

Direct effect of the reciprocal learning method using the DWOF device to improve the accuracy of scoring free kicks in soccer for students

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Research Summary

The direct free kick skill is of great importance in the game of football, but the importance of not having a similar device. Research problem: Does reciprocal learning by using the device teach the skill of the direct free kick? As for the objective, it was to identify the effect of using the offensive wall football device in soccer to teach the skill of direct free kick in soccer. Keywords: (Reciprocal learning style, DWOF football offensive wall device, direct free kick).

1-1- Introduction and importance of the research:

Accuracy is one of the very important primary matters in the scoring process for the direct free kick skill in football, and to benefit from it in matches requires researchers to make more effort and attention at this stage by teaching students who perform this kick distinctly through modern innovative devices that keep pace with the development in operations. In addition, teaching students to increase the accuracy of scoring leads to a significant increase in the winning percentage, which leads to achieving points in the match. Aiming for the direct free kick in football, so that this method and the invented device are a tool in the hands of teachers to be used to develop students for these cases in more effective ways.

1-2- The research problem:

There is no doubt that improving students' accuracy in order to better and innovatively implement scoring from the side of the offensive wall requires teachers to prepare teaching methods using innovative devices and scientific inventions aimed at change and diversification that help accomplish this task, and the following question comes to our minds in order to teach accuracy. Scoring a direct free kick in football through the use of the invented device, is it equal or not, depending on the type of performance and the ability and level of students to it? Therefore, the researchers sought to delve into this problem to find an objective solution to address this problem in what suits it in this field by applying the use of the offensive wall football device (DWOF) to improve the accuracy of direct free kick scoring and applying it to students.

1-3- The research Objectives:

1-3-1- Design and invention of the soccer offensive wall device (DWOF) to improve the accuracy of direct free kick scoring in soccer for students.

1-3-2- Identify the effect of the reciprocal learning method to improve the accuracy of direct free kick scoring in soccer for students.

1-3-3- Identifying the effect of the reciprocal learning method using the offensive wall device (DWOF) to improve the accuracy of direct free kick scoring in football for students.

1-4- The research areas:

1-4-1- Human field: third-year students / College of Physical Education and Sports Sciences / University of Al-Qadisiyah.

1-4-2- Spatial domain: Al-Qadisiyah University Stadium / College of Physical Education and Sports Sciences.

1-4-3- Time domain: Sunday 25/4/2021 until Sunday 23/5/2021.

1-5- Defining the terms:

1-5-1- Football offensive wall device (DWOF): It is an automatic electronic mechanical sports device in the form of a moving human offensive wall that aims to teach the accuracy of scoring for the direct free kick, consisting of two players, taking into account individual differences, and evaluating and determining the appropriate ball speed . 1-2- Research problem:

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Chapter Two

2- The research methodology and field procedures:

2-1- Research Methodology: The researchers used the experimental method in the manner of two equal groups, due to its relevance to the nature of the problem.

2-2- Research community and sample:

It is the nature of the problem that requires researchers to define the population and choose the sample necessary to solve this problem. This community was chosen because the direct free kick is taught for the third stage. Therefore, the researchers identified the current research community, represented by the students of the third stage of the College of Physical Education and Sports Sciences at the University of Al-Qadisiyah for the year (2020-2021), who numbered (90) male students. The research sample was selected. By the simple random method, their number was (20) students and constituted 18%. They were divided equally into two experimental groups by the simple random method. The first experimental group used the DWOF device only, while the second group used the reciprocal learning method by the teacher.

Table (1) shows the experimental design

Groups		Steeps				
Samples	First group 10 students	First	The independent factor	Third	Fourth	Fifth
	The second group 10 students	The pre-test	DWOF Device	The post test	The difference between pre and post test	The difference between the two groups In the post-test
		The pre-test	reciprocal learning style	The post test		

2-3- Means, devices and tools used in the research:

2-3-1- Means of collecting information: Arabic sources and references, the Internet, observation, open interviews and expert opinions, special forms for collecting test results.

