

# The Effect of The Chopper Card Strategy on Learning the Skills of Handling and Scoring in Football for Students

Saleh Chuaied Hilaiel<sup>1</sup>, Murtadha Fakhir Shamkhi<sup>2</sup>

<sup>1,2</sup> College of physical and Sport Science, University of Thi-Qar / Thi-Qar, 64001, Iraq.

E-mail: [salih.chuaied@utq.edu.iq](mailto:salih.chuaied@utq.edu.iq)

E-mail: [murtadafaker813@gmail.com](mailto:murtadafaker813@gmail.com)

## Abstract

The importance of research is reflected in the fact that it is a scientific experiment using one of the modern strategies called "Chopper ( Fan )Card Strategy", which the two researchers see as having a positive impact on learning some basic football skills for students, including handling and targeting skills and saving effort and time. The aim of the research was to identify the impact of the strategy of helicopter cards in learning the skills of handling and targeting football for students. The sample of the research was selected as the fifth grade preparatory students for the Republic for Boys - Dhi Qar Governorate for the academic year 2022-2023. The researchers used the experimental curriculum with two experimental and control groups. The most important findings outweighed the pilot group that implemented the curriculum in accordance with the strategy of helicopter cards over the control group that implemented the curriculum in accordance with the teacher's method of learning handling skills and targeting football for students. The researchers recommended that similar studies be conducted on the strategy of helicopter cards in stages of life that were not covered by the current study of students.

**Keywords:** (Chopper card strategy, handling and scoring skills in football)

## 1. Research introduction

### 1-1 the importance of research

The educational process has a significant impact on people's progress, because it is the cornerstone of modern society. They have a positive impact on the upbringing of new generations on a sophisticated and modern basis. And in order for the educational process to keep pace with this progress, we need to harness all the energy and talent of the learners, investing in the educational process, as well as our need to evaluate the methods and strategies used to enhance their positives, address their disadvantages and move towards optimal strategies.

Recent strategies have emerged in learning, including the Helicopter Card Strategy, which is one of the active learning strategies that promotes the spirit of competitiveness and cooperation among learners and have a direct effect on the activation of mental processes making the learning process more influential. It works to evaluate the learner by placing a set of questions and exercises in cards displaying the shape of the fan. The Chopper Card Strategy is a modern strategy, the idea of which is based on a set of cards in the form of a fan and each card contains a question or set of questions. A student from the same group answers the question.

Football is one of the sports consisting of several basic skills which the trainer is required to teach and communicate to the learners and develop well in order to enhance their skill performance. This is through the use of appropriate strategies and methods, which are consistent with the nature and orientation of learners. They reach a level of

competence and high rank of efficiency and effectiveness in order to reach the goals to be achieved. And since the process of upgrading these skills and then the game, getting to the best level is what the teacher seeks. This requires the creation of educational alternatives adapted to football's multiple skills. Hence the importance of research as a scientific attempt to use a modern strategy (Chopper Card Strategy), which researchers see as having a positive impact and providing a faster level of learning in learning some basic football skills for students, especially handling and targeting skills.

### 2-1 search problem

The two researchers noted through the researchers' work and their viewing of most sports education classes in some schools in the governorate. Basic soccer skills, especially handling and targeting skills, are evolving, but not in a form commensurate with the rapid development of the game. This may be due to the failure to use strategies or methods commensurate with the large number of learners, which increases the burden of the educational process on the teacher or teacher in terms of pursuing each student and correcting the errors associated with his or her skill performance. Learning strategies and methods that depend on the teacher and make the learner's role a negative future for information. It is necessary to seek strategies and teaching methods based on scientific foundations in order to achieve the aims of the educational and teaching process. and operationalizes the learner's role and positive self-effort in confronting and addressing problems that may confront him. Thus, it raises the skill level of football for students and as a reaction in the teaching or teaching environment, according to modern trends what led the

researcher to use the chopper card strategy, and to know its impact on students' handling and football targeting skills s desire to provide a modest scientific addition to the lack of research on these topics.

