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IMPACT OF THE USE OF ENHANCED LEARNING EXERCISES ON THE LEARNING OF CERTAIN SKILLS BY PLAYERS' LOUNGE FOOTBALL

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Abstract
The aim of the research is to recognize the impact of the enhanced learning method on learning some skills with a lounge football. To recognize the statistical differences between the experimental group and the control in learning some skills with a distance test lounge football, the researcher used the experimental curriculum to suit the research's problem and objectives. In 2024, the research community included the 52-player specialized lounge football school at the Iraqi Ministry of Youth and Sports. The sample of the research was selected in a regular random manner, which amounted to 40 female players distributed to the pilot and control groups equally and 20 female players per group The researcher then conducted coherence and parity transactions for the two research groups, and then the modules were prepared according to the enhanced learning model. The curriculum followed by the two research groups was implemented. Enhanced learning exercises were used with the experimental group and the method used by the teacher with the control group. School of Sports Education, University of Babylon, with the supervision of the researcher. The vocabulary of the curriculum: the total curriculum lasted 9 weeks. .
The course of learning each of the skills in question lasted 3 weeks. The number of educational units per week is two. The total number of curriculum units is 18. One unit time (90) minutes. The post-test was then carried out and the researcher relied on the statistical pouch to arrive at scientific results from which conclusions and most important findings were obtained. The use of enhanced learning has a very significant and effective impact on learning for certain lounge football skills. There are statistically significant differences between tribal and remote tests of experimental and control groups for certain lounge football skills and for the benefit of remote tests. Statistically significant differences exist between the experimental group and the control group in learning some lounge football skills.
Keywords: exercises, reinforcement learning, motor skills, football

1. Introducing Research

1.1 Introduction and importance of research

Enhanced learning is a type of learning that is characterized by improving and motivating learning experiences for learners through the use of technology and innovation in education processes. This type of learning is characterized by guiding students towards achieving educational goals through their interaction with educational content in a more interactive and interesting manner. With regard to sports, football gyms are one of the games that can be used as an effective means of promoting enhanced learning. It is a sports game that requires advanced technical and physical skills, and motivates players to think strategically and make quick decisions
Using technology in learning football lounges, the player experience can be improved by simulating the sports environment and providing personal training and immediate performance assessment. For example, VR systems can be used to simulate matches and enable players to interact with the environment realistically. The enhanced learning experience in the football game can also be improved by using data and statistics to accurately assess players' performance and identify weaknesses that need to be improved. In this way, coaches

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can guide players towards optimal performance and better develop their skills. Generally speaking, enhanced learning in the football gymnasium game can contribute to improving player performance and further developing their skills, and can be an effective way to promote learning and development in sports.

The importance of research is reflected in enhanced learning in the football gymnasium game, which contributes to improving players' performance and developing their skills comprehensively. By providing interactive and stimulating learning experiences, enhanced learning can contribute to enhancing players' interaction with the educational process and increasing their understanding of tactical and technical concepts. It can also help improve players' strategies and ability to make quick and right decisions during matches. Hence, enhanced learning in the football gymnasium game is arguably a key element in the development of players and the upgrading of their performance in this exciting sport.

2.1 Search Problem

Following up on modern educational concepts in the faculties and departments of sports education, the researcher noted the lack of interest in learning and training some of the skills of lounge football, as well as the lack of use of modern scientific strategies.

The researcher therefore considered a serious scientific study of this problem through the use of enhanced learning exercises within the educational curriculum adopted by the college and in proportion to the type of skill on the one hand and its motor path and its apparent construction through which the skills performance can be upgraded and developed and students reached a better level.

3.1 Search Goals

Recognize the impact of enhanced learning on learning some of the skills of lounge football.

Recognize the statistical differences between the experimental group and the control in learning some skills with a distance test lounge foot ball.

4.1 Compulsory Search

1. There are statistically significant differences between tribal and post-tribal tests of enhanced style and style and of dimensional interest in learning some skills with lounge football.
2. There are statistically significant differences between the experimental group and the remote test control group in learning some lounge football skills.

