



The Effect of Cooperative Learning and Inclusion Styles on the Development of Some Basic Motor Skills in Football

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ABSTRACT

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This research aims to identify the impact of cooperative learning and embedded learning on the development of some basic motor skills in soccer players. The experimental method was adopted to suit the nature of the research, where a sample of students or players in the age group (determined by the researcher) was selected and divided into two experimental groups, one of which was trained using the cooperative learning method, and the other was using the inclusion method.

A set of skill tests that measure the performance of basic motor skills such as passing, ball control, and shooting were applied, and pre- and post-measurements were performed to analyze the extent of development in the sample's performance.

The results showed that there were statistically significant differences between the pre- and post-measurements of both groups, in favor of the telemetry, which indicates the effectiveness of both methods in developing skills. The results also showed that the cooperative learning method was more effective in improving some skills that depend on group interaction and communication between players, while the inclusion method was prominent in the development of individual performance and fine skills.

The research concludes the importance of diversification in the use of motor teaching methods in proportion to the nature of the skills to be learned, and the researcher recommends integrating the two methods in training programs to achieve the best educational and developmental results.

Keywords:

1. Motor Learning Styles

2. Collaborative Learning

3. Embedding Method

1-1 Introduction and Importance of the Research:

The most important feature of our present era is the great scientific and technical development that has taken place in the fields of life as a result of modern scientific inventions that have brought about enormous changes in all the facilities of our modern life, as this development has opened up new possibilities for research and knowledge and entered into all areas of our lives, including the field of sports, which is one of the means of measuring the level of civilizational and social progress in any country of the world, and this is evident through what developed countries have reached in achieving sports achievements. This was due to the findings of scientists and those concerned with methods and skill learning.

Many different actual methods have emerged, which provided the opportunity to choose the appropriate method for the nature and structure of the learners' conditions to be able to achieve the educational goals and work on developing the learners' abilities, and the method is part of the strategies of schools in teaching, and we note this in the different teaching methods in schools, and despite the multiplicity of methods, there is no better method than the other in the educational process, but there is no one method that can achieve all the desired goals, but it can achieve part of them. This is what Afaf Abdel Karim (1989) pointed out: "A competent teacher is the one who can constantly present the talk in his field and knows many stages and methods of teaching, both direct and indirect, and that through teaching, the learner's attitude should be positive and not negative for all the information that is presented to him."

(Afaf Abdel Karim, 1989:79)

Hence, the need to search for effective teaching methods that would overcome the negative aspects associated with teaching this subject emerged, and in response to this, the researchers focused on modern methods and their application, including the cooperative learning method and the embedding method.

The game of football is one of the popular games that contribute effectively and directly to the preparation of the individual and the development of his physical abilities, in addition to providing the opportunity for talented people to show their artistic abilities in performance through creativity and unlimited innovation, so it requires special methods and methods in learning, and following the appropriate teaching and teaching methods and methods in the game of football gives the learner the great opportunity to learn and absorb many simple and complex motor activities, hence the importance of research in the following:

1-2 Research Problem

By reviewing the researches and studies, it can be said that effective teaching is one that is based on diversity in methods, and in one lesson, several methods can be used with a variety of activities and formations taken by students during the lesson, taking into account the positive and peaceful reinforcement of the students, as the teacher's reliance on one method while teaching mathematical skills does not necessarily lead to the learning of all learners with the same ability, so the teacher must use new methods of learning in order to provide situations. Despite the multiplicity of teaching methods in physical education and sports sciences, whether direct or

indirect to teach motor activities and skills, the search for the best and optimal educational method that suits this activity and that skill and the extent of its compatibility with the ability and abilities of learners is one of the basic and necessary things that contribute to the learning process.

After studying and analyzing, the researchers noted that it is necessary to improve teaching methods to reach a better level of learning by using collaborative and inclusion learning methods to learn handling and scoring skills in football

1-3 Research Objectives

1. Identify the impact of using cooperative learning and inclusion in learning some basic skills in football.
- 2- Determining the best method in learning some basic skills in football...

1-4 Research Hypotheses

- 1- There are significant differences between the pre- and post-choices of the two experimental groups, the cooperative learning method and the inclusion method, and in favor of the post-tests.
2. There are significant differences in the post-tests between the two experimental groups and in favor of the first experimental group.

