have been prepared, including the planning of the outdoor arena and the provision of legal playing balls and signs.

2.4.2 Main experience

2.4.2.1 Preliminary Tests:

The pre-tests were conducted on the members of the two research groups (experimental and control), which are (40) students, before the start of the implementation of the educational curriculum in the tests of the skills under study in football, on Sunday (17/12/2023) at (9) am and on the outside of the football stadium, and the pre-tests were filmed and documented with the help of the assistant work team.

2.4.2.2 Parity of the research sample:

The parity of the two research groups is one of the important matters that should be attributed to the experimental factor to prove the parity of the research sample, and it relied on the results of the pre-tests for the skills tests under study in football, and the (T-test) test was used for the independent samples and it was found that the two groups were equal because the

value of (sig) for all tests was higher than the level of significance (0.05) and Table (2) shows this.

Table (2)
Shows the equivalence between the experimental and control groups

Type of indication	Sig	Calculated value (t)	Experimental Group		Control Group		Evaluation	Variables
			on	Going to	on	Going to		
Moral	0.706	0.380	0.745	3.150	0.910	3.250	Degree	Rolling
Moral	0.839	0.204	0.788	3.100	0.759	3.050	Degree	Deception

2.4.2.3 Introductory Educational Module according to the Graduated Activities Strategy:

Before conducting the educational curriculum, the researcher conducted an introductory unit on Thursday (21/12/2024) at the football field at nine o'clock in the morning, in order to introduce students to the work and stages of the strategy and how to apply it by the subject teacher, as well as to identify the following:

- 1- The obstacles facing the researcher when implementing the stages of the strategy.
- 2- The time required by the teacher in implementing each stage of the strategy.
- 3- The appropriate time allocated to the sections of the educational unit and the possibility of implementing them.

2.4.2.4 Educational Curriculum According to the Strategy of Graduated Activities:

The number of educational units reached (8) educational units, for a period of (4) weeks, and at a rate of (2) educational units per week, in the first semester, the time of the educational unit was (90) minutes in its three stages (preparatory (10) minutes, the main (75) minutes, and the final (5) minutes), starting from **Sunday (24)/12/2023) until Thursday (18/1/2024)**, and the researcher planned educational activities that suit all skill and knowledge levels of students, and the steps of the step-by-step activities strategy were applied.

A set of gradual activities has been prepared in the level to suit all levels of students during the implementation of these activities, and the researcher was keen that the exercises are consistent with the students' abilities and abilities, in the form of integrated exercises and gradual exercises, and divide the students into groups according to the levels of Bloom and give each group of activities appropriate to the level of each of them, and the students must apply the activity determined by the teacher according to the level of the student's skill and knowledge. The students' levels are determined by conducting some tests through which students are divided into heterogeneous groups, and after the student sees that he must move from one level to another for the activity that is less difficult, they can move to the activity that is more difficult and complex

than the previous activity, and then move from one activity to another activity that is more complex and difficult than the previous activities. Also, activities in the form of exercises with different levels of difficulty are displayed, and these exercises are displayed through an iPad display screen that is distributed to each group of cooperative groups, and students choose the activities that are suitable for them and according to a pre-prepared plan for the number of activities that are applied, as well as creating a spirit of competition among students by aiming at loops of different diameters, in addition to a data show device to display videos of some basic skills, and thus the teacher can achieve the desired goal of the strategy Gradual activities and reaching gradual activities at the level of knowledge and skills, thus reaching the mechanism of acquiring the required skills in the educational unit, and that this strategy makes the student able to gradually build new knowledge by overcoming the situations and problems that face him, and thus works to achieve it gradually in the face of difficulties and challenges until it is achieved.

2.4.2.5 Post-tests:

After completing the implementation of the educational units on time according to the strategy of the gradual activities in learning the performance of the skills of rolling and deception in football for students, and in conditions identical to the conditions of the pre-tests to obtain accurate results, the researcher conducted the post-tests on the experimental and control groups on Sunday, 21/1/2024 at (9) am in the football field of the college.