1-5 areas of research

1.5.1 Human Field: Specialized School Player at the Ministry of Youth and Sports with Lounge Football for 2024

2.5.1 Time sphere: duration from 29/1/2024 to 8/3/2024.

3.5.1 Spatial Field: Lounge Football Stadium at the Specialized School at the Ministry of Youth and Sports with Lounge Football.

Research curriculum and field procedures

Research curriculum 3-1

The researcher used the experimental curriculum to suit the problem and objectives of the research.

3-2 and Sample of the Research Community

The research community included the 52nd Specialized School Lounge Football Player at the Iraqi Ministry of Youth and Sports in 2024. The sample of the research was selected in a regular random manner, amounting to 40 players distributed to the pilot group and the control group evenly and 20 players per group.

3-3 means, tools and devices used

3-3-1 Means of Information Collection

The researcher used the following research methods:

- Arab and foreign sources and references.

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- Skill selection form under consideration.
- Skill Test Form.
- Technical Performance Calendar Selection Form for the skills under consideration.
- Tests and measurement.

3-3-2 used tools and devices:

The researcher used tools and devices to implement the experimental procedures.

- Legal Football Stadium
- Legal Footballs Number (10)
- Medical device for measuring height and weight
- Metal measuring tape (cm)
- Number of diagnostics (5)

Field Search Procedures 3-4:

3-4-1 sample homogenization and parity of two research groups

Sample homogenization 3-4-1-1

For the purpose of homogenization of the research sample individuals, the researcher performed several actions to adjust the variables although the selected sample is of a close age as well as to prevent influences that may affect the results of the experiment in terms of the individual differences of the research sample individuals. The researcher therefore used the statistical methods of computational medium, standard deviation, distortion, and morphological metrics twist coefficient to determine the reality of homogeneity, as in table 1.

Table (1)

Shows the homogeneity of research sample individuals in morphological measurements (age, height, weight)

Variables	Computational Medium	Standard deviation	Al-Manal	Torsion coefficient
Age	19.50	0.86	19	0.79 -
Length	165.44	0.55	165	0.57
Weight	42.64	0.79	143	0.46 -

Table (1) shows that the values of the coefficient of morphological measurements (age, length and weight) came below (1). This indicates the homogeneity of the individuals of the research sample in these measurements.

3-4-1-2 parity of the two research groups

One of the important things that the researcher should follow is to return the differences to the experimental factor. On this basis, the control and experimental research groups must be equal in the research variables under study (rolling, handling and suppression) and before the researcher begins his educational approach, the researcher tends to achieve the principle of parity between these two groups.

Table (2)

Research sample parity for tribal tests of the skills in question

T	Variables	Officer		Experimental		Calculated T value	Indicative Type
1	Suppression	2.09	0.29	3.0	0.76	0.50	random
2	Rolling	3.15	0.39	3.24	0.42	0.56	random
3	handling	3.14	0.35	3.25	0.45	0.69	random

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Tabular degree = 2.08 at an indicative level (0.05) and below a degree of freedom (38)
Table (2) shows that t values calculated for technical performance tests of the skills in question are smaller than the tabular value of (2.024) at an indicative level (0.05) and under a degree of freedom (38), which indicates that the principle of parity is achieved in the skill tests in question.

3-4-2 Identification of the skills in question

In order to select some lounge football skills, the researcher conducted a survey of many scientific sources and references and limited the lounge football skills (with 10 skills). The researcher then placed these skills in a questionnaire form and then presented them to a group of experts and specialists in the field of lounge football to select only three skills, through a questionnaire form specially prepared for this purpose. The researcher extracted the percentage of agreement for these skills. As in table (3)

Table (3)
Showing skills, number of experts and percentage of agreement

skills	Experts and specialists	Agreement rate
Rolling	9	%100
Handling	8	%89
Suppression	7	%78
Scoring	4	%45
Control	2	%22
Evasion	1	%11
Side throw	-	-
Matching	-	-
Cutting & Flat	-	-
heading the ball	-	-

After the data was sorted, the following skills were selected:

1. Rolling skill and achieving an agreement ratio (100%)
2. Handling skills and achieved an agreement percentage (89%)
3. The skill of suppression achieved an agreement rate (78%)