### 3-1 objectives of the research are

1. Recognize the impact of the chopper card strategy in learning the handling skills and scoring goals by football for students.
2. Identify the preference of the control and experimental groups in the results of the remote tests in learning the handling skills and scoring goals by football for students.

### 4-1 imposed research

3. The strategy of helicopter cards and the style followed have a positive impact on learning the skills of handling and scoring in football for students The pilot group that implemented the helicopter card strategy has a preference in remote tests in learning handling skills and scoring in football for students'

### 5-1 areas of research

**1-5-1 Human Field:** Fifth Grade Preparatory Students in the Preparatory of the Republic for Boys - Nasiriyah District, Dhi Qar Governorate, for the academic year 2022-2023.

**2-5-1 Time area** from 2/12/2022 to 10 February 2023.

**3-5-1 spatial area:** The playground in the Republic's preparation for boys.

### 6-1 Terminology Identification

**Chopper card strategy:** one of the strategies for active learning s understanding of the lesson, by placing a set of questions in fan-shaped cards and aims to promote a spirit of cooperation and harmony among students and break the usual routine, The learning process makes it interesting and intolerable,

as the teacher prepares a series of questions in cards that are jointly presented to students for answer.7

## 2. 2- Research methodology and field procedures

### 2-1 Research curriculum

The two researchers used the two-group experimental curriculum (control and experimental) to suit the nature and objectives of this study

### 2-2 and Sample of the Research Community

The two researchers identified their research community with the fifth grade preparatory students in the preparatory of the Republic for Boys - Dhi Qar governorate for the academic year 2022-2023. (103) Students divided into (3) people (a, b, c) and after the homogenization and parity procedure, the researchers conducted their field experiment on a sample composed of (32) students representing divisions (b) and (16) students from each division, the proportion of the sample from the community of origin being equal to (31.06%), in the random manner of the draw style division was selected (b) as a pilot group to implement the helicopter card strategy, the Division (c) as a control group to implement the method used by the subject teacher, and the Division (a) The two researchers conducted an exploratory experiment, and the two researchers excluded a number of sample individuals, namely, the students who failed, the sickly impaired and the students who practised the game of football. The researchers conducted the homogeneity and parity of the sample of the research using a variation coefficient and test (t) For associated samples, tables (1, 2) show this.

Table (1) shows the computational circles, standard deviations and variation factor in terms of (age, length, mass)

Wizards variants	measruing unit	SMA)S(	standard deviation )p(	coefficient of difference ) G% (
age	Month	209.821	6.76	3.221
height	Cm	169.578	7.163	4.224
Bloc	Kg	60.473	5.456	9.022

Table (2) shows the parity of the two research groups in mental motivation variables, handling skills and basketball plumbing

wizards variants		Control group		Experimental group		Calculated T value *	Indication level	Statistical significance
		)S(	)p(	)S(	)p(			
Handling	Degree	10.666	2.410	10.866	1.846	0.254	0.384	Not significant
Scoring	Degree	2.44	0.64	2.16	0.59	1.40	0.422	Not significant

\* significant at an indicative level < (0.05) and in front of a degree of freedom

Table (2) shows that t's value calculated for all research variables is greater than 0.05, indicating immoral differences, which means that the two groups are equal in the research variables.

### 3-2 Means of Information Collection

#### 1-3-2 Means of Data Collection

Arab and foreign sources - Internet - tests and

measurement, resolution.

#### 2-3-2Tools and devices used

Laptop type (DELL) - measuring tape - medical balance - whistle - electronic stop clock - foot balls - color tape - pads.

#### 4-2 Identify some basic football skills and determine the test for each skill under study

The basic skills of football subject to study are

defined in accordance with the curriculum prescribed by the Directorate of School Sports Activity in the governorate of Dhi Qar for the academic year 2022-2023. The basic skills are (Handling and targeting). The research then required that the tests for each skill under study, which were selected through the use of the literature of previous studies, be presented to a number of experienced and specialized persons and received their 100% approval. This is what achieves the apparent truthfulness of the tests, and although the tests are used in the Arab and Iraqi environment and their

scientific transactions are verified and reliable, the researchers conducted a survey experiment on a sample of non-research samples and the community of origin. (12) requesting from Division (a) to verify the consistency of the tests by applying and re-applying the tests, as well as to ascertain their objectivity by establishing two arbitrators to record the scores of the tests and then finding the coefficients between them. The correlation transactions were high, thus achieving consistency and objectivity, and table (3) shows this.

