

The effect of the listening triangle strategy on cognitive organization and the performance and accuracy of some basic football skills

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Abstract

This study aims to build a scale of cognitive organization in football, prepare educational exercises with football in the strategy of listening to students, identifying the impact of the strategy of listening triangle in cognitive organization and the performance of the extinguishing skills of the sole of the foot and the extinguishing of the chest and the accuracy of the skill of the football for students, and I adopt the method of experimental research By designing the experimental and controlled groups, the community's limits were for fifth -grade middle school students in the morning study at Al -Fursan High School for Boys for the academic year (2023/2024) of the total number of (166) students, all of whom were deliberately chosen in a comprehensive inventory by (100%), were chosen (10 Rangeous students of the exploratory sample at (6.024 %) of the origin society, and (100) students were chosen to build the cognitive regulation scale in football, and they represent (60.241 %) of the origin society, and the remaining (56) students from two divisions to represent the application sample in proportion (33.735 %) of the origin community, according to the design requirements, two random divisions were chosen, so that the 28 students were chosen, and the control reached (28) students, The scale of cognitive regulation in football was built by adopting systematic steps and statistical treatments, preparing educational exercises in the seat strategy, and applying them to students of the experimental group for a period of (12) weeks by (1) lesson a week and for each skill (4) lessons, and the period of time for research procedures has reached From the date (4/10/2023) to the date (12/28/2023), and after the end of the experiment, the results were addressed with the system (SPSS) to be the most important conclusions and recommendations that the scale of cognitive organization in football is suitable And it enjoys the foundations and scientific transactions for its transmission, and the employment of educational exercises in the strategy of listening triangle to perform the extinguishing skills of the sole of the foot and the burning of the chest and the accuracy of the skill of the handling of football in practical lessons is suitable Performing my outside ring skills with the soles of foot, chest extinguishing, and the accuracy of the skill of handling football for students who study it, And by superiority over their peers who study without them, it is necessary to focus on practice and repetition in improving the performance of the extinguishing skills of the sole of the foot and infection in the chest and the accuracy of the skill of the handling football in the middle of the good employment of the listening triangle in teaching and not to exaggerate the explanations to support the cognitive structure of the performance of performance and its accuracy in football.

Keywords: the listening triangle strategy, cognitive organization, performance and skill of football.

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introduction

Most of the principles and concepts of learning and teaching were derived from educational psychology, which is one of the branches of general psychology. To explain this, schools put forward several theories, including behavioral and cognitive, and some followed the philosophy of selection and reconciliation between the behavioral and cognitive schools. The teaching methods that are recommended to be used mainly consist of Trying to maintain an atmosphere in which learners are not exposed to pressure, and also provide options for individuals to learn in ways they are satisfied with (Al-Naushi, 2019)

Also activating the active learning environment works to develop social relationships and create positive interaction between students, and through it, the learners 'previous knowledge constitutes a guide when learning new knowledge, (Salih et al., 2024) and through it, students also get sufficient reinforcements regarding their understanding of new knowledge, and retrieve information from memory for more (Abdulhussein et al., 2024) .From a topic and then linking them together, it changes the image of both the teacher and the learner, and contributes to expanding students 'perceptions and imaginations and works to increase their motivation) .(Awad and Magdy, 2010)

Considering that“ the environment surrounding the individual has a clear influence or may depend on most of his thinking and determines it, (Kadhim, 2023) and whenever the environment is psychologically healthy, healthy thinking will be the result of its support. In contrast to that, an environment with weak components or full of unstable events may lead to disturbances in thinking in people .The individual towards that environment. (Mikhail, 2022)

The researcher believes that teaching football is characterized by the fact that it is not devoid of cooperation among students, given that the game is a group game and intellectual understandings are necessary between these learners. (Salman et al., 2022) It is necessary to focus on the cognitive structure so that teaching the performance of its skills is based on application supported by knowledge of the performance requirements of physical movements and operations. A mentality to produce the skill in its desired, purposeful form.

In teaching the performance of sports motor skills, several methods and strategies are used, including that students watch a specific sports motor skill and observe how it is implemented, and then try to apply it themselves. (Mondher, H. A., & Khalaf, 2023) The students are divided into small groups and each student practices its implementation. Then they exchange experiences and observations on how to implement and improve them, then they design projects that include exchanging experiences and observations on how to implement and improve them, by playing games that include their effective application, and then exchange experiences and observations on how to implement and improve them) .Brooker & Butterworth, 2019, P: 2)

The researcher believes that the specificity of performing football skills and their accuracy, which are among the open-ended skills, and the many variables surrounding the student that attract his attention here and there, (Kadhim et al., 2021) which requires organizing their perception of audio or visual information related to determining the paths of the required

performance and the accuracy required in the lesson, which calls for this matter. Or delve into the knowledge of perception processes and cognitive organization in order to harness them towards achieving educational goals in the practical football lesson.(Nashwan & Allawi, 2021)

He defines the process of perception as“ a mental process that allows the individual to assimilate and understand the information surrounding him through his senses and experiences, and it includes a group of mental processes that work together to collect, process and interpret various information from the environment (Sternberg & Sternberg, 2016)

Thus, perception is the first level of Albez-Simpson’s classification of the psychomotor field, which ends with creativity and originality. The level of perception refers to interest and awareness of the extent to which the organs are used to perform their functions, which results in selecting the functions that must be performed, and then linking knowledge to performance, and behavioral actions. Suitable for use at this level (identify - distinguish - link - choose - pay attention), and the learner is expected to do the following: (Al-Haila, 2014, p. 101)

- R Feeling the right time to start a movement.
- R Pay attention to the signals that indicate the beginning of movement.
- R Select a signal from a group of signals to start making a movement.

