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(Slaven, 1983)

(Dyson, 2002)

.(Slaven, 1983: 435)

(Rubin, 1987)

.(Dyson, 2002:22)

(2001 )

(Rubin, 1987:46)

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	:(2001)	-6				.3	
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	:(2004)	-7					

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				(20)
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(%75)				
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	.(347 :1995			
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			(10)	(185)
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	.(77 :1991 )		(80)	
	:	-		%43.243
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0.668	1.212	3	3.637		( )
	1.814	76	137.850		
		79	141.487		
0.510	22.233	3	66.7		( )
	43.554	76	3310.10		
		79	33.768		
0.662	20.883	3	62.650		( )
	31.538	76	23.96.9		
		79	2459.550		

.2.680 = (76-3)

0.05 ≥

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(2)

1.610	13.167	3	39.500		( )
	8.175	76	621.300		
		79	660.800		
1.766	0.189	3	0.568		( )
	0.107	76	8.107		
		79	8.675		
0.812	8.290	3	24.870		( )
	10.205	76	775.638		
		79	800.508		
0.820	9.017	3	27.050		( )
	10.996	76	835.700		
		79	862.750		
1.286	0.206	3	0.617		( )
	0.160	76	12.160		
		79	12.777		

.2.680 = (76-3)

0.05 ≥

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1.635	17.400	3	52.200	( )
	10.642	76	808.800	
		79	861.000	
2.113	14.958	3	44.873	( )
	7.079	76	537.992	
		79	582.865	
2.494	12.546	3	37.637	( )
	5.030	76	382.250	
		79	419.888	
1.233	14.400	3	43.200	( )
	11.682	76	887.800	
		79	931.000	
2.210	9.327	3	27.982	( )
	4.220	76	320.715	
		79	348.697	

.2.680 = (76-3)

0.05 ≥

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:One-Way ANOVA

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الجدول رقم (4)

المتوسطات الحسابية والانحرافات المعيارية وقيمة (ت) للاختبارين القبلي والبعدي في تنمية بعض المهارات الأساسية بكرة القدم لمجموعات البحث الأربع حسب الأساليب التدريبية المختلفة

ت	الأسلوب الأمامي		الأسلوب التعاوني		الأسلوب التبادلي		الأسلوب الفردي		نوع الاختبار	وحدة القياس	اسم الاختبار	المهارات الأساسية	ت
	ع ±	م	ع ±	م	ع ±	م	ع ±	م					
*2.157	2.882	18.21	2.849	18.25	2.800	18.32	2.006	18.29	قبلي	ثانية	الدرجة الدائرية (دائرة نق 10 م)	الدرجة	*3.218
	2.641	17.59	1.783	16.86	2.158	16.59	2.284	15.27	بعدي				
1.836	2.783	10.37	4.143	10.42	3.294	10.35	2.607	10.39	قبلي	درجة	دقة المناولة المتوسطة	المناولة المتوسطة	*2.886
	2.881	10.15	3.265	10.75	2.425	12.10	3.186	12.45	بعدي				
1.829	3.683	9.58	4.016	9.48	3.316	9.40	2.455	9.42	قبلي	درجة	السيطرة داخل دائرة (2 م)	السيطرة على الكرة	*4.835
	3.977	9.50	3.762	9.80	2.416	10.15	2.858	11.05	بعدي				
*2.281	3.465	6.55	1.791	7.08	2.109	7.11	1.469	7.13	قبلي	درجة	احصاد دائرة داخل مستطيل (2 م)	احصاد كرة القدم	*3.470
	2.998	7.11	2.417	7.50	2.394	8.45	2.238	9.65	بعدي				
1.581	3.041	12.32	3.172	12.38	3.265	12.35	3.810	12.40	قبلي	درجة	دقة التهديف	التهديف بكرة القدم	*3.368
	2.627	11.15	3.465	11.75	4.203	13.75	4.115	14.25	بعدي				

\* معنوي عند نسبة خطأ > (0.05) وأمام درجة حرية (19)، علما بأن قيمة (ت) الجدولية = (2.09).

