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THE IMPLICATIONS FOR LEARNING OF TRANSFERRING ON PASSING SKILLS IN JUNIOR FOOTBALL PLAYERS

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ABSTRACT
The purpose of the study to reveal the transmission of the impact of learning the skill of passing of all kinds with the foot on the skill of scoring near and far in the game of football, and the differences in the post-tests between the study groups, ans as they have assumed, there are no significant differences between the experimental and control groups in the skill of scoring nearby and far in the post-test. The experimental approach was selected by the researchers since it was best suited to the nature of the research topic. The experimental group and control group were given six instructional units to learn skill of passing of all kinds by 6 educational units, after learning how to score from scoring nearby and far through six educational modules, the research sample of Al Majer Al Kaber football school players for the 2020–2021 season consisted of 24 players, divided into two groups with twelve players in each group. The researchers came to the conclusion that there were substantial differences between the two control experimental groups, with the first group, which used exercises and motions for the second task in the first task, prevailing. The experimental group outperformed the control group in terms of absolute and relative learning, tuning, maximum probability, and balanced measurement degrees and transmission ratios.

Keywords: Transferring learning, Passing Skills, Football players

1. INTRODUCTION

In recent years, scientific and technological advancements have had a significant impact on motor learning, as the educational and training process has taken on a form and organisation that is congruent with the new methods and tools utilised in both processes. It has demonstrated numerous innovative and contemporary methods for advancing the educational and training process, each of which is an application of one of the numerous and diverse theories of motor learning content and content (Salih, Hashim & Kasim, 2021; Schunk, 2012). The transmission of the impact of learning is one of the issues on which continuous research is conducted to extend the principles of transition written about in educational and psychological research (Atkinson, Renkl & Merrill, 2003; Kasim, 2022). Due to the variety of skills and sports activities, as well as the connection of some of them to others in the course of a movement's shape or portions of its stages, it is necessary to find the beginning that serves the subsequent movements and skills; this is referred to as the transmission of learning's impact (training) (Green & Bavelier, 2008). Although the study of the transmission of learning's effects originated in the setting of educational psychology, psychologists, therapists, and fitness trainers continue to devote a significant portion of their research to this topic (Emmer & Stough, 2003; Kasim, 2022). Sahlberg (2021) reminded everyone that after a little amount of learning and early in a person's life, each state

of learning is the result of the system he previously learned from the content, i.e., all learning is affected by the transition. To benefit from what he has learned in life and to serve as a foundation for future learning, the learner must have a comprehensive background in learning. In addition, the more relevant and influential the learner's gained experience, the better (De Jong & Harper, 2005). The manner in which learning is conducted contributes to the ease or difficulty of transmission of the impact of learning, and it is one of the most important phenomena that should be paid attention to in learning because, in essence, transmission is an extension of the knowledge and skills that have been acquired and retained to a domain other than the one in which they were acquired (Matsiola, Spiliopoulos & Tsigilis, 2022). On this basis, the educator or instructor is concerned with the difficulties of acquisition, retention, and transmission of the influence of learning and training when directing the learning process (Tomporowski & Pesce, 2019). Football is one of the games that is characterised by the abundance and diversity of its basic skills, as well as its association with cognitive, physical, planning, and psychological aspects. Due to the significance of skills for the football player, there has been a significant increase in the interest in teaching its technology (Alesi et al., 2016). Which motivated numerous scholars to do research and studies to determine the most effective and acceptable methods for promoting them and achieving the highest levels. The technique of learning football is one of the ways included in the ideal training curriculum for the learner, which consists of a number of fundamental abilities that the player must learn and master well in order to improve the level of sports (Launder & Piltz, 2013). To achieve this, it is necessary to rely on the scientific approach in planning experts and specialists in the development of persuasive and approved educational and training programmes and to implement them in order to enhance the level and ensure the attainment of educational goals. The process of transmission of the impact of learning is an important and successful process, whether in the educational, or athletic process, requiring the arrangement of events, activities, and skills to invest in the transmission of the impact of learning. Hence the significance of the research into the transfer of the impact of learning the talent of passing in the skill of scoring close and far in football among the players of the football school in the Al Majer Al Kaber.

1.1 Problem of The Study

The process of motor learning requires the use of methods that ensure reaching the goal of the educational process with minimal effort, as the transmission of the impact of learning is one of the important topics in the field of learning sports motor skills It is one of the topics addressed by many researches and studies, but it did not cover a sufficient area of research in motor aspects and was limited to limited activities and skills in sports games, the game of football did not receive a large share of research despite the multiplicity and diversity of its skills (Ivashchenko, Iermakov & Khudolii, 2021). The problem of research arises in answering the following question: Will learning the skill of passing all kinds of feet affect positively or negatively the learning of the skill of scoring nearby and far in football?