As" the process of perception does not take place directly, but is governed by mechanisms and principles called the principles of perceptual organization, through which individuals are able to understand and distinguish things .(Al-Zaghloul and Al-Zaghloul, 2017)

Cognitive organization“ is an important aspect of the perception process that includes arranging and arranging the various information that we receive from the environment, in order to form an understandable and logical meaning. Cognitive organization here includes organizing, assembling, classifying, and linking information to each other. It also helps in assembling various information from the environment and transforming it into Logical and understandable meanings, and this important aspect plays a role in building our understanding of the world, our decision-making, and our interaction with our surroundings(Reisberg, 2018)

As if Cognitive organization is a concept that refers to the ability to organize information related to sports skills in a way that enables the individual to interact and deal with the surrounding environment effectively, and there are many methods that can be applied to enhance cognitive organization in physical education lessons (Till & Cobley, 2021)

Also“ ,cognitive organization can facilitate the transfer of experiences and knowledge from experienced learners to new learners. This contributes to accelerating the process of developing players ’skills and their understanding of the basic foundations of skill performance. Through learners and teachers sharing their experiences and advice, improvements in skill performance can be achieved. Exchange can Continuing knowledge guides learners towards continuous improvement and development (Cropley & Other, 2017)

Cognitive organization can help direct learners towards reliable sources of knowledge, as cognitive organization for knowledge exchange plays an important role in learning skill performance, by directing discussion, (Easa et al., 2022) stimulating participation, and providing support. Continuous improvement in performance and development of learners can also be achieved ".And the team in general, this role contributes to building an educational culture based on cooperation and knowledge exchange, which is one of the keys to success in the world of sports (Lauder & Piltz, 2015)

Also“ ,cognitive organization can provide a periodic evaluation of the knowledge exchange process and provide feedback to improve it. This includes identifying possible successes and improvements, as all learners must be involved in the cognitive organization process for knowledge exchange, and this is what ensures achieving greater effectiveness in transferring knowledge and improving performance (Louws 2017)

“Play is the main means of developing imagination, intelligence, language, social skills, and cognitive and sensory abilities (Al-Dulaimi, 2009)

The researcher believes that meeting the requirements for improving mental and skill players in football requires a teaching strategy that provides support for the cognitive structure of performing each skill, in a way that activates the student’s role and defines his tasks in the lesson in a cooperative and exciting manner through which he derives knowledge of performance so that the student overcomes difficulties or weaknesses in performance and accuracy without stress. Due to the large number of variables or the lengthy explanation and presentation processes that lead to confusion in organizing information related to performance, he decided to try the listening triangle strategy.(Mahdi & Altay, 2023)

The listening triangle strategy is one of the active learning strategies that makes the learner effective and active, relying on his own skills and ability, cooperating and busy in thinking, reviewing, and participating with the students in the three groups, all of whom think about what they have learned and listen to. (Al-Taei, 2014) He is a speaker, a listener, an observer, and a summary of the questions, because the listening triangle strategy It is one of the modern strategies that is characterized by its high ability to attract students ’attention because it possesses an element of suspense and interaction with the lesson and works to engage students. positively in the learning process (Parwati, 2018)

Also“ ,the listening triangle strategy can be used in skill learning to improve these skills effectively, and although skill learning may take time and effort, hard work and continued practice, application, and development can achieve positive results (Pritchett, 2019)

Also, to apply the listening triangle strategy in practical football lessons, the teacher divides the students into three groups (speaker, listener, observer), and each student in each group has a specific task in his group, and then switches roles among the students so that each student takes the other’s role in succession. And as follows (Hunsaker 2016)

R The first student: His role is as a speaker, and he intends to explain the lesson or clarify the idea, concept, etc., according to the educational goal of the lesson .

R The second student: His role is a good listener, and he proceeds to ask the first student questions to obtain more details that help learning by clarifying the idea or concept .

R The third student: His role is to monitor the process and the course of the conversation between his two colleagues and provide feedback to them. He writes or evaluates what is going on between the other two students and is more like a reference.

