EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 02, Issue 12, 2024 ISSN (E): 2994-9521

The Impact of Competitive Learning and Cooperative Learning Strategies on Learning the Skills of Dribbling and Passing in Football for Second-Year Middle School Students

Dr. Ali Khalifa Ali [1]

[1] T.T. / Physical Education and Sports Sciences, The Open Educational College – Dhi Qar Center

Introduction and Importance of the Research:

Sports is an important field in education, achieved through the use of effective and innovative strategies, methods, and techniques to ensure effective teaching. The challenges facing our world today call for an improvement in the educational process, which is built upon three main pillars: the curriculum, the teacher, and the student. Competitive learning strategy is a relatively new method for students, given its limited or rare use in teaching sports skills at middle schools. On the other hand, cooperative learning strategy is considered one of the strategies for organizing the learning environment, as it involves grouping students with different abilities into small teams to perform a joint task with the goal of learning.

The research problem lies in one of the main objectives of the educational process, which is to bring students to an optimal skill performance level for use in competitive situations. Through the researcher's field observation of many physical education lessons in middle schools, as a physical education teacher, it was noticed that most students take a long time to learn when taught using a single and traditional method for teaching football skills. This could be the reason for their poor performance, which continues into later age stages.

Research Objectives: The research aims to examine the impact of competitive learning and cooperative learning strategies on learning the football skills of dribbling and passing in middle school students.

Research Methodology: The research community consisted of second-year middle school students at Mohammed Baqir Al-Sadr School for Boys in Dhi Qar Governorate, Nasiriyah, for the academic year 2022-2023, totaling 128 students.

Findings: The combination of both strategies was highly suitable for the students, where this method outperformed the traditional method of learning the skills of dribbling and passing, ranking first in terms of effectiveness.

Chapter One

1- Research Definition

1-1 Introduction and Importance of the Research:

Sports is an important field within education, achieved through the use of effective, innovative strategies, methods, and techniques to ensure efficient teaching. The challenges facing our world today require an enhancement of the educational process, which is based on three main pillars: the curriculum, the teacher, and the student. It has become essential to focus on all three in order to achieve effective learning, as they interact with each other to reach the desired goal. Society is constantly changing in line with the vast transformations in various life aspects, and facts and information can no longer be dealt with through mere memorization. It is necessary to acquire knowledge and be able to understand and apply it in new situations that the learner has never encountered before. This is exactly what the student needs in a football lesson.

Self-learning and cooperative learning strategies are among the educational strategies that interact to achieve the desired goals, helping learners reach the best level in learning various sports skills. Competitive learning strategy, however, is a relatively recent approach for students, due to its limited or rare application in teaching game skills at middle schools. It is considered an indirect learning method in which the student plays a major role in the learning process, breaking away from the monotonous methods that typically center on the teacher's role alone.

As for the cooperative learning strategy, it is one of the strategies for organizing the learning environment, relying on grouping learners into small teams with varying abilities to carry out a joint task in order to facilitate learning through this cooperative process. This approach offers a scientific, practical attempt to add something new to the educational process in the field of modern approaches to football skills. It serves middle school students, helping them reach the best level of learning.

Football is one of the most popular sports due to its widespread practice. This is due to the diversity of situations and events that challenge players. The use of modern and diverse strategies is crucial for developing students' awareness and skill abilities. Hence, the importance of this research lies in introducing and applying the impact of competitive learning and cooperative learning strategies in learning the skills of dribbling and passing in football.

1-2 Research Problem:

One of the primary goals of the educational process is to bring students to an optimal skill performance level, which can be applied in competitive situations. Through the researcher's field observation of many physical education lessons in middle schools, as a physical education teacher, it was noticed that most students take a long time to learn when taught using a single, traditional method for teaching football skills. This could be the reason for their poor skill performance, which persists into later age stages.

1-3 Research Objectives:

The research aims to achieve the following:

1. Investigate the impact of competitive learning and cooperative learning strategies on learning the skills of dribbling and passing in football for the research sample.

