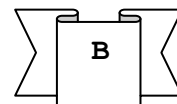


The scientific development included the emergence of new ideas and teaching methods put on the scene made the teacher responsible more important in the management of the learning process, and in light of the above the researcher's interest in the use of the two methods of mutual learning and inclusion to acquire some of the skills of football especially since these two methods are completely different from each other In order for the educational process to proceed in the right way and keep pace with development, it is necessary to take into account the individual differences among the students when choosing the educational method, so that the appropriate teaching method can be determined in the light of fields or cognitive methods. The importance of research lies in the existence of individual differences among learners due to the different fields or cognitive methods they possess. It is therefore necessary to use educational methods that are appropriate to the cognitive methods that the learners have.

The research problem was represented by the lack of consideration of the individual differences among the learners to the different level of students' perception of concepts during learning and to follow certain methods. The researcher decided to classify the students according to their cognitive fields and to study the effect of the two methods of learning and assimilation in the field of knowledge. Learn some of the basic skills of football for students, which is a modest attempt to provide learners with teaching methods that match their cognitive fields.

The aim of the research was to identify the effect of the two modes of interactive learning and the inclusion of the cognitive field in the teaching of some of the basic skills of the students' football, as well as the identification of either of the two methods, In teaching some basic football skills to students.

The researcher used the experimental method in designing the equal groups. The sample of the study reached (40) students of the preparatory stage fourth grade literary and the school (preparatory Mohammed Baqir al-Sadr) in the province of Dhi Qar Nasiriyah . the sample was divided into (4) groups . In



each group (10) students. the first and the second group study the exchange method for the cognitive field. The third and fourth groups are taught in the method of inclusion of the cognitive field. After the tests of the homogeneity and equivalence the educational curriculum was implemented .The educational curriculum included (18) educational units with two teaching units per week for each group. the study time was (45) minutes and the tests were done . The researcher used the statistical bag (SPSS) through which the researcher used the statistical means, the most important of which was: Test (t) For the interrelated samples – the difference analysis test (F) – the least significant difference test (LSD)

The researcher reached several conclusions, the most important of which are:

- The two experimental groups, which implemented the syllabus according to the method of mutual learning for the cognitive field, have passed on the two experimental groups that implemented the method according to the method of inclusion of the cognitive field in learning some of the basic skills of football for the students .

The most important recommendations are:

- The use of two methods of interactive learning and inclusion in the teaching of football skills of students because of their role in raising the level of skill performance of learners with cognitive (Meditative – impulse) .