



The effect of competitive educational games on learning the skills of dribbling and scoring in football for middle school students

El efecto de los juegos educativos competitivos en el aprendizaje de las habilidades de regate y anotación en el fútbol para estudiantes de

Authors

Bakr Basil Kamel Murad ¹
Mujahid Hamid Rashid ²
Nibras Kamil Hidayat ³

¹UniveMinistry of Education,
General Directorate of Diyala
Education Muqdadiah
Education Department (Iraq).

²Ministry of Higher Education
and Scientific Research
University of Diyala College of
Education Physical and Sports
Sciences (Iraq).

³ Ministry of Higher Education
and Scientific Research
University of Diyala College of
Education Physical and Sports
Sciences (Iraq).

Corresponding author: Bakr
Basil Kamel Murad
Francisco Ruiz Juan
bakirbasil6@gmail.com

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Abstract

Introduction: The research's significance lies in developing competitive educational games that teach the skills of rolling and scoring through exercises. In order to enhance their motivation and encourage them to learn the basics of football.

Objective: Preparing competitive educational games by researchers to teach the skills of rolling and scoring and identifying the advantage of competitive educational games over the method followed in learning the skills of rolling and scoring football. **Methodology:** They used the experimental method. The community was determined from the central intermediate schools in the Al-Muqdadiah District, Diyala Governorate, and their number was (11) schools representing the research community. Devices and tools used in scientific, Arabic, and foreign sources. **Testing my scoring and rolling skills.**

Results: The results of the post-tests of the control and experimental groups for the skills of scoring and rolling showed significant differences between the control and experimental groups in favor of the experimental group. The arithmetic means of the control group for the skill of rolling and scoring equals (3.78-7.95), while the arithmetic means of the control group for the skill of rolling and scoring equals (4.32-5.98).

Discussion: The experimental group outperformed the control group in rolling and scoring skills, indicating the effectiveness of competitive educational games in boosting motivation, self-confidence, and learning abilities among students.

Conclusions: The most important conclusion was that the diversity in the use of competitive educational games has a positive and effective impact on learning the skills of rolling and scoring in football for the experimental group.

Keywords

Games; educational; competitive; scoring; dribbling; football.

Resumen

Introducción: La importancia de la investigación radica en el desarrollo de juegos educativos competitivos que enseñan las habilidades de rodar y anotar a través de ejercicios. Con el fin de mejorar su motivación y animarlos a aprender las bases del fútbol.

Objetivo: Preparar juegos educativos competitivos por parte de investigadores para enseñar las habilidades de rodar y anotar e identificar la ventaja de los juegos educativos competitivos sobre el método seguido en el aprendizaje de las habilidades de rodar y anotar fútbol. **Metodología:** Utilizaron el método experimental. La comunidad se determinó a partir de las escuelas intermedias centrales del distrito de Al-Muqdadiah, gobernación de Diyala, y su número fue de (11) escuelas que representaban a la comunidad de investigación. dispositivos y herramientas utilizadas en fuentes científicas, árabes y extranjeras. Poniendo a prueba mis habilidades para anotar y rodar.

Resultados: Los resultados de las pruebas posteriores de los grupos control y experimental para las habilidades de anotar y rodar mostraron diferencias significativas entre el grupo control y el grupo experimental a favor del grupo experimental. La media aritmética del grupo de control para la habilidad de rodar y anotar es igual a (3,78-7,95), mientras que la media aritmética del grupo de control para la habilidad de rodar y anotar es igual a (4,32-5,98).

Discusión: El grupo experimental superó al grupo de control en habilidades de rodar y anotar, lo que indica la efectividad de los juegos educativos competitivos para aumentar la motivación, la autoconfianza y las habilidades de aprendizaje entre los estudiantes.

Conclusiones: La conclusión más importante fue que la diversidad en el uso de juegos educativos competitivos tiene un impacto positivo y efectivo en el aprendizaje de las habilidades de rodar y anotar en el fútbol para el grupo experimental.

Palabras clave

Juegos; educativo; competitivo; Puntuación; dribbling; fútbol.