2. Identify significant differences between the three groups in the post-test results for the skills of dribbling and passing in football for the students (the two experimental groups and the control group).

1-4 Research Hypotheses:

To verify the research objectives, the following hypotheses were formulated:

1. There are statistically significant differences between the pre-test and post-test results of the experimental and control groups in learning the skills of dribbling and passing in football for the research sample.
2. There are statistically significant differences between the post-test results of the experimental and control groups in learning the skills of dribbling and passing in football for the research sample.

1-5 Research Scope:

1-5-1 **Human Scope:** Second-year students at Mohammed Baqir Al-Sadr Middle School in Dhi Qar Education Directorate.

1-5-2 **Time Scope:** From 25/02/2022 to 10/05/2023.

1-5-3 **Spatial Scope:** The football field at Mohammed Baqir Al-Sadr Middle School in Dhi Qar Education Directorate.

1-6 Definition of Terms:

1-6-1 **Competitive and Cooperative Learning Strategies:**

- **Competitive Learning Strategy:** This is a learning method based on competition that allows students to evaluate the performance of the group they belong to, compared to the performance of another group working on the same task.
- **Cooperative Learning Strategy:** This is an effective method that brings students together in an interactive learning environment. This approach enhances interaction between students and helps them develop their social and academic skills.

Chapter Two: Research Methodology and Procedures

2-1 Research Methodology:

The researcher uses an experimental design, forming equal groups and selecting appropriate methods. The nature of the research problem and its objectives require the use of scientific research procedures.

"Table (1) shows the experimental design of the study".

Groups	Pre-tests	Experimental Treatment	Post-tests	Comparisons	
Experimental Group 1: Section (B)	Rolling Passing	Competitive Learning Strategy	Rolling Passing	Difference Between Pre-tests and Post-tests	"The difference between the three groups in the post-tests."
Experimental Group 2: Section	Rolling Passing	Cooperative Learning Strategy	Rolling Passing	Difference Between Pre-tests and Post-tests	
Control Group: Section (A)	Rolling Passing	Teacher's Method	Rolling Passing	Difference Between Pre-tests and Post-tests	

2-2 Research Community and Sample:

The research community is represented by the second-year middle school students at Mohammed Baqir Al-Sadr School for Boys in Dhi Qar Governorate, Nasiriyah, for the academic year 2022-2023. The total number of students is 128, distributed across four sections (A, B, C, D). The sample was selected using simple random sampling (drawing lots), with Section B representing the first experimental group, Section C representing the second experimental group, and Section A representing the control group from the original research community. The researcher conducted the field experiment on a sample of 60 students, representing three sections (A, B, C), with 15 students from each section. Section D was used for the exploratory trial with 15 students. Students who were failing, had medical disabilities, or were practicing football professionally were excluded from the sample.

2-3 Tools for Data Collection and Equipment Used in the Research:

- Personal interview forms for experts and specialists.
- Questionnaire for soliciting expert opinions on teaching methods and football tests.
- Data recording and processing forms.
- Form for recommending the most important tests.
- One electronic stopwatch.
- Laptop (HP) for documenting data, statistical processing, and printing.
- Colored chalk.
- 10 standard footballs.
- Measuring tape for measuring distance.
- Two whistles.
- CD discs.

2-4 Research Procedures:

2-4-1 Determining Football Tests:

After identifying the basic skills studied in the research (dribbling and passing), the researcher prepared a questionnaire to determine the most suitable test for measuring each skill. This questionnaire, containing three tests for each skill, was presented to a group of nine football experts. After processing and analyzing the questionnaires statistically by extracting percentages, the test with the highest percentage for each skill was selected.

2-4-2 Specifications of Test Items:

2-4-2-1 Dribbling Test Between Three Cones Over a Distance of 20 Meters:

Purpose of the Test: To measure the ability to control the ball.