Table (3) showing coefficients and objectivity

T	Name of the rest	Stability coefficient	Objectivity coefficient
1	Handling	0.84	0.95
2	Scoring	0.82	0.96

\* Significant at the level of significance < (0.05) and in front of the degree of freedom (10).

## 5-2 test specifications

### 1-5-2 Handling skill test (213:2)

**Test name:** test the handling accuracy of about three circuits drawn on the ground for distance (20) m.

**The purpose of the test:** to measure the accuracy of the medium handling.

**Necessary tools:** Specific area for testing, (5) balls, measuring tape, Burke.

**Procedures:** three overlapping circles shall be drawn, their diameters respectively (2m, 4m, 6m) and shall be awarded grades respectively (6,4, 2), where the centre of the circles shall be the point of distance between the starting line and the three circles, which shall be 20) m.

### Scoring

1. 5 consecutive attempts are given to the player.
2. Calculates the number of scores a player has earned from five attempts.
3. The highest score a player gets is 30 degrees.

### General directives

1. Attempt is a failure in case the ball falls out of circles.
2. If the ball falls on the circuit line, the next degree shall be given according to the circuit sequence (5,3, 1).

### 2-5-2 Foot scoring test on overlapping rectangles (452:4)

The objective of the test: to measure the accuracy of the scoring.

**Necessary tools:** Three foot balls, a wall with paved ground on the wall, drawing three overlapping rectangles with the following dimensions: (first rectangle 50x60cm) - (second rectangle 100x120cm) - (third rectangle 150x180cm).

**Performance specifications:** The tested person stands behind the line, then straightens the three balls on the rectangles to try to infect the small rectangle.

**Scoring:** first rectangle 3 degrees - second rectangle 2 degrees - third rectangle 1 degree - when the ball does not touch any of the zero rectangles.

Note: The test holder has the right to use either foot.

## 6-2 Field Search Procedures

### 1-6-2 Previous test

The researchers conducted the previous tests on the main research sample on Wednesday 28/12/2022 and at the preparatory playground for the Republic for boys with the presence of the subject teacher and the auxiliary work team.

### 2-6-2 Main experience

After the two researchers identified all the requirements of the main experiment by identifying the skill tests and having conducted the exploratory experiment and benefited from it in organizing the work and preparing the main experiment, The researchers gave an educational module to the two research groups for the purpose of giving prior education to the student to learn about the nature of the skill to be learned as well as to achieve the goals that require the researchers to build the educational attitudes that the students will experience during the implementation of the research strategy. Accordingly:

3. The main experiment began on Tuesday, 3/1/2023, and ended on Thursday, 2 February 2023.
4. Number of educational units in the curriculum (10) educational units, 2 per week
5. The educational unit time (45) minutes. The educational unit of the experimental group included the following:

1. **Preparatory section:** duration (10) minutes, including administrative aspects (taking absence and preparing tools), and giving a set of exercises to prepare body parts for the requirements of the main section (general and special warm-up).

2. **Main section:** The duration of which (30) is precise, aims to learn some of the basic skills of football under consideration, and consists of two parts:

6. Educational part: 10 minutes' duration, including skill explanation; The correct performance method, with its presentation to students by the subject teacher, as well as the distribution of chopper cards containing each card to the question of what was mentioned in previous lectures or the current lecture for the same day After dividing the students

into four groups, the first student holds the cards in the form of a fan The second student withdraws one of the four cards, and the third student reads the card The fourth student answers the card and is rotated between them in each lecture.