2-3-2- Tools and devices used in the research: a legal football field, (20) legal footballs, a laptop computer (Hp), the designed device used in the research, a DWOF device, a whistle, an electronic stopwatch of Japanese origin (3.), a Chinese-made medical scale for measuring weight.

2-3-3-DWOF Soccer Wall Offensive Device (¹):

1-- Walid Samir Hadi, Amer Saeed Jassim: DWOFF football offensive wall device, a patent registered with the Central Organization for Standardization and Quality Control, Iraq, Baghdad, No. 6645, 2019.

The football offensive wall device is an automatic sports device in the form of a moving human offensive wall that aims to teach the accuracy of scoring for the direct free kick, and is considered economical to save electrical energy; It works on a battery with (24) volts, and the power keeps working (11) hours.

The offensive wall consisting of two players has been separated to allow its movement behind the fixed defensive wall, and it has electrical and mechanical movement for the back side. It is used for all heights and classes (buds, cubs, and juniors And taking into account individual differences in the level of performance (weak, medium, good), and evaluating and determining the appropriate ball speed for the ball between the offensive wall and the fixed defensive wall, as it inspires the spirit of suspense and excitement, and not boredom through the movement of the offensive wall. It is characterized by being very strong in practical terms, and it cannot be dropped, and it can be moved through the iron arm and wheels, and it can be used by several parties, including (ball schools, sports clubs, youth centers, sports clubs, and the Academy of Physical Education).

.photo No. (1) shows the DWOFF device



Photo no. (2) shows the types of movements of the DWOFF device during performance.



2-4- The research procedures:

2-4-2- Name of the test: The accuracy of scoring with the inside of the foot for a direct free kick (1):

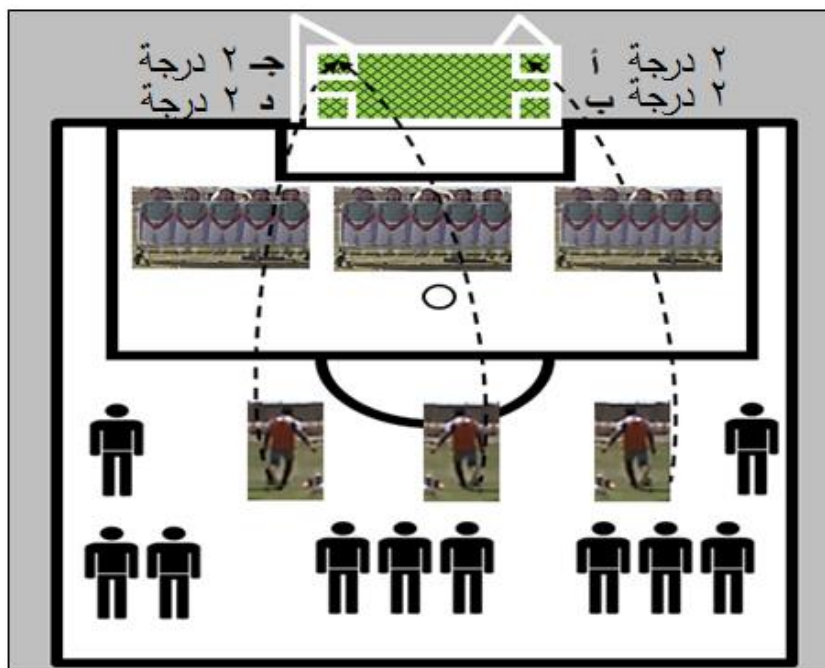
The objective of the test: to measure the accuracy of scoring with the face of the foot from the inside and from different areas and in the presence of a wall before starting to apply the educational units for the purpose of knowing the best distance of the pivot foot.