1.2 Objectives of The Study

1. Detection of the transmission of the impact of learning the skill of passing all kinds of feet on the skill of scoring nearby and far in the game of football.
2. Detection of differences in the post-test between the two research groups for the transmission of the impact of learning the skill of passing all kinds of feet on the skill of scoring close and far in the game of football.

1.3 Hypothesis of the Study

1. To identify if there are no significant differences between the pre- and post-tests of the two research groups.
2. There are no significant differences between the experimental and control groups in the skill of scoring close and remoteness in the post-test

1.4 Areas of Study

1.4.1 Human Area: Players of The Al Majer Al Kaber football school 2021.

1.4.2 Temporal Area: From 2021-2-10 to 2021-4-29.

1.4.3 Spatial Area: Playgrounds the Al Majer Al Kaber football school.

2. Methodology

Use the empirical approach to suit it and the study topic. And the term "empirical research" refers to any study whose conclusions are based solely on empirical evidence and are hence "verifiable" (De Regge & Eeckloo, 2020). The researchers utilised equal groups and pre- and post-tests in accordance with the nature of the problem to be solved.

2.1 Research approach: The experimental approach, which "represents the most honest way" to solving many scientific problems in a practical and theoretical manner, was utilised by the researchers with equal groups and pre-test and post-test to suit the nature of the problem that needed to be solved.

2.2 Study Sample: Study Sample: The study was conducted on a sample of the 24 players selected in the intended manner. And where the sample was distributed to the tow groups by 12 players per group and at random, the experimental group and controlled group where the sample percentage of the original community reached (fifty %), which is outstanding and is a representation of the community of origin.

2.3 Experimental Design: The design used represents two groups: the first group learns (passing skill) before learning the skill (the skill of scoring close and far), whereas the second group does not learn anything related to the original skill before learning the skill (the skill of scoring nearby and far). The transfer test for the two groups will be in the skill (the skill of scoring nearby and far) learned by the two groups.

2.4 Means of Collecting Data: Interview - Test and Measurement – Questionnaire.

Identify the elements of physical and motor fitness and basic skills in football and its tests: The researchers analysed the material of various sources in their field of study, and the researcher extracted a set of aspects of physical fitness and motor for football, as well as tests to measure those characteristics, in addition to the nomination of a set of tests for the measurement of scoring skill (nearby and far) and passing skill (short, medium and long) and these tests have scientific foundations of honesty, stability and objectivity, then a questionnaire form was prepared, then we presented it to a panel of professionals and specialists in the fields of football, motor learning, teaching methods, sports training science, measurement, and assessment.

Equivalence between the two study groups: The equivalence processes were performed for the period from 1/2/2021 until 15/3/2021 and are considered as a tribal measure for the two research groups, and the equivalence process included the following variables:

a. **Parity in Variables (Mass, Age, Height):** The process of equivalence between the individuals of the research eye was performed in the variables of mass, age and height, as in Table (1).

Table 1: Shows The Homogeneity And Equivalence of Variables Experimental Group Control Group

Variables	Control Group		Experimental Group		T
	M	SD	M	SD	
Length	169.45	6.21	170.15	6.99	0.847
age	20.09	0.27	20.15	0.82	0.693
Weight	71.38	4.90	69.87	5,16	1.329

According to Table (1), there are statistically significant differences in mass, age, and height between the experimental and control groups, indicating that the two research groups are comparable for those factors.

b. **Equivalence of The Two Research Groups in Some Elements of Physical Fitness And Motor in Football:** The process of equivalence between the individuals of the research eye was performed in the tests of some elements of physical fitness and motor, as in Table (2).

Table 2: Arithmetic Media, Standard Deviations and Value (T) Calculated for Research in Tests of Selected Physical and Motor Elements

Physical Elements	Measurement Module	Control Group		Experimental Group		T
		M	SD	M	SD	
Explosive Power of The Feet	CM	55.19	2,97	56.23	2.87	0.205
Speed Strength of The Feet	Meters	5.80	0.13	5.14	0.14	0.474
Transition Speed	Second	3.78	0.19	3.90	0.17	1.359
Agility	Second	8.33	0.34	8.57	0.35	0.392
Flexibility	CM	2.17	0.23	2.19	0.26	1.471

As shown in Table (2) the occurrence of significant differences between members of the experimental and control groups on the assessments of the physical fitness and motor components shows that the two study groups are equivalent in those components.

c. Equivalence of the two research groups in some basic skills: The parity process between the individuals of the research eye was performed in tests of some of the basic skills selected in football, as shown in Table (3).