Introduction

Learning is the process of receiving information, knowledge, and skills and refining them in order to gain experience. Working in the educational sector of the Ministries of Education and Higher Education and dealing directly with students requires the teacher to keep pace with the development in the field of motor learning and teaching methods, including styles, techniques, and strategies that serve the educational process in order to advance the educational reality in educational and teaching institutions and contribute to raising the level of students by using new ideas and methods that help him convey information with ease and clarity to students using everything new in the field of education and increase the motivation and incentive of the learner towards the educational material in the physical education lesson (Adham Ali et al., 2022; Ali et al., 2022). Competitive educational games, as defined by (Aline, 2002), are "an effective means of increasing the speed of learning motor skills and various games because the educational situation through them is always a source of comfort and satisfaction for the learner." Competitive educational games are one of the methods that provide an opportunity for all learners by taking into account the needs and desires of learners and giving the learner motivation to compete with himself, his colleagues, and groups during the lesson and the contribution of all learners in achieving the goals of the physical education lesson. The basic skills of football for second-year students represent the main key to practicing football, including the skills of rolling and scoring with the ball, as the skill of scoring represents achieving victory for the team, which represents the main goal of the match, as well as rolling is one of the important skills in football that helps to reach the goal and then score. The research sample for second-year middle school students represents the nucleus for discovering students with a good level of performing skills by discovering and refining these skills (Ali & Hammadi, 2022). The importance of the research lies in preparing competitive educational games in learning the skills of rolling and scoring in the form of exercises, which gives the physical education lesson great importance to students, increases their motivation, and encourages them to learn the basic skills of football, which contributes to solving the research problem.

Research problem: Through the researchers' experience in the field of motor learning as well as the game of football, the researchers noticed while the students were performing exercises during the physical education lesson, a lack of interaction and motivation in learning the skills of scoring and rolling with the lack of inclusion of the middle school curriculum in the physical education lesson for competitive games exercises and making the students compete with each other and creating a competitive atmosphere between the students through individual, dual and group participation in performing the two research skills and in order to attract the students towards performing the skill exercises and improving the level of learning, the researchers were prompted to use the method of competitive educational games in the hope of solving the research problem and finding solutions that help learning equally for all learners.

Research objectives:

- 1- Preparing competitive educational games by researchers to teach the skills of rolling and scoring to second-year middle school students.
- 2- Identify the advantage of competitive educational games over the method followed in learning the skills of rolling and scoring football.

Research hypotheses:

- 1- There are statistically significant differences between the results of the pre-and post-tests of the two research groups in learning the skills of rolling and scoring in football.
- 2- There are statistically significant differences between the results of the post-tests of the experimental and control groups in the skills of rolling and scoring in football for second-year middle school students in favor of the experimental group.

Define terms:

Educational games: defined by (A.-H. Mahmoud, 2002): It is an activity through which participating learners follow rules that are set and described in advance and differ from reality in the efforts made to reach the set goal. The difference between play and reality is what makes play more enjoyable.



Competitive methods and their definition (Enas, 2000) It is a learning method that puts the individual in conflict with himself, a colleague, or a group to reach a specific goal that helps him in the process of developing and improving his abilities by stimulating motivation to practice to achieve learning acquisition.

Method

Participants

(Fayez & and others, 2009) Society is: "The entire group of people, things or events." The society was determined from the middle schools in the center of Al-Muqdadiyah District, Diyala Governorate, and their number was (11) schools, and the number of students was 894, representing the research community, according to Table (1) below.

Table 1. The research community in Diyala Governorate / Muqdadiyah Education Department, District Schools, Muqdadiyah District Cente.