- Tools used: a soccer field, 12 soccer balls, a tape to set the scoring area for the test, a tape measure, a wall. White powder to determine the scoring distance.
 - Test Instructions:
 - The tester stands in the scoring area and from the three scoring areas on one side (right, middle, left).
 - Where to place the wall, which is the legal distance of 10 yards from the ball and in the three areas.
 - The number of the wall in the central area shall be (5) students, and on the right and left sides shall be (5) students.
 - One experimental attempt can be given to the laboratory, the results of which are not counted.
 - The student scores on one area of accuracy, then the other student, and so on.
 - Each lab shall give (12) attempts for long-distance scoring from the central area, (3) attempts in each of the four accuracy areas.
 - Each lab shall give (12) attempts to score far from the right side (3) attempts in each of the four scoring areas.
 - Each lab shall give (12) attempts for long-distance scoring from the left (3) attempts in each of the four areas of accuracy.
 - Method of performance: The ball is fixed in the place designated for it, and the tester kicks the ball with the face of the foot from the inside on each of the four accuracy areas in the goal and according to the sequence, where the goal was divided into four areas, two areas of accuracy on the left side of the goalkeeper and called the upper (A) And the lower (B) and two areas of accuracy on the right side of the goalkeeper and named upper (C) and lower (D) for the student who kicks the ball with the right foot, and for the left-handed student, the division of the goal (A, B) is on the right side of the goalkeeper, and (c, d) on the left side of the goalkeeper, as shown in the figure(1) .
 - Registration:
 - Balls that fall outside the accuracy zone count as zero.
 - Balls hitting the wall and not reaching the accuracy zone count as zero.
 - Balls hitting the precision zoning bar are counted (1).
 - Successful balls entering the accuracy area are counted (2).
 - The score for each of the areas of accuracy for a total of three attempts is (6).
-

1-- Habib Shaker Jabr: The effect of exercises similar to performance on some biomechanical variables of the pivot foot and the accuracy of scoring direct free kicks from different areas in football, PhD thesis, College of Physical Education and Sports Sciences, Al-Qadisiyah University, 2012, pp. 44-49.

Figure (1)

Explains the method of testing the accuracy of scoring from direct free kicks (right, center, left)



2-5- The exploratory experiment: The researchers conducted the exploratory experiment before going into the research procedures on Thursday, 14/1/2021, on a sample of (5) players from outside the research community at (11) in the morning, and the purpose of it was:

1- Identifying the obstacles that face the work during the experiment. 2- Check the validity of the device.

2-6- Field research procedures: The field research procedures represented by the pre-test used the reciprocal learning method in addition to the DWOF invented device on the experimental group, while the second group used the reciprocal learning method and then the post-test.

2-7-1- The main experiment: The main experiment was conducted on Sunday 17/1/2021 until Wednesday 17/2/2021, and included the use and application of the invented device.

2-8-1- Tribal test: The measurements and the tribal test of the research sample were carried out at ten o'clock in the morning on Sunday 17/1/2021 in the playground of the College of Physical Education and Sports Sciences. The conditions related to the test have been fixed in terms of place, time, tools used, method of implementation and the assistant work team for the purpose of achieving the same conditions or as close as possible to the conditions of the post-test.

2-8-2- Educational Program:

2-8-2-1- Reciprocal Learning Style Group:(1)

The use of the reciprocal learning method is applied in the applied part of the main section of the educational unit over (4) educational units, with one educational unit per week, the time of each unit is (90) minutes, as the experimental group uses the reciprocal learning method and the offensive wall device, as for the second group The reciprocal method was used only by the subject teacher in teaching. As the educational curriculum was implemented by the subject teacher, and the researchers supervised the implementation of the educational curriculum using the learning method and the invented device without interference in the teaching process.

Taking into account the following:

- 1- Teaching the first experimental group using the reciprocal learning method and the invented device (DWOF).
- 2- Teaching the second experimental group by reciprocal learning method only by the subject teacher. As for the researchers' work, it was limited to preparing the device for the second experimental group, supervising and teaching them, raising it after the completion of the educational unit, following up on the course of the experiment, controlling time, number of repetitions, and supervising the workflow in all educational units.

Work The reciprocal learning method consists of three main parties (the teacher, the observing student, and the student performing).

- **Observing student:** ⁽²⁾ The main role played by the observed student here is to give feedback to the performer on the one hand, according to what he has of written instructions and directives or placed in front of him on a board.

