Study the impact of learning of all types of passing skill on the skill of the near and long shooting in football.

*Dr/ Ahmed Saher Hassanin Mohammed

Introduction and Research problem:

The transfer of the impact of learning is widespread in our practical daily lives, and is an important part of the educational process, as it appears when using previous information or learning in the performance of duties or new skills. We can also use the concept of learning effect in the sports field when a successful tennis player can be successful table tennis player, and that after a few stage of learning at the beginning of a person's life, each a new learning or a new job or a new assignment have been built on concepts known to the individual so that learning is influenced by transfer (14:1)

Quoting from Hassan Ziton and Kamal Ziton 2003 many modern studies have confirmed the necessity of learning style leads to the desired outcome thus the meaningful learning of new information must be linked to similar concepts and information on cognitive structure of the individual. (3:87)

Mufti Hammad 2000 refers that the targeting is the primary means of scoring goals and can be terminated whereby the effort to start the attack and built and developed. (12:94)

Hanafi Mokhtar 2000 confirms that the targeting is a powerful weapon, which is owned by the other team and the player who is good at targeting is a player other teams fear, and scoring goals in the counter team is the goal of the game. (5:171)

Through the foregoing researcher believes that football from the mass games that received the progress of a large development in the recent times, it has made itself advanced methods, so it needs to be developed and strengthened to develop our human potential with the right education, and what helps best practice, football is one of the courses for colleges and

*Lecturer at the Faculty of Physical Education– El Sadat City University.

departments of physical education, which include a number of basic skills a student should be learned and mastered well in order to raise the level of Sports, after transfer of learning impact process is one of an important and efficient both in the educational or teaching process, which makes it imperative to organize events and activities and skills to invest learning impact transmission, hence the importance of research in the study of possible repercussions of learning the skill scroll in near and

long targeting in the sport of football among students at Physical Education College El Sadat City University for the academic year 2014/2015.

Through the experience of the researcher as a college faculty member he noticed irregularities by following a specific order in the process of teaching skills but a random approach in choosing to start teaching skills, not taking into account many factors that might impede or delay the process of learning and acquisition of skills and then keep it. As well as the length of time it takes to learn the skills that could shorten their duration if we follow a modified method or a proposal as exploiting learning similar skills transition or converged in performance. The repercussions of learning is one of the important topics in the field of sports is physical skills learning of topics addressed by many research studies it did not cover enough physical aspects and confined to events and specific skills in sports, so the football didn't have a high share of research despite the multiplicity and diversity of skills.

Therefore researcher believes that it was very important to give the teacher adequate importance to the way and order of method in the process of scheduling a tutorial during and curriculum or educational or to activate and speed up teaching these skills and developing their standards. so the researcher thought in conducting a study to try to identify if learning all types of scrolling skill positively or negatively affect in learning a near and long targeting skill among the second year students at Physical Education

College – El Sadat City University.

Research objectives:

Study the impact of learning all types of passing on the skill of the near and long shooting in football by identifying the:.

1- Differences between the averages of pre and post measurement of the controlled group the impact of learning of all types of passing skill on the skill of the near and long shooting in football and some of the physical variables.

2- Differences between the averages of pre and post measurement of the experimental group the impact of learning of all types of passing skill on the skill of the near and long shooting in football and some of the physical variables.

3- Differences between the averages of pre and post measurement of the controlled and the experimental group the impact of learning of all types of passing skill on the skill of the near and long shooting in football and some of the physical variables.

Research hypotheses:

1- There are significant differences between the averages of pre and post measurements of the controlled group in physical and skillful variables in favor of the post measurement.

2- There are significant differences between the averages of pre and post measurements of the experimental group in physical and skillful variables in favor of the post measurement.

3- There are significant differences between the averages of pre and post measurements of the controlled and experimental groups in physical and skillful variables in favor of the experimental group.

*** Research procedures :**

*** Research methodology :**

we use the experimental method using (pre - post) measurement for two groups "experimental - controlled" due to its suitability for this study.

*** Community and sample of the thesis :**

– Thesis community :

The research community is the Second Division at the Faculty of Physical Education at El Sadat City University for the

academic year 2014/2015 (231 students).

Thesis sample :

Search sample was selected randomly, where the number of exploratory sample (20) students, while the number of core sample (80) students were divided randomly to two groups each group consists of (40) students one of them is experimental and the other is controlled, and Table (1) shows a sample characterization search.

Table (1)

Community and core sample of the research

	Total Community	core sample		Total of core sample of research
		The experimental group	The controlled group	
Number	231	40	40	80
percentage	100%	17.32%	17.32%	34.63%

*** Homogeneity of the core research sample:**

The researcher has to conduct the research core sample homogeneity of (80) students to make sure they happen under the equinoctial curve in the following variables The growth variables (age-length-weight). This is shown in table (2).

Table (2)
Statistical characterization of the research core sample members
N=80

The variable	The average	The median	The standard deviation	Measure of skewness
Age	18.070	0.769	18.000	-0.801
Length	173.830	6.022	174.000	0.251
Weight	68.500	10.929	68.000	0.472

it is shown in table (2) that measure of skewness of the sample individuals may be confined between (± 3) in the growth variables, indicating the homogeneity of the core sample.