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(Hell, " 1990)  
 2.743 2.636 2.338) ( )  
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 .(2.09) (0.05) ≥ (19)

(Hell, 1990: 172) "

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 (1.581 1.829 1.836) " (2000  
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 (2.09) (0.05) ≥  
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(1991 ) ( )  
 (2.462 2.693 2.413 2.226)  
 (19) ( )  
 (77 :1991 ) (2.09) (0.05) ≥  
 (1.863) ( )  
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*2.721	23.812	3	71.437		( )
	8.751	76	665.050		
		79	736.448		
*3.751	18.790	3	56.371		( )
	5.010	76	380.761		
		79	437.132		
*7.424	46.046	3	138,138		( )
	6.202	76	471.350		
		79	609.488		
*3.192	36.215	3	108.645		( )
	11.342	76	862.035		
		79	970.680		
*5.564	4.290	3	12.870		( )
	0.771	76	58.630		
		79	71.505		

.(2.680) = ( ) (76-3) (0.05) ≥ \*

(6)

- 17.591	- 16.865	- 16.591	L.S.R.	
*2.321-	*1.595-	*1.321-	1.006	- 15.270
*1.000-	0.274-	-	0.973	- 16.591
0.725-	-	-	0.924	- 16.865
-	-	-	-	- 17.591

.(0.05) ≥ \*

(7.424-2.721)

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.(10-6) ( ) ( ) (5)

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(2.321- 1.595- 1.321-) ( ) (0.05) ≥ ( ) (2.680) (76 -3)

(7)

-	10.150	-	10.750	-	12.100	L.S.R.	
	*2.300		*1.700		0.350	0.762	- 12.450
	*1.950		*1.350		-	0.752	- 12.100
	0.600		-		-	0.700	- 10.750
	-		-		-	-	- 10.150

.(0.05) ≥ \*

(8)

-	9.500	-	9.800	-	10.150	L.S.R.	
	*1.550		*1.250		*0.900	0.847	- 11.050
	0.650		0.350		-	0.820	- 10.150
	0.300		-		-	0.778	- 9.800
	-		-		-	-	- 9.500

.(0.05) ≥ \*

(9)

-	7.115	-	7.500	-	8.450	L.S.R.	
	*2.535		*2.150		*1.200	1.146	- 9.650
	*1.335		0.950		-	1.109	- 8.450
	0.385		-		-	1.052	- 7.500
	-		-		-	-	- 7.115

.(0.05) ≥ \*

(10)

-	11.150	-	11.750	-	13.750	L.S.R.	
	*3.100		*2.500		*0.500	0.297	- 14.250
	*2.600		*2.00		-	0.289	- 13.750
	*0.600		-		-	0.274	- 11.750
	-		-		-	-	- 11.150

