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THE EFFECT OF AN EDUCATIONAL PROGRAM USING THE COMPETITIVE AND COOPERATIVE STYLES ON LEARNING SOME BASIC FOOTBALL SKILLS FOR STUDENTS

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Abstract:
In view of the importance of teaching methods in the educational process because of their impact on upgrading, improving and developing the student's level of emotional aspects, in addition to the repeated educational calls to use different and diverse teaching methods that are in line with modern educational trends, which may lead to positive results in the educational process, so he resorted to The researcher decided to combine the two methods (competitive and cooperative) to improve the performance of some basic skills in football, through what the researcher observed for physical education and sports science lessons and being a member of the educational staff and based on the methods used in learning most of the basic skills that are based on traditional foundations such as explaining the skill order manner. The problem of the research was represented by the researcher's work as a teacher. He noticed that most teachers follow the usual methods when teaching basic skills in football, and that traditional education tends to single repetitions to learn skills and gives little value to education using various methods that push the student to the spirit of competition, cooperation and interaction with the lesson and the educational material. Therefore, the researcher decided to study this real problem by knowing the effect of using the competitive and cooperative methods in learning some basic football skills for first-stage students and comparing them with the traditional (ordered) method. The research aims to: Identify the impact of the educational program using my (competitive and cooperative) method on learning some basic football skills for students (under research), the researcher used the experimental method with three equal groups, representing the research community of first-year students in the College of Physical Education and Sports Sciences Dhi Qar University, and their number is (140) students for the year 2021-2022. The researcher randomly selected the research sample for a number of (80) students from the first stage in the College

of Physical Education and Sports Sciences, Dhi Qar University for the year 2021-2022. The researcher excluded (4) students It showed superiority in the tribal measurement, which may have a negative impact on the results of the experiment, as (2) students were excluded from the injury, and (4) irregular students in attendance were excluded, and the actual research sample became (70) students of them (10) students to conduct the exploratory study and the number (60) students were randomly divided into three groups of (20) students each. The researcher concluded that there are statistically significant differences between the three groups in all skill variables in favor of the cooperative learning group, and there are also differences Statistically significant between the control group and the competitive learning group in favor of the competitive learning group in all skill variables, and there are also statistically significant differences between the competitive learning group and the cooperative learning group in favor of the cooperative learning group in all the skill variables under study.

1-1Introduction to the research and its importance:

Physical education teachers have long been interested in the issue of how to reach the best education for sports and games to students, and the goal of their ambition in education and giving them educational guidance for the purpose of enabling them to enjoy participation and play in a reasonable manner, and this requires teachers to increase students' motivation to practice playing and the benefits of participation.

Afaf Abdel-Karim (1994) believes that there is no one method of teaching that can contribute to the full development of the learner, but there can be a method that achieves some aspects of learning better than others, and this preference may be due to the teaching method, the conditions of the educational process, or the potential Material or human, or the characteristics of the learner's age, so the competent teacher is the one who can constantly present the new, and knows a lot about the entrances of each style, which results in the learner's attitude being positive towards it and not receptive to everything that is presented to him. (40:10).

Cooperation and competition are two phenomena of mutual relations between students in the classroom. The idea of cooperation is due to the fact that people who work together in cooperation can accomplish more than people who work alone, and this is a founding principle in social psychology. Such as the interaction between group members, self-confidence, and school love. (6:7).

And the sport of football depends in its achievement of the goals on the element of competition, and it has received great attention to raise the level of technical performance, and that this level is almost inevitable for the process of motor learning. A lot of research has been conducted on the importance of competition methods in teaching students. Groups are effective and powerful educational means in influencing his practical life. (4:160).

Football is considered one of the activities of group games, and it is abundant with its individual and compound skills, and it also makes the learner feel happy while learning its various skills. The football game depends on basic skills as an important basis for progress in the level of performance. (8:2).