Testing 3-4-3

3-4-3-1 Selection of Technical Performance Calendar Tests for the Skills in Question

The researcher relied on the technical performance calendar tests of the skills in question on the apparent form of skill by evaluating three of the gentlemen in the gymnastics game in an observational manner depending

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on the overall degree of technical performance consisting of (10) degrees. These tests are rationed by previous researchers (1), as shown below:

Technical Performance Test for Rolling Roller Ball Football Lounges

- Test Name: Rolling between screens for 10m
- Objective of Test: Technical Performance Calendar of Rolling Skill
- Used Tools: Legal Football - Whistle - Electronic Stopwatch - Person Number 5.
- Calendar rolling: 10 degrees
- Performance description: The laboratory player makes three consecutive attempts to perform the rolling skill the player stands with a ball behind the starting line and when given the starting signal the player runs the ball between the persons as in the figure
- Registration: The best attempt of the laboratory player is calculated from the three tries and each evaluator and then collects the three best tries and calculates the computational medium (*).

Second Test: Technical Performance Test of Lounge Football Handling Skill

- Test name: Handling distance (10m).
- Objective of the test: Technical performance calendar of lounge football handling skill.
- Used tools: Legal balls - whistle - stopwatch.
- Calendar grade: 10 degrees.
- Performance Description: The tested player stands behind the line of the specific test area and when giving the starting signal, the player prepares three consecutive attempts to skill handling the lounge football and for the prescribed distance (10 m) taking into account the proper performance of the skill.
- Registration: The best attempts of the laboratory player are calculated from the three attempts and each evaluator and then collect the three best attempts and calculate the calculation medium for them.

c. Third Test: Technical Performance Test of Lounge Football Suppression Skill

- Test name: Stop the ball movement (suppress the ball).
- The objective of the test: to measure the ability to put down all over the body.
- Tools used: 5 balls - whistle. [1]
- Performance Description The trainer stands behind a line of 3 m with five balls and the player stands in (a) Which is 1 m away from the test area (b) which is an area (2 × 2 m) which is far from where the instructor stands (8 m) The coach throws the ball high to the area (b) and the player has to stand in the area (a) Before throwing and when throwing, the player jumps into area (b) to receive the ball and extinguishes it with any part of his body other than hands and then returns to area (a), which repeats the test three times.
- Registration: The best attempt of the laboratory player is calculated from the three tries and each evaluator and then collects the three best tries and calculates the calculation medium for them.

Tribal test 3-4-4:

The tribal tests were carried out on 29/1/2024. The skill tests were explained and clarified. The sample individuals applied these tests to evaluate the technical performance of the skills in question by the evaluators whose names were mentioned above.

Curriculum 3-4-5:

[1] - Adil comeback conquering; The impact of using teaching methods in time development and learning a number of basic football skills, an unpublished master's thesis of the Faculty of Sports Education. University of Babylon, 2001, p. 47.

(*) Evaluate technical performance in the skills in question gentlemen listed below:

1. a. " M.L. ' Dr. Saad Amer Ismail Faculty of Physical Education and Mathematical Sciences - Mostaseriya University.
2. a. " M.L. ' Dr. Wissam Jalil Hassan, Faculty of Basic Education - Diyala University.
3. M.L. ' Dr. Ahmed Dhari Mohammed, Faculty of Physical Education and Mathematical Sciences - Baghd

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The educational curriculum of the two research groups was implemented using enhanced learning exercises with the pilot group and the method used by the teacher with the control group. The curriculum was launched for the period from 7/2/2012 and ended on 5/4/2012 at the hall football stadium of the Faculty of Sports Education - University of Babylon and under the supervision of the researcher.
The subjects of the curriculum are:
- The total curriculum lasted 9 weeks.
- The course of learning each of the skills in question lasted 3 weeks.
- The number of educational units per week is two.
- The total number of curriculum units is 18.
- One unit time (90) minutes.