Tools Used:

- Three cones.
- Stopwatch.
- One football.
- A planning board.

Procedure:

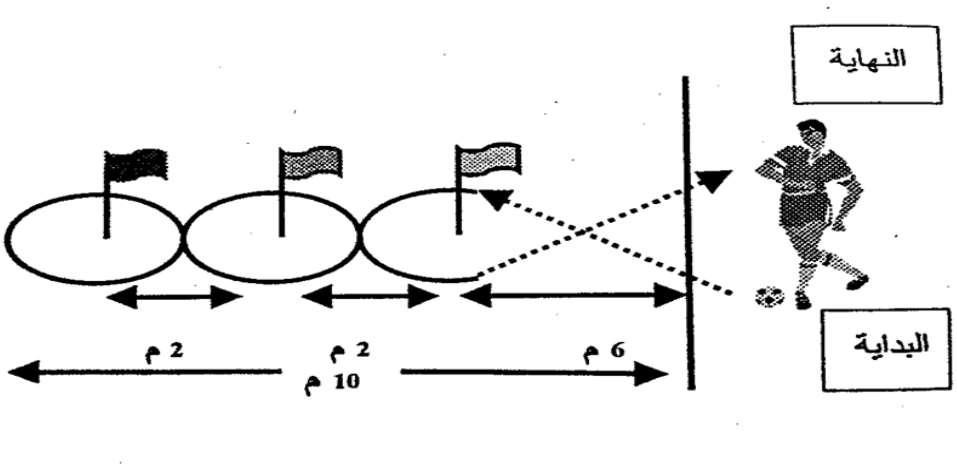
1. Place the three cones on the ground, with a distance of 2 meters between each cone.
2. Draw a starting line 6 meters from the first cone, so the distance from the last cone to the starting line is 10 meters.
3. The total distance the student will cover is 20 meters, as shown in the diagram (Figure 1).
4. The length of the starting line is 2 meters.

Performance Specifications:

1. The student stands behind the starting line, and when the start signal is given, they begin dribbling the ball between the cones.
2. The student can pass to the right or left of the first cone.
3. The ball must remain in motion throughout the performance.

Scoring:

1. Each student is given two consecutive attempts, and the best (shortest time) is recorded.
2. An attempt is not counted if the student passes over the cone or if the ball is passed around the cone by foot without running with the ball and controlling it.
3. An attempt is not counted if the ball goes out of the student's control.



"Figure (1):

Rolling test between the three markers back and forth over a distance of 20 meters."

2-7-3 Passing Test Towards a Small Goal at a Distance of 15 Meters[(1)] :

Purpose of the Test: To measure the accuracy of passing.

Tools Used:

5 footballs.

One small movable goal with dimensions 110 cm × 63 cm.

A planning board.

"[(1)]Mohammed Qasim Hilal: Previously cited source, p. 52".

Procedure:

The movable goal is placed 15 meters away from the starting line, which is 1 meter in length. The ball is placed in front of the goal as shown in Figure 2.

Performance Method:

The student stands behind the starting line facing the small goal. When the signal is given, they begin passing the ball and attempt to score by getting the ball into the goal. Each student is allowed 5 consecutive attempts.

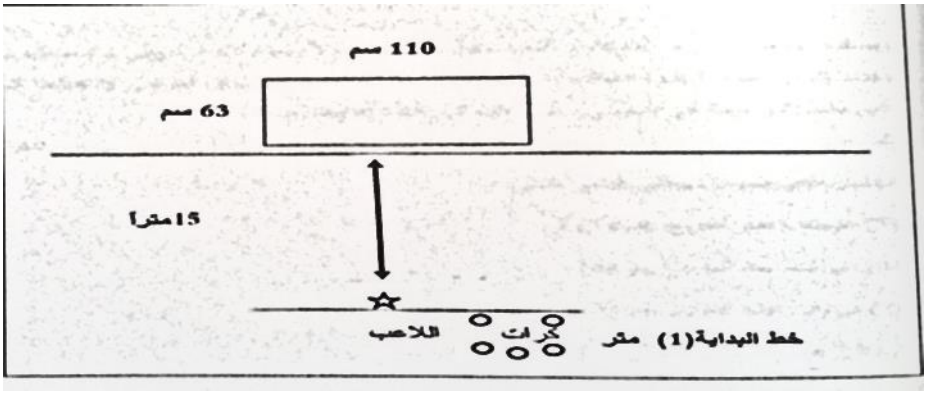
Scoring:

The student's score is the total points from the five attempts, as follows:

2 points for a successful attempt where the ball enters the goal.

1 point if the ball hits the crossbar or post but does not enter the goal.

0 points if the ball does not enter the small goal.



"Figure (2) Passing test towards a small target at a distance of 15 meters."

5-2 Exploratory Experiment:

The researcher conducted an exploratory experiment on Sunday, February 26, 2023, with a sample of 15 students who were not part of the main experimental group. The experiment took place at 10:00 AM with students from Mohammed Baqir Al-Sadr School for Boys, Dhi Qar Directorate of Education, with the support of the assisting research team.

6-2 Scientific Foundations of the Tests:

The reliability coefficients of the tests were calculated by administering the tests to a sample of 15 students, separate from the main research sample, during the exploratory experiment. After a period of 7 days, the same tests were re-administered on Sunday, March 5, 2023. The Pearson correlation coefficient was computed between the results of the two test administrations, and a statistically significant correlation was found.

Additionally, the content validity of the tests was assessed. All experts agreed that the tests achieved the intended purpose for which they were designed and were appropriate for the target age group.

Regarding the objectivity of the tests, it was ensured that the test results were not influenced by the subjectivity of the examiner. [(2)] The examinee would receive the same score regardless of whether the test was graded by one examiner or multiple examiners[(3)].

[2]" -Sami Melhem: Research Methods in Education and Psychology, 1st Edition, Amman, Dar Al-Masirah for Publishing, 2000, p. 292".

"Table (2) Shows the validity and reliability coefficient".

#	"Names of Tests	Validity Coefficient	Reliability Coefficient
1	Rolling Skill	0. 88	0. 90
2	Passing Skill"	0. 85	0. 94

7-2 Main Experiment:

The researcher reviewed numerous scientific references, sources, and studies. Based on the researcher's expertise and the findings from the exploratory experiment, all the necessary requirements for the main experiment were determined.

2.8 Pre-Tests:

The pre-test was administered to the three groups before the implementation of the educational program in order to assess the skill levels of rolling and passing in football among the research sample. The tests were conducted on Tuesday, March 7, 2023, at 10:30 AM, under the direct supervision of the subject teacher and the assisting research team, at the Mohammed Baqir Al-Sadr School playground for 2nd-grade secondary students.

2-9 Sample Equivalence

To ensure the equivalence of the research sample, the researcher performed an equivalence check between the control and experimental groups using the pre-tests for the skills of rolling and passing under study.

The researcher conducted the equivalence between the control and experimental groups for the pre-tests of the rolling and passing skills being investigated, as shown in Table (3).

"Table (3) shows the equivalence of the research groups in the rolling and passing skills tests in football".

Variables	Unit of Measurement	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Calculated (F) Value	Significance Level*	Statistical Significance
Rolling	Second	Between Groups	1.378	2	0.689	0.128	0.809	"Not Significant"
		Within Groups	225.867	42	5.378			
Passing	Degree	Between Groups	1.200	2	0.600	0.107	0.880	"Not Significant"
		Within Groups	236.000	42	5.619			

Significant at a significance level of < 0.05

It is clear from Table (4) that the calculated value of the F-test for all research variables is greater than (0.05), indicating that there are no statistically significant differences. This suggests that the three groups of the research sample are equivalent across all the research variables.