In view of the importance of teaching methods in the educational process because of its influence on the upgrading, improvement and development of the student's level from the emotional aspects, in addition to the repeated educational calls for the use of different and varied teaching methods that keep pace with modern educational trends, which may lead to positive results in the educational process, so he resorted The researcher aimed to combine my methods (competitive and cooperative) to improve the performance of some basic skills in football, through what the researcher observed for physical education and sports science lessons and being a member of the teaching staff, and based on the methods used in learning most of the basic skills that are based on traditional foundations such as explaining the skill In this regard, (Adnan Darwish et al.) (1994 AD) indicates that the demonstration method (the command) adds an atmosphere of monotony and boredom, and increases the chances of indiscipline among the learners, as they stand for a long time waiting for a session in performing the motor duty required to be performed. (9:9).

1-2 Research Problem:

Many teachers of physical education and sports sciences work diligently in order to show the lesson in the best way, so we see some of them experimenting with many modern methods and methods to keep pace with the great development in an effort to raise the educational level of their students and improve the skillful performance of all games, especially football, which is imposed on the leader In the process of teaching and teaching its skills a great effort and following all that is modern, and through the work of the researcher as a teacher, he noticed that most of the teachers follow the usual methods when teaching basic skills in football, and that traditional education tends to single repetitions to learn skills and gives little

value to education using various methods that push students to the spirit Competition, cooperation and interaction with the lesson and the educational material, so the researcher wanted to study this real problem by knowing the effect of using the competitive and cooperative method in learning some basic football skills for students in the first stage and comparing it with the traditional method (order).

1-3 Research objective:

1- Identifying the effect of the educational program using my (competitive and collaborative) styles on learning some basic football skills for students (under research).
2- To identify the statistical significance between the mean scores of the pre and post measurements of the research sample for the two experimental groups, competitive learning and cooperative learning in the skill variables (under study) (in favor of the post measurement).

1-4 Research Hypotheses:

1- There are statistically significant differences between the mean scores of the pre and post measurements of the control group in the skill variables (under study) in favor of the post measurement.
2- There are statistically significant differences between the mean scores of the pre and post measurements of the research sample for the two experimental groups, competitive learning and cooperative learning in the skill variables (under study) in favor of the post measurement.
3- There are statistically significant differences in the posttests between the three groups in all skill variables in favor of the cooperative learning group. (under study).

1-5 Research Areas:

1-5-1The human field: first-year male students / College of Physical Education and Sports Sciences - Dhi Qar University.

1-5-2 Time range: the period from (8/2/2022) to (27/4/2022).

15-3 Spatial field: the stadium of the College of Physical Education and Sports Sciences_ Dhi Qar University.

2-1 Research Methodology:

The researcher used the experimental approach due to its suitability to the nature of the research, using the experimental approach with three groups, two experimental and the third a control group, with a pre-measurement and a post-measurement of the variables under study.

2-2 Research community and research sample:

The research community was represented by first-stage students in the College of Physical Education and Sports Sciences, Dhi Qar University, and their number is (140) students for the year 2021-2022, and the researcher randomly selected the research sample for (80) first-stage students in the College of Physical Education and Sports Sciences, University Dhi Qar, the researcher excluded (4) students who showed superiority in the pre-measurement, which may have a negative impact on the results of the experiment. Also, (2) students who were unable to get infected were excluded, and (4) students who were irregular in attendance were excluded. The actual research sample became (70) students, including (10) students to conduct the exploratory study, and the number (60) students were randomly divided into three groups of (20) students each.