2-5 Statistical Methods Used:

The researcher used the Statistical Package (SPSS) version (25) to extract the results according to statistical means.

- Arithmetic mean
- Standard deviation
- T-test for symmetrical samples
- T-test for independent samples

3. Presentation, analysis and discussion of the results:

3-1 Presentation and analysis of the results of the pre- and post-tests of the experimental group :

Table (3)

The Significance of the Differences Between the Pre and Post Tests of the Experimental Group in Skill Tests in Football

Type of indication	Sig	Calculated value (t)	Deviation of Differences	Differences	Telemetry		Tribal Measurement		Evaluation	Variables
					on	Going to	on	Going to		
Moral	0.000	14.203	1.196	3.800	0.686	7.050	0.910	3.250	Degree	Rolling
Moral	0.000	12.988	1.395	4.050	1.165	7.100	0.759	3.050	Degree	Deception

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

Table (4)

The significance of the differences between the pre- and post-tests of the control group in

Type of indication	Sig	Calculated value (t)	Deviation of Differences	Differences	Telemetry		Tribal Measurement		Evaluation	Variables
					on	Going to	on	Going to		
Moral	0.000	15.964	1.373	4.900	0.887	8.050	0.745	3.150	Degree	Rolling
Moral	0.000	16.652	1.356	5.050	0.875	8.150	0.788	3.100	Degree	Deception

the football proficiency tests

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

Table (5)

Shows the arithmetic media, standard deviations, calculated (T) value, and statistical significance of the post-tests of the experimental and control groups

Type of indication	Sig	Calculated value (t)	Experimental Group		Control Group		Evaluation	Variables
			on	Going to	on	Going to		
Moral	0.000	3.987	0.887	8.050	0.686	7.050	Degree	Rolling
Moral	0.003	3.222	0.875	8.150	1.165	7.100	Degree	Deception

3-4 Discussion of the Results:

The results of Table (3) indicate that there are statistically significant differences at the significance level of (0.05) between the mean of the pre- and post-measurements of the research sample in all tests that measure the skills under study in football and in favor of the dimensional measurement of the experimental group, and the researcher attributes this development among the sample members of the experimental group to the effectiveness of using the skill performance training group through the strategy of graded activities, as well as the diversity in the use and gradation of the exercises ranged from easy to difficult and simple to complex, which led to an improvement in the level of students' performance in (Skills in Research) in terms of speed while taking into account technical points during performance.

The results of this study are consistent with the results of the study of both (Moussa, 2018) and (Turki, 2019) in the field of football, which indicated that the use of teaching strategies using aids and the development of the skills of rolling and deception in football for the sample under study and all other team sports activities.

Table (4) also indicates that there are statistically significant differences between the pre- and post-tests at the significance level of (0.05) for the control group, as the experience of the subject teacher, the method of presentation, and the educational units prepared by the subject teacher have an effective effect on the development of students in the skills under study.

Table (5) shows the differences in the values of the arithmetic medians and standard deviations in the post-tests between the students of the experimental group that used the graded activities strategy and the control group that used the mechanism followed by the teacher.

The researcher attributes this to the difference in the way of presenting and explaining the skill and delivering the required information, so the experimental group used the strategy of graded activities, which aroused the spirit of competition and its sequence of steps, as well as the arrival of information, which is compatible with the requirements of the modern era and is in line with what he mentioned (Turki, 2019) "The existence of an appropriate teaching strategy that suits the mental and skill abilities and capabilities of learners in the educational situation helps to learn and acquire, as well as the strategy of The gradual activities and their application help students to absorb the information and spread the spirit of cooperation and communication between them and the teacher in discussing the information and creating an educational environment full of innovation and creativity.