Name of the educational unit: "Learning football in the lounges in an enhanced manner"
Description of educational unit:
This educational module aims to enhance footballers' lounge skills through enhanced learning techniques. The player will learn how to improve their passes, shots, defensive and offensive skills by simulating real playing situations and the guidance of professional coaches.
Aims of the educational unit:
1. Improve individual and collective football skills in the lounges.
2. Promote interaction and cooperation between the player during the training.
3. Develop the player's ability to make quick and correct decisions during football games.
4. Enhance the fitness and stamina of the player.

Learning methods used:
1. Simulate real matches using virtual reality techniques.
2. Individual and collective guidance by professional trainers.
3. Analyse previous matches and extract lessons and guidance from them.
4. Practical training on basic and tactical skills in football lounges.

The researcher has employed enhanced learning techniques that can be applied in football training in the lounges using a variety of devices and techniques, including:

1. Virtual Reality Devices (VR): If VR glasses are used to simulate training environments and real football matches. Players can interact with these environments and realistically improve their skills.

2. Augmented Reality Devices (AR): The researcher used augmented reality devices to guide the player through training and provide immediate and useful guidance to improve their performance.
3. Motor tracking devices: They also used these devices to analyze the player's movement and provide accurate assessment of their performance and help them improve their techniques.
4. Computer software and smart applications: The researcher used computer software and smart applications to provide customized training, analyze the player's performance and provide immediate guidance.
5. Recording and analysis devices: The researcher used recording devices to record the player's trainings and matches, and analyzers can be used to analyze performance, extract strong points and weakness and work to improve them.

The researcher also prepared a series of exercises according to the enhanced learning as follows.
1- Shooting Improvement Exercise: VR techniques can be used to improve the accuracy and strength of a player's shooting and guide them on how to improve their shooting skills.

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2- Scroll Improvement Exercise: Augmented reality devices can be used to guide the player on the right scrolling techniques and improve the accuracy of their passes.
3- Ball Control Improvement Exercise: Computer software and smart apps can be used to offer customized ball control exercises to each player and help them develop this skill.
4- Performance analysis exercise: Motor trackers can be used to analyze the player's movement and provide immediate feedback on their performance and guide them on how to improve it.
5- Virtual match exercises: Virtual match-ups between players can be organized using virtual reality techniques to improve their tactics and make quick decisions during matches.
Here are ten exercises for suppression, rolling and hobbling football in the lounges using enhanced learning techniques:
1. Quick damping exercise: Use VR techniques to simulate quick dampening situations and guide the player on how to react quickly and effectively.
2. Exact rolling exercise: Provide a realistic simulation of situations that require careful rolling and guide the player on how to properly execute them.
3. Quick interaction exercise: Use enhanced learning techniques to simulate situations that require rapid interaction from the player and train them to make quick decisions.
4. Pressure Response Exercise: Create a psychological pressure-like simulation environment in real matches and guide the player on how to handle it.
5. Defence Strategy Exercise: Use enhanced learning techniques to train the player on appropriate defense strategies and how to coordinate with each other.
6. Quick Retrieval Exercise: Organize exercises that involve quick recovery of the ball and guide the player on how to respond quickly to its recovery.
7. High pressure exercise: simulating situations requiring high pressure from the opposing team and guiding the player on how to handle this pressure.
8. Quick Transition Exercise: Train a player how to move quickly between attack and defense using enhanced learning techniques.
9. Offensive Strategy Exercise: Train the player on appropriate offensive strategies and how to coordinate the attack.
10. Group Tactics Exercise: Organizing tactical exercises that promote collaboration and coordination between the player and improve group play tactics.
These exercises are carried out by the researcher using enhanced learning techniques to improve the skills of suppression, rolling and hobbling in football in the lounges. These exercises can be adapted and adjusted according to the needs and level of the player in each teaching unit.
Remote Test 3-4-6
After the completion of the educational curriculum, which reached 18 educational units, the postgraduate examinations were conducted after the expiration of each of the skills in question and under the same conditions as the tribal examinations.
أ. Remote tests of the experimental group took place on 4/4/2024 day.
ب. Remote tests of the control group took place on 5/4/2024.
3-5 statistical tools used
The researcher used the SPSS statistical pouch in processing data after collecting it.
Presentation, analysis and discussion of results
4-1 display and analyze the results of control group tests

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Test results (t.test) 4-1-1 displayed to test the technical performance of rolling skills, handling and suppression of lounge football and control search group.
To find out the differences between the computational circles and the standard deviations of the tribal and post tests of the control research group in the technical performance test of rolling skills, handling and suppression of the lounge foot ball, use the researcher (t) for analogous samples and as in table (4).