1.5 Research Areas

Human Field: Players of the University of Sumer football team

Spatial Field: Sumer University Stadium

--Temporal Domain: Period from 1/3/2025 to 1/6/2025

1.6 Defining the Terms:

Embedding Method : It is a process that is concerned with integrating new information with what is present in the cognitive structure of learning in a way that is modified and results in new concepts and ideas that are concerned with the growth and development of the previous knowledge structure. The embedding process facilitates the learning of the new material, consolidates it, and makes it more resistant to forgetfulness, and provides the learner with effective strategies that enable him to recall this material in the future. (Ahmed Al-Hakami, 2005)

Collaborative Learning : A learning style in which students are divided into small, homogeneous groups of different levels of knowledge, the number of members of each group ranges between 4-6 individuals, and the students of one group cooperate in achieving a common goal or goals. (Kansara, 2009)

3.1 Research Methodology

The researcher used the experimental method due to its suitability to the nature of the research and the method is the method he follows.

The individual until he reaches a certain goal. Therefore, choosing the appropriate method to research the scientific problem is still one of the important steps that results in the research.

3.2 Research Sample

The research population represented the students of the first stage of the Faculty of Education, Sumer University for the academic year 2025, which numbered (90) students distributed over (3) divisions, and the research sample was selected randomly and the selection was made on the (B) division of (28) students. Injured students and practitioners of the game were excluded, and thus the total research sample became (20) students. The sample was divided into two randomly equal experimental groups, as shown in Table (1)

Table (1)

Demonstrates the experimental design of the research sample segmentation

Number of Final Sample Individuals	Excluded	Total Number	Style	Collection	Division School	
10			Collaborative Learning Style	The first pilot	B	
10			Embedding Method	The second pilot		
20	8	28	Total			

. Excluded Students (8)

- 1- Students practicing the game (3)
2. Injured students who do not want to participate (5)

3.3 Sample homogeneity

In order for the researchers to be able to attribute the differences to the experimental factor, the two research groups must be homogeneous and equal in the variables related to the research. Therefore, the process of homogeneity of the research evidence in (age, weight, height) for the period was done by using the torsion coefficient. As shown in Table (2).

Table (2)

Shows the homogeneity of the research sample in terms of age, weight, and height

Torsion coefficient	Broker	+ P	Going to	Variables

38'0	19	17,55	20	Age
0,98	60,7	66,55	66,15	Weight
0,42	16,4	70,9	17,55	Length

It is clear from the table (2) that all the values of the torsion coefficient decreased between (3) which indicates the homogeneity of the sample in the above variables.

3.4 Sample equivalence :

The parity between the two groups was found in the pre-tests of my skill (handling, scoring) as follows:

Table (3)

Shows the parity of the totals in the pre-tests of the two skills (handling - scoring) in football

Significance of the differences	T value		Experimental Group II		First Experimental Group	Skill	
	Tabularity	Calculated	+S	Going to	+ P		
Insignificant	2.09	0.805	1.206	14.36	1.562	13.69	Handling
Insignificant		0.459	3.107	15.63	1.339	16.15	Scoring

- The tabular value of (T) is below the significance level of (0.05) and with a degree of freedom (18)

Table (3) shows that the value of (T) calculated from the pre-tests between the two groups and the handling-scoring skills was respectively (0.4590.805) and all these values are higher than the value of (T) tabular, which indicates that there are no statistically significant differences between the two groups for the above two skills, and this indicates the parity of the sample in the pre-test.

3.5 Devices and tools used in the research:

- Football (10)
- Indications of the number (2).
- . Exam Data Registration Form.

3.6 Tests used in research

After determining the tests for the two handling skills - scoring in football, and through a questionnaire form that was presented to experts and specialists, codified tests that were previously used as tests to measure the two skills were nominated by researchers in the game of football, and Table (4) shows the approved tests and percentages.

Table (4)

Between Approved Tests and Percentages of Basic Skills in Football

Signals	Percentage	Tests	Number of Approved	Total Number	Basic Skills	t
Correct	92.30	A. Handling test towards a small target (15 m) with a length of (60×60)	5	6	Handling	
×	7.69	B. Test of passing the ball towards three overlapping circles drawn on the ground from a distance of (15 m)	1			
×	Zero	C. Feedback Handling Test from a distance of (8 m) on a wall for (30 seconds)	Zero			

- Test Specifications**

Test Name: Handling a small target at a distance of (15 m). (Hatem, 2008:58)

Objective of the test: Measurement of handling.