The student performer: ⁽³⁾ the role of the student performing during the learning process is limited to receiving orders, directions and corrections from the observing student, and accordingly we can say that his role is almost passive. Observable.

The role of the teacher: Although great opportunities are given to the learner according to this method, whether when he is an observer or a performer, the role played by the teacher (the coach) is not an easy one, but rather it is a cornerstone for preparing this process, and it is the cornerstone of the success or failure of this method. His role begins with the preparation or preparation for the lesson, and this stage is called (the pre-lesson stage).

3-8-3- Post tests: The post test of the research sample was conducted on Sunday 23/5/2021 after the completion of the period of use and application of the (DWOF) device, which lasted (4) weeks, and the researchers were keen to provide the conditions and procedures for the pre-test used for testing and with the help of the work team.

3-9- The statistical methods used in the research:

After collecting the data and information that the researchers conducted the statistical analyzes (SPSS):

1-Al-Diri, Ali and Batayneh, Ahmed: Methods of Teaching Physical Education, Dar Al-Amal for Publishing and Distribution, 1st Edition, Jordan, 1987.

2-Abbas Ahmed, Abdul Karim Mahmoud: Teaching Competencies in the Methods of Teaching Physical Education, Dar Al-Hikma, Basra, 1991.

3- Hassan, Jamal Saleh and others (1991): Teaching Physical Education, Dar Al-Kutub for Printing and Publishing, University of Mosul.

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The third chapter: Presentation, analysis and discussion of the results

This section includes the presentation, analysis and discussion of the results, after the researchers completed the collection of data resulting from the test used, which were placed in the form of tables because of the ease in extracting scientific evidence and because it is an explanatory tool suitable for research that enables us to achieve the objectives and hypotheses of the research in the light of the field procedures carried out by him. researchers.

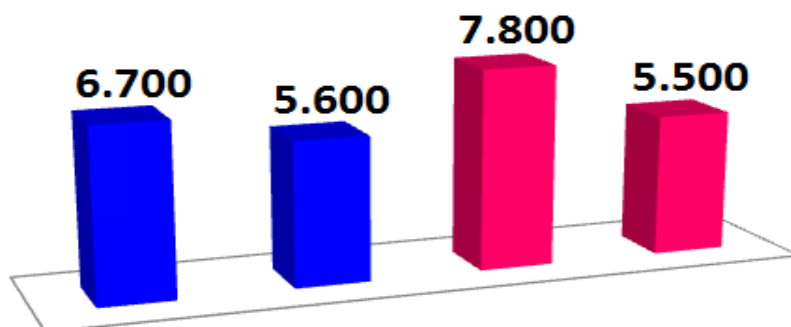
3-1 Presentation, analysis and discussion of the results:

3-1 Presentation, analysis and discussion of the results of the pre and post test for the first experimental and second experimental research groups for the accuracy of direct free kick soccer scoring.

Table No. (2)

It shows the results of the pre and post tests for the two experimental research groups.

Groups	Skills	Meas. Unit	Pre test		Post test		T value calculated	Level of indication
			S	±A	S	±A		
1 st experiment	double kick	Degree	5.500	0.527	7.800	0.632	0.000	Moral
2 nd experiment	double kick	Degree	5.600	0.516	6.700	0.675	0.000	Moral



3-2- Discussing the results of the pre and post tests for the first and second experimental research groups.

By noting Table (2), we find that there are significant differences in the test results for the accuracy of direct free kick scoring for the pre and post test for the two experimental groups. The researchers attribute this improvement to the two groups to the use of the (reciprocal learning method) by the subject teacher because of its effective impact in acquiring the ability to implement the accuracy of direct free kick scoring, which indicates the effectiveness of the learning method in improving the accuracy of direct free kick scoring in varying proportions. The researchers attribute these differences in the research sample to the effectiveness of the method, the reciprocal method and the device, and the group that used the reciprocal method only.