Table No. (1)

Description of the research sample

research community	The main research sample is 60 students			The survey sample	excluded students
	The first group	the second group	the control group		
140	20 students	20 students	20 students	10 students	10 students

2-2-1 Homogeneity of the sample

The researcher avoided the variables that may affect the results of the research in terms of individual differences among the students, and the research sample was homogenized by taking the variables (age - height - weight) using the law of the torsion coefficient and table (2) shows that.

table (2)

It shows the homogeneity of the three groups (the control group and the two experimental groups) in the variables (age, height and weight.(

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#	Statistical processors / Variables	measuring unit	Arithmetic mean	standard deviation	Torsion modulus ±
1	the age	year	13.31	0.47	- 1.33
2	height	cm	150.83	4.67	- 1.22
3	weight	kg	53.26	5.05	+ 1.5

It can be seen from Table (2) that the values of the Torsion modulus for the three variables ranged between ± 3, which indicates that the research sample individuals are homogeneous in the variables (height - weight - age).

2-2-2 Equivalence of the three research groups:

That the equivalence of the three research groups is one of the necessary conditions in the experimental approach so that it becomes clear to the researcher that the differences in the results of the post-tests are caused by the independent variable and it is the only one affecting the dependent variable. As indicated in the table.

table (3)The equivalence of the three research groups in football skills tests shows 0

Tests	source of contrast	sum of squares	degrees of freedom	medium squares	Calculated F-value	Tabular F value	Significant differences
receiving (grades)	between groups	0.17	2	0.89	0.07	3.23	Not significant
	within groups	52.80	42	1.25			
Handling (grades)	between groups	1.34	2	0.07	0.009		Not significant
	within groups	304.45	42	7.23			
Scoring (grades)	between groups	0.30	2	0.16	0.02		Not significant
	within groups	263.33	42	6.26			

Tabular (F) value under a degree of freedom (42) and a level of significance (0.05) Table (3) shows that the calculated (F) value is smaller than the tabular (F) value in all pre-tests, which indicates that there are no significant differences between the three research groups.

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3-1 Means of collecting information, tools and devices used in the research:

3-1-1 Means of collecting information:

1- Arabic and foreign sources and college records: extracting students' ages to the nearest month.

2- An expert opinion poll form to determine the most important basic skills (under research) in futsal for first-stage students in the College of Physical Education and Sports Sciences, Dhi Qar University.

3- Designing an expert opinion poll form to determine the most important compound skills tests (under research) in futsal for first-stage students in the College of Physical Education and Sports Sciences, Dhi Qar University

3-1-2 Devices and tools used in the research:

Football field - soccer balls - adhesive tape - rectameter device for measuring height - scale for measuring weight. - Measuring tape - Training cones - Stop watch. - Registration and evaluation forms.

3-1-3Determine the most important basic skill tests under discussion in football.

The researcher presented a set of basic skills tests in a questionnaire form to a group of experts to determine the appropriate test, and the test fell on the tests that had the highest repetition rate.

table(4)

Percentage of expert agreement on the most important basic skills in football n = 9 expert

#	Basic football skills	agree		agree		approval rate
		Repetition	the percentage %	Repetition	the percentage %	
1	The receipt	9	%100	0	0	100
2	handling	9	%100	0	0	100
3	scoring	9	%100	0	0	100

It is clear from Table (4) regarding the percentage of experts' agreement on the most important basic skills in football, which are included in the physical education and sports science teacher's guide for the first stage in college, and that the approval rate reached 100% on these skills.

3-2 Determine the tests used in the research:

The basic skills of football were identified by examining the curriculum of physical education and sports sciences for the first stage of the students of the first stage at the College of Dhi Qar University, and by examining the researcher on

many scientific references in football, he reached many tests that measure each skill, and then put it In a form to be presented to the experts to determine the most important of them, and the result of the expert opinion poll resulted in skill tests as follows:

table (5)

Percentage of expert agreement on the most important tests for basic skills in football n = 9 experts

#	basic skills	Skill tests	approval percentage	
			Repetition	the percentage
1	The receipt	Receiving the ball between two people, between one person and the other (1m)	6	66.67
		Receive the ball in a small box	9	100.00
		Control of stopping the movement of the ball from a distance (12m)	5	55.56
2	handling	Handling the ball towards a Swedish bench.	6	66.67
		Handling the ball with the feet between two barriers	6	66.67
		Handling towards a small target from a distance of (10m).	9	100.00
3	scoring	Shooting at the split goal.	9	100.00
		Hit a fixed ball with the foot for the longest distance.	5	55.56
		The ability to hit the ball on an empty goal with one's feet from a distance of (6 m)	6	66.67

It is clear from Table No. (5) regarding the percentage of experts' agreement on the most important tests for basic skills in football that the approval rate ranged from (55.56% to 100%), and the researcher was satisfied with (80)% or more to rely on the skill test .

