



THE IMPACT OF AN EDUCATIONAL CURRICULUM USING SPECIAL EXERCISES IN LEARNING SOME OFFENSIVE SKILLS IN FUTSAL FOR STUDENTS

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Article history:	Abstract:
<p>Received: 11th November 2022 Accepted: 14th December 2022 Published: 28th January 2023</p>	<p>Offensive skills are one of the elements of the game of futsal, and they are originally basic skills, but the offensive character of the game of futsal necessitates the use of some skills in a large and basis to achieve the desired goal, so these skills have a special meaning and special requirements in the offensive aspect of futsal and from These skills are the skill of scoring, handling, rolling, dribbling and others, so it requires the student to focus on developing offensive skills, so it is motivated to promote the game of futsal and reach better levels in the performance of this game, so this study came, whose importance lies in preparing an educational program using special exercises To teach some offensive skills in futsal, and the problem was that one of the reasons for the poor performance of offensive skills is that most teachers use exercises traditionally, and it does not fit the requirements of modern play in terms of offensive skills performance, and on the other hand, the lack of use of exercises, especially more modern ones, Therefore, the researcher resorted to a study dealing with this important phenomenon to suit the requirements of modern football, and an experiment to use special exercises and humiliation. To learn some offensive skills in futsal, and the aim of the research is to identify the effect of the educational curriculum using special exercises in learning some offensive skills in futsal for students. Determining the research community represented by students of the third stage in the College of Physical Education and Sports Sciences, University of Dhi Qar, in a deliberate manner, which numbered (147) students representing four divisions (A-B-H-D), and (30) students were randomly selected from two divisions (A-C). , they were divided into two groups by lottery, one of them is experimental and numbering (15) students, representing Division (A), which uses the educational curriculum using special exercises, and the second is control, numbering (15) students representing Division (C), using the adopted method, and the researcher has concluded The educational curriculum using special exercises contributed to learning some offensive skills in futsal for students.</p>

Keywords:

1-1INTRODUCTION TO THE RESEARCH AND ITS IMPORTANCE:

In the current period, there are many serious attempts to develop learning and education at all stages, and the educational process has occupied a prominent place among the priorities of this development, as it is comprehensive that deals with the personality of the individual with change, development, and development by creating a number of multiple educational situations in which the learner is exposed to various experiences in which aspects of performance interact in an integrated manner.

The learning process is one of the basic and important processes at the same time because it contributes to enabling the individual to know the subtleties of skills and how to perform them properly. The educational process in the mathematical field and the importance of this process in developing the scientific vision to improve the mathematical educational reality.

The main goal of the futsal game is to obtain pleasure and positive results in it, and from here we find that the key to work is learning and perseverance for students as a basis of the basics of futsal in the modern way, which makes them develop constantly, and in order to prepare the student and prepare in an integrated manner, we had to choose the appropriate exercises. They have the best educational methods that must be built according to the needs and requirements of students.

This game is characterized by many situations and situations that are multiple and changing, as it requires speed in attacking and for all members of the team to obtain a state of superiority over the opposing team, and this does not happen unless those attacks are ended or concluded by scoring the largest number of goals to achieve victory, as in the case of other team games with considerations Privacy for each game, and this in turn is only done when coupled with learning offensive skills from different distances and for all team members to reach the desired goal, as well as achieving fun and pleasure among the students.

Offensive skills are one of the elements of the futsal game, and they are originally basic skills, but the offensive nature of the futsal game necessitates the use of some skills in a large way and as a basis to achieve the desired goal, so these skills have a special meaning and special requirements in the offensive aspect of futsal. These skills are the skill of scoring, handling, dribbling, etc., so the student is required to focus on developing offensive skills, so it is motivated to advance the futsal game and reach better levels in the performance of this game, so this study came, whose importance lies in preparing an educational program using special exercises To teach some offensive skills in futsal.

1-2 Research problem:

The best way to increase the effectiveness and accuracy of the motor programs is to expose them to more difficult requirements, which generates high-level conditioning in the motor programs.

In order to keep up with these requirements, some special exercises must be performed in learning some offensive skills, and this generates good adaptation in the student's motor programs, and through the modest experience of the researcher being a teacher and working in the field of futsal as a player and coach, in addition to the opinions of some experts, he noticed that there are Poor performance of students' offensive skills, which are not commensurate with the requirements of modern futsal play, which has become an essential and prominent feature of the game at the present time.