The Listening Triangle strategy is based on the principle of cooperation between learners and encourages speaking and listening between them, which makes them link what they learn to their daily lives in light of realistic practices (Al-Anbaki, 2016)

Also“ ,the listening triangle strategy can be implemented easily and, in a manner, appropriate to different types of individuals, such as children, adolescents, adults, and the elderly, and it can be adapted and modified to suit the needs of each individual individually. Also, by using this strategy, listening skills can be improved and benefits can be gained ”.The listening triangle strategy in skill learning and in many other academic and professional fields (Pritchett, 2019)

After this digression, linking the researched variables, which in their entirety aim to improve the desired improvement in skill performance in football and its accuracy, and through the work of the academic researcher in the methods of teaching physical education in football, and repeated field visits to the physical education lesson in middle schools, he noticed the continued weakness among beginner students when teaching them performance skills. The skills of suppression and accuracy of handling, and the teachers 'lack of reliance on mental measurement represented by the cognitive organization that supports that skill performance, which is a mental skill that requires measurement on Considering that it is not apparent, this problem resulted in the necessity of having a specialized measurement tool in football to measure this type of perception to organize knowledge and employ strategic vocabulary such as listening to the practical application of educational exercises and practicing them by students after urging them to cooperate, exchange information and evaluate it in a way that helps reduce common mistakes. As an attempt by the researcher to supplement the scientific efforts made in providing assistance to the student and teacher in the methods of teaching physical education, the research aims to build a measure of cognitive cognitive organization in football, and prepare Educational exercises in football using the listening triangle strategy for students, and identifying the effect of the listening triangle strategy on cognitive organization, performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the handling skill in football among the students. The researcher assumes that there are statistically significant differences between the results of the pre- and post-tests for the two experimental research groups. Controlling perceptual organization, the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill. There are statistically significant differences between the results of the post-tests of the experimental and control groups in cognitive organization, the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill.

Method and procedures

The problem of the current research imposed the adoption of an experimental research method by designing the experimental and control groups that were exactly equivalent with the pre- and post-tests. The boundaries of the community were represented by the students of the fifth grade of middle school in the morning study at Al-Fursan Secondary School for Boys within the formations of the Second Rusafa Directorate/for the academic year)2024/2023) their total number)166(students, distributed by nature into)5(Study subjects. The reasons for their study were because they represent the population of the problem of the current research themselves, as they were all deliberately selected from this limited population in a comprehensive enumeration method ,(100%and they were treated as one total sample, and based on the research requirements for testing the scale, they were chosen (10) Random students from Class C of the survey sample with a percentage of % 6.024) of the community of origin, as chosen (100) Asking sections (B, C, and D) to sample the construction of a measure of cognitive organization in football due to its sufficient size to suit each paragraph)5) Students of statistical analysis representing the percentage (% 60.241(of the original community, and the remaining (56) Students from the two groups (A and E) representing the application sample by % 33.735) of the original population, and according to the design requirements, one of the two classes was randomly chosen to be the experimental group from the students of Class A, which numbered)28) students, and Division (E) controlling it, which is numbered (28) student.

The researcher intended to build a paper-and-pencil scale of cognitive organization in football to be specialized in educational situations in football and to suit the level of the students of the sample targeted for measurement and take into account their privacy in a way that is consistent with achieving the objectives of the current research, as it is after defining the theoretical framework of the concept of cognitive organization and employing it in the direction of skill performance and its accuracy. In football, the paragraphs were built by adhering to the specifics of formulating the content of their phrases, and were closed with three alternatives (always applies to me, sometimes applies to me, It does not apply to me at all), and by using the Likert key to correct it (2,1 ,3) ,respectively for each of these weights, as the researcher committed to methodological procedures and statistical treatments according to the following steps:

R The researcher prepared a paper opinion survey questionnaire to verify the apparent validity of the Football Cognitive Organization Scale and its logical validity, and attached to it the scale's paragraphs and instructions in its initial form on)19) An expert in methods of teaching, psychology, measurement and evaluation in physical education and sports sciences, and they agreed between them more than (%80) to keep the paragraphs, their alternatives, the correction key, and the scale instructions as they are without any modification or change.

R The researcher deliberately piloted the scale on Wednesday, October 4, 2023, after agreeing on its initial version on the students in the survey sample, who numbered ,(10) to overcome the obstacles to applying the measurement through it, and to ensure that the content of the scale statements, their alternatives, and the instructions for answering them are understood by the students, in addition to calculating the average response time, which amounted to (7) minutes,

and the researcher realized the necessity of reassuring the research sample later that the results of the scale had no relation to their success in the practical lesson in football.

R The researcher verified the strength of discrimination of the scale's items by applying its paper copy to the students in the statistical analysis sample, which numbered 100) Demanding, adopting the method of the two extreme groups in proportion (27% of the sample of the structure in descending order of the scores for each item, which amounted to 27 (for each group (27 to be the number for both the upper and lower groups, and the scores of the two groups were verified using the (T) law for uncorrelated samples to find statistical differences, as shown in the results of the table:(1)

Table (1) shows the results of the discriminatory ability of the items of the Football Cognitive Organization Scale