Data collection methods and tools:

Researcher for the collection of information and data related to the search based on methods and the following tools:

1- Survey of specialized scientific references in the sport of football.

- Identify and record physical variables that match skills under research.
- Identify and record physical tests that match skills under research.
- Identify and record skillfull tests under research.
- Identify and record the contents of the program.

2- Personal interview:

Researcher interview with experts in the sport of football to determine:

-skillful tests.

-physical tests.

Annex (1) shows the names of distinguished experts.

3- Expert questionnaires:

Researcher designed questionnaires for experts in the field of football (7) experts to determine:

-skillful tests.

-physical tests.

-determine the content of the program.

4- Equipment and tools used in the search:

Equipment used in the search:

- Medical scales for measuring weight by kilo gram.
- A device for measuring length in centimeters.

- Graded ruler to measure flexibility its length (50 cm).
- Tape measure distance by meters.
- Stopwatch.

Tools used in the search:

-(30) footballs.

-(15) medical footballs.

-(20) small funnels.

-(10) barriers.

-(6) Swedish benches.

-whistle.

-ropes for layout of the playground.

5- Registration forms:

The researcher has designed forms for recording measurements research facility (3) so that the simplicity and ease of registration accuracy for data collection and tabulation available as a prelude to statistically treated as follows:

-student measurements registration form in variables (age – length – weight).

-registration form for measurements of students in physical tests.

-individual registration form for measurements of students in skillful tests.

6- The tests used:

A- Physical tests.

Researcher survey of the previous studies and specialized scientific references football to determine physical tests that match the skills under study, as studies **Ahmed Saher Hassnien 2002 (1),and Ihab Mohammed Abdou 2010 (2), and Khaled Mahmoud Ebrahim 2014 (6),** and then put it in the form annex (2) taking into account additions and deletions for the expert's opinion, was proposed on a seven football experts to determine the most appropriate physical tests that match the skills under study, table (3) below shows the views of experts about the most appropriate physical tests and the percentage of each.

Table (3)

Expert opinion on the most appropriate physical tests that match the skills under study N=7

Tests	Objective	Repeat the	Percentage

		approval	
Vertical jump from stability	Measurement of the explosive power of the legs muscles	6	85.71
Ablakov test	Measurement of the explosive power of the legs muscles	1	14.29
Side jump from stability	Measurement of the explosive power of the legs muscles	0	0
Broad jump from stability without using arms	Characteristic speed power of the legs	7	100

Follow Table (3)
Expert opinion on the most appropriate physical tests that match the skills under study N=7

Tests	Objective	Repeat the approval	Percentage
Three hopscotches for greater distance for each leg separately	Characteristic speed power of the legs	0	0
Hopscotch for maximum distance in ten seconds.	Characteristic speed power of the legs	0	0
Bend the trunk of standing	Flexibility	5	71.43
Bend the trunk of long sitting position	Flexibility	2	28.57
The bridge	Flexibility	0	0
50 meters running from the high start	Transitional speed	5	71.43
30 meters running	Transitional speed	2	28.57

from a moving start			
6 seconds running from the high start	Transitional speed	0	0
Running between the pillars 7 meters	Fitness	6	85.71
Zigzag running of Barrow	Fitness	1	14.29
Shuttle running	Fitness	0	0

After viewing the forms for determining the most appropriate physical tests that match the skills under study annex (2) football experts from the Faculty of Physical Education Colleges annex (1) to determine the most appropriate physical tests that match the skills under study, the percentage of consensus among experts (0%-85.71%) have embraced the researcher ratio of not less than (70%) of the opinions of experts agreement has been reached following tests:

-Vertical jump from stability
-Broad jump from stability without using arms
-Flexibility
-50 meters running
-Running between the pillars 7 meters

B-Skillful tests:

Researcher survey of the previous studies and specialized scientific references of football to determine skillful tests that measure the selected skills under study, as studies of **Meki Mahmoud El Rawi 2001 (11), Ahmed Saher Hassnien 2002 (1), Mohammed Mohammed Ramadan 2012 (10)**, and then put it in the form annex (2) taking into account additions and deletions for the expert's opinion, was proposed on a seven football experts to determine the most appropriate skillful tests that match the skills under study, table (4) below shows the views of experts about the most appropriate skillful tests and the percentage of each.