.(0.05) ≥ \*

(L.S.R.)		(2.535	(1.006)	(L.S.R.)
	(1.146)			
(L.S.R.)	(0.950)		(0.274-)	(L.S.R.)
	(1.109)		(0.973)	
	(1.335)		(1.000-)	(L.S.R.)
(1.109)		(L.S.R.)	(0.973)	
	(0.385)		(0.725-)	(L.S.R.)
(.1.052)		(L.S.R.)	(.0.924)	
	(10)		(7)	
)			(L.S.R.)	(0.350)
2.500 0.500)		(		(0.762)
		(3.100		
(0.297)		(L.S.R.)	(2.300 1.700)	
			(L.S.R.)	(0.762)
	(0.289)	(2.600 2.000)		
		(L.S.R.)	(L.S.R.)	(1.950 1.350)
(0.600)			(0.752)	
(.0.274)		(.L.S.R.)		
			(L.S.R.)	(0.600)
				(.0.700)
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)				
		(	1.250 0.900)	(
			(L.S.R.)	(1.550
				(0.847)
			(0.650 0.350)	
			(L.S.R.)	(0.820)
			(L.S.R.)	(0.300)
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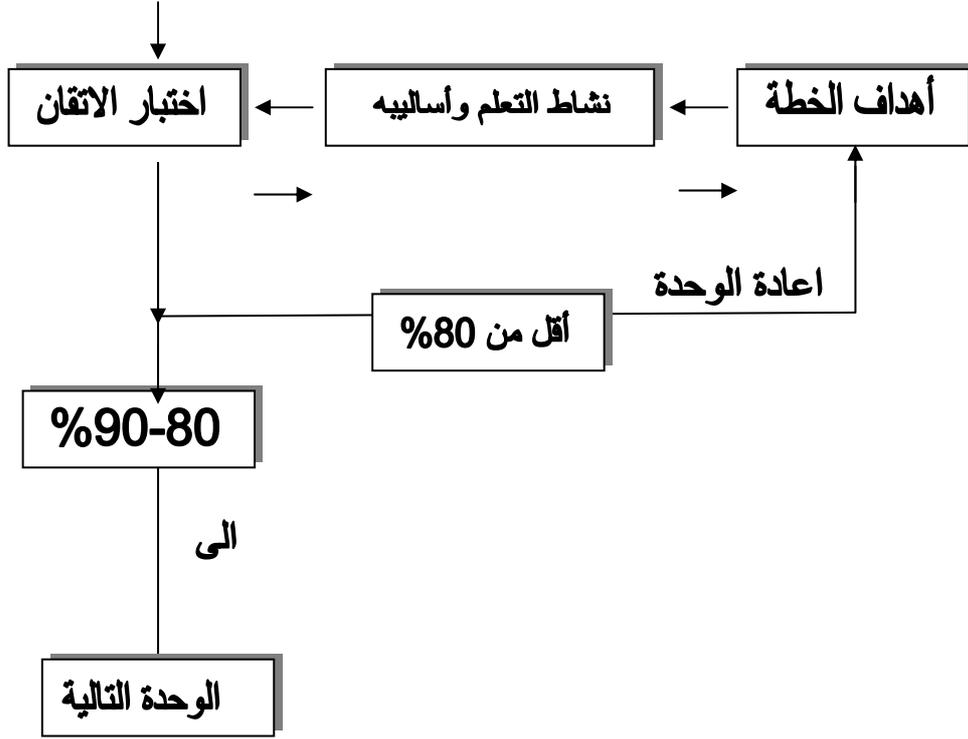
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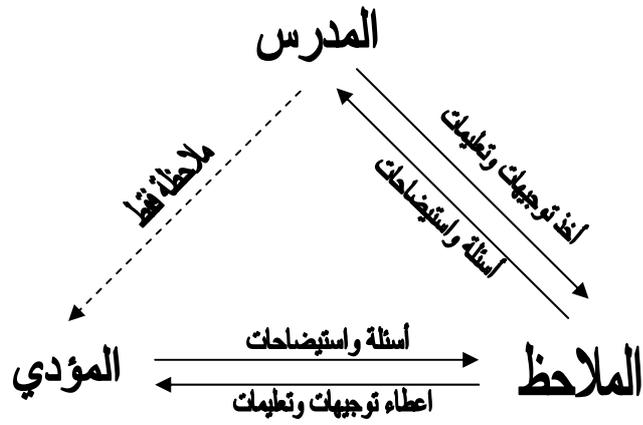
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1988

**The Effect of Using the Command, Co-operative, Exchangeable and Individual**

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## Teaching Method in Learning Some of the Basic Skills of Football Game

*Waleed W. Al-Sharifi and Qusay H. Al-Zubaidi\**

### ABSTRACT

The aim of this research is to explain the effect of using command, co-operative, exchangeable and individual teaching methods in learning some of the basic skills of football game and the comparison among the effects of using these teaching methods. The experimental method is used for its suitability with the nature of the present research. The sample of the research consisted of 80 first year students enrolled at University of Mosul, Teachers Training College, being distributed into four groups of which each one amounts to 20 students. The equivalence among them has been done according to the variables of age, height and weight in some motor skills in football game. The first experimental group used the individual method, whereas the second experimental group used the exchangeable method, the third experimental group used the co-operative method, and finally, the fourth group used the command method. The implementation of the suggested teaching program lasted for ten weeks, one teaching unit for each week which lasted for (90) minutes. The researchers used the statistical tools.

The researchers concluded the following:

- They proved the validity of using the individual teaching method in the development of all the basic skills of football game which are under discussion.
- The use of both exchangeable and co-operative methods demonstrated development in the skill of football game.

The researchers present a number of recommendations:

- The trial of using the individual method in teaching which is regarded as the best style of teaching suggested in the study according to the findings of the present research.
- The use of other teaching methods (changeable and co-operative styles) according to the findings of the present research compared with the command style.

**Keywords:** Football, Skills, Teaching Methods; Command, Co-operative, Exchangeable, Individual.

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