T	Schools	Number of students in the second grade
1	Medium shin	115 Students
2	Hamza intermediate	89 Students
3	Canadian Medium	70 Students
4	Ibn Masoud Intermediate School	68
5	Friendly medium	93
6	M medium insight	82
7	Shamoukh Iraq Intermediate School	73
8	Al-Mutamid ibn Abbad Secondary	76
9	Al Mughirah Secondary School	99
10	Nobles High School for Gifted Students	40
11	Al-Muntaher Students School	89
The total		11- School 894

The sample was selected from the original research community, second-year middle school students at Ibn Masoud School for Boys in Diyala Governorate / Muqdadiyah District for the academic year (2022/2021) in the intentional manner for the second-year middle school between two sections (A and B) with a number of (68) students, each section (34) students, and by the lottery method between the two sections of the second grade, Section (B) was chosen to represent the experimental group (34) students @ and all students excluded from the research sample, numbering (9) students from the failed students and participants in the school team and the exploratory experiment, were involved in the research without being involved in the pre- and post-tests of the research, and Section (A) (34) represents the control group and section (A) (34) represented the control group, while the exploratory experiment group numbered (10) students, and (5) students were chosen from section (A) and (5) students from section (B) to conduct the exploratory experiments according to Table (2).

Table 2. It shows the number of sample members in the experimental group, the control group, the exploratory group, and those excluded from the sample Search.

T	Experimental - Group B	Experimental - Group A	Excluded from the sample	Division (A)	Division (B)
1			Students who failed last year	Nothing	2
2			Sick students	1	Nothing
3	25students	25students	Students participating in the school team	3	2
4			Experimental group	5	5
				=9+25	=9+25
The total				34	34

Procedure

Study Design

Defining the problem and the research objectives and formulating its hypotheses determine the appropriate approach. The researchers used the experimental approach for two equivalent groups with pre- and post-tests for the research sample (Mohammed Hammood et al., 2025), hoping to solve the research problem.



Table 3. Shows the experimental design used in the research

	Groups	First step	Second	Third
		Pre-test	Independent variable	Post-test
1	Experimental group	Test my football dribbling and scoring skills	Competitive educational games	Test my football dribbling and scoring skills
2	Control group		The method adopted by the teacher	

The means, tools, and devices used in the 1 Information collection methods, devices, and tools used

- Scientific, Arabic, and foreign sources.
- Testing my scoring and rolling skills.

Tools and devices used in the research

- 1- Legal football field.
- 2-Football number (5).
- 3-Indicators, number (12)
- 4- Stopwatch and whistle.
- 5- Colored adhesive tape, number (8).

Determine the variables and tests used in the research

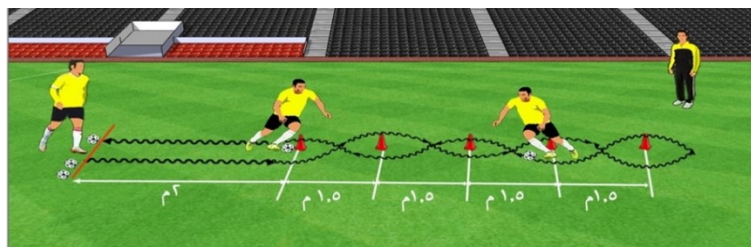
Determine the basic skills

Through the work of researchers, physical education teachers in intermediate schools, Muqdadiyah Education Department, College of Physical Education and Sports Sciences, University of Diyala, and their being experts in the field of motor learning, football, with the existence of a curriculum for physical education for the intermediate stage, Ministry of Education. (Abdul and others, 2013)." (A guide for the teacher of physical education for the intermediate stage and reviewing the skills prepared for second intermediate students in football, which are rolling and scoring (the curriculum approved by the school.

Tests used in the research

First: rolling test Test name: Rolling (I. Mufti, 1994) Rolling a distance of (8) (m) between ((5) signs back and forth The purpose of the test is to measure rolling Tools used: A line is marked at a distance of (2) m from the first marker and five consecutive markers (the distance between one marker and the next is 1.5 m), balls, a stopwatch, a whistle Test procedure: After hearing the start signal, the tester rolls the ball quickly, passing the five markers and also returning between the markers by rolling and reaching the start and finish line in the fastest time Recording: Time is calculated to the nearest 1/100 of a second.