Table (4)

Expert opinion on the most appropriate skillful tests that match the skills under study N=7

Tests	Objective	Repeat	Percentage

		the approval	
Targeting on the nested rectangles	Measuring the near targeting accuracy	5	71.43
The accuracy and speed of the near targeting on a rectangle divided. (20) feet in (30) seconds	Measuring the near targeting accuracy	2	28.57
The near targeting accuracy on the three circles drawn on the wall its diameters (0.5 m - 1 m - 1.5 m), respectively from 12 meters to bounce (2) meters, (10) balls	Measuring the near targeting accuracy	0	0

Follow Table (4)
Expert opinion on the most appropriate skillful tests that match the skills under study N=7

Tests	Objective	Repeat the approval	Percentage
The long scroll accuracy	Measuring accuracy of scroll long distances	5	71.43
The long scroll distance accuracy for 35 meters on a circle	Measuring accuracy of scroll long distances	2	28.57
Kicking the ball away by the left and right foot	Measuring accuracy of passing long distances	0	0
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	Measuring accuracy of medium pass	5	71.43
Measuring accuracy of medium passes on 4 circles from a distance of 20	Measuring accuracy of medium pass	2	28.57

meters, 10 balls			
Measuring accuracy of medium passes on 5 circles from a distance of 25 meters, 5 balls	Measuring accuracy of medium pass	0	0
Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	Measuring accuracy of short passing	6	85.71
Accuracy of short passes on a Swedish bench from a distance of 10 meters, 9 balls	Measuring accuracy of short passing	1	14.29
Test the accuracy of short passing for the distance of 10 meters on two barriers	Measuring accuracy of short passing	0	0

Follow Table (4)
Expert opinion on the most appropriate skillful tests that match the skills under study N=7

Tests	Objective	Repeat the approval	Percentage
Targeting the ball outside the region on the goal in a specific part	Measuring long targeting accuracy	6	85.71
Long targeting accuracy on a goal inside it a handball goal 5 balls from a distance of 20 meters.	Measuring long targeting accuracy	1	14.29
Targeting accuracy on a goal divided into sections from a distance of 16 meters.and 6 balls	Measuring long targeting accuracy	0	0

After viewing the forms for determining the most appropriate skillful tests that match the skills under study annex (2) football experts from the Faculty of Physical Education Colleges annex (1) to determine the most appropriate skillful tests that match the skills under study,

the percentage of consensus among experts (0%-85.71%) have embraced the researcher ratio of not less than (70%) of the opinions of experts agreement has been reached following tests:

- Targeting on the nested rectangles
- The long scroll accuracy
- Medium pass
- Short pass accuracy
- Targeting the ball outside the region on the goal in a specific part

Fourthly : Scientific transactions:

1) Scientific transactions for the physical tests:

A- True physical tests:

Physical tests were sincerely account by calculating truthfully differentiation by finding the differences between the upper quartile and lower quartile using test "T" after researcher sample exploratory search order (20) students in descending order in the light of their grades on tests, then the researcher to find meaningful distinctions between the two groups, with each group (5) students and the measurement was performed on Monday, 9/2/2015 and table (5) illustrates transactions physical tests ratified under study.

Table (5)

Factor of the physical tests under study N=10

physical tests	The unit of measurement	Upper quartile N1=5		Lower quartile N2=5		The difference between two medians	Value "T"
		S/	A±	S/	A±		
Vertical jump from stability	cm	53.800	5.404	37.400	5.413	16.400	4.29*
Broad jump from stability without using arms	cm	250.200	10.060	183.000	9.721	67.200	9.61*
Bend the trunk of standing	cm	17.800	0.837	5.800	0.837	12.000	20.28*
50 meters running from the high start	sec	7.956	1.054	6.098	0.025	1.858	3.53*
Running between	sec	8.712	0.098	7.398	0.643	1.314	4.04*

the pillars 7 meters							

The value of "T" at a table of temperature (8) level indication (0.05) = (2.306)

It shown in table (5) there is a significant statistical differences at the level (0.05) between groups (upper quartile, lower quartile) and in favor of upper quartile group in physical tests, which shows the sincerity of the physical tests under study.

B-The stability of physical tests:

Factor found physical tests using the test applying test and reapplying (test-Retest) on exploratory sample (20) students at the Second Division at the Faculty of Physical Education at El Sadat City University in the same research community and outside the basic research sample, the researcher has been considered the results of the tests sincerely account physical tests as a first application, the researcher then reapply the tests under the same conditions as the instructions after (15) day of the first test on Monday, 23/2/2015, the following table shows transactions the link between the first and second applications

Table (6)
Factor of stability of the physical tests under study N=20

physical tests	The unit of measurement	The first application		The second application		Value "R"
		S/	A±	S/	A±	
Vertical jump from stability	cm	45.800	7.068	45.400	5.325	0.939*
Broad jump from stability without using arms	cm	219.250	26.330	216.800	26.009	0.966*
Bend the trunk of standing	cm	11.950	4.925	13.650	4.793	0.706*
50 meters running from the high start	sec	6.921	0.878	6.628	0.699	0.993*
Running between the pillars 7 meters	sec	8.171	0.602	7.806	0.463	0.953*

The value of "R" at a table of temperature (18) level indication (0.05) = (0.444)

It is shown in table (6) The value of the correlation coefficients between the first and second applications of physical tests ranged between (0.706 – 0.993) these represent high value, which gives a reflection that physical tests under study on the acceptable degree of stability.

From two tables result (5 and 6) for validity and reliability coefficients being the seeker may check the availability of the scientific validity of using physical tests.