In light of this, the researcher carried out a field follow-up of several educational units of futsal, and met with a number of teachers of that subject. It was found that one of the reasons for the poor performance of offensive skills is that most of the teachers use exercises in a traditional way, and it is not commensurate with the requirements of modern play in terms of performing skills. Offensive, and on the other hand, not using exercises, especially more modern, so the researcher resorted to a study that deals with this important phenomenon to suit the requirements of modern futsal play, and an experiment to use special exercises in order to learn some offensive skills in futsal.

1-3 Research Objectives:

1. To identify the impact of the educational curriculum using special exercises in learning some offensive skills in futsal for students.
2. To identify the significance of the differences between the control and experimental groups of the post-tests in learning some offensive skills in futsal for students.

1-4 Research Hypotheses:

1. There is an effect of the educational curriculum using special exercises in learning some offensive skills in futsal for students.
2. There are statistically significant differences between the pre and post tests and for the control and experimental groups in the research variables.
3. There are statistically significant differences between the control and experimental groups in the post-tests and in favor of the experimental group in the research variables.

1-5 Research areas:

1 -5 - 1The human field:

students of the first stage, boys / College of Physical Education and Sports Sciences - University of Dhi Qar.

1-5-2 The temporal field: The period from (13/10/2020) to (21/12/2020)

1-5-3 Spatial field:

the stadium of the College of Physical Education and Sports Sciences_ Dhi Qar University.

2 Research methodology and field procedures:

2-1 Research Methodology:

The nature of the problem is what obliges the researcher to use the appropriate approach to solve the problem, so the researcher used the experimental approach (designed for two experimental and control groups) for its suitability and the nature of the problem for the purpose of reaching the results of the research, as "the experimental research is a deliberate and controlled variable for the specific conditions of a specific incident and the observation of the resulting changes." In this very incident and its interpretation. (3:95)

2-2The research community and its sample:

The research community represented by the students of the third stage in the College of Physical Education and Sports Sciences, University of Dhi Qar, was determined by the intentional method of (147) students representing four divisions (A-B-H-D), and (30) students were randomly selected into two divisions (A-C). , they were divided into two groups by drawing lots, one of which was experimental, numbering (15) students, representing division (A), using the educational curriculum using special exercises, and the second was controlling, numbering (15) students representing division (C), using the method used.

2-2-1 Homogeneity of the sample:

In order to achieve homogeneity of the research sample, the researcher used the torsion coefficient and the law of good matching (k2), as shown in Table (1).

Table (1).

indicators	Arithmetic mean	standard deviation	Mediator	torsion modulus	K2
the age	18.182	0.452	18.000	0.960	0.0001
height	174.784	5.232	174.500	0.251	0.0004
Mass	69.159	7.984	68.000	0.997	0.018

It shows the homogeneity of the research sample

Through table (1) it is clear that the values of the torsion coefficient were confined between (+ and -3), which indicates that the sample is homogeneous in the variables of age, height and weight, in addition to that, the researcher used good matching (K 2) as the values were less than the value Tabular (3.84), which indicates that the values of the variables are identical to the members of the research sample, and this means that they are homogeneous in these variables.

Sample equivalence: After dividing the sample into two groups, the researcher conducted equivalence between the offensive skill tests using the (T) law to find differences between the circles, as shown in Table (2).

Table (2).

Equivalence of the sample in the offensive skills tests for the control and experimental groups

#	measurements and tests	the control group		experimental group		The calculate d t-value	error *level	Signific ance of differen ces
		Arithmetic mean	-+ standard deviation	Arithmet ic mean	-+ standar d deviati on			
1	Rolling test	9.256	0.622	9.251	0.738	0.016	0.987	random
2	Handling test	10.600	1.264	10.700	1.337	0.172	0.866	random
3	Scoring test	4.900	0.737	4.800	1.032	0.249	0.806	random

*Significant at < 0.05, at (18) degrees of freedom, and with a tabular degree (2.1).

2-3 Means, devices and tools used:

2-3-1Means of collecting information:

Arabic and foreign references and sources, and the global media network. Personal interviews.

-Form for surveying the opinions of experts and specialists. Assistant working team.

Tests and measurements. Exploratory experience. The main experience.