Figure 1. Rolling test shows



Second: test name: Scoring test (Al-Alwani & Ali, 2023; I. H. Mufti, 2000)

Test name: Scoring toward a goal divided into squares. Test objective: Measuring the accuracy of scoring toward the goal.

Tools used:

- Bar to mark the scoring area.

- Legal soccer goal.
- The football field.
- Footballs number (5).

How to perform:

Put (5) balls are placed on the penalty line, which is 18 yards from the goal line, and the distance between one ball and the next is (1) Yard, as the player scores in the areas indicated in the test, according to their importance and difficulty, and in a sequential manner, one ball after another, provided that the test is performed from a running position and moving backward after each scoring of the ball, and Figure (3) illustrates this.

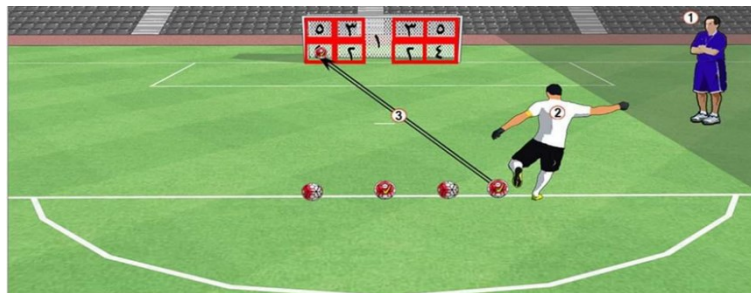
Scoring method:

The number of shots that enter the designated goals from both sides is calculated so that the scores for each of the five balls are calculated as follows.

Each ball is counted with the points specified for the calculated area, taking into account that if the ball touches the tape, it is counted for the area Highest by numbered zones, zero when outside the goal boundary.

- (5)- Degrees to area No. (5).
- (4)- Steps to area No. (4).
- (3)- Steps to area No. (3).
- (2) to area (2).
- One degree to area 1 (crossbar and column).
- Zero out of bounds.

Figure 2. Scoring test illustrates



The Third exploratory experiment, defined by (Nouri and Rafah, 2004), is "a small experiment or miniature work for a general study carried out by researchers in order to identify the negatives and positives that may accompany Conducting the main research experiment.

First, the first exploratory experiment: The first exploratory experiment was conducted on Monday, 10/4/2021, on a sample of the exploratory experiment group consisting of (10) students from the research sample, second-year middle school students from sections (A) and (B) at nine o'clock in the morning on the rolling and scoring skills tests. The aim of the experiment was.

- 1 - Identifying the suitability of the research sample.
- 2 - The assistant team learns how to test and calculate the time for rolling and the degree for scoring.
- 3 Calculating sufficient time for the two tests during the lesson and providing the necessary tools to conduct the test.

Second, the second exploratory experiment.

The second exploratory experiment was conducted on Wednesday, 10/6/2021, on the exploratory experiment sample consisting of (10) students from the research sample, second-year middle school students, sections (A) and (B).

The aim of the experiment was

- 1- Identify the suitability of competitive educational games for the research sample in terms of ease and difficulty.
- 2- Correcting competitive educational games and changing them to suit the research sample. The assistant team learns how to perform competitive educational games and the sufficient time for each game. Providing tools and means to assist in performing competitive educational games.

Scientific foundations of skill tests

First, the test is valid.

The researchers used apparent validity as they are experts in motor learning by presenting the tests to a group of specialists in football, and they agreed that they achieved the goal for which they were created and are suitable for the research sample. The validity of the test means (J. A.-Y. Muhammad, 2010) "its ability to measure what it was created for or what the test is supposed to measure, whether it is a physical, skill, psychological, or personal characteristic (Hammood et al., 2024).

Table 4. It shows the self-reliability coefficient of the tests used in the research.