3-3 basic skills:

3-3-1 receiving test.

- Name of the test: receiving the ball in a small square.
- The aim of the test: to measure the control of the ball passed by the teacher.
- Tools used: a rectangular area (2 x 3 m), a tape measure, (5) balls, a whistle, and a registration form.
- Performance method: The tester stands inside the rectangular area and the coach throws five successive balls with one hand in a varied way (once upwards, once

bouncing from the ground, once promising the student's body, and once on the ground) and the student tries to stop the ball (receive it)

- Scoring: - Two marks are given for each correct ball putout. - The attempt is not counted as valid in the following cases:

1- If the student fails to stop the ball.

2- If it goes outside the rectangular area.

3-If he stopped the ball illegally

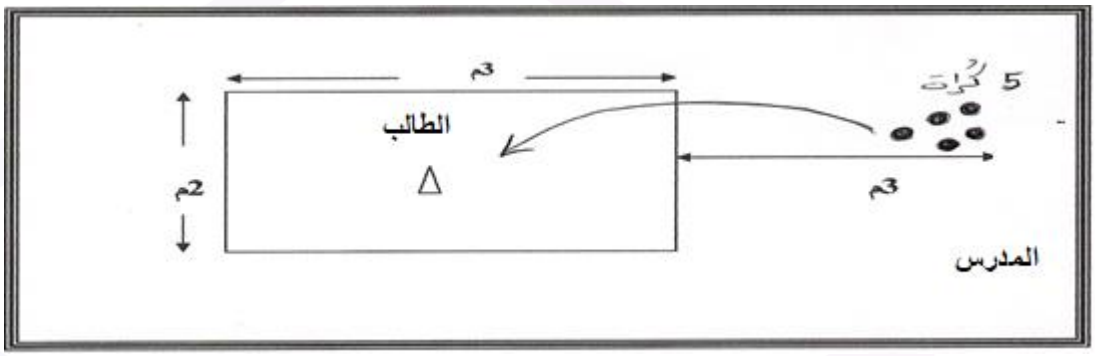

Figure (1) shows receiving the ball in a small square.

3-2 Handling Test (7:116).

- Name of the test: Handling towards a small target from a distance of (10m).
- The aim of the test: to measure the accuracy of handling.
- The tools used: (3) markers, a soccer ball, a tape measure, and a small goal, the dimensions of which are as follows: width (1.20 cm) and length (68 cm).
- Performance method: The tester stands with the ball at a distance of (10 m) from the goal, and upon hearing the signal, the tester handles the ball towards the target.
- Registration: Each laboratory is given (3) attempts, as two marks are given for the successful attempt, one mark for the attempt that touches the crossbar and the posts, and zero for the failed attempt

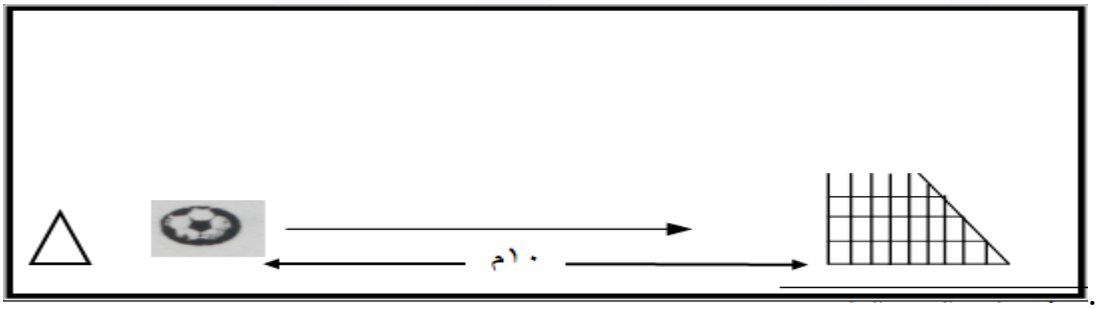

Figure (2) shows the handling test towards a small target from (10m) away.