" -[2]Abdullah Al-Kandari and Mohammed Ahmed: Research Methods in Physical Education and Political Sciences, 2nd Edition, Kuwait, Al-Falah Library for Publishing, 1999, p. 153".

2-10 Educational Method

The researcher prepared the educational units for the experimental sample according to the competitive learning and cooperative learning strategies. The researcher began implementing the educational curriculum on Sunday, March 12, 2023, with the first educational unit, which covers the curriculum content for the first and second experimental groups, using the regular method by the teacher for the control group. The curriculum consisted of two units per week for a total of 8 weeks, with a total of 16 educational units. Each unit had a duration of 45 minutes.

2-10-1 First Experimental Group (Competitive Learning(

The group consists of 15 students, divided into three groups of 5 students each, according to the competitive learning strategy. One student in each group acts as the leader. The groups compete against each other to learn the skills under study in the educational units. The group with the most correct repetitions wins, as recorded by the group leader.

The main section of each educational unit lasts 35 minutes, including 15 minutes for the educational side, where the skill is explained and demonstrated to the students, and 20 minutes for the practical side. The practical part is divided into 3 exercises, with 5 minutes for the first exercise, followed by a 2-minute rest and recording time. The second exercise lasts for 5 minutes, followed by 2 minutes for rest and recording. The third exercise lasts for 5 minutes, followed by 1 minute for rest and recording. The total time for the main section of the educational unit is 560 minutes, from the total duration of the educational units. This section includes 240 minutes for the educational aspect and 320 minutes for the practical side, both of which make up the total time of the educational units.

2-10-2 Second Experimental Group (Cooperative Learning)

The group consists of 15 students, divided into three groups of 5 students each, according to the cooperative learning strategy. One student in each group acts as the leader. The groups compete against each other to learn the skills under study in the educational units.

The teacher monitors and evaluates the cooperation between group members, ensuring that they collaborate effectively. The teacher also praises groups that cooperate well and perform tasks correctly, emphasizing the importance of individual effort for the benefit of the group. Students are encouraged to collaborate, and the teacher explains the importance of teamwork. In case of problems, students are guided to problem-solving methods. The teacher ensures that students fully understand the tasks to be performed and answers any questions they have regarding the tasks.

2-11 Post-Tests

The researcher conducted the post-tests on Wednesday, May 10, 2023, ensuring that the conditions were similar to the pre-tests in terms of location, time, and the presence of the assisting team, with direct supervision from the researcher. The same steps were followed as in the pre-test, and the results were distributed in separate lists for each group in order to process them statistically and achieve the research objectives.

2-12 Statistical Methods

The appropriate statistical methods were selected, and the data were processed using the (SPSS V.25) software.

Chapter 3

3-Presentation of Test Results, Analysis, and Discussion

After completing the implementation of the educational program based on the competitive and cooperative learning strategies, the results of the research (both pre-tests and post-tests) were organized. These results were then processed statistically, and the findings were presented in tabular

form. The results were subsequently discussed in order to achieve the research objectives and hypotheses.

3-1 Presentation of Pre-Test and Post-Test Results for the Dribbling and Passing Skills in Football for the Three Research Groups, Analysis, and Discussion

3-1-1 Presentation of Pre-Test and Post-Test Results for the Dribbling and Passing Skills in Football for the First Experimental Group (Competitive Learning Strategy)

"Table (4) shows the significance of the differences between the pre-test and post-test results for the rolling and passing skills in football for the students of the first experimental group (Competitive Learning Strategy)

Statistical Treatments / Variables	Unit of Measurement	Pre-tests		Post-tests		Calculated (t) Value	Significance Level	Statistical Significance
		Mean	SD	mean	SD			
Rolling	Second	17.866	2.722	13.800	1.859	4.481	0.001	Significant
Passing	Degree	11.066	2.763	21.200	2.242	11.015	0.000	Significant

- Significant at a significance level of < 0.05 with 14 degrees of freedom

2-1-3" Presentation of the pre-test and post-test results for the rolling and passing skills in football for the students of the second experimental group (Cooperative Learning Strategy")

Table (5) shows the significance of the differences between the pre-test and post-test results for the rolling and passing skills in football for the students of the second experimental group (Cooperative Learning Strategy)".