2) Scientific transactions for the skillful tests:

A- True skillful tests:

Skillful tests were sincerely account by calculating truthfully differentiation by finding the differences between the upper quartile and lower quartile using test "T" after researcher sample exploratory search order (20) students in descending order in the light of their grades on tests, then the researcher to find meaningful distinctions between the two groups, with each group (5) students and the measurement was performed on Monday, 9/2/2015 and table (7) illustrates transactions skillful tests ratified under study.

Table (7)

Factor of the skillful tests under study N=10

skillful tests	The unit of measurement	Upper quartile N1=5		Lower quartile N2=5		The difference between two medians	Value "T"
		S/	A±	S/	A±		
Targeting on the nested rectangles	Degree	46.800	4.207	27.600	2.302	19.200	8.01*
The long scroll accuracy	cm	43.600	4.827	18.400	4.219	25.200	7.86*
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	Degree	24.400	1.140	14.600	2.510	9.800	7.11*

Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	Degree	6.400	0.894	2.200	0.447	4.200	8.40*
Targeting the ball outside the region on the goal in a specific part	Degree	72.000	17.889	8.000	10.954	64.000	6.10*

The value of "T" at a table of temperature (8) level indication (0.05) = (2.306)

It shown in table (7) there is a significant statistical differences at the level (0.05) between groups (upper quartile, lower quartile) and in favor of upper quartile group in skillful tests, which shows the sincerity of the physical tests under study.

B-The stability of skillful tests:

Factor found skillful tests using the test applying test and reapplying (test-Retest) on exploratory sample (20) students at the Second Division at the Faculty of ications Physical Education at El Sadat City University in the same research community and outside the basic research sample, the researcher has been considered the results of the tests sincerely account skillful tests as a first application, the researcher then reapply the tests under the same conditions as the instructions after (15) day of the first test on Monday, 23/2/2015, the following table shows transactions the link between the first and second appl

Table (8)
Factor of stability of the skillful tests under study N=20

skillful tests	The unit of measurement	The first application		The second application		Value "R"
		S/	A±	S/	A±	
Targeting on	Degree	37.500	7.817	38.500	6.732	0.961*

the nested rectangles						
The long scroll accuracy	cm	31.400	9.981	32.300	9.246	0.990*
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	Degree	19.550	3.980	19.550	4.673	0.939*

Follow Table (8)
Factor of stability of the skillful tests under study N=20

skillful tests	The unit of measurement	The first application		The second application		Value "R"
		S/	A±	S/	A±	
Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	Degree	4.250	1.743	4.250	1.650	0.837*
Targeting the ball outside the region on the goal in a specific part	Degree	37.000	26.178	40.000	28.284	0.825*

The value of "R" at a table of temperature (18) level indication (0.05) = (0.444)

It is shown in table (8) The value of the correlation coefficients between the first and second applications of skillful tests ranged between (0.825 – 0.990) these represent

high value, which gives a reflection that skillful tests under study on the acceptable degree of stability.

From two tables result (7 and 8) for validity and reliability coefficients being the seeker may check the availability of the scientific validity of using skillful tests.

*** Homogeneity of the core research sample:**

The researcher has to conduct the research core sample homogeneity of (80) students to make sure they happen under the equinoctial curve in the following the. This is shown in table (9).

Table (9)
Homogeneity of the physical variables N= 80

The variable	The average	The median	The standard deviation	Measure of skewness
Vertical jump from stability	44.430	44.000	6.977	0.266
Broad jump from stability without using arms	224.280	229.500	30.087	-0.735
Flexibility	10.880	10.000	5.643	0.124
50 meters running	7.003	6.945	0.817	1.566
Running between the pillars 7 meters	8.361	8.470	0.700	-0.318

it is shown in table (9) that measure of skewness of the sample individuals may be confined between (± 3) in the physical variables, indicating the homogeneity of the core sample.

*** Physical equivalence:**

The researcher creating parity between the two groups (experimental - controlled) in the variables (The physical variables, and Skillful variables). This is shown in table (10).

Table (10)
Significance of differences between the experimental and controlled research groups N1+N2=80

Variables	Controlled		Experimental		The difference between two medians	Value of (T)
	S/	A±	S/	A±		
Vertical jump from stability	44.175	7.139	44.000	6.858	0.175	0.11
Broad jump from stability without using arms	223.000	28.820	228.075	33.167	5.075	0.72
Flexibility	10.750	5.978	10.475	5.702	0.275	0.21
50 meters running	6.989	0.806	7.059	0.814	0.070	0.38

Follow Table (10)
Significance of differences between the experimental and controlled research groups N1+N2=80

Variables	Controlled		Experimental		The difference between two medians	Value of (T)
	S/	A±	S/	A±		
Running between the pillars 7 meters	8.367	0.718	8.452	0.725	0.085	0.52
Targeting on the nested rectangles	38.675	8.135	37.600	7.974	1.075	0.59
The long scroll accuracy	30.875	9.882	30.600	9.551	0.275	0.12
Medium pass	19.575	4.390	19.150	4.029	0.425	0.45
Short pass accuracy	4.150	1.545	4.225	1.672	0.075	0.21
Targeting the ball outside the region on the goal in a specific part	32.000	21.147	36.000	26.487	4.000	0.74

The value of "T" at a table of temperature (78) level indication (0.05) = (2.000)

it is shown in table (10) the lack of statistically significant differences between the two groups of research experimental and control in variables (physical - skillful properties), indicating the equality groups.