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3-2-3scoring test on a goal divided by degrees.

- The name of the test: the shooting test at a target divided into degrees after passing an observer from the side at a distance of (10) m.
- The aim of the test: to measure the accuracy of scoring.
- The tools used: a marker, a soccer ball, a goal divided by ropes into (5) sections, a whistle, and a registration form.
- Performance method: The tester stands with the ball at the sideline, at a distance of (3) meters from a person placed inside the stadium, and when he hears the signal, he passes the person and shoots towards the divided goal from a distance of (10) meters.
- Registration: Each laboratory is given (3) attempts, as points are recorded according to the location.
- Demonstrates the shooting test on a target divided into degrees after passing a monitor from a distance of (10) m.

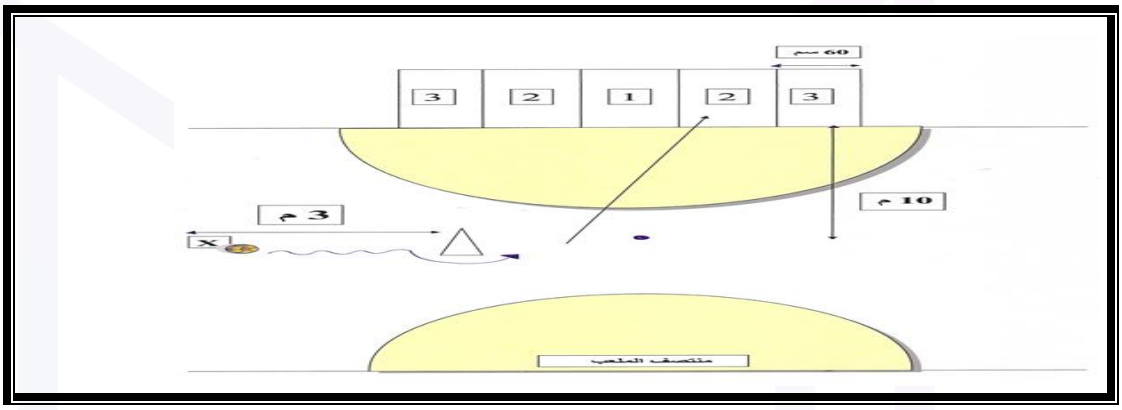

Figure (3) shows the scoring test on a divided target

3-3Exploratory Experience:

The researcher conducted the exploratory study on a sample of (10) students from within the research community and outside the main experiment on (Tuesday) on (2/8/2022), and the aim was to know the difficulties and problems that the researcher faced while performing the tests and the educational program and the extent of It is suitable for students, and the efficiency of the assistant work team is known, and the time taken for the test and the educational program is known, and the pros and cons are identified and addressed.

3-4 Scientific basis for the tests used:

3-4-1 Validity of the test:

The researcher used the honesty of differentiation in the skill tests under study by choosing (20) players from the same research community and outside the basic

research sample as a distinct group, and the other (20) players as a non-distinguished group and they are students of the first stage in the college, where the researcher applied the tests and tables (6) explaining that.

table (6)

Significance of differences between the privileged and non-discriminatory groups in skill tests (n = 40(

#	variants	measuring unit	Premium Group (n=20(		Undistinguished group (n=20(		Calculated (v) value
			average	deviation	average	deviation	
1	The receipt	number	4.95	0.62	2.97	0.72	11.28
2	handling	number	5.55	1.99	2.80	1.11	5.41
3	scoring	number	24.20	1.79	14.10	1.68	18.36

The tabular value of "v" The tabular value of "v" at the level of 0.05 = 2.10

It is clear from Table (6) that there are statistically significant differences at the level of (0.05) between the distinguished and undistinguished groups, where the calculated "T" value ranged between (18.36: 5.41), which indicates that the tests discriminate between individuals, which confirms their validity.