T	Group	N	Q	$\pm A$	t	Say	Statistical difference	Paragraph highlighting
1	Supreme	27	2.19	0.396	7.56	0.000	Dal	Featured
	The world	27	1.3	0.465				
2	Supreme	27	2.74	0.447	16.646	0.000	Dal	Featured
	The world	27	1.07	0.267				
3	Supreme	27	2.81	0.396	17.386	0.000	Dal	Featured
	The world	27	1.11	0.32				
4	Supreme	27	2.89	0.32	17.386	0.000	Dal	Featured
	The world	27	1.19	0.396				
5	Supreme	27	2.85	0.362	17.292	0.000	Dal	Featured
	The world	27	1.15	0.362				
6	Supreme	27	2.93	0.267	25.495	0.000	Dal	Featured
	The world	27	1.07	0.267				

7	Supreme	27	2.7	0.465	14.65	0.000	Dal	Featured
	The world	27	1.11	0.32				
8	Supreme	27	2.78	0.424	11.718	0.000	Dal	Featured
	The world	27	1.33	0.48				
9	Supreme	27	2.85	0.362	17.292	0.000	Dal	Featured
	The world	27	1.15	0.362				
10	Supreme	27	2.78	0.424	12.233	0.000	Dal	Featured
	The world	27	1.30	0.465				
11	Supreme	27	2.74	0.447	16.646	0.000	Dal	Featured
	The world	27	1.07	0.267				
12	Supreme	27	2.22	0.424	9.294	0.000	Dal	Featured
	The world	27	1.19	0.396				
13	Supreme	27	2.81	0.396	14.272	0.000	Dal	Featured
	The world	27	1.22	0.424				
14	Supreme	27	2.59	0.501	10.326	0.000	Dal	Featured
	The world	27	1.26	0.447				
15	Supreme	27	2.3	0.465	10.902	0.000	Dal	Featured
	The world	27	1.11	0.32				
16	Supreme	27	2.93	0.267	20.539	0.000	Dal	Featured
	The world	27	1.15	0.362				

17	Supreme	27	2.96	0.192	19.438	0.000	Dal	Featured
	The world	27	1.22	0.424				
18	Supreme	27	2.78	0.424	14.272	0.000	Dal	Featured
	The world	27	1.19	0.396				
19	Supreme	27	2.44	0.506	12.44	0.000	Dal	Featured
	The world	27	1.07	0.267				
20	Supreme	27	2.63	0.492	7.466	0.000	Dal	Featured
	The world	27	1.63	0.492				

Acceptance of paragraph highlighting) :Say (0.05) < (At the level of significance (0.05) and degree of freedom(52)

R The researcher verified the validity of the internal consistency of the Football Cognitive Organization Scale by finding simple (Pearson) correlation coefficients between the score of each item and the total score of the scale based on its application scores on a sample of (100) Asking the same discriminatory ability mentioned above, not deleting any of the paragraphs, as shown by the results of the table:(2(

Table (2) shows the internal consistency of the Football Perceptual Organization Scale

T	(t) Between the item score and the total scale score	Sig	Significant correlation	T	(t) Between the item score and the total scale score	Sig	Significant correlation
1	*0.617	0.000	spiritual	11	*0.416	0.000	spiritual
2	*0.557	0.000	spiritual	12	*0.521	0.000	spiritual
3	*0.544	0.000	spiritual	13	*0.832	0.000	spiritual
4	*0.633	0.000	spiritual	14	*0.479	0.000	spiritual
5	*0.604	0.000	spiritual	15	*0.586	0.000	spiritual
6	*0.431	0.000	spiritual	16	*0.451	0.000	spiritual

7	*0.659	0.000	spiritual	17	*0.548	0.000	spiritual
8	*0.511	0.000	spiritual	18	*0.449	0.000	spiritual
9	*0.701	0.000	spiritual	19	*0.494	0.000	spiritual
10	*0.666	0.000	spiritual	20	*0.455	0.000	spiritual

* Acceptance of item consistency: (Sig) (0.05) < at degree of freedom (98) and significance level(0.05)

R The researcher verified the stability of the Football Perceptual Organization Scale by finding the simple Cronbach's Alpha coefficient based on its scores and applying it to the students of the construction sample, which numbered)100) a student, who has reached)0.849(at the level of significance)0.05(and freedom.(98(

R To verify the suitability of the scale for the research sample, its scores were processed statistically to extract the value of the normal, moderate distribution, and the same scores were applied to the students in the construction sample)100) student, as shown in the table results:(3(

Table (3) Shows the final statistical parameters and normal distribution for the Football Perceptual Organization Scale

Number of students in the construction sample	Number of paragraphs	Total score	Unit of measurement	Arithmetic mean	Standard deviation	The value of the torsion coefficient
100	20	60	Degree	34.02	2.723	0.043

Moderately normal distribution: The skewness value is defined between (± 1)

After completing this procedure, the researcher completed building the football cognitive organization scale to have a final score with a total score ranging between (60-20) and by hypothetical means ,(40(as explained (Appendix.(1

To measure the performance of the suppression skills with the sole of the foot and the chest, the performance evaluation is measured by photographing each student in these two tests and adopting the tester’s performance evaluation in each of the two tests without accuracy, and the technical performance score is judged by experts, and the score distribution is as follows:

- R Preparatory section: grade.(3)
- R Main section: its grade is.(5)
- R The final section: its grade is.(2)

To measure the accuracy of football handling, a test was adopted (Appendix 2).

