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The effect of the two reciprocal methods and small groups in developing social interaction and developing skill performance for some basic skills in football

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Abstract

Teaching methods are considered an important component of the educational process, and a successful teacher is one who diversifies his teaching methods in a way that suits the abilities of the learners. The problem of the research emerges in that despite the multiplicity of teaching methods, teaching is still limited to the imperative method, especially in physical education subjects. Which is characterized by a practical nature that reflects the negative role of the student in the educational process. Therefore, the research aims to reveal the effect of the two interactive methods and small groups in developing social interaction and developing the skill performance of some basic football skills among first-year students in the Department of Physical Education and Sports Sciences in the College of Education. Basic education at the University of Mosul for the academic year 2023-2024. The researcher used the experimental method, and the research sample included (40) students representing the two divisions (1 and 3), with (20) students in each division, where Division (1) practiced teaching in the reciprocal method to represent the experimental group. The first, as for Division (3), practiced teaching using the small group method to represent the second experimental group. Homogeneity was carried out for the two groups in the variables (age, mass, height), in addition to verifying equivalence in the pre-test in the dependent research variables. The units of the two methods were implemented, as it reached There are (8) units, one unit per week for each group. Then post-tests were carried out on the two groups, and the researcher used the statistical program (SPSS) to reach the results. The results showed the advantage of the reciprocal method in developing the skill performance of soccer skills, while it showed the advantage of the small group method. In developing social interaction among students, the researcher recommended the possibility of using the two methods in teaching students because of their positive impact in developing social interaction and developing skill performance in basic football skills. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords | reciprocal method, small groups, social interaction, skill performance

Introduction:

Teaching methods and methods are considered an essential component of the teaching-learning situation, whether these methods and methods are traditional and fall on the teacher, or modern and used by some teachers and not others. The

successful and efficient teacher is the one who uses and diversifies his teaching methods and methods in a way that is commensurate with the learners' abilities and characteristics and taking into account the differences. individuality among them in order to achieve the objectives of the

lesson, therefore (the teaching methods and methods have developed and multiplied and have kept pace with the philosophy of modern education, which calls for the positive role of the student and giving him an effective role in the educational process, as the educational and psychological sciences emphasize the necessity of paying attention to the learner and making him the focus of the educational process and working to develop his integrated personality so that he does his work effectively and successfully (8:11), which requires the teacher to use more than one method in order for the students to respond to the learning process and make the educational material lively and interesting for them, as specialists in teaching methods and techniques emphasize the necessity of using teaching methods that care for the student, and their reference in this is that the student be the focus. The educational process, and despite the multiplicity of teaching methods, teaching is still limited to the imperative method, especially in physical education subjects that are characterized by a practical nature, as this method is characterized by the teacher's clear control over the teaching process to a large extent, which reflects the negative side of the student's role in the educational process. In addition to creating an atmosphere of individual competition among students, this negatively affects social cohesion and cooperation between them, and thus may be reflected in their personalities in the future. Therefore, the teacher must choose the method that is appropriate and suitable for the students' abilities and desires, which arouses their interest and motivates them to learn, as well as developing social interaction. Among them, which increases positive and effective participation in successfully achieving the lesson objectives. In order to actually involve the students in managing the lesson, the reciprocal method has emerged, which gives the student a major role in the educational process. In this method, the students are divided into pairs, and one of them performs the skills (the performing student), while the other

observes and supervises him and corrects his mistakes. Relying on the activities sheet prepared by the teacher in advance, which is what we call (student observer), as students in this method provide assistance to each other by correcting errors in the stage of applying the skills included in the lesson, so the essence of this method is based on providing feedback on... Among them about the skill performance of the learned skills. (Abu Kwaik, Cyrine Muhammad Sobhi ,2011) points out that (one of the methods that an effective teacher resorts to in teaching is the small group method of cooperative learning, in which the class students are divided into small, heterogeneous groups, each of which has a number of members ranging between (4-6) students who cooperate together in Achieving a common goal or goals by helping each other to raise the level of each individual. The students' performance is compared to pre-prepared standards to measure the progress of the group members in performing the tasks assigned to them (1:38), as this method provides many educational opportunities for students to grow and develop. Personal interaction skills among them, in addition to positive participation in order to develop various sports skills. This method also provides equal opportunities for success because each individual has a role in the group regardless of their levels and abilities, and even low-level students contribute a role to achieving the goal, which makes them feel successful in the middle of the group. To which they belong, which increases their motivation to learn, and encourages them to cooperate between themselves and the members of their group in order to effectively carry out the duties assigned to them. Football is one of the fields of knowledge in colleges and departments of physical education, whose teaching objectives are not limited to the cognitive and skill aspect only, but go beyond that to developing social skills among students to practice such as cooperation, participation, and assuming responsibility, given that football is one of the most widespread