2-3-2Devices and tools used:

Electronic stopwatch. A device for measuring weight and height.

Measuring Tape - Barrier Bucket Training

. -Number soccer balls. - Futsal stadium.

Flags (6). Barriers (4). - Mastaba (2).

3-Field Research Procedures:

3-1 Determination of offensive skills in futsal:

The researcher surveyed the opinions of specialists about the most important offensive skills that are repeated more than others in the match in terms of attack and commensurate with the subject of the research. (3). table (3).

Percentages of football offensive skills selected by specialists

#	Offensive skills	percentage	Selected skills
1	rolling	% 80	✓
2	handling	% 80	✓

3	Heading the ball	%20	
4	Control	% 10	
5	scoring	%100	✓
6	dribbling	% 30	
7	deception	% 0	

3-2 Skill tests:

The researcher determined the skill tests for the research by preparing a questionnaire, which included skill tests (rolling, handling, and scoring), as the form was distributed to experts and specialists, and each variable was chosen, which obtained the highest percentage among the tests, as shown in Table (4)

table (4)

Research variables and tests selected for each variable with frequencies and percentages for selection

#	Variables	Selected tests	Repetition	percentage
1	rolling speed	Rolling the ball for a distance of (20) meters and returning	7	% 70
2	handling speed	Handling towards a sitting bench for (20) seconds	7	% 70
3	scoring speed	Kicking balls towards the goal for (10) seconds	8	80 %

3-3 Skill Tests:

- 1- Name of the test: Rolling the ball for a distance of (20 m) and returning. (9:40)
- 2- The aim of the test: measuring the speed of rolling the ball (performance speed)
- 3- Used equipments:

-1Futsal. 2- Measuring tape. 3- whistle. 4- Stopwatch. 5- Signs (2.)

Performance method:-

The student stands with the ball behind the first figure, and upon hearing the whistle, the player rolls the ball for a distance of (20 m) until he reaches the second figure, then turns around it and returns to the starting point, as shown in Figure (1)

Registration method:

-The student records the time in which he covered a distance of (20 m) rolling and back, as he gives the student two attempts and the best of them is calculated.

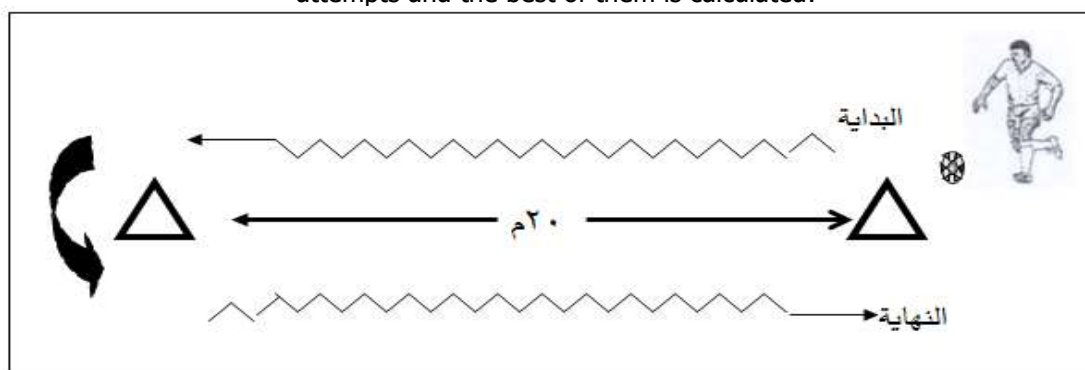


Figure (1)

Rolling the ball for a distance of (20 m) and returning

- 1- Name of the test: Handling test towards the sitting table. (2)
- 2- The objective of the test: measuring handling speed (performance speed)
- 3- Tools used: (4) futsal balls, 2- tape measure, 3- whistle, 4- bench, 5- electronic stopwatch, 6- registration form.