As for preparing educational exercises to employ strategic vocabulary and the listening triangle in the practical lesson on football, they were as follows:

First: The content of the educational exercises that were employed in the vocabulary of the Listening Triangle strategy included individual exercises for each of the students in the experimental group, at a rate of (4) exercises in one practical lesson, with a time for each exercise (6) minutes, and to take into account the vocabulary and specificity of the strategy and its requirement of exchanging tasks on the applied side. From a practical football lesson.

Second: The vocabulary of the listening triangle strategy is applied in the main section of the practical lesson on football for the students of the fifth year of middle school in both the educational aspect and the applied aspect, for the students of the experimental group at a rate of (1) lesson per week according to their schedule in the prescribed curriculum. The time of each lesson reached (45 hours).) minutes, and for (30) minutes of its main section, and the rest of the unit sections of the preparatory (10) minutes, and the final (5) minutes are left to their teacher without any intervention from the researcher.

Third: (4) practical lessons were allocated for each skill, and they continued for a period of (12) weeks, so that the total duration for the students to receive these strategy exercises was (360) minutes of the time of the practical lesson units in total football.

Fourth: Employing the educational exercises in the applied aspect of the vocabulary of the listening triangle strategy after the teacher divides his students into groups of nine triplets and the remaining (28) students are distributed among the groups fairly, and the tasks in the educational exercise are distributed among them by following the following steps, Appendix :(3)

R The first student's task is to explain one of the football skills and present ideas about it, which the teacher asks of him.

R The second student's task is to listen carefully to the first student's explanation of one of the skills in football. Then he begins asking him various questions after he finishes explaining the skill specified in the practical lesson.

R As for the third student, his task is limited to being an observer of the first student and the second student, as he proceeds to write down what the first student says and what the second student says, and then begins to narrate what took place between the two students in terms of explanation, asking questions and answers, application and practice, by saying, for example , “The student mentioned The first) received the following information, and the second student asked the following question... and so on. This can only be done by comparison with the determinants of the skill model presented in the lesson through flex, which represents the three stages of the skill and in detail its performance on Considering that the student being monitored is still in the early stages of learning, he must make judgments about skill performance and accuracy according to the requirements of the listening triangle strategy.

R After the three students finish their tasks, the roles of these tasks are swapped among all the students, and each student takes the other student’s task in the same educational exercise, and so on.

As“ the listening triangle strategy focuses on the learner’s role and makes him learn self-learning, and is based on listening and speaking, listening and speaking, paying attention, discussion, the power of observation and concentration, and then feedback, and thus relies on the principle of reinforcement to make the learner’s role active and effective in the education process ”.(Al-Samarrai and Al-Badri). (2019, p. 131)

Also“ ,under the listening triangle strategy, the learner is considered the focus of the learning process and the center of attention, as he intends to perform the tasks and activities assigned to him by the teacher. He is responsible for his learning, a participant in the management and evaluation of learning, a listener, a speaker, and a summary of the dialogue taking place between his two colleagues) . ”.Abu Khasuna, 2019, p. 38(

After preparing the scale in its final form and the requirements for performance tests and skill accuracy for each of the four dependent variables, the research experiment began by applying the pre-tests at exactly ten o'clock in the morning on Tuesday, corresponding to the date (10/10/2023), by applying the mental scale of cognitive organization in football and from Then a test to measure the accuracy of the football handling skill, and then two tests of the football suppression performance under study by adopting their perceptions for each of the

students of the two research groups and presenting it to evaluators. Three to measure the technical performance of these two skills, and then apply the listening triangle strategy to the students of the experimental group. As for the students of the control group, they apply the method followed as it is in their practical lessons, for the period from Wednesday, corresponding to the date (10/11/2023), until Wednesday, corresponding to the date (12/27/2023) in the closed hall of Al-Forsan Secondary School for Boys, and this experiment will be completed by applying the post-tests on Thursday, 2023. To date.(2023/28/12)

After the end of the research experiment, the results were processed by a system (SPSS)To extract the percentage, arithmetic mean, standard deviation, and test for homogeneity of variance(Liven ,(and test) t-test (for uncorrelated samples, and test) t-test (for correlated samples.

Results:

Scale, tests and group		N	Q	$\pm A$	Liven	Sig	t	Sig	the difference
Cognitive organization in football (degree)	empiricism	28	34.21	2.672	0.257	0.614	0.485	0.630	Not a sign
	Female officer	28	33.86	2.838					
Performing the skill of quenching with the sole of the foot (degree)	empiricism	28	2.5	1.036	0.314	0.577	0.744	0.460	Not a sign
	Female officer	28	2.29	1.117					
Performing the chest suppression skill (degree)	empiricism	28	2.32	1.442	1.666	0.202	0.883	0.381	Not a sign
	Female officer	28	2	1.277					

Table (4) shows the results of the pre-tests between the experimental and control groups

Accuracy of handling skill performance (degree)	empiricism	28	1.75	1.175	0.275	0.602	1.085	0.283	Not a sign
	Female officer	28	2.11	1.286					