Table 4

Shows the computational circles, standard deviations and test results (t) between tribal and post tests to test the technical performance of rolling skills, handling and suppression of lounge foot ball and control search group

	pretest		post-test		Calculated value (t)	Indicative Type
	-x	-+y	-x	-+y		
Rolling	3.15	0.39	6.28	0.76	6.11	moral
Handling	3.14	0.35	0.27	0.78	7.24	moral
Suppression	2.9	0.29	6.01	0.85	4.56	moral
value (t) tabular = (2.093) at an indicative level (0.05) and below a critical degree (19)						

Table (4) shows the calculation circles and standard deviations and the value (t) calculated between tribal and post tests to test the technical performance of rolling skills, handling and suppression of the lounge foot reel and the control search group.
The results show that the computational medium of rolling skill in tribal testing is (3.15) with a standard deviation of 0.39 and the computational medium in the dimensional test of the same skill is (6.28) standard deviation of (0.76) and (t) calculated value (6.11) which is greater than (t) the table value of (2.093) below the indicative level (0.05) and (19) This indicates a moral difference between the two tests and for the benefit of the subsequent test.
The handling skill shows that the computational medium in the tribal test is (3.14) with a standard deviation of (0.35) and the computational medium in the post test of the same skill is (5.27) with a standard deviation of (0.78). (t) calculated as (7.24) and greater than (t) tabular value of (2.093) under an indicative level (0.05) and to a critical degree (19) This indicates a moral difference between the two tests and in favour of the subsequent test.
The results showed that the computational medium in the tribal test is 2.9 and a standard deviation of 0.29 and the computational medium in the post test of the same skill is 6.01 and a standard deviation of 0.85. (t) calculated is (4.56) and is greater than (t) a tabular value of (2.093) under an indicative level (0.05) and to a degree of freedom (19) This indicates a moral difference between the two tests and in favour of the subsequent test.
4-2 display and analyze the results of the experimental group tests.
Test results (t.test) 4-2-1 displayed to test the technical performance of rolling skills, handling and suppression of the lounge football and for the experimental research group.
To find out the difference between the computational circles and the standard deviations of the tribal and post tests of the experimental research group in the technical performance test of rolling skills, handling and suppression of the lounge foot ball, the researcher used the test (t) for the analogous samples and as in table (5).

Table 5

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Shows the computational circles, standard deviations and test results (t) between tribal and post tests to test the technical performance of rolling skills, handling and suppression of the lounge foot ball and the experimental research group

Statistical Features Skills	Pretest1-		post-test		Calculated value (t)	Indicative Type
	-x2-	-+y	-x	-+y		
Rolling	3.24	0.42	8.07	0.50	8.44	Moral
Handling	3.25	0.45	7.37	0.86	9.33	Moral
Suppression	3.0	0.67	7.31	0.74	5.78	Moral
value (t) tabular = (2.093) at an indicative level (0.05) and below a critical degree (19)						

Table 5 shows the computational circles and standard deviations and the value (t) calculated between tribal and post tests to test the technical performance of rolling skills, handling and suppression of lounge foot roller and experimental search starvation.

The results show that the computational medium of rolling skill in tribal testing is (3.24) with a standard deviation of (0.42) and the computational medium in the dimensional test of the same skill is (7.37) and a standard deviation of (0.50). (t) calculated is (8.44) and is greater than (t) the tabular value of (2.093) under an indicative level (0.05) and to a critical degree (19) This indicates a moral difference between the two tests and in favour of the subsequent test.

The handling skill showed that the computational medium in the tribal test is (3.25) with a standard deviation of (0.45) and the computational medium in the post test of the same skill is (7.37) with a standard deviation of (0.86). (t) calculated as (9.33) and greater than (t) tabular value of (2.093) under an indicative level (0.05) and to a critical degree (19) This indicates a moral difference between the two tests and in favour of the subsequent test.