This is due to the effectiveness of the implementation of skill exercises individually based on their application to the same learner, which led to an increase in the repetition of motor duty, as continuous training on one skill greatly helps in learning and installing the skill, as well as providing internal feedback to the learner due to increased practice time to discover errors. and opportunity to correct it. (Mahjoub, 2000) confirms that "the importance of repetition of the skill performance and the use of motor models in front of the learners helps in teaching and fixing the skill,⁽¹⁾ and adds (Osman and Al-Sharqawi, 1978) "Continuous practice for a long time helps to develop motor skills to the level of learning."⁽²⁾

This is due to the similarity of the implementation of the motor duty in the reciprocal method with the device, as well as the provision of continuous feedback by the colleague (the observer) while the student performing the accuracy of scoring the direct free kick, as the feedback is one of the most important basic requirements in the process of learning and mastering the free kick, (Robb, 1972) asserts that "if we want to obtain complete motor performance, this does not come through exercise only, but rather exercise in addition to the feedback⁽³⁾. Also, the reciprocal method is distinguished in its procedures from the presence of a paper of standards and information that helps the student to visualize the motor performance of the free kick, and the information that is provided to the learner during his motor performance through learning the accuracy of scoring is one of the most important variables in learning, and confirms (Mahjoub, 2000). All the information that the student can obtain from different sources, whether internal or external, before, during or after motor performance, aimed at modifying motor responses to reach optimal responses, is one of the basic conditions for the learning process."⁽⁴⁾

This is due to the similarity of the motor duty implementation in the reciprocal method with the individual, as well as the provision of continuous feedback by the colleague (observer) while the student performing the motor duties, as feedback is one of the most important basic requirements in the learning process and mastering motor skills.

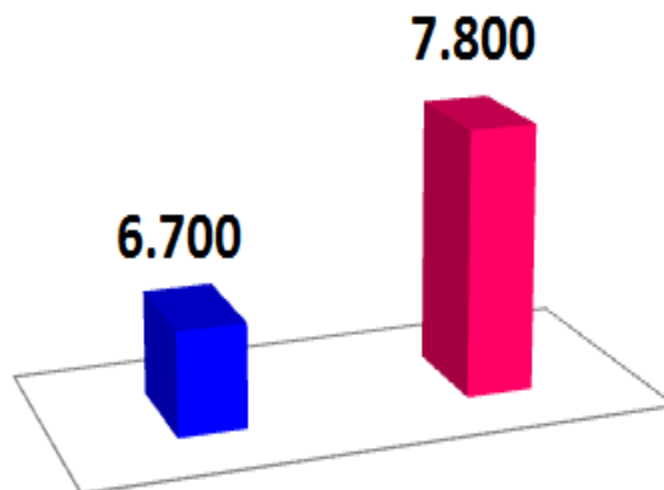
1-Mahjoub, Wajeeh: Learning and Training Scheduling, National Library, Baghdad, 2000, p. 143.

Othman, Sayed and Al-Sharqawi Anwar: Learning and its Applications, House of Culture for Printing and

2-Distribution, Amman - Jordan, p. 118, 1978.

Table (2)
 It shows the results of the post and post tests for the experimental and control groups.

No.	Skills	Pre test		Post test		T value calculated	Level of indication	Result
		S	±A	S	±A			
1	double kick	7.800	0.632	6.700	0.675	0.001	3.761	Moral



By noting Table (2), we find that there are significant differences in the results of the direct free kick scoring accuracy test in football for the post and post test for the first experimental groups, which in turn used the invented device in addition to the reciprocal learning method and the second experimental. The researchers also attribute this to the active interaction between the performer and the observer, as well as the presence of accurate monitoring of performance with the aim of diagnosing errors and providing immediate feedback through the use of the standards sheet. "This method is economical in terms of time and effort, as it achieves the learning process quickly and effectively, and this method gives the learners self-confidence and honesty and helps them to be patient and learn."

From the foregoing, researchers agree with what was presented in the sources of opinions and causes that the benefits of the reciprocal learning method aspire to have broad goals for students, which is to reach individuals to better education, as well as to expand their perceptions of environmental differences in order to achieve the desired goal and objective of the educational process.