Performance method:

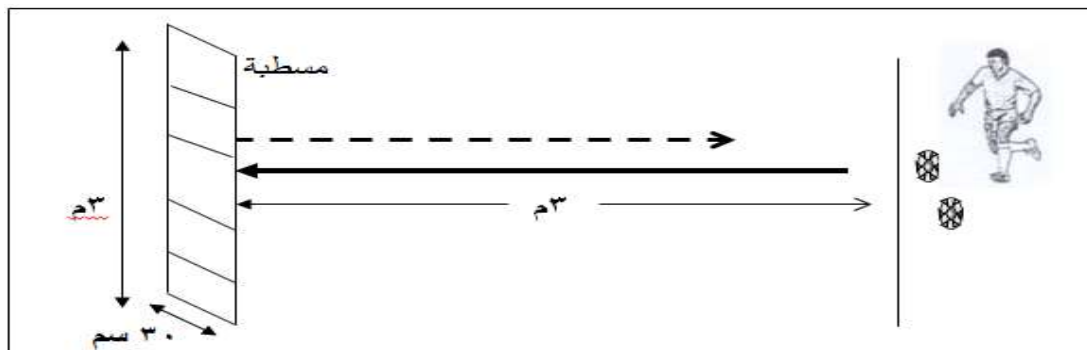
Upon hearing the whistle, the student hits the ball from a distance of (3m) and continues handling after the ball bounces for a period of (20) seconds, as shown in Figure (8)

Performance instructions:

- ❖ The ball bouncing off the sitting table is only hit behind the starting line.

- ❖ If the ball goes out of the student's control, he takes the other ball without stopping.
- ❖ The student can hit the ball with any foot and any part of it.
- ❖ Registration method: the student is given one attempt.
- ❖ The number of manipulations performed by the student within (20) seconds is calculated for the student.

Figure (2) The handling test in the direction of a bench for (20) seconds



- ❖ Test name: Kicking balls towards the goal for (10) seconds. (1:75)
 - ❖ The aim of the test: measuring the scoring speed (performance speed).
- Tools used: 1- futsal footballs, 2- futsal goal, 3- whistle, 4- measuring tape, 5- electronic stopwatch, 6- registration form.

Test procedures:

We put the largest number of balls on the penalty area line (10 m), so that each ball is 50 cm away from the other.

Performance method: The student stands behind the first ball at a distance of (1) m, and when he hears the signal, he kicks the balls one after the other for a period of (10) seconds.

- ❖ The student can start kicking the balls from any direction he wishes.
- ❖ Recording method: The student is given one attempt and calculates the number of correct balls he performs within (10) seconds.

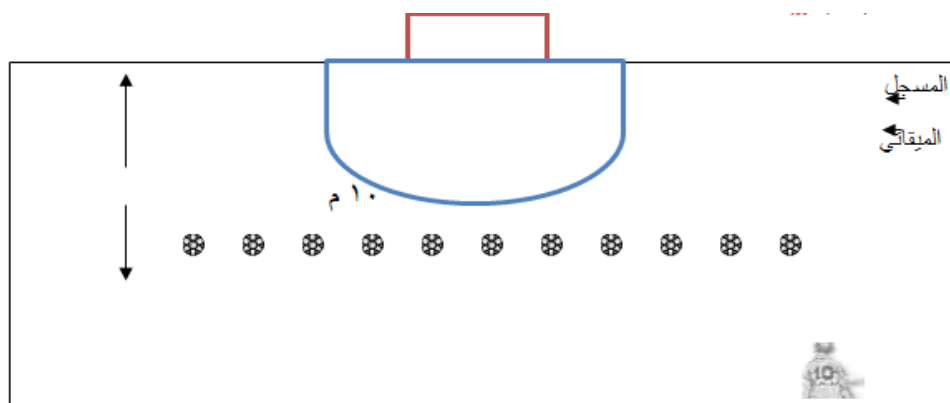


Figure (3) Test kicking balls towards the goal for (10) seconds

3-4 Exploratory Experience:

The exploratory experiment is a mini-experiment similar to the real experiment, and in order to obtain correct and accurate results according to the scientific method, the researcher conducted the exploratory experiment, on the playground of the College of Physical Education and Sports Sciences, skill tests on (Tuesday), corresponding to (10/13/2020), on a sample consisting of From (10) students other than the research sample and they are from the research community, as the exploratory experiment for the researcher is a scientific training to find out for himself the negatives and positives that he encounters during the test in order to avoid it. (35:8)

3-5 Scientific foundations of the test:

3-5-1 Validity of the test:

The validity is that the test measures what we want it to measure and not something else besides it and beside it. The researcher, through the results of the first and second applications, found the validity of the tests by using the subjective validity coefficient, which is "the validity of the experimental scores of the tool in relation to the real scores after correcting them for the effects of guessing." Thus, the true degrees of the tool become the balance or the subjective test to which the validity of the tool is attributed. (5:64) (6:143)