T	Tests	Unit of measurement	Self- reliability Coefficient
1	Football rolling test	second	0.867
2	Football scoring test	degree	0.878

Second, test stability

The researchers conducted the rolling and scoring skill tests on Sunday, 10/3/2021, for a sample of (10) students from the exploratory experiment group from the research sample, second-year students (A) and (B) who underwent the first and second exploratory experiments. After four days, the tests were re-applied on Thursday, 10/7/2021, to find the correlation coefficient between the research and rolling and scoring skill tests. It was found

Third, the objectivity of the test

Since the tests that were used depend on clear measuring tools and because the test results are recorded in units of (second) and (degree) without the intervention of the judges, which made the researchers prepared the rolling tests. The scoring is highly objective, as shown in Table (4), and all The tests have a high degree of reliability as shown in Table (4).

Table 5. It shows the reliability and objectivity coefficient of the tests used in the research.

T	Search Variables	Tests	Unit of measurement	consistency	Objectivity
1	Rolling with a soccer ball	Football rolling test	Second	0.875	0.882
2	Scoring Soccer	Soccer scoring test	The point	0.957	0.967

Field research procedures

Pre-tests: Pre-tests for the skills of rolling and scoring with a soccer ball were conducted on the research sample, the experimental and control groups, on Tuesday, 10/12/2021, at nine o'clock in the morning in the yard of Ibn Masoud Intermediate School in Al-Muqdadiyah District, Al-Ruwais Governorate. The students were warmed up, and then the tests were conducted. The results were recorded in a registration form by the assistant team.

Main experimental procedures: Implementation of competitive educational games)

The educational units and the application of competitive educational games began on Monday, 10/18/2021, until Thursday, 12/16/2022, for a period of (9) weeks at a rate of two educational units per week for a total of (18) educational units after identifying the basic skills of football for second-year



middle school students, where the beginning was to learn the skill of rolling first and scoring second. The researchers prepared exercises for the competitive educational games under study for the experimental group at a rate of three competitive educational games for each educational unit by means of (2) educational units per week for Mondays and Thursdays of each week in the schoolyard at Ibn Masoud Intermediate School for Boys. The role of the students was also in suggesting competitive educational games that were practiced among them outside the school. Recreational and competitive games between friends help them learn the two research skills better.

Post-tests: The post-tests were conducted after completing the implementation of the (18) educational units for the rolling and aiming skill tests on Sunday 12/19/2021 at nine o'clock in the morning in the yard of Ibn Masoud Intermediate School in Al-Muqdadiah District / Diyala Governorate, taking into account the same conditions in which the pre-tests were implemented.

Data analysis

The researcher will use the statistical package (SPSS). Arithmetic mean, standard deviation (Ali et al., 2024), t-test for matched samples, and skewness coefficient (Saeed et al., 2024).

Results

Presentation and analysis of the results of the pre-and post-tests of the control group in the research variables.

Table 6. Shows the differences in the means and their deviations, the calculated and tabulated (T) values, and the significance level for the pre-and post-tests of the control group for the skills of rolling and scoring with a soccer ball.

T	Statistical processing Tests	F	AF	Calculated Value of(T)	Table (T) value	Statistical significance
1	Rolling past	0.987	0.578	4.754	2.57	Morale
2	Scoring test	1.378	0.438	3.876		Morale

Significance level (0.05)

Presentation and analysis of the results of the pre-and post-tests of the experimental group in the research variables

Table 7. It shows the differences and deviations of the means, the calculated and tabulated (T) values, and the significance level for the pre-and post-tests of the experimental group for the skills of rolling and scoring in soccer.

T	Statistical processing Tests	F	AF	Calculated Value of(T)	Table (T) value	Statistical significance
1	Rolling past	3.897	0.756	10.759	2.14	Morale
2	Scoring test	4.675	0.941	15.785		Morale

Significance level (0.05)

Presentation and analysis of the results of the post-tests for the control and experimental groups in the research variables

Table 8. Shows the arithmetic means, standard deviations, tabular and calculated (T) values, and the significance level in the post-tests of the experimental and control groups for the skills of rolling and scoring with a soccer ball

T	Statistical processing Tests	empiricism		Female officer		Calculated Value of (T)	Table value(T)	Statistical significance
		Q	A	Q	A			
1	Rolling past	3.782	0.762	4.321	1.376	3.832	2.712	Morale
2	Scoring test	7.954	2,521	5.987	1.632	5.853		Morale