THE FOURTH CHAPTER

4- Conclusions and recommendations:

4-1- Conclusions:-

- 1- The use of the competitive comparative learning method in learning has a very big and effective effect on learning the accuracy of direct free kick soccer scoring for students.
- 2- The football offensive wall device had a positive effect in improving the accuracy of direct free kick scoring in football and in favor of the second experimental group, and this was indicated by the differences in the values of the variables.
- 3- The use of the offensive wall device in football helped reduce the effort made by the teacher in the process of correcting errors and giving the appropriate feedback.
- 4- Appropriateness of the comparative competitive learning method using the offensive wall device in football and in favor of the second experimental group.

4-2- Recommendations:

- 1- It is important to adopt the competitive comparative learning method in learning the accuracy of direct free kick scoring in football, especially the difficult free kicks to learn.
- 2- Using the soccer offensive wall device in teaching and improving the accuracy of direct free kick scoring in soccer, because it helps in achieving the desired goal.
- 3- The necessity of using the soccer offensive wall device to improve the accuracy of direct free kick scoring in soccer, especially for students in soccer.

References

1. Ahmed Al-Diri, Ali and Batayneh: Methods of Teaching Physical Education, Dar Al-Amal for Publishing and Distribution, 1st Edition, Jordan 1987.
2. Abbas Ahmed Al-Samarrai, Abdul Karim Mahmoud and Al-Samarrai: Teaching Competencies in the Methods of Teaching Physical Education, Dar Al-Hikma, Basra, 1991.
3. Habib Shaker Jabr: The effect of exercises similar to performance on some biomechanical variables of the pivot foot and the accuracy of scoring direct free kicks from different areas in football, PhD thesis, College of Physical Education and Sports Sciences, Al-Qadisiyah University, 2012.

4. Hassan Jamal Saleh and others: Teaching Physical Education, Dar Al-Kutub for Printing and Publishing, University of Mosul, 1991.

5- Robb, D., Margomte: The Dynamics of Motor skills acquisition, Prentice Hall, Englewood Cliffs, New Jersey, 1972.

6. Othman, Sayed and Al-Sharqawi Anwar: Learning and its Applications, House of Culture for Printing and Distribution, Amman - Jordan, 1978.

7-Wajih Mahjoub: Learning and Training Scheduling, National Library, Baghdad, 2000.

8-Walid Samir Hadi, Amer Saeed Jassim: DWOFF football offensive wall device, a patent registered with the Central Organization for Standardization and Quality Control, Iraq, Baghdad, No. 6645, 2019.

Appendix 1



(19)
جمهورية العراق
وزارة التخطيط
الجهاز المركزي للتقييس والسيطرة النوعية

براءة اختراع (12)

(11) رقم البراءة : 6645	(51) التصنيف الدولي : A63B69/00
(21) رقم الطلب : 2019/539	(52) التصنيف العراقي : 20
(22) تاريخ تقديم الطلب : 2019/7/31	(30) تاريخ طلب الأسبقية - بلد الأسبقية - رقم طلب الأسبقية
(45) تاريخ منح البراءة : 2021 / 4 / 28	

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(74) اسم الوكيل :

(54) تسمية الاختراع: جهاز الجدار الهجومي بكرة القدم.

منحت هذه البراءة استناداً لأحكام المادة (21) من قانون براءة الاختراع والنماذج الصناعية والمعلومات غير المفصح عنها والدوائر المتكاملة والاصناف النباتية رقم (65) لسنة 1970 المعدل وعلى مسؤولية المخترع.