Statistical Treatments / Variables	Unit of Measurement	Pre-tests		Post-tests		Calculated (t) Value	Significance Level	Statistical Significance
		Mean	SD	mean	SD			
Rolling	Second	17.466	2.133	12.266	1.830	8.981	0.000	Significant
Passing	Degree	10.666	2.410	23.533	2.099	16.498	0.000	Significant

"Significant at a significance level of < 0.05 with 14 degrees of freedom.

Tables (4 and 5) show the means, standard deviations, calculated (t) values, and significance levels between the pre-test and post-test results for the rolling and passing skills in football for the students of the experimental groups, which implemented the educational curriculum according to the two strategies outlined in the study. This indicates statistically significant differences between the pre-test and post-test results, in favor of the post-test for both experimental groups.

3-1-3 Presentation of the pre-test and post-test results for the rolling and passing skills in football for the students of the control group.

Table (6) shows the significance of the differences between the pre-test and post-test results for the rolling and passing skills in football for the students of the control group".

Statistical Treatments / Variables	Unit of Measurement	Pre-tests		Post-tests		Calculated (t) Value	Significance Level	Statistical Significance
		Mean	SD	mean	SD			
Rolling	Second	17.733	2.280	15.400	2.028	2.598	0.029	Significant
Passing	Degree	10.866	1.846	17.333	1.718	11.386	0.000	Significant

"Significant at a significance level of < 0.05 and with 14 degrees of freedom.

"Table (6) shows the means, standard deviations, and calculated (t) values between the pre-test and post-test results for the control group, indicating statistically significant differences between the pre-test and post-test, in favor of the post-test for the control group."

3-2 Discussion of Results for the First and Second Experimental Groups and the Control Group

Based on the data presented in Tables (4 and 5) for the first and second experimental groups, the researcher attributes these significant differences to the effectiveness of the educational units implemented in both groups. These groups were taught using the competitive and cooperative learning strategies, which include steps that begin with direct learning. The teacher presents the basic information related to the lesson topic to motivate the students to learn and master the knowledge, concepts, and facts. The teacher then reviews the new material and the previous lessons related to the new content to prepare the students mentally.

The researcher attributes this development to the educational units undergone by both groups under two different programs, aimed at achieving the same goal: teaching the students the skills of dribbling and passing through competitive and cooperative learning strategies. The educational units, which the researcher restructured and organized using mind maps, had a significant impact on presenting the skills in a more organized, visual format, rather than relying solely on verbal communication. This aligns with what Hilal (2007) stated: "The human mind can remember what it sees faster than what it hears." This means that recalling visual memory is easier for learners than recalling verbal memory, which directly supports the concept of competitive learning and the competition among peers.

The competitive learning strategy used by the researcher helped capitalize on the variation in abilities and learning styles by implementing cooperative learning in groups, where each member evaluates the other, shares their perspective, and expresses their understanding of the skill. This exchange of experiences leads the group members to a more similar level of understanding and performance.

The researcher also attributes the significant differences in favor of the post-test results in dribbling and passing skills for the control group to the educational program implemented for the control group, using the traditional (American) method by the subject teacher. In this method, the teacher first explains the skill theoretically to the learners, which results in the learners acquiring knowledge about the skill and its technical stages, as well as how to perform it. This contributes to their understanding of the skill and its motor performance. The researcher believes that this improvement in the performance level in the control group is also influenced by the educational program itself, along with its instructional steps for the skill and the physical exercises that support it. This is confirmed by Nawal Shaltout and Mervat Khafaja (2002), who stated: "Teaching using the command style leads to an increase in the individual's level due to repeated practice and the immediate retrieval of information during the learning process. [(1)]" ".