Table 3: Arithmetic Media, Standard Deviations and Value (T) Calculated for the Research Eye in the Selected Skill Tests

Motor Skills	Measurement Module	Control Group		Experimental Group		T
		M	SD	M	SD	
Short Passing	Degree	25.12	3.99	26.09	4.11	1.337
Medium Passing	Degree	13.78	2.66	13.39	2,59	0.669
Long Passing	Meters	41.09	5.88	40.78	5.92	1.271
Nearby Scoring	Degree	26.58	4.46	25.77	3.97	1.249
Far Scoring	Degree	10.11	1.07	11.15	1.25	1.396

Table (3) shows significant and unsignificant differences between the members of the experimental and control groups in the selected skill tests, and this indicates the equivalence of the two research groups in those skills.

Preparation of Educational Units: The researchers developed the educational units of the two groups and presented them to a group of experts in the fields of motor learning, teaching methods, measurement, and assessment, as well as football, by analysing scientific sources and prior studies.

Time Plan of The Two Learn Programs:

1. (12) Instructional Unit for the Experimental Group (6) Educational Units to teach passing of all types and (6) Educational Units to teach scoring close and far.
2. (12) One instructional unit for the control group and the amount of (6) educational units detailing football's rules and equipment. Six educational unit to teach scoring from nearby range and far range.

During the six-week duration of the program's execution, the educational units and (2) teaching units each week for each group were given, and the time of the educational unit for both styles was (70) minute accurate.

2.5 Study Procedures

Pre- Test: Prior to the pre-test, the researchers provided assistance to the team by distributing an educational unit to all of the members of the sample. This was done to ensure that the initial performance of the ball running skills and passing in the learning process for each of the players, as well as the performance of the sample members in the tribal test being a good performance, and the fact that all of the sample members had a good performance in the tribal test. After completing the educational and learning unit, the skills of running with the ball and passing. The researchers conducted the tribal test on, February 2, 2021, with the help of the team.

2.6 Learning Curriculum

The researchers developed a six-week ball-running and passing curriculum with two educational units per week for each group from 3/2/2021 to 17/3/2021 and 70 minutes per unit, with the number of units (6) per group.

Post- Test: The post-test was done on, March 18, 2021, and the researchers made sure that the environment, the team's presence, and each approach were identical to those of the pre-test.

2.7 Data Analysis

The researchers used the statistical (SPSS- 23) methods following:

1. Arithmetic medium.
2. Standard deviation.
3. Contrast analysis test.
4. Test (T) for unrelated samples.
5. Test (T) for associated samples.

As well as the use of learning impact transmission equations including the following:

a. The degree of absolute transition.

b. The degree of transition by adjustment.
c. The degree of transmission by means of the maximum probability.
d. The degree of transmission by means of a balanced measurement.

3. RESULTS AND DISCUSSION

3.1 View The Results of The Pre- And Post-Scoring Tests of The Scoring Skill of The Near And The Far For The Research Groups

Table 4: Arithmetic Media, Standard Deviations of the Pre- and Post-Tests and Calculated Assessment of the Scoring Skill of the the nearby and the far in Football for the Control and Experimental Groups

Basic Skills	Measurement Module	Test type	Control Group		T	Experimental Group		T
			M	SD		M	SD	
Nearby Scoring	Degree	Pre-Tests	26.58	4.46	11.32	25.77	3.97	8.64
		Post-Tests	28.64	4.79		31.52	5.14	
Far Scoring	Degree	Pre-Tests	10.11	1.07	13.62	11.15	1.25	7.86
		Post-Tests	12.73	1,57		14.38	1.66	

According to Table (4), there are significant variations between the average scores of the pre- and post-tests in the experimental group for the skills of scoring nearby and far, where the computed value of (T) for these skills is and respectively (11.32, 13.62) (which is greater than the value of (T) the table at the ratio of error ≤ (0.05) and in front of the temperature (12 -1) and (2.20). The existence of significant differences between the average scores of the pre- and post-tests in the skill of scoring close and far in the control group, where the value of (T) calculated for these skills and respectively (8.64, 7.86) (which is greater than the value of (T) tabular at the error ratio of ≤ (0.05) and in front of the temperature (21-1) and (2.20) This does not achieve the validity of the first hypothesis of the research and therefore rejects the zero hypothesis and accepts the alternative hypothesis for it.