3-4-2 Test stability:

To find the stability coefficient, the researcher used the method of applying the tests and re-application on the same sample used in the validity of the skill tests, and Table (7) shows that.

table (7)

#	variants	measruing unit	The first application		The second application		The calculated (t) value
			Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
1	The receipt	number	4.95	0.62	5.00	0.600	0.96
2	handling	number	5.55	1.99	5.90	1.65	0.93
3	scoring	number	24.20	1.79	24.70	1.84	0.87

Correlation coefficients between the first application and the second application in skill tests (n = 20).

The tabular t value is at the level of 0.05 = 0.60

The correlation coefficient between the first and second applications is statistically significant in the skill tests under discussion, which indicates the stability of these tests, as the value of the correlation coefficient ranged between (0.87: 0.96), which is greater than its tabular value at the level of (0.05.(

3-8-3Objectivity of the test:

And since all the tests used were evaluated by time, number, and grades, so they are considered good objective tests that do not give room for bias, as the objective measures for evaluating the skillful performance in the games are based on four main means: the number of success times, the accuracy of the performance, the time allotted for the performance, and the distance that is taken. It takes performance.

3-5 Main Experiment Procedures:

3-5-1 Pre measurements:

The researcher conducted tribal measurements on the skill tests under discussion during the period from Tuesday corresponding to (3/1/2022) to Wednesday corresponding to (3/2/2022), with the aim of ensuring the equality of the three research groups, and the researcher sought the help of the assistant work team and under the supervision Directly from the researcher, and taking into account all the conditions related to the test in terms of time, place, tools, auxiliary means, and the method of implementing the test.

3-5-2 Tutorial application:

The educational program (prepared by the researcher) was applied to the members of the two experimental groups, while the control group members were applied using the traditional method (prepared by the teacher). 3/ 2022) to Monday corresponding to (4/25/2022), and the time for the educational unit was (60) minutes, and the educational units were divided into (16) educational units for each style, at a rate of two units per week for each style, and thus there would be (32) educational units for the two styles, According to the timings, the curriculum of the Ministry of Higher Education was as follows:

The first experimental group: the competitive learning style.

The second experimental groups: cooperative learning style.

Control group: traditional learning style.

3-5-3 Post - measurements

After completing the application of the basic experiment, the researcher conducted the Post - measurements in the skill tests in football for the three

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groups, during the period from Tuesday (4/26/2022) to Wednesday (4/27/2022).

3-6 Statistical methods:

The researcher used the statistical bag (ssps) to process data and extract results.

4- Presentation, analysis and discussion of the results:

4-1 Presenting and analyzing the results of the pre and post measurements tests of the control group in the skill variables under study.

table (8)

The significance of the differences between the mean scores of the pre and post measurements of the control group in the skill variables (under research) (n = 20)

The tabular t value is at the level of (0.05) 2.09

It is clear from the results of Table (8) that there are statistically significant differences between the averages of the pre and post measurements of the control group in the skill variables (under study) in favor of the post measurement, where the calculated "T" value ranged between (5.94: 11.00) and an improvement rate ranged between (11.00). 7.41%: 37.14%.

4-2 Discussing the first hypothesis

which states that there are statistically significant differences between the mean scores of the pre and post measurements of the control group in the skill variables (under study) in favor of the post measurement.