The difference is significant: (Sig) (0.05) < at a significance level of (0.05) and degree of freedom (54), unit of measurement (degree)

Table (5) shows the results of the pre- and post-tests for the experimental and control groups

Scale and tests	Group	Comparison	Q	$\pm A$	F	A F	t	Sig	the difference
Cognitive organization in football (degree)	Experimental (28)	previous	34.21	2.672	13.857	2.953	24.832	0.000	Dal
		the next	48.07	0.766					
	Officer(28)	previous	33.86	2.838	8.429	3.426	13.019	0.000	
		the next	42.29	1.843					
Performing the skill of quenching with the sole of the foot (degree)	Experimental (28)	previous	2.5	1.036	5.286	1.049	26.661	0.000	Dal
		the next	7.79	0.418					
	Officer(28)	previous	2.29	1.117	2.893	1.499	10.211	0.000	
		the next	5.18	0.945					
Performing the chest suppression skill (degree)	Experimental (28)	previous	2.32	1.442	4.786	1.524	16.616	0.000	Dal
		the next	7.11	0.629					
	Officer(28)	previous	2	1.277	3.25	1.206	14.263	0.000	
		the next	5.25	0.928					
Accuracy of handling skill performance	Experimental) (28	previous	1.75	1.175	5.393	1.1	25.939	0.000	Dal
		the next	7.14	0.591					

nce (degree)	Officer(28)	previous	2.11	1.28 6	3.143	1.55 7	10.68 3	0.00 0	Dal
		the next	5.25	0.84 4					

The difference is significant: (Sig) (0.05) < at a significance level of (0.05) and a degree of freedom of n-1 for each group, the unit of measurement (degree)

Table (6) It shows the results of the post-tests between the experimental and control groups

Scale tests and group		N	Q	$\pm A$	t	Sig	the difference
Cognitive organization in football (degree)	empiricism	28	48.07	0.766	15.338	0.000	Dal
	Female officer	28	42.29	1.843			
Performing the skill of quenching with the sole of the foot (degree)	empiricism	28	7.79	0.418	13.353	0.000	Dal
	Female officer	28	5.18	0.945			
Performing the chest suppression skill (degree)	empiricism	28	7.11	0.629	8.766	0.000	Dal
	Female officer	28	5.25	0.928			
Accuracy of handling skill performance (degree)	empiricism	28	7.14	0.591	9.719	0.000	Dal
	Female officer	28	5.25	0.844			

The difference is significant: (Sig) (0.05) < at a significance level of (0.05) and degree of freedom (54), unit of measurement (degree)

Discussion:

Referring to the results of Table (5), it is clear that the students of the two research groups improved their levels of perceptual organization, the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill in the post-tests, compared to what these results were in the pre-tests, and by referring to the results of Table (6). For the post-hoc comparison between the two research groups, it becomes clear that the students in the experimental group outperformed their peers in the control group in each of these four dependent variables, and the researcher attributes the emergence of improvements in the results of the students in the experimental group. Their superiority was due to their application of the listening triangle strategy, which helped the

students to be able to employ the information that the students derived from their peers after referring to the skill model in practice and actual application, which resulted in their better understanding of that cognitive information and its arrangement or classification for each stage of performance and its accuracy according to the three researched skills, as The role of exchanging ideas and delving into their details was extremely important in applying them specifically and gaining confidence in controlling the ball's impact, whether with the chest or the sole of the foot, which increased the empowerment of The student is able to focus on controlling the ball and being calm to grasp the ball in a way that enables the player to act appropriately afterwards, and start with easy, light balls and then increase the difficulty of the exercise, which the researcher focused on preparing on the principle of diversity by using different types of balls and positions to increase the student's ability to adapt to different circumstances. During matches, the listening triangle strategy helped provide feedback through more than one source, including continuous explanation and feedback to students about performance or accuracy to help them improve their skills, as well as exchanging The educational tasks provided by the strategy to provide space and freedom in the application and practice based on knowledge and its organization in a way that suits the performance of each of the skills, as all of these reasons were in improving the levels of perceptual-cognitive organization, the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill among the students of the experimental group. Those who studied it and excelled in each of these four variables investigated.

“Explaining procedures clearly by providing simple verbal directions, repeating and interpreting directions in a concise and clear manner, as well as providing immediate feedback to students about performance can help learners visualize the operations and movements required)”.Till & Cobley, 2021, P: 81(

As" the athlete's cognitive awareness develops through repetition, practice, and the support of personal experience and the athlete's competence and ability. Whenever he practices a movement or skill, his awareness of this skill develops) ".Al-Saadi, 2002, p. 127(

Also“ ,cognitive organization shows an important role for knowledge exchange in enhancing the skill learning of learners. By exchanging expertise and experiences and providing advice, the team can achieve continuous development in its performance and achieve greater successes) ”.Araújo & Davids, 2016, P: 281(

“Realizing high self-efficacy in organizing knowledge enables the learner to diagnose errors and correct them through the organized knowledge he summons in the brain) ”.Al-Jasser, 2006, 38)