7. Applied part: duration (20) minutes. Students are divided into cooperative groups for each group of (4) students; Each group has a leader in charge and each group cooperates with each other, This part aims to apply what has been gained in the educational part as well as the withdrawal of cards containing exercises carried out by holding the cards and then withdrawing them and then reading them and applying exercises by students.

3- Final section: The duration of which is (5) minutes, in which relaxation exercises are given and calming or a small game, giving feedback to learners, and then performing greeting and drift.

The researcher has followed the following steps to implement the helicopter card strategy

1-Designing cards containing questions about previous or current lectures, or containing skill exercises to teach basic skills under study.

2-Divide students into small groups (4) students in each group doing the following:

1. First student: He lifts the cards in the form of a fan, and asks the second student to withdraw a card from the cards randomly.

2. The second student: withdraws one of the cards, reads aloud and clearly the question, or task on the third student, and gives him ten seconds time to think about the answer.

3. Third student: answers the question asked

or carries out the task.

4. Fourth student: evaluates the answer, if true, praises and encourages his colleague, and if it is wrong, corrects the answer.

3- The teacher listened to the answers of the totals to praise the correct answer and correct the wrong answer, thereby commending the better group.

With the implementation of the third skill student, the first and second Taliban conduct the same exercise. The fourth student evaluates the performance of the three students.

The control group implemented the curriculum according to the method followed.

2-6-3 post- Test

The remoteness tests were conducted on Sunday, 5/2/2023, and the researchers were keen to ensure that the pre-test were similar to post tests in terms of location, time and presence of the auxiliary task force under the direct supervision of the researcher, and the same steps were used in pre-test testing.

7-2 statistical means

The two researchers used the Statistical Programme (SPSS) to extract statistical results and according to the following statistical laws: computational medium, standard deviation, difference factor, t for associated samples, t for independent samples.

3. Presentation, analysis and discussion of results

1-3 Results for the pilot and control groups

3-1 presented and analysed:

Table (4) showing the calculation circles and standard deviations and the calculated value (t) of the pre-test and post- tests of the two groups

Group	Wizards variants	Pre-test		Post-test		Calculated t value	Indication level	Type of indication
		S	)±p(	S	)±p(			
Experimental	Handling )degree(	10.666	2.410	23.533	2.099	16.498	0.000	Significant
	Scoring) degree(	2.16	0.59	7.22	1.23	6.32	0.000	Significant
Control	Handling )degree(	10.866	1.846	17.333	1.718	11.386	0.000	Significant
	Scoring) degree(	2.44	0.64	5.68	1.07	3.94	0.000	Significant

\* significant at an indicative level < (0.05) and in front of a degree of freedom (15).

Table (4) shows the calculation circles and standard deviations and the value (t) calculated between tribal and remote test results in the handling skills and soccer targeting of students for the pilot and control groups. The results presented in the table show that the level of indication calculated in the tests for the two groups is below the value of the indicative level.

(0.05) indicating significant differences between tribal and remote tests and for the benefit of the two groups' remote tests.

2-3 results of the pre- tests of the experimental and control groups are presented and analysed

Table (5) shows the calculation circles and standard deviations and the value (t) calculated for the pre-tests of the control and experimental groups

wizards skills	Experimental group		Control group		Calculated T value *	Indication level	Statistical significance
	S	)±p(	S	)±p(			
Handling )degree(	23.533	2.099	17.333	1.718	8.563	0.000	Significant
Scoring) degree(	7.22	1.23	5.68	1.07	3.66	0.000	Significant

\* significant at an indicative level < (0.05) and in front of a degree of freedom (30).

Table 5 shows the calculation circles and standard

deviations and the value (t) calculated between the

results of the remote tests in the students' handling and football targeting skills and for the experimental and control groups the results presented in the table show that the value of the indicator level calculated in the skill tests is below the value of the indicator level (0.05), This shows that there are significant differences between the two groups' remote tests and for the benefit of the experimental group.