It is clear from Table (8) that the post-measurement of the control group in the skill variables has improved from the pre-measurement, and these results indicate that the method used in the first stage in the college for teaching football has led to a relative improvement in the level of skill performance, and indicates (Badawi Abdel Aal Badawi And Imad Al-Azbawi) (2004 AD) that the lesson of physical education and sports sciences carries with it the goal of physical education in full with its multiple purposes, whether physical, mental, psychological or social, and it is his responsibility to achieve these purposes through the time available for each lesson in a partial way, provided that the growth of these Objectives The goal of physical education and sports sciences is achieved, which is comprehensive and balanced education by completing the curriculum. (51:5)

Zakia Ibrahim and others (2002) indicate that the lesson of physical education and sports sciences is the only outlet for teaching and practicing sports activities for the broad base of learners, in addition to providing them with useful skills to fill their spare time (8: 43).

These results agree with the results of the study of Ahmed Abdel-Hamid Al-Amiri (2000 AD) (3), and thus the researcher has achieved the validity of the first hypothesis, which states that there are statistically significant differences between the (pre-post) measurement of the control group in favor of the post-measurement in skill variables.

Presenting the results of the pre and post measurement tests of the research sample for the two experimental groups, competitive learning and cooperative learning in skill variables (under study) in favor of post measurement.

Table (9)

The significance of the differences between the mean scores of the pre and post measurements of the competitive learning group in the skill variables (under research) (n = 20)

#	variants	measruing unit	Pre		Post		improvement rate	The calculated (t) value
			م	ع	م	ع		
1	The receipt	number	5.46	0.51	5.73	0.48	12.60	10.23
2	handling	number	6.10	0.64	6.93	0.63	13.52	11.00
3	scoring	number	35.00	14.33	48.00	15.08	37.14	5.94

Tabular t value at (0.05) = 2.09

It is clear from the results of Table (9) that there are statistically significant differences between the mean scores of the pre and post measurements of the research sample of the competitive learning group in skill variables (under study) in favor of the post measurement, where the calculated value of "T" ranged between (4.65:16.38) with an improvement rate Its value ranged between (24.79%: 53.04)

table (10)

The significance of the differences between the mean scores of the pre and post measurements of the cooperative learning group in the skill variables (under research) (n = 20)

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#	variants	measruing unit	Pre		Post		improvement rate	The calculated (t) value
			م	ع	م	ع		
1	The receipt	number	6.44	0.56	9.10	0.42	40.35	19.50
2	handling	number	6.27	0.64	9.00	0.51	43.54	20.47
3	scoring	number	36.00	17.89	70.00	7.95	94.44	9.83

Tabular t value at (0.05) = 2.09

It is clear from the results of Table (10) that there are statistically significant differences between the mean scores of the pre and post measurements of the cooperative learning group in the skill variables (under study) in favor of the post measurement, where the calculated value of "T" ranged between (9.83: 20.47) and an improvement rate ranging from Between (42.25%: 94.44%.)

4-3 Discussing the second hypothesis

which states that there are statistically significant differences between the mean scores of the pre and post measurements of the research sample for the two experimental groups (competitive learning and cooperative learning) in the skill variables (under study) in favor of the post measurement as shown in tables (9 and 10).

These results indicate that the proposed program, which is based on the competitive and cooperative methods, has led to the improvement of all variables in a better way than the traditional method, as the percentages of improvement for all variables were greater than their theory in the traditional method. Learning is enhanced through the interaction of students with each other and the transfer of their experiences between them, which leads to an improvement in the skill level.

As for cooperative learning, (Abu Al-Naga Ahmed) (2005 AD) mentions that interaction occurs in cooperative education when all students are positively linked with regard to achieving and realizing the goal of cooperative education, and that the student represents to his colleague a source of help, encouragement and feedback, and the student is expected to interact with the student others and participate in the success of the group. (87:1).