As for the suppression skill, the results showed that the computational medium in the tribal test is (3.0) and a standard deviation of (0.67) and the computational medium in the dimensional test of the same skill is (7.31) and a standard deviation of (0.74). (t) The calculation is (5.78) and is greater than (t) the tabular value of (2.093) under an indicative level (0.05) and to a degree of freedom (19) This indicates a moral difference between the two tests and in favour of the subsequent test.

The results of the dimensional tests of technical performance of the skills, handling and suppression of the lounge foot ball are presented between the control and experimental groups.

Table 6

Shows the calculation circles and standard deviations of the dimensional tests and the calculated and tabular values (t) between the control and experimental sets of rolling skills, handling and suppression of the lounge foot roller

Statistical Features Skills	3- Officer		experimental		Calculated value (t)	Indicative Type
	-x4-	-+y	-x	-+y		
Rolling	6.28	0.76	8.07	0.50	7.10	moral
Handling	5.27	0.78	7.37	0.86	6.52	moral
Suppression	6.01	0.58	7.31	0.74	4.18	moral

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value (t) tabular = (2.024) at an indicative level (0.05) and below a critical degree (38)

Table 6 shows the calculation circles and standard deviations and the value (t) calculated between the experimental and control groups in the remote tests of rolling skills, handling and suppression of the lounge foot roller. The results showed that the experimental group achieved a calculated intermediate in the rolling test. (8.07) with a standard deviation of (0.50) while the control group in the same test achieved an arithmetic average of (6.28) with standard deviation (0.76). The calculated value (t) is (7.10) and is greater than the exact tabular value (2.024) at an indicative level (0.05) and below a degree of freedom (38) indicating a moral difference between the two groups and for the benefit of the experimental group.

In the handling test, the results showed that the experimental group achieved an arithmetic average of 7.37 by standard deviation of 0.86, while the control group in the same test achieved an arithmetic average of 5.27 by standard deviation of 0.78. (t) calculated as (6.52) and greater than the tabular value of (2.024) at an indicative level (0.05) and below a degree of freedom and (38) indicating a moral difference between the two groups and in favour of the pilot group.

In the suppression test, the results showed that the experimental group achieved an arithmetic average of 7.31 by a standard deviation of 0.74, while the control group in the same test achieved an arithmetic average of 6.018 by standard deviation of 0.85. (t) calculated as (4.18) and greater than the tabular value of (2.08) at an indicative level (0.05) and below a degree of freedom and (38) indicating a moral difference between the two groups and in favour of the pilot group.

Outcome Discussion 4-5

Through the results shown in the tables (4,5, 6) The amount of learning was found to be clear and tangible for both the experimental and control groups, especially the experimental group. There was a clear moral development in their learning of the technical and cognitive performance of the skills in question, although the two groups underwent one curriculum except for the use of enhanced learning exercises with the experimental group in the process of learning the research skills in terms of technical performance. "Enhanced learning exercises play an important role in developing a player's football skills and increasing their performance. Emphasizing the importance of enhanced learning exercises, the researcher has contributed to enhancing the player's focus and attention, helping them improve their performance by replicating the exercises with enhanced learning. The player can better develop their skills and increase their level of performance. Enhanced learning stimulates the player and increases their desire for improvement and development, thereby contributing to the promotion of athleticism and stress.[1]

enhanced learning exercises can help the player improve their ability to better absorb and remember information, enhancing their performance in games. Enhanced collaboration, enhanced learning can help the player enhance collaboration and teamwork skills, contributing to match success. Enhanced learning exercises contribute to the development and improvement of female footballers' abilities and help them to achieve outstanding performance on the ground "([2]).

There are also significant differences in the results of skill tests, and for the benefit of remote tests enhanced learning exercises and the method used by the teacher. The researcher attributes the reasons for these differences in the research sample to the impact of the curriculum according to the two teaching methods.