Significance level (0.05)

Discussion

Table (6) shows a significant difference between the pre-and post-tests of the control groups (school curriculum). (Sadiq, 2017): The curriculum is what the educational institution provides in terms of diverse educational experiences and activities planned inside and outside the classroom, aiming to achieve balanced and comprehensive growth of the learner's personality in light of the educational goals and outcomes to reach the highest levels of learning. The researchers attribute the effectiveness of the



school curriculum, the teacher's guide, to what it contains exercises prepared by specialists in physical education, as well as the teacher's distinctive style and method of conveying information to students, which led to a significant difference for the control group between the pre-and post-tests, in favor of the post-test for the control group. This was confirmed by (Al-Sumaidaie and Louaym, 2022): "Organized practice of sports activities has a positive impact on the technical level."

When looking at Table (7) for the experimental group, there is a significant difference between the pre-and post-tests of the experimental group in favor of the post-test, as the competitive educational games used by the researchers had a major role in increasing the learning rate for the research sample with the provision of a physical education lesson that includes a competitive educational environment between students in learning the skills of rolling and scoring with a soccer ball. This was confirmed by Fadl Salama: 2006: 18: "It is a voluntary activity for the purpose of achieving pleasure for those who do it, and it is similar to the processes of education, exploration, self-expression, and recreation." In addition to achieving the level of learning (Amin, 2009). Games provide opportunities to advance skills according to the known rules of learning, from easy to difficult and simple to complex. Within this, one of the advantages of a good physical education program is that it meets all the needs and abilities of students with flexible, modifiable programs, and games provide an appropriate degree of flexibility because they meet their individual differences with their diversity and variation in their level of difficulty.

Looking at Table (8) which concerns the post-tests of the control and experimental groups for the skills of scoring and rolling, significant differences appear between the control and experimental groups in favor of the experimental group, as the researchers see that there is a benefit from using competitive educational games, which gave motivation, incentive and self-confidence to students in competing with themselves, with colleagues and with groups, and led to an increase and improvement in the level of learning the skills of rolling and scoring, and the superiority of the experimental group over the control group, and the evidence of both (D. A.-R. and Mahmoud & Mahmoud, 2000) "The cooperation of the members of one group in implementing the prescribed exercises and competing with other groups helps in working more seriously, as the learners are responsible for succeeding in performing the exercise, so the learners' feeling that they are performing their duties collectively, and their feeling that they are responsible for completing their duties in their groups helps them accept learning more effectively and accurately (Khalaf et al., 2018). This was reinforced by (I. H. Mufti, 2000), who said that one of the roles of the teacher in the educational process is to provide a suitable environment for learners to learn to compete And control their performance according to the rules of the game and its strategies and that the competition is with peers of the same skill level and physical abilities. Also, using the competitive method gives learners the opportunity to make their own decisions without neglecting their commitment to the rules of the game. Muhammad (Y. S. Muhammad & others, 2021) The improvement in skill performance is a result of competitive skill game exercises that worked to develop the set of qualifications that help the student perform basic skills better (scoring and rolling), as these exercises are considered among the best exercises used to develop skill performance in the game of football, especially for young age groups, as they contain a spirit of competition and excitement among the players.

Conclusions

- 1- The competitive educational games prepared and designed by researchers are effective in learning the skills of rolling and scoring with a soccer ball. They play a role in increasing the learning rate among students through the competition between students and other groups.
- 2- The diversity in the use of competitive educational games has a positive and effective impact on learning the two skills of rolling. And scoring with a football for the experimental group.
- 3- The method followed by the teacher played a role in learning the skills of rolling and scoring with a football for the control group.
- 4-The use of competitive educational games prepared by the researchers showed its superiority over the method followed in learning the skills of rolling and scoring for the experimental group.