### 3-3 Discussion of outcomes

Table 4 shows the evolution of the pilot and control groups in learning the skills of handling and football targeting students to the researchers attribute this development and differences in the students of the two groups to the educational curriculum applied to them and the explanation, presentation and guidance given to each of the curriculum. This resulted in students achieving better results in remote tests. The technical performance of each of the skills in question was explained and presented by the teacher resulting in students acquiring the perception of the technical performance of the skill, When the performance is applied by the student, the actual learning will begin. Learning stages begin with the assimilation of the duty to be learned from the learner and this is done by explaining and displaying the movements, At this point, the learner receives a preliminary perception of the movement, which remains in its raw form (152: 3) And the educational curriculum implemented by the control group in the style of the teacher, in which the student learns through tradition and repetition, in which the teacher focuses on giving the student the greatest number of repetitions in order to reach a good level of learning. The continuous training in the educational function helps greatly to learn and stabilize it, which in turn contributes to the mastery of the motor duty. (2000) the importance of repetitive skill performance and the use of motor models for learners helps to learn and stabilize skill (175:6).

As shown in Table 5, the pilot group outperformed the control group in the handling and football targeting skills of students. The researchers attribute the reason why the students of the pilot group excelled to the activist of the chopper card strategy through which the curriculum was implemented. As this strategy prompts him to search for information himself through the conduct of activities, as well as joint dialogue among learners in cooperative groups, exchange of ideas and information and correct misconceptions This helped increase the level of learning and this was confirmed by Muhammad Nasser (2010) "When a learner searches for information in person through joint activities and dialogue among learners in cooperative groups, it will have an impact on increasing learning" (25:5).

The fan card strategy also helped open the door to discussion, freely express opinions and dialogue among learners, which facilitated their acquisition of the information and skills required. (2013) "A learner who teaches a colleague, provides clarification and rectifies errors directly in any educational

circumstance that helps to acquire and develop the learner's advanced skills" (102:1).

## 4. Conclusions

1. The strategy of helicopter cards and the style followed have a positive impact on learning the handling and football skills of students.
2. The experimental group that applied the chopper card strategy to the control group that applied the method of learning handling skills and targeting football for students.
3. Learning according to the helicopter card strategy has worked to attract students' attention, and has increased their motivation and acceptance towards learning.

## 5. Recommendations

1. The need to use helicopter cards in learning the handling and football skills of students.
2. The need to take into account individual differences between learners in order to choose the most appropriate education strategies and models to achieve the desired purpose of raising the level of learning, improving skill performance and increasing the effectiveness of the learning process.
3. Emphasis should be placed on conducting similar studies using the helicopter card strategy and on other divisional or individual games.

## Sources

- 1- Ismail Abd Zaid Ashour: The effect of active learning according to peer learning strategy and exercise scheduling on cognitive achievement and skill performance in football, PhD thesis, College of Basic Education, Al-Mustansiriya University, 2013.
- 2- Zuhair Qassem Al-Khashab and others: Football, 2nd Edition, Mosul, Dar Al-Kutub for Printing and Publishing, 1999.
- 3- Kurt Maynell: Kinetic Learning, (Translated by) Abd Ali Nassif, Mosul, Dar Al-Kutub for Printing and Publishing, 1987.
- 4- Muhammad Subhi Hassanein: Measurement and Evaluation in Physical Education, Part 1, 2nd Edition, Helwan University, Dar Al-Fikr Al-Arabi, 1987
- 5- Muhyi Nasir Ibrahim: The effect of using the "Driver" model in changing scientific concepts that are misunderstood by intermediate first grade students, Babylon University Journal of Human Sciences, Volume 18, Issue 3, 2010.
- 6- Wajih Mahjoub: Learning and Training Scheduling, Baghdad, Al-Adel Office for Technical Printing, 2000.
- 7-Arman Riyadi, Buddy Eko Soetjipto, and Achmad Amirudin, "The Implementation of Cooperative Learning Model Fan N Pick and Quick On The Draw to Enhance Social Competence and Cognitive Learning Outcome for Social Studies", IOSR Journal of Humanities and Social Science, Vol. 24, Issue 4, Ver I (April, 2016).