3-5-2 Test stability:

The stability of the test means if a test is conducted on a sample and then this test is repeated on the same sample and under the same conditions, then the results that appeared the first time are the same results the second time. (55:7)

The test coefficient was calculated according to the scientific foundations of the tests by means of testing and re-testing (test-retest) on a sample of (8) students from the same research community, and they were not included in the basic research sample, then finding the test stability coefficient through the statistical bag (spss). After processing the results statistically, it was found that all tests used in the research have a high degree, as shown in Table (5)

table (5)
Stability coefficient and self-validity of the tests

#	Tests	Stability coefficient	The coefficient of honesty
1	Rolling test	0.92	0.95
2	Handling test	0.88	0.93
3	Scoring test	0.93	0.96

3-5-3 Objectivity of the test:

The objectivity of the test means that the researcher's subjectivity, opinions and beliefs do not interfere with the test results, and since the tests used in the research are clear, unambiguous, and far from self-evaluation, they were applied by researchers to the Iraqi environment, as registration was done using units of time and number The times (repetition) of success and accuracy in performance, these tests are of good objectivity. (4:135).

3-6 Main Experiment Procedures:

3-6-1 Pre-tests:

Pre-tests were conducted for the research sample after preparing a form to register the tests, on (Sunday) corresponding to (18/10/2020) for the control group, and on (Monday) corresponding to (19/10/2020) for the experimental group and with the help of the assistant team 2-8-3. Curriculum:

The researcher prepared the educational curriculum using special exercises, as the researcher began applying the special exercises within the educational curriculum, which will take (8) weeks, starting from Wednesday (10/26/2020) until Tuesday (12/15/2020), then it was completed. The application of the (special exercises) prepared by the researcher on the experimental group only and from the assistant work team under the supervision of the researcher.

3-6-2 Posttests:

The post-tests were conducted after the completion of the main experiment and on Sunday and Monday (20-21/12/2020). The researcher took into account the availability of the same conditions and the location of the pre-tests to avoid the variables of conditions on the post-tests of the research sample.

3-7 Statistical Methods:

The researcher used the statistical bag (spss) to extract the results.

4-Presentation, analysis and discussion of the results:

4-1 Presenting, analyzing and discussing the results of skill tests for the control and experimental groups:

4-1-1 Presenting and analyzing the results of the skill tests of the control group.

Table (6) The arithmetic mean, the standard deviation, the arithmetic mean of the difference of the arithmetic means, the standard deviations, the calculated (t) value, the significance of the difference, and the percentage of development in skill tests in the control group

#	Tests	Pre-test		post-test		F	F e	The calculate T value	error level	Significance of differences	Evolution rate
		arithmet ic mean	standa rd deviati on	arithmet ic mean	standa rd deviati on						
1	Rolling test	9.255	0.622	8.909	0.665	0.347	0.031	10.936	0.000	Signific ant	% 3.74
2	Handling test	10.600	1.264	12.100	1.286	1.500	0.341	4.392	0.002	Signific ant	% 14.15
3	Scoring test	4.900	0.737	6.200	0.918	1.300	0.213	6.091	0.000	Signific ant	% 26.53

*Significant at < 0.05, at a degree of freedom (9), and with a tabular degree (2.26).

Through the presentation of Table (6) related to the skill tests of the control group, we notice in the pre-test that the arithmetic mean in the (rolling) test was (9.255) with a standard deviation of (0.622), while in the post-test the

arithmetic mean was (8.909) and with a standard deviation of (0.665). The value of the arithmetic mean difference was (0.347), and the standard deviation of the difference was (0.031). And by extracting the calculated (t) value of (10.936) with an error level of (0.000), which is a value less than the error level (0.05) at a degree of freedom (9), and this indicates a significant difference in favor of the post-test with a development rate of (3.740%).

As for the (handling) test, the arithmetic mean in the pre-test was (10.600) with a standard deviation of (1.264), and the arithmetic mean in the post-test was (12.100) with a standard deviation of (1.286). And by extracting the calculated (t) value of (4.392) with an error level (0.002), which is less than the error level (0.05) at a degree of freedom (9), and this indicates a significant difference in favor of the post-test with a development rate of (14.15%).

