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The effect of special exercises in terms of visual feedback in developing some motor skills for junior footballers

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Abstract

The world today is witnessing a continuous development that cannot be comprehended by learning programs and methods, which necessitates the existence of programs that enable the learner to develop motor skills in order to develop his capabilities and capabilities in response to his inclinations and desires. The experimental method was used, with the design of the two equal experimental groups, on a sample of (30) juniors who were randomly selected from among the football school players at the age of (14) years for the sports season 2021/2022. Simulation is of great importance in developing some motor skills for junior footballers, and researchers have recommended the use of exercises specific to the significance of sham feedback in developing some motor skills for junior footballers.

Keywords: Exercises, visual, feedback and motor skills.

INTRODUCTION

Specialists in education and training have taken care of all methods of assistance, speed and accuracy in the training process, as the teacher can use many educational means, including deep readings of scientific references, films, audio-visual aids, etc. to achieve the objectives of the training process. Today, the world is witnessing a remarkable development that cannot be absorbed by learning programs and their methods, which necessitates the existence of programs that enable the learner to develop motor skills in order to develop his capabilities and capabilities in response to his inclinations and desires. The level of the players physically, skillfully and tactically, which made the stakeholders call it "the multi-talented game" (Saunder, 1997). With the environment through visual and auditory senses when he pays attention to the stimuli he receives, which makes him need to explain in the brain in the light of his previous experiences during decision-making, and that the use of special exercises for motor skills in terms of visual feedback according to individual differences for young people is one of the new and underused training models and to reach the development of Football skills as quickly as possible.

Training in terms of mock feedback confirms that under appropriate learning conditions, all learners can learn what is given to them to the fullest. And at the appropriate time for the learners, and, finally, "if there are clear standards for the components of proficiency, and therefore the guarantees of reaching all students to the highest stage of learning are very high guarantees" (Rizk, 1988).The game of football is one of the games that depend in its performance on mastering skills, especially motor skills, and which require a high level of physical and skill numbers using the best methods of learning to

reach the goals in the fastest time and with the least effort.

The importance of the research comes in the use of special exercises in terms of visual feedback in the training units, which will lead to the practice of many skill movements by young people, and this in turn leads to the mastery of motor skills during the competition.

Research problem

Through the experience of the researchers and their field follow-up to the junior category, they noticed a lack of knowledge of the type of feedback used to receive information and store it in the brain and the lack of use of appropriate exercises for the process of storing in memory, and consequently, the development and identification of these special exercises, which is important in mastering motor skills in football, in addition to the weakness of trainers' knowledge of the aspects The mentality that characterizes each player and not giving it great attention during the training units, which needs to develop appropriate curricula for them in the future. Some junior teams found that most of the coaches focus in the vocabulary of their training curricula on developing the physical aspect and the skill aspect, and the lack of interest of some coaches in applying the scientific methods included in dividing players in the light of the type of feedback used in the process of understanding and comprehending the educational material. Some of the players use audio feedback and the section The other uses visual as part of their curriculum Training while using special exercises, which called for the use of these exercises as a contribution to raising the level of the game.

Based on the foregoing, a solution to this problem can be reached by identifying the visual feedback used by the players through the following question:

- Do exercises related to visual feedback have an effect on developing some motor skills for junior footballers?

Research objectives

1. Preparing special exercises in terms of visual feedback to develop some motor skills for junior footballers.

2. Recognizing the effect of exercises specific to the significance of visual feedback in developing some motor skills for junior footballers.

3. Recognizing the preference of the experimental and control groups in developing some motor skills for junior footballers.

Research hypotheses

1. There is a positive effect of exercises specific to the significance of sham feedback on developing some motor skills for junior footballers.

2. There is a preference for exercises specific to the significance of visual feedback in developing some motor skills for junior footballers.

Research fields

- The human field: a sample of the youth football school with a number of 30 youngsters.
- Time range: 9/1/2021 to 01/15/2022
- Spatial domain: halls and playgrounds of the football school in Diyala Governorate.