3.2 Presentation And Discussion of The Results of The Post-Tests of The Two Research Groups For The Skill of Nearby And Far Scoring

Table 5: Arithmetic Media, Standard Deviations and Calculated Value of (T) for Dimensional Tests of Scoring Skill in Nearby And Far Scoring in Football and for the study Groups

Basic Skills	Control Group Post-Tests		Experimental Group Post-Tests		T
	M	SD	M	SD	
Nearby Scoring	28.64	4.79	31.52	5.14	2.88
Far Scoring	12.73	1,57	14.38	1.66	1.65

According to Table (5), there are statistically significant differences between the control and experimental groups on the post-test for the skills of Scoring Nearby and Far, with the experimental group reaching the calculated value of (T) correspondingly (2.88, 1.65). It is greater than the tabular value of (T) at an error ratio of (0.05) and before the temperature (12+12-2) of (T) (2.07). This does not achieve the validity of the second research hypothesis, so the null hypothesis is rejected and the alternative hypothesis is accepted. The researchers utilised equations of transmission to ensure that the first task has an effect on the second task, as shown below:

a. The degree of absolute transition.

Table 6: Statistical Parameters of the Control and Experimental Groups of the Absolute Degree of Transmission

Basic Skills	Control Group Post-Tests	Experimental Group Post-Tests	Statistical Treatments of Absolute Transition	Degree Of Absolute Transition
Nearby Scoring	28.64	31.52	31.52 - 28.64	2.88
Far Scoring	12.73	14.38	14.38 - 12.73	1.65

From Table (6) the results of the research showed the following: The degree of absolute transition between the control and experimental groups of the scoring skills of the relative and the reciprocal scoring was respectively (2.88, 1.65), this indicates that the performance of the experimental group was better than the control group, and because the difference was in favor of the experimental group that was used in the reduction of learning passing, so there was a positive transition of the learning effect in this group better than the transition that occurred in the control group. The degree of transition by adjustment.

b. The degree of transmission by means of the maximum probability.

Table 7: Statistical Parameters of the Control and Experimental Groups of the Degree of Relative Transmission by Control

Basic Skills	Control Group Post-Tests	Experimental Group Post-Tests	Statistical Treatments of Relative Transmission by Adjustment	The degree of transition by adjustment
Nearby Scoring	28.64	31.52	$\frac{31.52 - 28.64}{28.64} \times 100$	10.05
Far Scoring	12.73	14.38	$\frac{14.38 - 12.73}{12.73} \times 100$	12.96

According to Table (7), the results of the study revealed that the degree of relative transmission through control between the control and experimental groups of the close and remote scoring skills was (10.05, 12.96) This indicates that the experimental group performed the actual task in the preferred images of the control group, i.e., this result confirms its predecessor in the absolute transition, indicating that the positive transition of the learning effect occurs more effectively in the experimental group than in the control group.

c. The degree of transmission by means of the maximum probability.

Table 8: Statistical Parameters of the Control and Experimental Groups of the Relative Transmission Degree by Maximum Probability

Basic Skills	Control Group Post-Tests	Experimental Group Post-Tests	Statistical Treatments for Relative Transition by Maximum Probability	The degree of transmission by maximum probability %
Nearby Scoring	28.64	31.52	$\frac{31.52 - 28.64}{24 - 28.64} \times 100$	37.69
Far Scoring	12.73	14.38	$\frac{14.38 - 12.73}{20 - 12.73} \times 100$	12.62

According to Table (8), the results of the study revealed that the degree of relative transmission between the control and experimental groups of the scoring skills of the relative and the Ba'id was, respectively (37.69, 12.62). This shows that the experimental group performed the actual task better

than the control group, as the transition was favourable to the experimental group, and this result verifies its previous.

d. The degree of transmission by means of a balanced measurement.

Table 9: Statistical Parameters of the Control and Experimental Groups of the Relative Transmission Degree by Balanced Measurement

Basic Skills	Control Group Post-Tests	Experimental Group Post-Tests	Statistical Treatments for Relative Transition by Balanced Measurement	The degree of transition by balanced measurement %
Nearby Scoring	28.64	31.52	$\frac{31.52 - 28.64}{31.52 + 28.64} \times 100$	31.04
Far Scoring	12.73	14.38	$\frac{14.38 - 12.73}{14.38 + 12.73} \times 100$	13.91

According to Table (9), the results of the study revealed that the degree of relative transmission by means of balanced measurement between the control and experimental groups of the relative's and Ba'id's scoring skills was (37.69, 12.62). This shows that the experimental group performed the actual task better than the control group, as the transition was favourable to the experimental group, and this result verifies its previous.