Tools used:

(5) football balls, a small goal with dimensions of (60×60 cm), measuring tape, adhesive tape.

Exam Procedure:

By drawing the starting line with a length of (1) (m) and a distance of (10 m) from the small goal, and the five balls are placed on the starting line, and after hearing the starting signal, the laboratory scores these balls towards the small goal by taking the right place at the starting line.

The score is calculated by the total scores obtained by the laboratory from handling the five balls as follows:

1. (2 marks) for each correct attempt that enters the small goal

2. (1) If the ball touches the post or crossbar and does not enter the target.
3. (zero) in case the ball goes out.
- 4.

- **Scoring**

Check Name: Test Scoring Towards a Goal Divided on Numbered Boxes from the Sides.

(Abdel Hamza, 2011:21)

The purpose of the selection is to measure the accuracy of the goal scoring.

Tools:

1. Football balls (5).
2. Tape to set the scoring spot for the test.
- 3-A football goal.
- 4- A football field. .

Performance Description:

(5) balls are placed in different places and determined by a distance of (10 m) from the target, where the laboratory scores in the areas indicated in the test according to their importance and difficulty, and sequentially one after the other, the distance between one ball and another (50) cm.

3.7 Exploratory experiment

The researcher conducted the exploratory experiment on a group of students from the same research community, but they did not enter the main experiment, and the number of (5) students was the goal of the experiment was to identify the obstacles and errors that can occur during the application of the program in order to avoid them, as well as to identify the time taken by the tests, and the exploratory experiment was conducted on 3/4/2025.

3.8 Scientific Foundations of Tests :

Stability of tests

The researcher found the stability of the tests by applying the tests and then reapplying them to the members of the survey research sample with a time difference of (5) days on 8/4/2025, and the values of the stability coefficient of the tests were in

Validity of the test:

The validity of the test depends on the extent to which the test measures the skill, and it means the degree of accuracy with which the tests are measured, i.e. what you want to measure. Therefore, self-truthfulness was used, which is measured by calculating the square root of the

stability coefficient and respectively (0.9600.94), and it is clear from the results that the truth of the choice is correct. (Hussein, 2001, 12)

3.9 Objectivity of Tests:

Most of the tests used in the research are easy to understand, clear, uninterpretable, and far from the self-evaluation of the denominator, but the researchers found the objectivity of the tests under research through the scores of two determinants, and the researchers used a simple correlation coefficient (Pearson between their scores, and the value of the correlation coefficient was high, as it has a high degree of objectivity, as the degree of objectivity reached (0.91).

(El-Sherbini & Al-Obaidi, 1999:45)

10.3 Procedures for the implementation of the experiment

Pre-Tests:

The researcher performed the pre-measurements of the skills tests on 1/5/2025

Post-tests:

- After the educational modules were applied, the post-tests were conducted for the research sample on the day of the
- The post-tests of the research sample were conducted under the same conditions as the pre-tests in terms of time, instruments, and place of test.

4. Presenting, analyzing and discussing the results :

After explaining the data related to the pre- and post-tests of the two skills (handling and scoring)

In the two research groups and through statistical treatments, the results appeared:

4-1 Presentation and analysis of the pre- and post-tests of the skills (handling and scoring) in football and discussing them:

Table No. (6)

Clarifying the arithmetic modes and standard deviations of the pre- and post-tests of the handling and scoring skills in football.

Significance of the differences	T value	Post-tests	Pre-Tests	Statistical Treatments	Skills

	Tabularity	Calculated	+S	Going to	+S	Going to	Variables	
Moral		5.988	2.121	20	1.562	13.69	Collaborative Learning Style	Handling Skill
Moral	2.29	5.575	1.293	16.54	1.206	14.36	Embedding Method	
Moral		4.336	1.436	10.84	1.339	16.15	Collaborative Learning Style	Scoring skill
Moral		3.667	3.768	14	3.107	15.36	Embedding Method	

The value of tabular (T) is below the significance level of (0.05) and the degree of freedom (9).

Table (6) shows that the T value calculated between the pre- and post-tests of the handled skill and for the first group that practiced the cooperative learning method is equal to (5.988).