In the (scoring) test, the arithmetic mean in the pre-test was (4.900) with a standard deviation of (0.737), while in the post-test the arithmetic mean was (6.200), with a standard deviation of (0.918), and the value of the difference of the arithmetic means was (1.300) and with a standard deviation of the difference (0.213), and by extracting the calculated (t) value of (6.091) with an error level (0.000), which is less than the error level (0.05) at a degree of freedom (9), and this indicates a significant difference in favor of the post-test with a development rate of (26.53%)

4-1-2 Presenting and analyzing the results of the skill tests of the experimental group.
table (7).

#	Tests	Pre-test		post-test		F	F e	The calculat ed T value	error level	Signific ance of differen ces	Evolution rate
		arithm etic mean	standa rd deviati on	arithm etic mean	standa rd deviati on						
1	Rolling test	9.251	0.738	8.102	0.586	1.149	0.126	9.118	0.000	Signific ant	% 12.42
2	Handling test	10.700	1.337	15.200	0.788	4.500	0.268	16.745	0.000	Signific ant	% 42.05
3	Scoring test	4.800	1.032	8.100	0.875	3.300	0.213	15.461	0.000	Signific ant	% 68.75

The arithmetic mean, the standard deviation, the arithmetic mean of the difference of the arithmetic means, the standard deviations, the calculated (t) value, the significance of the difference, and the percentage of development in the skill tests in the experimental group

*Significant at < 0.05, at a degree of freedom (9), and with a tabular degree (2.26).

Through table (7) related to the skill tests of the experimental group, we note in the pre-test that the arithmetic mean value in the (rolling) test amounted to (9.251) with a standard deviation of (0.738), while in the post-test the arithmetic mean was (8.102) and with a standard deviation of (0.586).), and that the value of the arithmetic mean difference amounted to (1.149) and with a standard deviation of the difference amounted to (0.126), and by extracting the calculated (t) value of (9.118) with an error level (0.000), which is less than the error level (0.05) at a degree of freedom (9), and this This indicates that there is a significant difference in favor of the post-test, with a development rate of (12.42%).

As for the (handling) test, the arithmetic mean in the pre-test was (10.700) with a standard deviation of (1.337), while in the post-test the arithmetic mean was (15.200) with a standard deviation of (0.788), and the value of the difference of the arithmetic means was (4.500) and the standard deviation of the difference was (4.500). (0.268), and by extracting the calculated (t) value of (16.745) with an error level (0.000), which is a value less than the error level (0.05) at a degree of freedom (9), and this indicates that there is a significant difference in favor of the post-test with a development rate of (42.05%).

In the (scoring) test, the arithmetic mean in the pre-test was (4.800) with a standard deviation of (1.032), while in the post-test the arithmetic mean was (8.100) with a standard deviation of (0.875), and the difference of the arithmetic means was (3.300) and the standard deviation of the difference was (3.300). 0.213), and by extracting the calculated (t) value of (15.461) with an error level of (0.000), which is less than the error level (0.05) at a degree of freedom (9), and this indicates a significant difference in favor of the post-test, with a development rate of (68.75%).

4-1-3 Discussing the pre and post tests for the control and experimental groups in skill tests:

It is clear to us through the results presented in tables (6, 7) that there is a significant difference in the pre and post tests and for the control and experimental groups in the skill tests under discussion.

The researcher attributes the development in the control group to the nature of the traditional method, which contributed to the development of the level of adequacy of the members of the control group in skill tests, in addition to the quality of the teaching aids used that were used within the educational curriculum of the control group, as well as commitment in the education process, and this is a natural outcome as shown in Table (6)

The researcher also attributes the development of the experimental group to the nature of the educational curriculum prepared by the researcher in accordance with scientific principles and foundations, as it contributed to the student's acquisition of good experience and offensive skill level in futsal, in addition to the use of special exercises, which contributed to the rate of development of the experimental group as shown in Table (7).

Through what has been presented and discussed in Tables (6, 7), and through what has been achieved in terms of development rates in the research variables for the control and experimental groups, this achieves the second hypothesis of the research.

4-2 Presenting and analyzing the results of the skill tests of the control and experimental groups in the post tests.

table (8).