*** Educational program:**

1) Educational program setting steps:

the following steps were followed to Setup program:

- Determine the purpose of the program.
- Viewing of scientific references and previous studies that achieve the purpose that set for the program.
- Identify specific skills training under search
- Determine the content of the program as a whole.

- Put the program in its final form in terms of:

- Program duration.
- Number of units.
- Educational unit time.

2) Foundations program mode:

The program was developed according to the following:

* Suitability to the age and the characteristics of growth for members of the sample.
* Progression from easy to difficult.
* Progression from simple to complex
* To suit the contents and objectives of the program.
* Achieving the excitement and thrill and fun to create motivation to learn.
*Diversification and innovation throughout the learning period.
* The security and safety factors for members of the sample.
* Flexibility in applying the games.
* Consider applying the program through tools available.
* To challenge the content of the program students' abilities allowing raise their motivation to achieve the training outcome.

3) Determine the content of the program:

In the light of the scientific references researcher specializing in football, the researcher survey to these references in order to determine the content of the program, then the researcher put it in the form of annex (5) taking into account additions and deletions as appropriate and expert opinion was proposed to (7) football experts from the faculty to determine program content.

tables (11, 12 and 13) shows the result of the poll.

Table (11)
The opinions of experts on determining the duration of the program N=7

M	Number of tutorial weeks	Repetition	percentage
1	Eight weeks	5	71.43
2	Ten weeks	1	14.29
3	Twelve weeks	0	0
4	fourteen weeks	1	14.29

It is shown in table (11) the percentage of consensus of the expert program duration ranged from (0%-71.70%) have embraced the researcher ratio of not less than (70%) of the opinions of the experts to choose the duration of the program , namely, (eight weeks).

Table (12)
The opinions of experts on determining the number of units

M	Number of units weekly	Repetition	percentage
1	Two units weekly	5	71.43
2	Three units weekly	1	14.29
3	Three units weekly	1	14.29
4	Five units weekly	0	0

It is shown in table (12) the percentage of consensus of the expert to determine the number of units every week for program ranged from (0%-85.71%) have embraced the researcher ratio of not less than (70%) of the opinions of the experts to choose the number of units , namely, (three units weekly).

Table (13)
The opinions of experts on determining the unit time.

M	Educational unit time	Repetition	percentage
1	(45) minutes	0	0
2	(60) minutes	2	28.57
3	(70) minutes	0	0
4	(90) minutes	5	71.43

It is shown in table (13) the percentage of consensus of the expert to determine the unit time ranged from (0%-71.43%) have embraced the researcher ratio of not less than (70%) of the opinions of the experts to choose the unit time, namely, (90) minutes per unit.

Timed distribution of the application tutorial:

The researcher prepare a program to include 16 units for a period of 8 weeks of (two units per week), and the time

of the unit is (90) minutes, the following table shows the temporal distribution of the supposed program, based on the percentage of the consensus of the experts.

Table (14)
Timed distribution of program for two research groups experimental and controlled groups

M	Program	Timed distribution of program
1	Weeks number	(8) weeks
2	Number of units	(16) units
3	Number of units weekly	(2) units weekly
4	Unit time	(90) minutes
5	The total time for the program application	(1440) minutes equals 24 hours

5) Temporal distribution of the educational units of two research groups:

Each unit consists of three main parts: (warm-up, the main part and conclusion), and the time of implementation of the unit is (90) minutes and the table (15) shows the temporal distribution for each of the two groups (experimental, controlled).

Table (15)
Timed distribution of units for two research groups experimental and controlled groups

M	The experimental group	Time	The controlled group	Time
1	Warm-up	10 minutes	Warm-up	10 minutes
2	The main part : Teaching basic skills under study by using the supposed program for training on passing skills	75 minutes	The main part : Teaching basic skills under study by using the content of the college curriculum plan	75 minutes
3	Conclusion	5 minutes	Conclusion	5 minutes

***Choosing assistants:**

The researcher had chosen his assistants from his colleagues at Department of games where numbered (3), and have defined objectives and research aspects in terms of measurable requirements and how to perform physical and skillful tests, as well as providing them with the knowledge to answer any questions posed during the search application.

***Scoping study:**

The survey was conducted from Monday, 9/2/2015 to Monday, 23/2/2015, and the objective of this study is to identify:

1- The validity of the tools and devices used in tests.

2- Suitability of the dedicated place for testing.

3- How of absorption of assistants for how to conduct the tests and conditions applied and trained them to record data in forms for each test.