3-3 Presentation of the results of the Analysis of Variance (F) test in the post-tests for the three research groups in motivation and the rolling and passing skills in football for the students, followed by analysis and discussion.

1- Nawal Ibrahim Shaltout and Mervat Ali Khafaga: Methods of Teaching in Physical Education: Teaching for Education and Learning, Vol. 2, Alexandria, Al-Ishaa Technical Library and Printing Press, 2002, p. 80. .

Table (7) 1-3-3 Presentation of the results of the Analysis of Variance (F) test in the post-tests between the three research groups for the rolling and passing skills in football for the students."

Variables	Unit of Measurement	Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	Calculated (F) Value	Significance Level*	Statistical Significance
Rolling	Second	Between Groups	73.644	2	36.822	10.112	0.000	Significant"
		Within Groups	152.933	42	3.641			
Passing	Degree	Between Groups	294.178	2	147.089	35.613	0.000	Significant"
		Within Groups	173.467	42	4.130			

"Significant at a significance level of < 0.05"

The table (7) shows the results of the analysis of variance (F) test between and within groups for the skills of rolling and handling in football among students. The results indicated a significant difference among the three groups in the tests for the skills of rolling and handling in football, as the significance level was less than (0.05). The researcher used the Least Significant Difference (L.S.D) test to identify the best of the three groups for the skills of rolling and handling in football. Table (8) illustrates this

Table (8) Shows the results of the (L.S.D) test for the Least Significant Difference among the three research groups for the skills of rolling and handling in football for students.

Variables	Groups	Means	Mean Difference	Significance Level	Significance of Difference
Rolling (Seconds)	G T1 – G T2:	**12.266-13.800**	*** 1.533**	**0.033**	- Significant in favor of G T2
	G **T1** – G **D**:	**15.400-13.800**	*** 1.600**	**0.027**	- Significant in favor of G T1
	G T2 – G D	**15.400-12.266**	*** 3.133**	**0.000**	- Significant in favor of G T2
Handling (Points)	G T1 – G T2	**23.533-21.200**	*** 2.333**	**0.003**	- Significant in favor of G T2
	G T1 – G D	**17.333-21.200**	*** 3.866**	**0.000**	- Significant in favor of G T1
	G T2 – G D	**17.333-23.533**	*** 2.333**	**0.003**	- Significant in favor of G T2

Table (7) Illustrates the results of the Least Significant Difference (L.S.D) measurement in the arithmetic means among the three groups for the skills of rolling and handling in football for students.

4-3 Discussion of Post-Test Results for the Investigated Variables

It is evident from Table (8) that there are statistically significant differences between the post-test results of the three groups. The researcher attributes the development of the first experimental group in (performing the skills of dribbling and passing in the post-test) to the competitive and cooperative learning steps, which involved placing students in new situations and giving them multiple opportunities to engage in individual, pair, or group activities. Since the fundamentals of learning football come through play to acquire skill-based and tactical knowledge, it was necessary to train on them to solidify this knowledge. "Successfully storing new knowledge and retrieving it later is crucial during the learning stages, as practical application is vital for retaining information about new skills". Constructivist education is based on an important principle: designing instructional strategies and teaching practices that focus on the learner, diagnosing the learner's previous experiences, and linking them to new learning to build the required knowledge .

The researcher also believes that the reason for the superiority of the two experimental groups over the control group in the football skills of dribbling and passing lies in the effectiveness of the two strategies and their constructivist philosophy. These strategies help increase the learner's motivation towards the skill due to the positive interaction between the learner and their peers, and between the learner and the technique of the skill and the teacher. This contrasts with the traditional method that focuses on the subject material (technical stages of skill performance) and prioritizes it, where the

teacher plays a central role and the learner has a passive role, receiving information from the teacher without effort. In contrast, the researcher found that by using the two strategies, knowledge is actively constructed by the learners themselves through integrating new information and experiences with feedback, making learning meaningful to the learner. In this regard, Youssef Qatami (2013) confirms that learning according to this philosophy is a continuous, active, and purposeful process that requires mental effort, and the individual builds their knowledge by themselves and triggers learning, where the learner's ideas are modified or supplemented with new information. Similarly, Essam El-Shantawi and Hani Al-Obaidi (2006) emphasize that "Constructivist learning strategies provide better opportunities for learners to actively participate in the educational process, as learners show enthusiasm and eagerness to learn.