The researcher believes that the reason why the students of the experimental group were superior to the students of the control group at this level, is that the educational units prepared were more positive than the educational units of the control group and the mechanism followed by the teacher of the subject, because of the comprehensiveness of these units in terms of following the logical sequence in presenting the topics and the activities and events that are related to the subject of football and the level of students' perception.

It is the organization and connection of the research skills and the selection of teaching methods and methods and teaching methods used by the teacher that made the students of the experimental group more motivated, harmonious and ready to receive information more than the students of the control group.

The researcher suggests that the results of the control group indicated that the role of students was limited to receiving and implementing information, and that there were not enough opportunities to go through experiences that would activate the learning process and increase the understanding and comprehension of some articles of law, which need to be watched for some matches, videos, and illustrations, as well as applying them in educational competitions so that they have the ability to retrieve them in similar situations.

The researcher also believes that there are positive points that contributed to the superiority of the experimental group over the control group, this environment in which the teacher contributed through the application of the curriculum in these prepared units, as these units included a variety of educational exercises for skills and according to the levels of the learners, which made these units more exciting, interesting and enjoyable for students, which led to their interaction and drive towards applying their contents with care, desire and impulsiveness, and this was confirmed by the Sabr study. (2005) from "Diversity and renewal in the use of exercises, methods and methods when teaching sports skills is the most appropriate in creating an atmosphere characterized by excitement, excitement and fun for the student, which contributes to the rapid learning and acquisition of sports movements and events"

4. Conclusions and recommendations

4.1 Conclusions:

1. The educational modules that were prepared according to the strategy of the graduated activities contributed significantly to the development of the experimental group in the performance of the skills under study.

- The use of educational modules according to the graded activities strategy had an effective effect on increasing students' learning to perform the skills under study .

4.2 Recommendations:

- Using educational units according to the strategy of graded activities because of their great impact on learning football skills for students.
 - Conduct a study similar to the current research but on other dependent variables and other skills in football using a model, method, or other strategy that takes into account individual differences between students.
 - The necessity of applying a modern study strategy because it has a positive impact on the level of learning.
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Appendix (1)

A model of an educational unit according to the strategy of the gradual activities

Day: Time: 90 minutes

Date: // 2024

Number of Students: 20 Students

Stage: First

Educational Objective: To accustom learners to self-discipline and self-confidence.

Educational Objective: Learn (Rolling Skill).

Notes	Formations	Content or activity	Time	Divisions of the Unit
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<p>Emphasize avoiding and overcoming errors while presenting the form. Ensure that each student starts with the appropriate exercise for their skill level.</p>		<ul style="list-style-type: none"> - Students standing in the shape of a square minus a side. - Explaining and presenting the skill and the way to link it using a model from students to be presented or by the teacher with illustrations and posters. - Dividing students into three groups and giving the appropriate exercise for each group according to what the student chooses the appropriate exercise for his skill level and according to the level of challenge and difficulty. 	70 KD 20 BD	Main Section Educational Aspect
<p>Emphasizing the transition from the first exercise in one unit after the student finds himself fully prepared for the next exercise, and thus the gradation is to reach a level of excellence in the total exercises. Ensuring that everyone participates in the performance of exercises. Emphasizing the delivery of the ball to the fellow student</p> <p>Emphasizing the performance of the skill very quickly.</p>		<p>First Level: Students are divided into cooperative groups and given exercises according to the level of the challenge, as follows: Exercise (1) See Appendix 1. Exercise (2) See Appendix (1). Exercise (3) See Appendix 1.</p> <p>Second Level: Students are divided into three groups according to the Bloom pyramid, and the difficulty progression through the following exercises: Exercise No. (4) See Appendix (1). Exercise (5) See Appendix (1). Exercise (6) See Appendix 1.</p> <p>Level III: Giving more complex exercises Exercise (7) looks at Appendix (1). Exercise (8) looks at Appendix (1). Exercise (9) See Appendix (1).</p>	50 BD 15 KD 15 KD 20 BD	Practical Aspect
		Recreational Game + Tips & Guidelines	5 D	Concluding Section