Also“ ,when diverse ideas and innovative experiences are exchanged, an environment can be created that encourages innovation in applying volleyball skills. Female students can be inspired by the ideas of others to try new and effective methods) .”.Capranica &Other, 2020, P: 165)

It is “the collection and exchange of knowledge and experiences between learners and teachers, which includes managing and organizing the process of transferring valuable knowledge and experiences between the various individuals participating in the lesson, whether they are learners or teachers)”. Ribeiro & Other, 2021, P: 161-170)

Also “,active learning in motor skill learning must encourage systematic thinking and the development of deduction, analysis, and critical thinking skills, through conducting experiments and practical activities, analyzing the results, and learning from mistakes)”. Al-Issa, 2017, pp. 50-52)

The teacher must “seek to redesign the curricula, their topics, and their activities in a way that helps in understanding and assimilating knowledge, awareness of mental processes, and practical activities for skill performance applications, by adopting many methods when processing and employing information, by choosing the teaching strategy well to achieve better retention of the information, and retaining it for a longer period) .” .Al-Mutrafi, 2018, p. 28(

Likewise “,group circles can be organized where learners share experiences and advice among themselves, teachers can guide discussion and provide technical supervision, and team performance indicators can be used and evaluated regularly to measure continuous improvement and identify areas that need development) .” .Harvey & Other, 2019, P: 485(

“It is not possible to ignore the basic knowledge necessary for the skill, provided that there is no exaggeration in increasing attention to the role of that knowledge as a component of the skill, considering that the component of actual performance applications is the most important in the skill, and one of its conditions is that it be completed quickly, masterfully, effectively, with little effort, and at little cost) .” .Al-Hayek, 2018, p. 144(

Also “,cognitive processes have a major role in behavior, as Bandura believes that the major function of thoughts is to enable the individual to predict events and develop methods that help control what happens in his life)”. Al-Saadawi, 2021, p. 166(

“Cognitive organization is important in encouraging communication and cooperation among students, as cognitive organization for knowledge exchange leads to enhancing communication and cooperation among team members. Shared knowledge can bring together the various team members and increase their integration)”. Crotty & Other 2018, 619(

Likewise “,notifying the learner of the results of his work, comparing him to his colleagues, and being aware of the extent of his progress or lag is considered one of the strongest motivations for learning, while it was found that neglecting the learner and not being notified of his position or paying attention to the extent of the progress or lag he has achieved would lead the learner to boredom and slackness)”. Al-Azzawi and Al-Bayati, 2013, p. 62(

"Therefore, it can be said that the Listening Triangle strategy is an effective tool for enhancing skill learning of skills and understanding social messages between learners and human communication in general. This strategy is particularly important in our current era, as

there are many challenges in human communication in skill learning) ".Brooker & Butterworth, 2019, P: 101(

“Using the listening triangle strategy achieves results to develop skill performance, and the necessity of using modern strategies increases focus and skill, cognitive, and scientific awareness) ”.Nasrallah, 2019, p. 31(

Conclusions and recommendations:

-1The measure of cognitive organization in football is suitable for fifth-grade middle school students, is suitable for what it was prepared for, and has the scientific foundations and parameters for its acceptance.

-2Employing educational exercises using the listening triangle strategy to perform the skills of tamping with the sole of the foot and tamping with the chest and the accuracy of the football handling skill in practical lessons is appropriate for fourth grade preparatory students.

-3Applying educational exercises using the listening triangle strategy helps improve the level of cognitive organization in football among students who study with it, superior to their peers who study without it.

-4Applying educational exercises using the listening triangle strategy helps improve the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill, among students who study with it, with superiority over their peers who study without it.

-5It is necessary to adopt mental measurement, especially cognitive organization, for each student in practical lessons to support the improvement of the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill.

-6It is necessary to focus on practice and repetition in improving the performance of the skills of tamping with the sole of the foot and tamping with the chest, and the accuracy of the football handling skill through good use of the listening triangle in teaching and not exaggerating in the explanation processes to support the cognitive structure of knowledge of performance and its accuracy in football.

Appendix (1) shows the measure of cognitive organization in football

T	Paragraph phrases	Alternatives to answer paragraphs		
		It always applies to me	Applies to me sometimes	It never applies to me
1	I find myself excelling in thinking about the requirements for performance and accuracy of football skills.			
2	I am able to utilize the information provided by the teacher and peers to perfect the performance and accuracy of soccer skills.			
3	I find myself able to challenge the obstacles of interpreting performance information and accuracy of soccer skills.			
4	I accept ideas that help me complete the performance and accuracy of soccer skills.			
5	I am able to identify the weaknesses of peers in a lesson on teaching performance and accuracy of football skills.			
6	I can predict my results before I perform soccer skills and accuracy.			
7	I can understand the teacher's and students' directions to hone my football skills and accuracy.			
8	Feel confident to interpret information and apply exercises for the skill identified in the soccer lesson.			
9	I trust my awareness to make it easier for me to perform and accurately perform soccer skills.			
10	I can overcome common mistakes when performing football skills and accuracy.			