#	Tests	Pre-test		post-test		F	F e	The calculate d T value
		arithm etic mean	standa rd deviatio n	arithme tic mean	standa rd deviation			
1	Rolling test	8.909	0.665	8.102	0.586	2.876	0.010	Signific ant
2	Handling test	12.100	1.286	15.200	0.788	6.495	0.000	Signific ant
3	Scoring test	6.200	0.918	8.100	0.875	4.734	0.000	Signific ant

The arithmetic means, standard deviations, the calculated value of (T), and the significance of the differences in the skill tests of the control and experimental groups in the post tests

*Significant at < 0.05, at a degree of freedom (18), and with a tabular degree (2.1)

Through Table (8) related to the skill tests of the control and experimental groups in the post-tests, where we note in the (rolling) test that the arithmetic mean value of the control group amounted to (8.909) with a standard deviation of (0.665), while the arithmetic mean value of the experimental group amounted to (8.102). And a standard deviation of (0.586). And by extracting the calculated (t) value of (2.876) with an error level of (0.010), which is less than the error level of (0.05) at a degree of freedom (18). This indicates a significant difference in favor of the experimental group.

In the (handling) test, the value of the arithmetic mean for the control group was (12.100) with a standard deviation of (1.286), while the value of the arithmetic mean for the experimental group was (15.200) with a standard deviation of (0.788), and by extracting the calculated (t) value of (6.495) with an error level (0.000), which is less than the level of error (0.05) at degrees of freedom (18). This indicates a significant difference in favor of the experimental group.

In the (scoring) test, the value of the arithmetic mean for the control group was (6.200) with a standard deviation of (0.918), while the value of the arithmetic mean for the experimental group was (8.100) with a standard deviation of (0.875). The calculated (t) value of (4.734) was extracted with an error level (0.000), which is less than the level of error (0.05) at the degree of freedom (18), and this indicates a significant difference in favor of the experimental group.

4-2-1 Discussing the skill test teams of the control and experimental groups in the post-tests

It is clear from the results presented in Table (8) that there is a significant difference in the results of the post-tests under discussion for the control and experimental groups and in favor of the experimental group.

The researcher attributes the reason for this to the good organization in the special exercises, which included a set of targeted offensive and skillful exercises, in addition to the interest and diligence of the experimental group members in applying the research vocabulary within the teacher's educational program, and to the precise organization of those vocabulary by the researcher, relying on scientific sources. Regarding the educational process, and according to the opinion of experts and specialists in the game of futsal, the researcher also confirms, through the opinion of experts in the game of futsal, that the selected exercises are realistic, appropriate and similar in their performance with some cases of offensive performance of the match.

For these reasons, the experimental group outperformed the control group in all the tests under discussion, and what reinforces our words is the rates of development that have been achieved and shown in Table (8) for the experimental group, where the rate of development in the rolling test was (12.42%) and in the handling test (42.05%), and the scoring test (68.75%), and compared them with the rates of development in the two tables (10) for the control group, where the rate of development in the rolling test was (3.74%) and the handling test (14.15%) and the scoring test (26.53%), and thus the second hypothesis of the research was achieved. Through the aforementioned presentation of the results of the post-offensive skill tests of the control and experimental groups, it was found that the experimental group had outperformed the control group in the variables under study, which indicates that the educational curriculum using special exercises for the experimental group is better than using the traditional method of the control group. Thus, the third hypothesis of the research was achieved.

5- CONCLUSIONS AND RECOMMENDATIONS:

5-1 Conclusions:

- 1- The educational curriculum, using special exercises, contributed to learning some offensive skills in futsal for students.
- 2- It is clear from the results of Table (6-7) that there are statistically significant differences between the averages of the pre and post measurements of the control and experimental groups in the offensive skill variables in favor of the post measurement.
- 3- It is clear from the results of Table (8) that there are statistically significant differences between the averages of the two post-measurements of the control and experimental groups in the offensive skill variables in favor of the experimental group.

5-2 Recommendations:

- 1- It is possible to benefit from the educational curriculum prepared by the researcher by using special exercises by teachers, coaches, and those interested in preparing futsal teams.
- 2- Adopting modern educational methods in scientific research and studies that help develop the student's skillful ability and move away from traditional methods and monotony in the education process.
- 3- Conducting other similar research and studies on other age groups.

ARABIC AND FOREIGN SOURCES:

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