popular games. In the sports field and in various countries of the world, this game is characterized by the abundance of basic skills and its diversity, so it is distinguished from other sports games by the abundance of research and studies conducted by specialists to reach the best educational methods and methods that aim to develop these skills among students in order to reach a good level of performance. Social interaction in the sports field is no less important than in other magazines, as it represents one of the forms of social relationships for students that affects their personality, as (Al-Shennawi, Muhammad Hassan ,2001) defined it as: “a set of mutual processes between two social parties in a specific social situation or milieu such that the behavior of each “One of them is a warning to the behavior of the other” (13:66), and (Alaa, Zuhair ,2012) points out that “the difference between success and failure in many activities is due in large part to the psychological aspect of the individual as it is one of the basic pillars, as social interaction does not only affect individuals.” Rather, it also affects those in charge of the educational programs themselves, so that this leads to modifying the method and style of their teaching according to the responses that the students respond to, which is reflected in their interaction with the group they work with and thus achieving the desired goals (3:43). The importance of the current research highlights that the process of raising the level of education requires the teacher to go beyond his role of transmitter of information and knowledge to a new role in which he gives real opportunities to students to actually involve them in the various lesson activities. There is no doubt that this matter requires the application of teaching methods that take into account the desires of students. The students, their motivations, and their abilities to achieve the possible goals of the lesson. The more the method is appropriate to the educational situation and consistent with the learner’s age, intelligence, and abilities, the broader and more goals will be achieved through it, taking into account the

individual differences among the students. Based on the above, the importance of the current research becomes clear in identifying the effect of both the reciprocal and small group methods in developing social interaction and developing the skill performance of some basic football skills among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education at the University of Mosul. Therefore, the objectives of the current research were to reveal the effect of the reciprocal method in developing social interaction and developing the skill performance of some basic football skills among the students of the first experimental group, as well as revealing the effect of the small group method in developing social interaction and developing the skill performance of some basic football skills among the group’s students. The second experimental study, in addition to identifying the differences in the effect of both the reciprocal and small group methods in developing social interaction and developing the skill performance of some basic football skills among the students of the first and second experimental groups. Based on the above research objectives, the researcher assumed that there are significant differences between the pre- and post-tests in the level of social interaction and some basic skills in the game of football among the students of the first experimental group. Likewise, there are significant differences between the pre- and post-tests in the level of social interaction and some basic skills. In the game of football among the students of the second experimental group, in addition to the presence of significant differences in the post-test between the first and second experimental groups in the level of social interaction and some basic skills in the game of football. The human field of research was represented by first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul for the academic year 2023-2024, and the research experience was applied in the sports arenas and stadiums of the

Department of Physical Education and Sports Sciences in the College of Basic Education at the University of Mosul for a period of 23 /11/2023 until 9/1/2024.

Method and procedures:

The researcher used the experimental method due to its suitability to the nature and problem of the research, and he deliberately identified the research population as first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education at the University of Mosul for the academic year 2023-2024, who number (195) male and female students, and who compose the study sections (1 + 2 + 3 + 4 + 5) where the first four divisions include boys, who number (166) students, while the fifth division includes only girls, who number (29) students, as the researcher excluded them from the research community because the research will include skills related to football effectiveness. The teaching of which is limited to boys only. The two sections (1 and 3) were randomly selected by lottery, and they numbered (84) students to represent the two experimental

research groups, as each section included (42) students. The researcher excluded a number of students from both sections for the following reasons:

- A number of students for the purpose of homogeneity and parity, amounting to (12) students.
- A number of students who had absences for more than two lessons, numbering (14) students.
- Students of exploratory experiments, numbering (18) students.

With this procedure, the research sample reached (40) students, with (20) students in each study group. Then the two independent variables were distributed randomly to the two research groups, where group (1) practiced teaching in the reciprocal method to represent the first experimental group, while group (3) practiced teaching. In a small group manner to represent the second experimental group, Table (1) shows the number of members of the research sample and students excluded from each study group.

Table .1 The research sample, those excluded, and the teaching method used

Group	Division	Total number	Excluded	Teaching style	The remaining sample number
First experimental	1	42	22	Reciprocal method	20
Second experimental	3	42	22	Small group method	20
Total	-	84	44	-	40

To determine the effect of the two independent variables on the two dependent variables, an experimental design was tried (designing two equal groups with pre- and post-tests), where the pre-tests were conducted on the first and second experimental groups, and then the units of the two methods were applied to the two experimental groups, after which the post-tests were conducted to determine the effect of the two methods in developing interaction. Social and development of basic football skills (under study) among students.