Research methodology and field procedures

Research Methodology

That the research problem is the basic essence in the light of which the appropriate approach is determined, as the approach is the method that the researcher follows in studying the problem to discover the truth "and accordingly, the nature of the problem required the researchers to use the experimental method Experimental Research) with two equal groups to solve the problem and achieve the objectives of the research.

The research sample

The research sample included (30) players from the junior football school at the age of

(14) years for the sports season 2021-2022, they were randomly selected out of 46 youth, representing (65%) of the research community, they were divided into two groups, the first experimental The sham feedback is used with a number of (15) emerging, and the second is a control that uses the method followed, with a number of (15) emerging, with the exclusion of goalkeepers from the research sample.

Devices and tools used and means of collecting information

It is "the means by which the researcher can collect data and solve his problem to achieve the objectives of the research, whatever those tools are of data, samples and equipment" (Mahjoub, 1993).

Information collection methods

- Arabic and foreign sources and references.
- Personal interviews.
- Questionnaire form.
- Tests and measures.
- Observation and experimentation.
- Forms for recording the results of the tests for the players.
- Statistical means.

Devices and tools used in the research

- A computer (P4) + CDs.
- Data Show.
- Sony video camera.
- Manual calculator type ((Sharp.
- Chinese-origin weight measuring device.
- Length measuring tape.
- Sling.
- Figures (20).
- Notice number (10).
- (5) Electronic stopwatch. Type (T.F) of Chinese origin.
- Burke to plan and define test areas.
- Footballs (30)
- Adhesive tape to split the target.
- Pencils (30).
- (5) chairs.
- Mobile training objectives by measuring the legal objective.
- Football stadium.
- Whistle type (AGME).

Define search variables

Football motor skills

Table (1) shows the closed football skills that were adopted in the research, and the same table shows the tests of these skills that were applied to the sample members.

Table (1). *Shows the closed skills and their tests used in the research*

Closed skills	Selected test
Rolling	Rolling the ball with (10) poles, the distance between one pole and another (1.5) m back and forth.
Passing	Hand the ball about (3) circles on the ground (3-5-7 m) for a distance of (15) m concentric.
Scoring	Scoring towards a target divided into squares.

In order to prevent the influence of individual differences in the growth indicators of juniors on the research variables that affect the results of the experiment, the homogeneity of the sample is required through the normal distribution curve. The law of skewness coefficient was used for growth indicators (height, mass, age).

Table (2). *Shows the homogeneity of the sample in growth indicators (height, mass, age)*

Growth indicators	Units	Mean	Std	Median	Skewness
Length	cm	161	16.4	161	-0.83
Mass	kg	50.22	4.32	50	+0.72
Age	year	14.18	0.72	14.03	-0.77

Table (2) shows that the research sample is homogeneous in the growth indicators (height, mass, age) as the values of the torsion coefficient, respectively (-0.83, +0.72, -0.77), all of which are values confined between ±1 as "the more values of the coefficient of The torsion is confined between (±1). This indicates that the degrees are moderately distributed.

Pilot study

In order to know the most important obstacles that researchers may face when implementing the main experiment, to ensure the validity of the tests, clarity of its instructions, calculate the time taken and the extent of the sample's interaction in its implementation, and to ensure reliable results, the following work has been done:

1. The first Pilot study : The researchers conducted the first exploratory experiment on 9-4-2021 in order to find out the suitability of the skill tests (rolling - handling - scoring) for the individuals of the research sample.

2. The second Pilot study : The second exploratory experiment was conducted on 8-9-2021 on a sample of (5) young people who were not from the research sample, in order to identify the validity of the special exercises used to develop motor skills.

Scientific bases for the tests used

In order to identify the scientific bases of the tests used, and after the researchers reviewed many sources and previous studies, it became clear that they were codified, as their validity and reliability were extracted in many studies, as well as their use on similar samples.

Main search procedures

Pre tests

Count the completion of the collection and homogenization of the sample. The Pre tests of the research sample were conducted on 9-15-2021 and at the football school stadium in Diyala Governorate, in football. The conditions for the tests, the way they were conducted, and the work team were established in order to achieve the same conditions as possible when conducting post-tests.