From the researcher's perspective, the superiority observed through the use of both the cooperative and competitive learning strategies, combined with the learning tools and devices used in the entire educational process, is attributed to the scientific principles of the units constructed and implemented. These principles, grounded in scientific sources, simplify learning, refine, and develop the abilities associated with the two skills under investigation, in addition to reinforcing the impact of the educational process, learning, and development by achieving the most optimal and accurate performance to ensure competition and success.

4- Conclusions and Recommendations

4-1 Main Conclusions

Teaching using combined learning strategies significantly contributed to reducing the effort required in error correction and providing feedback to enhance technical performance and accuracy in the skills of dribbling and passing.

Teaching using the competitive and cooperative learning strategies effectively addressed individual differences among students as it took into account the abilities and experiences of all groups, thanks to the use of these strategies.

The ranking of the teaching methods used showed that the most effective methods in learning dribbling and passing skills were the combined competitive and cooperative learning strategies, while the teacher-led method (command style) showed the least effect.

The combination of the two strategies was highly suitable for the students, as this approach outperformed the teacher-led method in learning the skills of dribbling and passing, ranking first.

4-2 Main Recommendations

- Ensure the use of modern strategies in the educational process.
- Conduct further studies on the effectiveness of competitive and cooperative learning strategies in teaching different sports activities, aiming to achieve larger results.
- Integrate these strategies with other teaching methods within the curricula of educational institutions.

References

1. Mahmoud Dawood Al-Rubaie: Learning and Teaching in Physical Education and Sports, 1st ed., Najaf, Al-Diya'a Printing and Design House, 2011.
2. Hamid Qasim Hilal: The Effect of Competitive Styles (Self, Comparative, and Group) on Learning Some Basic Football Skills for 2nd-Year Middle School Students, Master's thesis, Faculty of Physical Education and Sports Sciences, University of Baghdad, 2016.
3. Hamid Abdul Ghani Hilal: Skills of Rapid Learning, Speed Reading, and Mind Mapping, Cairo, Performance Development and Training Center, 2007.

4. Nawal Ibrahim Shiltout and Mervat Ali Khafaja: Teaching Methods in Physical Education: Teaching for Learning, Vol. 2, Alexandria, Al-Ishra'a Library and Printing, 2002.
5. Dhulfiqar Saleh et al.: Basic Concepts in European Football, Al-Ghadeer Printing and Publishing, Basra, 2018.
6. Khalil Youssef Al-Khalili et al.: Teaching Science in General Training Stages, Dubai, United Arab Emirates, Al-Thaqafa Publishing and Distribution House, 1995.
7. Nadia Hassan Al-Afoun and Hussein Salem Makkawn: Training the Science Teacher, 1st ed., Safa Publishing and Distribution House, Amman, 2012.
8. Youssef Qatami: Cognitive Learning and Teaching Strategies, 1st ed., Al-Masira Publishing and Distribution House, Amman, 2013.
9. Essam El-Shantawi and Hani Al-Obaidi: The Effect of Teaching According to Two Constructivist Learning Models, Jordanian Journal of Educational Sciences, Vol. 2, 2006.
10. Sami Melhem: Research Methods in Education and Psychology, 1st ed., Amman, Al-Masira Publishing House, 2000.
11. Abdullah Al-Kandari and Mohamed Ahmed: Research Methods in Physical Education and Political Science, 2nd ed., Kuwait, Al-Falah Library for Publishing, 1999.