Thus, the researcher has achieved the second hypothesis, which states: "There are statistically significant differences between the mean scores of the pre and post

measurements of the research sample for the two experimental groups, competitive learning and cooperative learning in the skill variables (under study) in favor of the post measurement.

table (11)

One-way analysis of variance between the mean scores of the post-tests in the three groups

Skill variables under study (n = 60).

variants	measruing unit	degrees of freedom	sum of squares	mean of squares	value (q)	indication
The receipt	number	2	48.52	23.62	66.87	function
		57	20.45	0.37		
handling	number	2	45.33	22.66	65.99	function
		57	19.58	0.34		
scoring	number	2	48.70	24.35	20.98	function
		57	66.15	116.05		

The tabular value of (q) is at the level of 0.05 = 3.15

It is clear from Table (11) that there are statistically significant differences at the level (0.05) between the mean scores of the dimensional measurements of the three groups in the skill variables (under study), where the calculated "F" value ranged between (20.23: 65.99), and this means that there are differences between measurements, which requires the use of the L.S.D test (L.S.D.) to determine the most accurate significant difference between the averages of these measurements.

4-4 Displaying the results of the posttests among the three groups in all skill variables for the benefit of the cooperative learning group. (under study)

table (12)

The significance of the differences between the mean scores of the dimensional measurements of the three groups in the skill variables (under research) using the D.S.L test

skill variable	The three groups		control	competitive learnin g	cooperative learning
Receiving		average	6.45	8.23	9.11
	control	6.45		*1.41-	*2.20-
	competitive learning	8.23			*0.72-

	cooperative learning	9.08			
quench		average	6.93	8.38	9.00
	control	6.93		*1.45-	*2.08-
	competitive learning	8.38			*0.63-
	cooperative learning	9.00			
scoring		average	48.00	60.50	70.00
	control	48.00		*12.50-	*22.63-
	competitive learning	60.50			*9.50-
	cooperative learning	7.00			

It is clear from Table (12) that there are statistically significant differences between the three groups in all skill variables in favor of the cooperative learning group, and there are also statistically significant differences between the control group and the competitive learning group in favor of the competitive learning group in all skill variables, and there are also statistically significant differences between the learning group The competitive and cooperative learning group in favor of the cooperative learning group in all skill variables under study.

4-4 Discussing the third hypothesis

the results of (L.S.D), which states that there are statistically significant differences between the three groups in all skill variables in favor of the cooperative learning group, and there are also statistically significant differences between the control group and the competitive learning group in favor of the competitive learning group in all skill variables There are also statistically significant differences between the competitive learning group and the cooperative learning group in favor of the cooperative learning group in all skill variables under study.

The results shown in Table (12) show that the method used within the cooperative learning group was the best in learning the basic skills of football. Learning different skills by participating in their understanding and dialogue, in addition to the clarity of the goal of learning and working within the group in a spirit of challenge towards achieving the goal gives greater impetus towards learning the skill.

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5- Conclusions and Recommendations:

5-1 Conclusions:

According of the objectives and hypotheses of the research, the researcher reached a set of conclusions according to the following:

1- It is clear from the results of Table (8) that there are statistically significant differences between the means of the pre and post measurements of the control group in the skill variables (under study) in favor of the post measurement.

2- It is clear from the results of Table (9 and 10) that there are statistically significant differences between the mean scores of the pre and post measurements of the research sample for the two experimental groups, competitive learning and cooperative learning in the skill variables (under study) in favor of the post measurement.

3- It is clear from Table (12) that there are statistically significant differences between the three groups in all skill variables in favor of the cooperative learning group, and there are also statistically significant differences between the control group and the competitive learning group in favor of the competitive learning group in all skill variables, and there are also statistically significant differences between The competitive learning group and the cooperative learning group in favor of the cooperative learning group in all skill variables under study.

5-1-2Recommendations:

1- The possibility of relying on the program prepared by the researcher in teaching educational programs by using the competitive and collaborative methods by teachers of physical education and sports sciences.

2- Using methods other than the competitive and collaborative method and using the same skills under study to find out the best method of influence.

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