Data collection methods:

The researcher used several research methods to access the required research data and results, which are (scientific sources, dissertations and dissertations, published research, the Internet, questionnaire, standards, tests and measurement).

Research tool (social interaction scale):

After reviewing many sources, scientific research, dissertations, and dissertations related to the subject of social interaction, including studies:

(Al Murad, Nibras Younis Muhammad (2005)), the researcher decided to adopt the social interaction scale that he built (Nimr, Amin (2020)) (18:465) since the scale is modern and applied to University students, as the scale includes (21) positive items that the student answers with three answer alternatives: (to a great degree, to a moderate degree, to a weak degree) corresponding to scores for each alternative of (3, 2, 1), so the total score of the scale is (63) degrees. Its lowest score is (21), and for the purpose of verifying the content validity of the scale's items, the researcher presented it in its initial form to the specialists to obtain their opinions on the validity of the scale's items and their ability to measure what they were designed for, in addition to deleting, adding, or modifying any other items, and no other items were done. Delete, add or modify any paragraph of the scale.

Scale stability:

The researcher verified the stability of the scale by distributing it to a sample of (30) students from outside the main research sample. The split-half method was used, where the correlation coefficient reached (0.81). This stability is considered to be half of the scale, after which it was corrected by applying the Spearman-Brown equation. This value should be (0.90), which is a high correlation value, as (Samara, Aziz and others (1989)) indicates that "if the reliability coefficient reaches (0.75) or more, it is high reliability (12:120).

Determine the basic skills in the game of football:

After reviewing the contents of various scientific sources, dissertations, university dissertations, and a number of published research similar to the scope of the current study, the researcher identified a number of basic skills and put them in the form of a questionnaire that was presented to a group of experts and specialists (Appendix 2) in the field of methods of teaching physical education and sports training (football). The most important basic skills appropriate and necessary

for students at this stage were identified, which are: dribbling, intermediate passing, and close scoring.

Determine basic skills tests in the game of football:

After identifying the basic skills that were important and appropriate for the research sample, the special tests for these skills were recorded in the form of a questionnaire and then presented to a group of specialists in the field of sports training (football), measurement and evaluation. After collecting the questionnaire, a section of these tests was deleted, and according to the levels of agreement of the specialists, it was done. Adopt the tests that obtained an agreement rate of (75%) or more based on the opinions of specialists. These tests are:

- **Rolling:** a rolling test between (5) signs/sec (Ali, Mufid Dakhil ,1992). (14:112)
- **Average pass:** Testing the accuracy of average handling on three overlapping circles/degree (Al-Nadawi, Fawaz Jassim ,2009) (17:113).
- **Close scoring:** a test of kicking the ball against a target drawn on the wall, divided into five rectangles/degree (Al-Kholy, Amin Anwar and Rateb, Osama Kamel ,1982) (9:403).

Devices and tools used:

For the purpose of applying physical and skill tests and experimenting with the current research, the research required the use of the following:

- **Equipment:** (Weighing scale, 1 electronic stopwatch)
- **Tools:** (1 measuring tape, 10 signs, 10 footballs, 1 whistle, colored tape, pens).

Exploratory experiments:

Exploratory testing of the scale:

To verify the clarity of the scale's items, determine the appropriate time to answer, and identify the obstacles that the researcher may face during its application, the scale was applied to a

sample of (10) students from outside the research sample on Tuesday, 21/11/2023, in the classrooms. of the Department of Physical Education and Sports Sciences at the College of Basic Education at the University of Mosul. After completing the experiment, the researcher concluded the following:

- Clarity of the scale items and their suitability for application to the current study sample.
- 15 minutes is sufficient time to answer the scale items.

Exploratory testing experience:

The exploratory experiment for the tests was conducted on a sample of (10) students who were randomly selected from the research community on Wednesday (22/11/2023). The aim of this experiment was to identify the difficulties and problems that the researcher may face during the implementation of the tests for the two research groups, and among other objectives: Head of the exploratory experiment:

- Determine the period of time it will take to implement the tests.
- Dimensions and distances of tests between them.
- The extent of responsiveness and suitability of tests for students.

Among the results reached through this experiment were the **following**:

- Give an appropriate period of time for the warm-up before starting to carry out the tests for basic skills

- Determine special places for each test, while setting a safe distance to prevent injuries.