The second group that practiced the inclusion method is equal to (5.757)

As for the scoring skill and for the first group that practiced the cooperative learning method (4.336) and the second group that practiced the inclusion method (3.667), it is clear from the table that the calculated value (T) is greater than the tabular value, and this indicates that there are significant differences between the two tests and in favor of the post-test

The researcher attributes this result to the effect of the educational program to learn limited skills, and the researchers believe that the teaching and inclusion method makes the learner the center of the educational process, which increases his motivation towards learning, as well as provides enough time for application and providing skill and information that helps to correct mistakes, and placing the responsibility on the learner by making him do his best to accomplish and perform skills. Saeed Al-Shahed pointed out that the teaching method that provides educational attitudes and takes into account the individual differences of learners is the appropriate method to achieve the goals which are sought by educators as well as the use of a cooperative learning method that divides the roles between students.

(Chahed, 1995, 50-60)

This indicates that modern teaching methods aim to exploit all the learner's senses in learning by using various educational means and media that address more than one sense that helps students

to remember motor and facilitates the learning process where the performance is more clear and makes the learner positive, and these results achieved the first time of research.

4-2 Presentation, analysis and discussion of the post-tests of the handling and scoring skills in football:

Table No. (7)

Illustrates the arithmetic averages and standard deviations of the post-tests of the handling skill - scoring in football

Significance of the differences	T value		Experimental Group II		First Experimental Group	Experimental Collaborative Learning Style	Skills
	Tabularity	Calculated	+S	Going to	+S	Going to	
Moral	2.09	4.703	1.293	16.54	2.121	20	Handling
Moral		3.673	3.768	14	1.436	10.84	Scoring

- **The tabular value of (T) is below the significance level of (0.05) and the degree of freedom (18).**

Table (7) shows that the arithmetic mean and standard deviation in the post-test the handling skill of the first experimental group was (20), while the second experimental group was (1654) and the calculated T value for the two groups was equal to (4.703), while the scoring skill of the first experimental group was (10.84), while the second experimental group was (14) and the value of (calculated for the two experimental groups is equal to (3.673), and it is clear from the table that the calculated value of (T) is greater than the tabular value, and this indicates that there are differences

Significance between the two groups and in favor of the first experimental group that practiced the cooperative learning method for both skills, the researchers attribute this difference to the fact that it can be said that the use of cooperative learning leads to an improvement in the process. This is due to the positive mutual interaction between the group members, as the student is active and involved in the learning process and not just the receiver of information from the teacher. These methods are also useful in overcoming the problem of large numbers in one class and reduce the teacher's responsibility in managing the class, as the teacher deals with the small groups that make up the class instead of dealing with each individual separately as used in the other method, and it also makes the students feel that they are responsible for the achievement of each student, and the students' contact with their leader and not with the subject teacher is only

in some difficulties facing the group, and in this regard, Al-Fatlawi (2004) confirms. Collaborative learning follows learners so that they work together in groups and help each other to achieve a common learning goal so that all group members reach a level of mastery. (Al-Fatlawi, 2004: 101)

Al-Afy (2006) also emphasized that in cooperative learning, learners in the group realize that they are seeking to achieve a common goal and are trying to reach it, and there is a feeling among them that what benefits the group benefits the individual and what benefits the individual benefits the group, which helps them to work and achieve. (Lavi, 2006:194)

Conclusions and recommendations

5.1 Conclusions

Through the results of the research, the researchers reached the following conclusions:

The teaching methods used in the research of cooperative learning of inclusion have a positive effect on the teaching of the skills of scoring and handling in football.

The use of the cooperative learning method achieved better results in teaching the skills of scoring and handling in football than the inclusion method.

5.2 Recommendations

1. - The use of modern learning methods in teaching due to the increase in the number of students in teaching groups, which helps to exploit the time space, save effort, and improve the skill level of students.
2. - Applying the cooperative learning and inclusion methods to complex and more difficult skills because of its cognitive and emotional impact on students. positive on the development, development and speed of students' learning of motor skills and enriching aspects
3. Inclusion of Modern Teaching Methods in the Teaching Plan of the Teaching Methods Course
4. The need to conduct more studies that use different teaching methods in order to raise the efficiency of the educational process when teaching scientific and practical subjects in the faculties of physical education and sports sciences.
5. Conducting similar studies by supporting different teaching methods with advanced educational aids to benefit from technology and multimedia and superior in learning sports activities and the game of football.

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