4- Scientific transactions calculating (honesty and stability) for physical and skillful tests used in the research are as follows:

- Calculating of the truth of physical tests:
- Calculating of the stability of physical tests:
- Calculating of the truth of skillful tests:
- Calculating of the stability of skillful tests:

5- Identify potential errors during the testing to avoid it in the study.

The results of the study were:

1- The validity of the tools and devices used in tests.

2- Suitability of the dedicated place for testing.

3- Absorption of assistants for how to conduct the tests and conditions applied to record data in forms for each test.

4- Check the validity of tests used in the search.

5- Coordinate and organize workflow during application.

6- Identify potential errors and which have been avoided during the application and of:-

- Shortages of some devices and tools used.
- Good arrangement to the place before testing.
- Lack of full absorption of some assistants of how to measure.

*** Application research steps:**

1) Pre measurements:

The researcher conducting pre measurements of the two sets

of experimental and controlled research groups and creating parity between them in variables (age - length - weight - physical variables – skillful variables) and on Wednesday , 25/2/2015.

2) Implementation of the basic experience:

The researcher has applied the supposed program to the experimental group and the traditional method (verbal explanation and practical model) on the controlled group from Saturday to Wednesday 28/02/2015 corresponding to 22/04/2015, and the duration of the tutorial is (8) weeks.

3) Post measurements:

After the deadline to implement the basic experience, the researcher conducted measurements of experimental and controlled research groups under study, and physical variables on Thursday 23/4/2015 and has taken into account that the procedure post measurements under the same conditions that have been pre measurements.

*** Presentation and discussion of the results:**

First : * Presentation of the results:

Table (16)

Significance of differences between the averages of two measurements pre and post for the controlled group, attributed the improvement in skillful and physical variables N=40

Tests	Pre measurement		Post measurement		The difference	Value of (T)	Ratio of improvement
	S/	A±	S/	A±			
Vertical jump from stability	44.175	7.139	48.000	7.473	3.825	2.311*	8.659
Broad jump from stability without using arms	223.000	28.820	240.700	29.390	17.700	2.685*	7.937
Bend the trunk of standing	10.750	5.978	13.850	7.202	3.100	2.068*	28.837
50 meters running from the high start	6.989	0.806	6.611	0.763	0.378	2.127*	5.409
Running between the pillars 7 meters	8.367	0.718	8.033	0.689	0.334	2.094*	3.989

Table (16)
Significance of differences between the averages of two measurements pre and post for the controlled group, attributed the improvement in skillful and physical variables N=40

Tests	Pre measurement		Post measurement		The difference	Value of (T)	Ratio of improvement
	S/	A±	S/	A±			
Targeting on the nested rectangles	38.675	8.135	42.975	9.155	4.300	2.193*	11.118
The long scroll accuracy	30.875	9.882	35.975	11.160	5.100	2.137*	16.518
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	19.575	4.390	21.950	4.443	2.375	2.374*	12.133
Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	4.150	1.545	5.350	1.777	1.200	3.183*	28.916
Targeting the ball outside the region on the goal in a specific part	32.000	21.147	60.500	19.474	28.500	6.191*	89.063

The value of "T" at a table of temperature (38) level indication (0.05) = (2.042)

It is shown in table (16) there are significant differences between the averages of pre and post measurements to the controlled group in physical and skillful variables for the benefit ofthe post measurement has the value of "T" ranging (2.068 - 6.191).

As shown in table (16) that there are differences between pre and post measurements for the controlled group in physical and skillful variables for the benefit of post measurement this is confirmed by the improvement ratio for each test, and it was the highest difference in the rate of improvement between the averages of measurement (pre and post) for the controlled group in physical variables (28.837%) at (bend the trunk of standing position) test, as well as the highest difference in the rate of improvement between the averages of measurement (pre and post) for the controlled group in the skillful variables (89.036%) at (Targeting the ball outside the region on the goal in a specific part) test.

Table (17)

Significance of differences between the averages of two measurements pre and post for the experimental group, and the ratio of improvement in skillful and physical variables N=40

Tests	Pre measurement		Post measurement		The difference	Value of (T)	Ratio of improvement
	S/	A±	S/	A±			
Vertical jump from stability	44.000	6.858	52.250	8.145	8.250	4.839*	18.750
Broad jump from stability without using arms	228.075	33.167	253.450	25.494	25.375	3.788*	11.126
Bend the trunk of standing	10.475	5.702	17.600	8.688	7.125	4.282*	68.019
50 meters running from the high start	7.059	0.814	6.247	0.720	0.812	4.665*	11.500
Running between the pillars 7 meters	8.452	0.725	7.691	0.660	0.760	4.840*	8.995
Targeting on the nested rectangles	37.600	7.974	47.425	10.043	9.825	4.785*	26.130
The long scroll accuracy	30.600	9.551	41.625	13.024	11.025	4.263*	36.029

Follow Table (17)
Significance of differences between the averages of two measurements pre and post for the experimental group, and the ratio of improvement in skillful and physical variables N=40

Tests	Pre measurement		Post measurement		The difference	Value of (T)	Ratio of improvement
	S/	A±	S/	A±			
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	19.150	4.029	24.650	4.949	5.500	5.382*	28.721
Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	4.225	1.672	6.250	1.997	2.025	4.856*	47.929
Targeting the ball outside the region on the goal in a specific part	36.000	26.487	76.500	19.683	40.500	7.664*	112.500

The value of "T" at a table of temperature (38) level indication (0.05) = (2.042)

It is shown in table (17) there are significant differences between the averages of pre and post measurements to the experimental group in physical and skillful variables for the benefit of the post measurement has the value of "T" ranging (3.788 - 7.664).