Exploratory experience of educational methods:

The exploratory experiment of educational methods was conducted on a sample of (10) students from the research community on Thursday, 23/11/2023, and among its objectives were the following:

- Ensure the suitability of the units for educational methods.
- Testing the validity and adequacy of the tools used in the research.
- Identifying the errors and obstacles facing the researcher when implementing the experiment.

Pre-tests, homogeneity and equivalence of the two research groups:

“The researcher should form groups that are homogeneous and equivalent, at least with regard to the variables that are related to the research” (15:398), and in order to achieve this, the researcher conducted homogeneity between the two research groups on Sunday (26/11/2023) to control the research variables, which are: (age Measured in months, height measured in centimeters, mass measured in kilograms, measure of social interaction, basic football skills (under study). In order to identify the significance of the differences in these variables, homogeneity was determined between the members of the two research groups, and (Table 2) shows the results for this.

Table .2 Arithmetic means, standard deviations, and skewness coefficient values for the variables of age, height, and mass for the research sample

Variables	Measuring unit	Research sample		Cv
		Mean	Standard deviation	
Age	(months)	251.050	5.344	2.12
Height	(cm)	172.350	5.350	2.90
mass	(kg)	67.257	5.078	7.53

It is clear from (Table 2) that the value of the coefficient of variation for the variables of age, height, and mass for the research sample is less than (30%), and this indicates the homogeneity of the research sample in these variables.

Equivalence was also conducted between the members of the two research groups in the measure of social interaction and basic skills in football (under study), which was determined by

the specialists before starting to implement the experiment for the purposes of distributing the sample into two equal groups and eliminating factors that may affect the level of development of these skills, and in order to verify To determine the equality of the two research groups in the aforementioned variables, the researcher used a T-test for two unrelated means and two equal samples, and (Table 3) shows the results for that.

Table .3 Statistical features of the social interaction and basic skills scale (under study) for the two research groups

Variables	First group		second group		Calculated t value	Probability value
	Mean	Standard deviation	Mean	Standard deviation		
Social interaction scale/ degree	44.100	3.007	42.550	3.471	1.509	0.139
Rolling/sec	9.397	1.172	9.387	0.656	0.033	0.974
Medium pass /degree	2.850	2.412	3.050	1.468	0.317	0.753
Nearby shooting/ degree	22.100	6.727	20.150	3.483	1.151	0.257

(Table 3) shows that the (T) values among all the mentioned variables show that there are no significant differences in terms of a significance level greater than (0.05), which indicates the equality of the two research groups in the variables investigated.

Educational methods:

After reviewing scientific sources, analyzing the content of many previous studies and research, and referring to the opinions of specialists in the field of physical education teaching methods, the researcher developed the educational units for the two methods (the reciprocal method and the small group method) in the form of a questionnaire, taking into account the comprehensive development of all dependent research variables under study. It was then presented to a group of specialists, and after collecting the questionnaire, the educational units were developed in their final form for the purpose of their application, as shown in (Appendix 1).

Implementation of the main experiment:

The football teacher implemented the educational units for the two reciprocal methods and small groups, under the supervision of the researcher, amounting to (8) educational units for each method in (8) weeks, at the rate of one educational unit per week for each group, and in a time of (90) minutes, where the first experimental group practiced teaching in the reciprocal method. As for the second experimental group, they practiced teaching using the small group method, and special exercises were implemented to develop skills in the main section of the educational unit for both styles. The time of the main section for the two style units reached (65) minutes, with two educational units for the dribbling skill and three educational units for each of the intermediate passing and scoring skills. This is based on the number of units allocated to each skill in the curriculum for that subject. The students of the first experimental group, which was taught in the reciprocal method, were divided into pairs, where one of them performs the skill (the student performer), and the second observes the performance of his colleague, the (observer

student). By providing him with feedback according to the activities sheet prepared by the teacher in advance, while the students of the second experimental group were divided into four heterogeneous groups, with five students in each group, and a leader was appointed among them for each group who directed the members of his group to perform the skills and gave them feedback. The educational units were implemented. For two research groups in the hall and external courtyards of the College of Basic Education, its implementation took from Monday (27/11/2023) until Tuesday (15/12/2023).

Posttests:

Table .4 shows the statistical parameters of the pre- and post-tests of the scale and basic skills for the first experimental group (reciprocal method)

Post-tests for the scale of social interaction and football skills (under study) were conducted on the two research groups after completing the implementation of the units of the two methods in order to determine the level reached by the students of the two research groups on Tuesday (9/1/2024) and in the same context and method in which the test was conducted. Pretests for these variables.