علي داود
المسجل
الجهاز

Appendix (2)
 Information Sheet for Interactive Method
 Al-Qadisiyah University College of Physical Education and Sports Sciences

First grade	information sheet reciprocal method
<p>Topic: The accuracy of direct free kick scoring in football</p> <p>A. Technical performance:</p> <ol style="list-style-type: none"> 1. The kicking foot turns outward or inward at the moment of contact with the ball during an exercise. 2. The pivot foot is 10 cm away from the ball for close distances. 3. The kicking foot is tight during execution so that the foot can feel the ball at the moment of kicking the ball. 4. The opposite arm moves sideways up to the kicking leg and the second arm is slightly downward close to the body. 5. The gaze is directed towards the ball at the moment of touching it with the foot. 6. The player's eyes are directed towards the corner, the human wall or the device and the goalkeeper before kicking the ball. 	
<p>B-Feedback:</p> <ol style="list-style-type: none"> 1. Relaxation of the body at the moment of standing with complete concentration and in general in most of its parts. 2. Kick the ball with an appropriate force to cross the wall from the side and enter the goal. 3. Not extending the trunk or leaning back. 4. Focus on the ball only first. 	
<p>C. Duties:</p> <ol style="list-style-type: none"> 1. Correctly performing the scoring of the direct free kick inside the foot. 2. Kick the ball in a curved manner, with the appropriate speed and timing. 3. Performing a direct free kick scoring accuracy the moment the teacher's signal is heard. 	

Annex (3)
Achievements

Week : First

Educational unit : First location : The stadiums of the College of Physical Education and Sports Sciences - University of Al-Qadisiyah Educational goals :That the student performs the accuracy of scoring the direct free kick correctly. The student performs the accurate scoring of the direct free kick inside and outside the foot correctly

Number of students: 20 students. Today and date: Sunday (1/17/2021). Teaching unit time: 90 minutes

No.	The unit sections	Time	Groups	Activities	Organization	Notes
1	Preparatory Department	5M.				<ol style="list-style-type: none"> 1. Ensure commitment and attendance. 2. Emphasis on wearing sports clothes. 1. Warm up application by all students 2. Correctly perform physical exercises
	Introduction	5M.		Preparing the invented device, tools and sports equipment, and taking absences and attendance		
	General warm-up	10M.		General preparation for all members of the body, especially those that serve the main part of the lesson		
	Special warm-up	10M		Legs exercises with the ball, torso exercises and arms exercises		
2	main section	60m.		1. Dividing the students into two groups: the first group includes the performing students and the second group includes the observing students.		<ol style="list-style-type: none"> 1. Attention to the explanation and presentation of the teacher during the implementation of the accuracy of scoring. 2. Pay attention to the model while scoring 3. Diversify the model
	educational part	10m.		<ol style="list-style-type: none"> 2. Students stand in front of the teacher to explain and display the direct free kick. 3. Explanation and display of the accuracy of direct free kick scoring. 4. The teacher distributes the standards sheet to the students. 5. The evaluation is the specialty of the observed student during the application period 		
	Application part	40m.		<p>The first group performs in the alternate style and the offensive wall device</p> <p>(5 minutes) First exercise: applying the accuracy of direct free kick scoring (18m) from the target.</p> <p>(5 minutes) The second exercise: applying the accuracy of direct free kick scoring, the distance (20m) from the target.</p> <p>(5 minutes) The third exercise: applying the accuracy of direct free kick scoring between the student performing and the observer from a stationary state.</p> <p>(5 minutes) Fourth exercise: applying the accuracy of direct free kick scoring between the student performing and the observer of the movement.</p> <p>The second group performs in the alternating manner only</p> <p>(5 minutes) First exercise: applying the accuracy of direct free kick scoring (18m) from the target.</p> <p>(5 minutes) The second exercise: applying the accuracy of direct free kick scoring, the distance (20m) from the target.</p> <p>(5 minutes) The third exercise: applying the accuracy of direct free kick scoring between the student performing and the observer from a stationary state.</p> <p>(5 minutes) Fourth exercise: applying the accuracy of direct free kick scoring between the student performing and the observer of the movement.</p> <p>The exchange of work for the two students (the observer and the worker) shall take place after the end of each exercise.</p>		
	skill tests	10m.		Evaluative tests among students in the implementation of the accuracy of direct free kick scoring in football		
3	Final section	5 M.		Calm-down exercises - tips and directions - leave greetings		