As shown in table (17) that there are differences between pre and post measurements for the experimental group in physical and skillful variables for the benefit of post measurement this is confirmed by the improvement ratio for each test, and it was the highest difference in the rate of improvement between the averages of measurement (pre and post) for the experimental group in physical variables (68.019 %) at (bend the trunk of standing position) test, as well as the highest difference in the rate of improvement between the averages of measurement (pre and post) for the experimental group in the skillful variables (112.500 %) at (Targeting the ball outside the region on the goal in a specific part) test.

Table (18)
Significance of differences between the averages of pre and post measurements for the experimental and controlled groups in physical and skillful variables N1=N2=40

Tests	Pre experimental		Pre controlled		The difference	Value of (T)
	S/	A±	S/	A±		
Vertical jump from stability	52.250	8.145	48.000	7.473	4.250	2.401*
Broad jump from stability without using arms	253.450	25.494	240.700	29.390	12.750	2.047*
Bend the trunk of standing	17.600	8.688	13.850	7.202	3.750	2.075*
50 meters running from the high start	6.247	0.720	6.611	0.763	0.364	2.166*
Running between the pillars 7 meters	7.691	0.660	8.033	0.689	0.341	2.235*
Targeting on the nested rectangles	47.425	10.043	42.975	9.155	4.450	2.045*
The long scroll accuracy	41.625	13.024	35.975	11.160	5.650	2.057*
Measuring accuracy of medium passes on 3 circles from a distance of 20 meters, 5 balls (medium pass)	24.650	4.949	21.950	4.443	2.700	2.535*
Test the accuracy of short passing for the distance of 12 m on small targets (Short pass accuracy)	6.250	1.997	5.350	1.777	0.900	2.103*
Targeting the ball outside the region on the goal in a specific part	76.500	19.683	60.500	19.474	16.000	3.609*

The value of "T" at a table of temperature (78) level indication (0.05) = (2.000)

It is shown in table (18) there are significant statistical differences between the averages of two post measurements to the controlled and experimental groups in physical and skillful variables for the benefit of experimental group has the value of "T" ranging (2.045 - 3.609).

Second: Discussion of the results:

*** Discussion and interpretation of the results of the first hypothesis:**

After viewing the results of the first hypothesis, which states that "There are significant statistical differences between the averages of pre and post measurements of the controlled group in physical and skillful

variables in favor of the post measurement".

As shown in table (16) there are significant statistical differences between the averages of pre and post measurements for the controlled group in physical and skillful variables in favor of the post measurement.

As shown also in table (16) that there are differences between pre and post measurements for the controlled group in physical and skillful variables for the benefit of post measurement this is confirmed by the improvement ratio for each test.

The researcher attributed these differences to the tutorial privacy of the user because of its obvious effect on motor skill acquisition and development as learning process needs many repetitive attempts for each educational unit and availability of accuracy in performance and which had a big impact in learning and mastering the skill, as the repetition and practice is an effective and positive educational means in the process of learning and developing the motor skills.

It is normal that the controlled group achieved some improvement, as a result of taking into account the sound scientific foundations in designing and implementing the program, and adequacy of resources allocated to the application time period, and the progression in learning skills and adequacy of repetition of the exercise through direct education and comment on the style of artistic and educational aspects of the skills, and apply the correct and proper form and to clarify the errors of the learners during the performance process.

Through the above shown differences statistically function at a level (0.05) for the controlled group in skillful and physical variables for post measurement.

Thus the first hypothesis is achieved, which states that ""There are significant statistical differences between the averages of pre and post measurements of the controlled group in physical and skillful variables for the post measurement".

*** Discussion and interpretation of the results of the second hypothesis:**

After viewing the results of the second hypothesis, which states that "There are significant statistical differences between the averages of pre and post measurements of the experimental group in physical and skillful variables for the post measurement".

As shown in table (17) there are significant statistical differences between the averages of pre and post measurements for the experimental group in physical and skillful variables for the post measurement.

As shown also in table (17) that there are differences between pre and post measurements for the experimental group in physical and skillful variables for post measurement this is confirmed by the improvement ratio for each test.

The researcher attributed these differences to the experimental group had benefited from the effectiveness of the private tutorial skillfully scrolling types due observance of valid scientific foundations in design tutorial that aims to strict logical sequence of educational units, and adequacy of resources allocated to the application of skills and gradual skill education period is easy to difficult and adequacy of repetitions for each exercise and taking into account security and safety factors.