Statistical methods:

The statistical package (SPSS) was used to reach the results of the research.

Results:

Variables	Pre-test		Post-test		Calculated t value	level sig
	Mean	Standard deviation	Mean	Standard deviation		
Social interaction scale/ degree	44.100	3.007	46.600	3.816	2.301	0.027
Rolling/sec	9.397	1.172	8.448	0.706	3.103	0.004
Medium pass /degree	2.850	2.412	5.250	1.332	3.895	0.001
Nearby shooting/ degree	22.100	6.727	26.600	3.346	2.678	0.011

Table .5 Statistical features of the pre- and post-tests of the social interaction scale and a number of basic skills in the game of football for the second experimental group (small group method)

Variables	Pre-test		Post-test		Calculated t value	level sig
	Mean	Standard deviation	Mean	Standard deviation		
Social interaction scale/ degree	42.550	3.471	48.850	2.796	6.321	0.001
Rolling/sec	9.387	0.656	8.942	0.577	2.276	0.029
Medium pass /degree	3.050	1.468	4.150	1.785	2.128	0.040
Nearby shooting/ degree	20.150	3.483	23.200	5.197	2.180	0.036

Table .6 shows the statistical features of the post-test between the first and second experimental groups on the social interaction scale and a number of basic skills in the game of football.

Variables	First group		second group		Calculated t value	Level sig
	Mean	Standard deviation	Mean	Standard deviation		
Social interaction scale/ degree	46.600	3.816	48.850	2.796	2.127	0.040
Rolling/sec	8.448	0.706	8.942	0.577	2.425	0.020
Medium pass /degree	5.250	1.332	4.150	1.785	2.208	0.033
Nearby shooting/ degree	26.600	3.346	23.200	5.197	2.460	0.019

Discussion:

It is clear from Table (4) that the value of (T) calculated for the pre- and post-tests of the social interaction scale among the students of the first experimental group was significant in terms of the significance level smaller than (0.05) and in favor of the post-test and in terms of the larger arithmetic mean of the scale. The researcher attributes this to the positive impact created by the

educational units related to the reciprocal method, which contributed effectively and positively to the development of social interaction among students, especially since the reciprocal method is based on cooperation and dialogue between the two students, the performer and the observer, and providing feedback based on the activities sheet provided by the teacher to reach the conclusion. The best performance of skills (under study), in

addition to the encouragement and reinforcement provided by the teacher for good performance, which increased the process of cooperation and interaction between students, as (Hamdan, Inshrah Ahmed (2020)) indicates that “social interaction begins and continues if its participants receive support or reward based on the principle Mutual satisfaction of need. Interaction here is the satisfaction of the needs of both parties, just as interaction, according to behaviorists, is represented by mutual response between students, such that one person’s behavior constitutes a warning to the behavior of the other and calls for a response to it” (7:1281). As can be seen from Table (4), the value of (T) calculated for the pre- and post-tests of football skills (under study) among the students of the first experimental group was significant for all skills in terms of a significance level smaller than (0.05) and in favor of the post-test and in terms of the smaller arithmetic mean of the test. The dribbling skill because the unit of measurement for the test is the second, and the largest arithmetic mean for the average passing and scoring skills because their unit of measurement is the score. This is due to the effectiveness of the reciprocal method in developing the skill performance of those skills, as this method provides the student with the freedom to choose the place of performance or the order and speed of performing those skills, in addition to receiving direct feedback, as both (Al-Katib, Afaf Abdullah and Al-Zuhairi, Najla Abbas (2011)) indicate that “the method Reciprocity creates an educational atmosphere that strengthens the relationship between the student and the teacher. It also helps to provide a teacher for each student, which facilitates receiving direct feedback (16:126). (Al-Atawi, Walid Waad Allah Ali and Al-Zubaidi, Qusay Hazem Muhammad (2009)) also confirm that “feedback is one of the facts.” Which affects the student and works to significantly improve and develop skill performance. The more feedback is given immediately after performance, the greater the opportunity to correct errors. Therefore, the