11	I listen when I listen to the directions of my colleagues after performing football skills and accuracy.			
12	I can direct my thinking to the determinants of proper performance when performing football skills and accuracy.			
13	I pay attention to the details of the skill before performing football skills and their accuracy .			
14	I am able to organize in my mind the sequence of movements required when performing football skills and their accuracy.			
15	I react to visual information quickly, such as reacting quickly to the movement of students or the direction of a football.			
16	I accurately perceive sequences of sounds and auditory information when performing soccer skills and accuracy.			
17	Organize the visual space, such as choosing the optimal angles for the field of view on a football field			
18	I can evaluate my overall performance when performing soccer skills and accuracy.			
19	I can understand the relationships between the details of football skill performance and accuracy.			
20	I am able to evaluate my peers at every stage of football skill performance and accuracy.			

Appendix (2) shows the accuracy test of football handling skill

Handling towards a small target 20 meters away: (Hamza, 2009, p. 14)

- Test objective: To measure the accuracy of football handling skill.
- Tools used: (5) soccer balls, a small goal (dimensions 110 cm x 63 cm)

·Test procedures: A starting line is drawn with a length of (1) m, and at a distance of (20) m from the small target, we place a fixed ball on the starting line as shown in Figure.(1)

·Description of the performance: The tester stands behind the starting line, facing the small target, and begins when the signal is given by handling the ball towards the goal to enter it. Each tester is given (5) successive attempts.

·Scoring: The grade is calculated by the sum of the grades obtained by the laboratory from handling the five balls as follows:

- Two points for each correct attempt that goes to the small goal.
- One score if the ball touches the post or crossbar and does not enter the goal.
- Zero if the ball leaves the small target.
- The maximum score for the test is (10) points.

Figure (1) shows the handling test diagram towards a small target 20 m away

Appendix (3) shows a model of educational exercises using the listening triangle strategy.

In the educational part, the suppression skill is presented and explained, and the strategy tasks are explained to the students.

As for the educational aspect, (4) educational exercises are applied.

First exercise :Static suppression with the chest: The student stands in a fixed position, and another partner throws the ball to him directly to chest level. The performing student is asked to suppress the ball with the chest by absorbing the shock by making the chest move back slightly, so that the ball falls to the ground quietly.

Exercise notes on the practical side :The first student's task is to explain the performance of the chest suppression skill and provide ideas about it. He emphasizes bending the knees slightly to distribute the weight in a balanced manner, and moving the upper body back slightly when touching the ball to reduce the bounce. The second student's task is to listen carefully to the first student's explanation. The third student has his task determined. As an observer for the first and second students to provide narration and evaluation, the exercise is repeated for (6) minutes, exchanging tasks according to the vocabulary of the listening triangle strategy.

Second exercise :Chest suppression with movement: The student stands in a movement position, and the ball is thrown to him by a partner while running slowly. The student tries to suppress the ball with the chest while continuing to run to stabilize the ball and then pass it to another partner.

Exercise notes on the practical side :The first student's task is to explain the performance of the chest suppression skill and emphasizes focusing on continuing the movement after the suppression to prepare for the next pass, and raising the chest slightly forward to help the ball descend naturally towards the foot. The second student's task is to listen carefully to the first

student's explanation. The third student has his task determined. As an observer for the first and second students to provide narration and evaluation, the exercise is repeated for (6) minutes, exchanging tasks according to the vocabulary of the listening triangle strategy.

Third exercise : Chest suppression under pressure: The student stands in an area surrounded by small cones or lines, and a partner throws the ball to him. The student is asked to suppress the ball with the chest while moving the ball within the area, then passing it to another partner.

Exercise notes on the practical side : The first student's task is to explain the performance of the chest suppression skill and emphasize good suppression of the ball before trying to control it in the limited space, and gradually increase the speed of performance to enhance the ability to suppress under pressure. The student must start with easy, low-speed balls and then graduate to fast balls, and encourage the student to relax and not Stiffness when receiving the ball to facilitate the extinguishing process. It is important to direct the student to control their breathing and keep their heads raised after extinguishing the ball to prepare for the next movement. The second student's task is to listen carefully to the ball. Explanation of the first student. The third student's task is to be an observer for the first and second students to provide narration and evaluation. The exercise is repeated for (6) minutes, exchanging tasks according to the vocabulary of the listening triangle strategy.

Fourth exercise : Chest suppression with immediate handling: The student stands facing another student at a distance of 10-15 meters, and the other student throws the ball at chest level. The performing student must suppress the ball with the chest and immediately pass with one touch to the other student using the foot.

Exercise notes on the practical side : The first student's task is to explain the performance of the chest suppression skill and emphasizes absorbing the ball well when suppressing so that it descends smoothly on the foot, and directing the pass towards the partner accurately while maintaining body balance. The second student's task is to listen carefully to the first student's explanation. The third student's mission is determined to be Monitor the first and second students to provide narration and evaluation. The exercise is repeated for (6) minutes, exchanging tasks according to the vocabulary of the listening triangle strategy.

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