Both of **Don 2004** (16) and **Beilock and Carr** 2008 (15) noted that the progression in the motor skill and giving exercises with sufficient repetitions and for appropriate periods and intervals, and taking into account the security factors of safety and increases the ability to perform better.

The researcher also ascribes this improvement between the pre and post measurements for experimental group to advance learning a skill scroll, namely that the experimental group had benefited from the learning impact transmission property for the tutorial with skill scroll, which was applied to them before targeting skill (near, long) and this shows that previous experience and learning a skill scroll had moved and had a positive impact on skill of targeting (near and long).

This is consistent with what referred to both **Holding** 2009 (17) and **Starkes** 2001 (20) that the similarities between the educational tasks or two previous and subsequent skills, working on the appearance of a positive transition of the impact of learning which contributes to the speed learning of the subsequent skill.

As shown also in table (17) that the experimental group had improved their results in the pre and post measurements, also shows the effectiveness and inclusiveness of the tutorial to learn the skill, and work to develop and perfect taking into account the scientific foundations in designing and applying the tutorial.

This is consistent with the study of "**Lee**" 2007 (18) that take into account the scientific foundations in program design and implementation should lead to the development of learners ' performance as well as the process of clarifying the errors for learners and application information regarding their performance through verbal feedback by teacher, participate in skill learning.

Through the above shown differences statistically function at a level (0.05) for the experimental group in skillful and physical variables for post measurement.

Thus the second hypothesis is achieved, which states that ""There are significant statistical differences between the averages of pre and post measurements of the experimental group in physical and skillful variables for the post measurement".

*** Discussion and interpretation of the results of the third hypothesis:**

After viewing the results of the third hypothesis, which states that "There are significant statistical differences between the averages of two post measurements of the experimental and controlled groups in physical and skillful variables for the experimental group".

As shown in table (18) there are significant statistical differences between the averages of two post measurements for the controlled and experimental groups in physical and skillful variables for the experimental group.

The researcher attributed these differences to the learning impact transmission of the experimental group that used movements and exercises that serve the first and the second task was better than a controlled group that was do not serve a second task where he learn football laws, for example, and some of the other skills that do not serve skill targeting (near, long), due outweigh the experimental group to the controlled group in the skill of targeting (second task) to the existence of a great similarity in the motor construction (introductory part and the main and final) between the first task (scrolling) the second task (targeting) and used by the experimental group, as learning a skill makes scrolling learner utilized repeat its training to learn the skill of targeting.

Schmidt 2003 (19) assures that similar skills in major sections are the most successful of the learning impact transitions, while only similar skills in the introductory sections of the skill is to move negatively.

Researcher explains this outcome between the two groups also impact transfer tutorial learning and reflected on the experimental group in their learning speed and proficiency skill targeting (near, long) than the controlled group and the experimental group because of the application of the special program for the skill scroll types have facilitated the application of skill targeting (near, long) and absorbed the similarity between the skills, leading to retrieve information stored in their memory about similarities and employ and transfer what they have learned in the first skill (scroll) to new skill (targeting). which helped to outweigh the experimental group to the controlled group by the largest presence in the

transmission ratio learning impact.

This results agree with the studies of **Walid Rhahalh, and Ahmed Bani Ata** (2000) (13), **Hamza Kazim** (2002) (4), **Ziad Zyoud** (2007) (7), **Longouk Ramadan** (2009) (8), **Mohammed Abu Keskek, Abdullah Khtaabh** (2013) (9). Through the above shown differences statistically function at a level (0.05) for the experimental and controlled groups in skillful and physical variables for experimental group.

Thus the third hypothesis is achieved, which states that "There are significant statistical differences between the averages of two post measurements of the experimental and controlled groups in physical and skillful variables for the experimental group".

Conclusions and recommendations:

Conclusions:

In the light of research sample and its characteristics and the method used the statistical analysis approach... Researcher reached the following conclusions:

1- There are significant differences between the two groups of search experimental and the controlled and for experimental group that were used in the first task movements and exercises serve the second task.

2- The tutorial has a positive impact in the transmission of learning the skill scroll in the near and long targeting .

3- The similarity in the introductory, main and final section between the scrolling skill and targeting skill has led to positive learning impact of transition from the first to the second skill among members of the experimental group raising the level of improved performance and skill for targeting skill by a method had excelled on the controlled group.

4- Arrangement of events in education in the curriculum has a significant impact on the positive transition conditions thus saving time and effort and elevating and accelerates the

learning motor performance skills.

Recommendations:

In the light of the conclusions adopted on the sample and methodology used and the search results ... The researcher enables to identify recommendations that work in the field of football game as follows:

1- The need to pay attention to learning impact transmission property used as a strategy to teach similar motor skills due to their short time and effort and speed of the learning process.

2- Focus on teaching similar skills in the main part of the technical and performance to facilitate the most difficult skills.

3- The need to respect the principles of transmission of learning effect when applying the curriculum for the football for the first division.

4- Conduct researches and similar studies on other skills and events.

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