highest percentage of feedback that can be achieved is by providing one teacher for each student (2:333). The researcher also believes that one of the other reasons that led to the significant development of these skills is the increase in the number of repetitions through which the student performs the practice of those skills given to him, since this method consists of pairs, one of the students performs the performance and the second is the observer and then they exchange roles. The presence of an activity sheet that includes an explanation of these skills contributed significantly to correcting the errors that the student might make during implementation, and thus all the skills (under study) developed among the students of this group. It is clear from Table (5) that the value of (T) calculated for the pre- and post-tests of the social interaction scale for the students of the second experimental group was significant in terms of the level of significance smaller than (0.05) and in favor of the post-test and in terms of the larger arithmetic mean of the scale. The researcher attributes this to the positive impact created by the educational units of the small group method, which contributed effectively and positively to the development of social interaction among students, especially since these units were designed in a way that combines competition in performance between groups, and cooperation among members of one group in implementing and applying skills to achieve victory. On other groups, since these groups are based on individual and collective responsibility, as the success of the student is thus reflected in the success of his group, as (Al-Jasmani, Abd Ali (1984)) indicates that “the social interaction that occurs through interaction based on activity would enhance the higher social values that The group strives for its own sake, and therefore it leads to the development of what psychologists call (a sense of the social self). Such a self is based on cooperation and purposeful competition” (5:148), and the results of the study (Galton, Maurice; Havgreaves, Linda, Pell, Tony (2009)) also indicated the existence of a high level

There is more interaction when students work in small groups than when the whole class engages in one group. (19: 136). It is also clear from Table (5) that the value of (T) calculated for the pre- and post-tests of football skills (under study) among the students of the second experimental group was significant for all skills in terms of a significance level smaller than (0.05) and in favor of the post-test and in terms of the smaller arithmetic mean for the rolling skill test. Since the unit of measurement for the test is the second, and the largest arithmetic mean for the skills of average passing and scoring is the fact that their unit of measurement is the score. This is due to cooperation and motivation among group members in implementing skills, as (Al-Samarrai, Abbas and Al-Samarrai, Abdul Karim (1991)) indicate that “working in small cooperative groups gives equal opportunities for group members to discuss, analyze, and exchange opinions and experiences. It also contributes to raising motivation among students by creating a spirit of competition.” Therefore, the learner (student) is the one who initiated the learning process in cooperation with his colleagues, in addition to learning in small groups that achieves a lasting learning effect” (10:206). It is clear from Table (6) that the value of (T) calculated for the post-test between the first and second experimental groups for the social interaction scale was significant in terms of the significance level smaller than (0.05) and in terms of the larger arithmetic mean of the scale, in favor of the second experimental group. This is due to the effectiveness of the educational units for the small group method that the second experimental group used in teaching, which was implemented in a climate where cooperation prevails among members of one group in carrying out the duties, performing the skills presented, and striving to achieve victory and advance over the other groups, as (Nimr, Amin ,2020)) states that “Moving students to participate improves their educational level and increases their ability to form good social relationships” (18:469). This

result is consistent with what was concluded by the study (Richardson, S. & Radloff, A. ,2014), which confirmed that enhancing social interaction in the learning environment enhances The ability of faculty members to understand their students in a deeper way, and provide them with alternatives to improve their teaching methods, and that encouraging students to participate enhances their educational level and raises their ability to understand and build a good social reality, as (Abu Kwaik, Cyrine Muhammad Sobhi (2011)) states (small groups achieve better academic learning It develops social relationships between students who are academically behind and other students. It also helps in developing and strengthening social values and achieves full cooperation among students. It also gives them the opportunity to ask for help when needed, which makes the feedback positive (1:5). It is also clear from Table (6) that the value of (T) calculated for the post-test between the first and second experimental groups for football skills (under study) was significant for all skills and in favor of the first experimental group in terms of the significance level smaller than (0.05) and in terms of the smaller arithmetic mean for the dribbling skill test. Since the unit of measurement for the test is the second, and the largest arithmetic mean for the skills of average passing and scoring is the fact that their unit of measurement is the score. The researcher attributes the reason for the superiority of the first experimental group over the second in the level of development of these skills is the increase in the number of times the skill is repeated during the implementation of the educational units related to the reciprocal method, which is in the form of pairs, while the second experimental group used the small groups method in the teaching process, where each group consists of Of five students, which makes the number of repetitions of the skill less than the reciprocal method used by the first experimental group in teaching, as well as the weakness of the possibility of providing feedback and monitoring the performance of all students in

the second experimental group, which allows monitoring the performance of each student through the observing student and correcting errors by relying on a piece of paper. Activities included in the method.

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Conclusions:

Through presenting the results, the researcher reached the following conclusions:

- The effectiveness of the reciprocal and small group methods in developing social interaction and developing the skill performance of some basic football skills among students of the first and second experimental groups.
- The reciprocal method is better compared to the small group method in terms of its effect in developing the skill performance of all football skills (under study).
- The preference of the small group method over the interactive method in developing social interaction among students.