[1] Aseel Kazim Mohammed; Enhanced Learning, Lecture in Motor Learning, Faculty of Physical Education and Mathematical Sciences - University of Baghdad. 2022.-

[2] -Abdelfattah Lutfi; Teaching Methods of Sports Education and Motor Learning (Alexandria: University Books House, 1972), p. 466.

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Educational curricula seeking to achieve their goals through repetition and practice are improving the level of performance. The basis of the learning process for the skills aspects is the learner's acquisition of a range of skills, so that he or she can reach a good level of skill performance to be learned. "Achieving and gaining maximum adequacy in educational attitudes is due to the curriculum, as it is a way of organizing the subject based on gradual steps, so that the learner can easily acquire it."([1])

Teaching methods and methods have an effective and influential role in the educational process of the curricula to be applied. These methods and methods vary according to their specificity. "Methods affect the speed of learning and the degree of satisfaction with learning, and the correct and appropriate adaptation of the method or method depends on a proper understanding of relevant factors and principles in order to demonstrate their impact and value in particular educational situations." ([2])

When observing table (6), which shows the difference between the two experimental groups (Enhanced Learning Exercises), the control group in the dimensional test, indicating that the difference is moral, and in the interest of the experimental group, which has practised enhanced learning. This demonstrates that learning was better at this group, according to the researcher, because of the superiority of enhanced learning exercises that have an effective effect relative to the method used to learn the same skill "enhanced interaction: Enhanced learning helps promote interaction between learners and educational content, contributing to deeper understanding of the subject and better acquisition of skills. "[3] It is based on the use of the principle of enhanced learning, which is an educational plan that provides every student with the time they need to reach the desired level of learning. "Learning with enhanced learning increases the achievement of educational goals by 30% to 80% compared to traditional learning. Some studies indicate that students who learn in enhanced learning methods show an increase in uptake and remembrance by up to 90%. " ([4]).

As the researcher asserts, there can be no learning without the use of visual enhancement in enhanced learning that leads to relative and sometimes consistent change in performance learning. It is visual enhancement that leads to the development of skill and access to the right technic, which means giving learners poor performance, and what is consistent with the nature of each skill, "Enhanced learning uses interactive and motivating techniques and methods to motivate students and enhance their interaction with educational content. Among these techniques, visual representation, such as images, illustrations and graphs, can be used to clarify concepts and information more clearly and comprehensively, and visual enhancement is an effective means of delivering Information and clarification of ideas, where it can help stimulate memory and improve absorption and remembrance. Thus, it can contribute to better and more effective skills learning. "([5])

Conclusions and recommendations

1-5 conclusions

[1] Mohamed Zeidan Abdul Hamid and Imin Fawzi Khattab; Effectiveness of the augmented reality environment in the development of technological skills of primary teachers, published research, scientific journal, Faculty of Quality Education, No. 29, J1, 2019. p. 378.-

[2] - Mohamed Hassan Allawi; Psychology of Training and Competitions, p. 4 (Cairo: Dar al-Marefa, 1987), p. 40.

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The researcher reached the following conclusions:
The use of enhanced learning has a very significant and effective impact on learning for certain lounge football skills.
2. There are statistically significant differences between tribal and remote tests of the experimental and control groups for certain lounge football skills and for the benefit of remote tests.
3. There are statistically significant differences between the experimental group and the control group in learning some skills with the lounge foot ball.

1-5 recommendations
The researcher recommends the following:
The need to use the enhanced method of learning other skills with lounge football.
Conduct other studies on comparing other teaching methods to learn different skills in the game of ballroom football and other sports.
3- The need to apply the steps of the educational method in a full and accurate manner, especially to beginners in the game of football lounges

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) "Enhanced learning is a powerful tool for increasing the effectiveness and efficiency of the learning process, contributing to enhancing students' interaction with academic content and increasing their understanding of complex topics. Enhanced learning is important in increasing the motivation of learning: promoting interaction and participation, promoting understanding and assimilation, stimulating interest and perseverance, and promoting critical thinking and creativity. Enhanced learning can be said to contribute to motivating students and enhancing their mental and emotional abilities, helping them achieve greater successes in the overall course of education and life. " (3).

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