Recommendations

- 1- The necessity of using competitive educational games prepared and created by teachers in order to increase the rate of learning and increase the student's competition with himself and other groups in team and individual games, with regard to Physical education lessons in schools.
- 2- Conducting similar studies in competitive educational games on different samples of educational stages in the game of football that suit the ages of the sample. This increases self-confidence and learning in the presence of a competitor if the samples are of male or female students and for all educational stages.

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Authors' and translators' details:

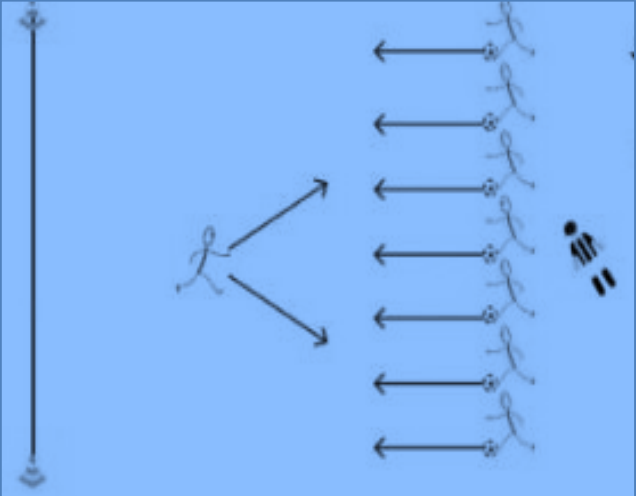
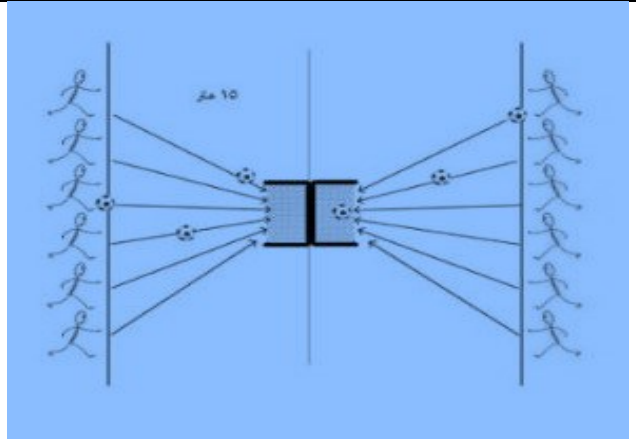
Bakr Basil Kamel Murad
Mujahid Hamid Rashid
Nibras Kamil Hidayat
Yasser Shahid Abdul Rahma

bakirbasil6@gmail.com
Mujahd.hamid@uoiyala.edu.iq
nebras.kamel@uodiyala.edu.iq
shaheedyaser@gmail.com

Author
Author
Author
Translator



Appendix 1. Some exercises used in the research

<p>Game name: Escape from the Hunte</p> <p>The aim of the game: Roll the ball and change direction. The sample is divided into four groups.</p> <p>How to play: A field area measuring (20m x 20m), a start line, and a finish line. The students stand on the start line, and each student has a ball. The hunter stands in the middle without a ball, and he is the one who hunts the students. When the teacher's whistle is heard, the students roll the ball and try to reach the finish line and escape from the hunter. The students must control the ball while rolling. The hunter tries to catch the largest number from each group and the group from which he hunts the smallest number of students. She is the winner.</p>	
<p>Game name: Goalbal</p> <p>The goal of the game is to learn the skill of scoring with a soccer ball.</p> <p>How to play: The research sample is divided into four groups, and an area of (30m x 30m) is determined. Two small goals are placed in the middle of the distance at a distance of (15m). Each group stands on the starting line, and when the whistle is heard, each student tries to score toward the small goal the group that scores the largest number of goals is the winner</p>	
<p>Game name: Collecting balls</p> <p>The students are divided into four groups, and a square (10m x 10m) is determined. Each group stands at the four corners of the square and places four markers and nine footballs in the middle. When the whistle is heard, the first student from each group runs quickly towards the balls, turns to a ball, and rolls the ball towards his group. The second student runs and does the same exercise. The group that collects the largest number of balls is the winner.</p>	