Recommendations:

- The possibility of using the reciprocal and small group methods in teaching students because of their positive impact on developing social interaction and developing skill performance of basic football skills.
- Directing attention towards using teaching methods that make the student a participating element and an essential focus in the educational process because of its essential role in developing his skills and building his integrated personality.
- Conducting a study similar to the current study according to the variables of gender, educational level, and other sporting events.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (February /2024)

Author's contributions:

All contributions of this study were done by the researcher (F.Y.) who get the main idea and work on writing and concluding also with number of experts, Bassam Ali Mohammed Amin (Department of Physical Education / Basic Education College / Mosul University) in Statistics, Aida AL-awamleh in revision, Inaam Ghalib in translating, Ibrahim Dabayebbeh in proofreading

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(Appendix 1_A)

A model of an educational unit using the reciprocal method

Plan Sequence: The First Educational Objective: Stimulate the spirit of cooperation and interaction among students Stage and Section: First (1)

Time: 90 minutes Educational goal: Teach students the skill of rolling on the inside of the foot with a soccer ball. Day and date: Monday 11/27/2023

Number of students: 20 Behavioral goal: For students to perform the skill of rolling on the inside of the foot with a soccer ball correctly. Lecture time: 8:30 a.m.

Tools used: measuring tape, football card (8), signs (8), skill standards sheet (10)

No.	Lesson sections	Time	Content of events and method of implementation	Organization	Notes
1.	Preparatory section	20 minutes			Confirm attendance
	the introduction	5 minutes	Preparing sports tools and equipment + taking absences and attendance		
	Warm up	7 minutes	General preparation for all body parts, especially the two skills in the main section of the lesson		
	Physical exercises	8 minutes	Arm exercises + trunk exercises + leg exercises		
2.	Main section	65 minutes	1. Divide the students into two groups - the first group includes the performing students and the second group includes the observing students. 2. The students stand in front of the teacher to explain and		1. Pay attention to the teacher's explanation and presentation while implementing the skills. 2. Pay attention to the model while performing the skill 3. Diversify the model
	Educational part	15 minutes			

			<p>display the two skills.</p> <p>3. Explain and demonstrate the skill of rolling with the inside of the foot on a soccer ball.</p> <p>4. The teacher distributes the standards sheet to the observing students.</p> <p>5. Evaluation is the responsibility of the student being observed during the application period</p>		
	Applied part	40 minutes	<p>(5 minutes) First exercise: Apply the skill of rolling straight up for a .distance of (10) m</p> <p>(5 minutes) The second exercise: Apply the skill of rolling for a distance of (10 m), circling around the sign and returning</p> <p>(5 minutes) Third exercise: Applying the skill of rolling between three signs, circling around the last sign and returning</p> <p>(5 minutes) Fourth exercise: Applying the skill of rolling between the student performer and the observer for a distance of (12) .metres</p>		<ol style="list-style-type: none"> 1. Apply the skills correctly 2. .2Check with the teacher if there is difficulty with the commands. 3. The work of the two students (observer and performer) is exchanged after the end of each exercise.
	Skill tests	10 minute	Evaluation tests among students in		Reward students who perform well

			implementing the skills of rolling and intermediate handling in football		
3.	Concluding section	5 minutes	Calm down exercises - tips and directions - departure greetings		

(Appendix 1_B)

A model of an educational unit using the student teams strategy

Sequence of the plan: The first Educational goal: To stimulate the spirit of cooperation and interaction among students Stage and division: The first (3)

Time: 90 minutes Educational goal: - Teach students the skill of rolling on the inside of the foot with a soccer ball. Day and date: Monday 11/27/2023

Number of students: 20 Behavioral goal: - For students to perform the skill of rolling on the inside of the foot with a soccer ball correctly. Lecture time: 10.30 a.m. Tools **used:** measuring tape, soccer balls (8), markers (8).

No.	Lesson sections	Time	Content of events and method of implementation	Organization	Notes
1.	Preparatory section	20 minutes			Confirm attendance Warm-up application by all students Perform physical exercises correctly
	introduction	5 minutes	Preparing sports tools and equipment + taking absences and attendance		
	Warm up	7 minutes	General preparation for all body parts, especially the two skills in the main section of the lesson		
	Physical exercises	8 minutes	Neck exercises + arm exercises + torso exercises + leg exercises		
2.	Main section	65 minutes	1. Students stand in the shape of a square with a minus side. 2. Explanation and demonstration of the football dribbling skill by the teacher. 3. The class is divided into four		1. Pay attention to the teacher's explanation and presentation while implementing the skills. 2. Pay attention to the model's performance when performing the skill
	Educational part	15 minutes			