Table 10: Summary of the absolute and relative transition

Basic Skills	Control Group Post-Tests	Experimental Group Post-Tests	Degree of absolute transition	Degree of relative transmission by		
				Exactly	Maximum probability	Balanced Measurement
Nearby Scoring	28.64	31.52	2.88	10.05	37.69	31.04
Far Scoring	12.73	14.38	1.65	12.96	12.62	13.91

In accordance with Table (12), the search results indicate:

1. The degree of absolute transfer of the scoring skill of the relative (2.88), while the degree of absolute transfer of the skill of scoring was (1.65).
2. The degree of relative transition by adjusting the scoring skill of the relative (10.05) while the degree of relative transition by adjusting the skill of scoring the distance (12.96) was reached.
3. The degree of relative transition by means of the maximum probability of the scoring skill of the relative (37.69) while the degree of relative transition by means of the maximum probability of the skill of scoring the return (12.62) was reached.
4. The degree of relative transfer by means of the balanced measure of the scoring skill of the relative (31.04) and the degree of relative transfer by the balanced measure of the skill of scoring the return was (13.91).

3.3 Discussion of The Results of The Comparison Between The Experimental Group And The Control Group In The Post-Test

Table 4 shows the existence of significant differences between the average scores of the pre- and post-tests in the skill of scoring nearby and far in the two research groups, as the calculated value of (T) was

greater than the value of (T) table, The researchers attribute these differences to the fact that the two groups used the same exercises for the scoring skill, i.e., they were exposed to the same learning conditions for the scoring skill in terms of the many repeated attempts in the same educational unit and the availability of accuracy in its performance, which had a significant impact on the learning of confident scoring skill of both groups (nearby and far). Repetition, physical activity, and an educational strategy have a favourable and beneficial effect on the acquisition and development of motor abilities (Luo et al.,2020). Chalkiadaki (2018) and Ray (2011), they confirm practicing the skill is one of the necessary conditions for the learning process to occur. Ballmann et al., (2021) and Barras (2021) asserts that enhanced repetition (exercise) assists the player in mastering the sub-movements that collectively represent the ability to be learnt, and creates consistency between these movements, resulting in their execution in the correct sequence and at the appropriate time.

3.4 Discussion of The Results of The Comparison Between The Experimental Group And The Control Group In The Post-Test

From Table (5) the existence of statistically significant differences between the two research groups (experimental and controlled) and in favour of the experimental group, where the calculated value of (T) respectively (31.52, 633.2) is greater than the value of (C) tabular at the error ratio of (0.05) and in front of the temperature (12+12-2) (2.07). This indicates that the experimental group that utilised motions and exercises was superior than the control group in transmitting the learning effect. The researchers credit the experimental group's scoring skill advantage over the control group to the experimental group's usage of a motor structure with striking similarities in the incubation, main, and final sections between passing and scoring and it helped to speed up her learning. Gaining the art of passing enables the student to reap the benefits of the techniques he exercises in learning the skill of scoring (Akehurst, Southcott & Lambert, 2020). In that learning similar and similar movements in terms of how to observe them results in a transfer to the highest level of learning, this is a positive development (Hill-Haas et al., 2011). Abernethy, Baker and Côté (2005) notes that the transmission of learning occurs only when the two situations are similar and when the individual recognises this similarity and its extent, and that the transmission of the learning effect occurs in relation to similar things and in things that have common elements, i.e., between what the individual learned in the first situation and what he learned in the second situation (Eccles & Tenenbaum, 2004).

4. CONCLUSIONS

From the findings of the study, it is feasible to derive the following:

1. The existence of significant differences between the experimental and control research groups and in favor of the experimental group that used the learning transition.
2. The experimental group achieved greater positive transmission rates than the control group as a result of the degrees and transmission ratios of the effect of absolute and relative learning, control, maximum probability, and balanced measurement.

5. RECOMMENDATIONS

1. The necessity of employing similar motor abilities that aid in accelerating the learning process and their efficiency in transmitting the beneficial learning effect.
2. When implementing the educational or training curriculum for football and for young people, it is essential to consider the principles of transfer of learning's influence.

3. Conduct similar research and studies on other skills and sports activities.

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