			<p>groups (each group has five students) and a group leader is appointed</p> <p>4. The group's students are heterogeneous in physical and skill abilities</p> <p>5. Application of skills by the students of each group and receiving orders from the group leader</p>		
	Applied part	40 minutes	<p>(10 minutes) The first exercise: Applying the skill of rolling straight among the students of one group who stand in a circle, the distance between each of them (10) meters, where each student rolls and hands the ball to his colleague in the group, so he can do the same job and hand the ball to the .colleague</p> <p>(10 minutes) The second exercise: Applying the skill of rolling straight among the students of one group who stand in a circle, the distance between each of them (20) meters, where each student rolls and hands the ball to his colleague in the group, so he can do the same job and hand the ball to the .colleague</p>		<ol style="list-style-type: none"> 1. Apply the skills correctly. 2. Members of one group cooperate to implement the skill and exercises specified by the teacher 3. Adherence to the directions of the group leader 4. Observation of the groups' performance by the teacher

			<p>(10 minutes) The third exercise: Applying the skill of rolling between three blocks and handing the ball to a colleague in the group so that he can do the same job and hand the ball .to the colleague</p> <p>(10 minutes) The fourth exercise: Applying the skill of rolling among the students of one group who stand in a circle, the distance between each of them (12) meters, where each student rolls and hands the ball to his colleague in the group, so he can do the same job and hand the ball to the .colleague</p>		
	Skill tests	10 minute	Evaluation tests among students in implementing the skill of thoracic handling and rolling inside the foot		Rewarding the best group and best student
3.	Concluding section	5minutes	Calm down exercises - tips and directions - departure greetings	△ △ △ △ △ △	

اثر الأسلوبين التبادلي والمجموعات الصغيرة في تنمية التفاعل الاجتماعي وتطوير الأداء المهاري لبعض المهارات الأساسية بكرة القدم

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مستخلص البحث

تعتبر اساليب التدريس مكوناً مهماً من مكونات العملية التعليمية، والمدرس الناجح هو من ينوع من اساليب تدريسه وبما يتناسب مع قدرات المتعلمين، وتبرز مشكلة البحث في انه على الرغم من تعدد اساليب التدريس إلا انه لا زال التدريس مقتصرًا على الأسلوب الامري ولا سيما في مواد التربية الرياضية التي تنسم بالطابع العملي والذي يعكس الدور السلبي للطالب في العملية التعليمية، لذا يهدف البحث إلى الكشف عن اثر الأسلوبين التبادلي والمجموعات الصغيرة في تنمية التفاعل الاجتماعي وتطوير الأداء المهاري لبعض المهارات الأساسية بكرة القدم لدى طلاب السنة الدراسية الأولى في قسم التربية البدنية وعلوم الرياضة في كلية التربية الأساسية بجامعة الموصل للعام الدراسي 2023-2024، استخدم الباحث المنهج التجريبي، واشتملت عينة البحث على (40) طالباً يمثلون الشعبتين (1 و 3) وبواقع (20) طالب في كل شعبة، حيث مارست شعبة (1) التدريس بالأسلوب التبادلي لتمثل المجموعة التجريبية الأولى، أما شعبة (3) فمارست التدريس بأسلوب المجموعات الصغيرة لتمثل المجموعة التجريبية الثانية، وتم اجراء التجانس للمجموعتين في متغيرات (العمر، الكتلة، الطول) فضلاً عن التحقق من التكافؤ في الاختبار القبلي في متغيرات البحث التابعة، وتم تنفيذ وحدات الأسلوبين، اذ بلغ عددها (8) وحدات وبواقع وحدة واحدة اسبوعياً لكل مجموعة، ثم تم تنفيذ الاختبارات البعدية على المجموعتين، واستخدم الباحث البرنامج الاحصائي SPSS للوصول الى النتائج، واطهرت النتائج افضلية الأسلوب التبادلي في تطوير الأداء المهاري لمهارات كرة القدم، بينما بينت افضلية اسلوب المجموعات الصغيرة في تنمية التفاعل الاجتماعي لدى الطلاب، واوصى الباحث بإمكانية استخدام الأسلوبين في تدريس الطلاب لما لهما من تأثير ايجابي في تنمية التفاعل الاجتماعي وتطوير الأداء المهاري للمهارات الأساسية بكرة القدم. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

الاسلوب التبادلي، المجموعات الصغيرة، التفاعل الاجتماعي، الاداء المهاري.

الكلمات المفتاحية