"In order for the researchers to return the difference to the experimental factor, the experimental and control groups must be completely equal in all their conditions, except for the experimental variable that affects the experimental group" (Majid, 1989), and with the aim of achieving this, the researchers conducted the equivalence process between the experimental and control groups. For all skill tests, the (T) test was used for independent samples, and the results showed that there were insignificant differences between the two groups, which confirms the equivalence between them as shown in Table (3).

Table (3). *Shows the equivalence between the experimental and control groups in the Pre skill tests and the calculated and tabular (T) value and their statistical significance*

Tests	Groups								value (T) calculated	Tabular value (T) (*)	Statistical significance
	Experimental				control						
	N	Units	Mean	Std	N	Units	Mean	Std			
Rolling	15	Sec.	10,63	0,73	15	Sec.	10,41	0,62	0,41	2.048	No sig.
Scoring	15	Degree	13,96	1,13	15	Degree	13,65	0,71	0,33		No sig.
Passing	15	Degree	4,12	0,71	15	Degree	3,93	0,69	0,39		No sig.

(*) Below the significance level (0.05) and the degree of freedom (28).

Special exercises have been prepared in terms of mock feedback to contribute to the development of some motor skills for football juniors based on scientific sources, taking into account the scientific foundations in preparing and applying these exercises and the diversity in their performance within the training unit and following the principle of gradation from easy to difficult so that the youth does not feel bored, and the curriculum included The training unit is (21) educational units for a period of (6) weeks for the period from 20/9/2021 to 9/11/2021, at a rate of (3) three training units per week, with a time of (45) minutes out of the total educational unit time of (60-90) Accurate and specifically (the main section / the practical side), taking into account the general matters related to the training unit (the preparatory section and the final section), as the researchers' work is limited to the educational and applied parts only of the main section of the educational unit and at a time of (45 min) and (10 d) was allocated for the educational part And (35 d) for the practical part, and working in all departments of the training unit with the training staff of the junior team, ages (14) years in the football school.

Post-test

After completing the special exercises, post-tests of the variables under study were conducted on 12/11/2021 for the experimental and control groups, with the help of the assistant work team and under the supervision of the researchers.

Results and discussions

Table (4). *Shows the means, standard deviations, the calculated and tabular (T) value and their statistical significance for the pre and post skill tests of the experimental group*

Tests	Pretest				Posttest		value (T) calculated	Tabular value (T) (*)	Statistical significance
	N	Units	Mean	Std	Mean	Std			
Rolling	15	Sec.	10,63	0,73	9,54	0,86	5,78	2,145	Sig.
Scoring	15	Degree	13,96	1,13	20,25	1,14	6,26		Sig.
Passing	15	Degree	4.12	0,71	8,55	0,78	7,75		Sig.

(*) Below the significance level (0.05) and the degree of freedom (14).

It is clear from the results of Table (4) that the value of (T) calculated for the post-test for the experimental group is greater than its value in the pre-test at the level of significance (5%) and degree of freedom (14). The skills of the players, which led to an increase in the player's ability to implement what is required of him during repetition, training and practice of various exercises during training units under different conditions, led to mastery of rolling,

handling and scoring skills, and this was indicated by (Qasim Al-Mandalawi and others, 1990) "The use of various and purposeful exercises has Positive effect on skill development.

Table (5). *Shows the means, standard deviations, the calculated and tabular (T) value and their statistical significance for the pre and post skill tests of the control group*

Tests	Control group						value (T) calculated	Tabular value (T) (*)	Statistical significance
	Pretest				Posttest				
	N	Units	Mean	Std	Mean	Std			
Rolling	15	Sec.	10,41	0,62	9,91	1,20	3,76	2,145	Sig.
Scoring	15	Degree	13,65	0,71	17.86	1,32	4,74		Sig.
Passing	15	Degree	3,93	0,69	7,04	1,29	5,71		Sig.

(*) below the significance level (0.05) and the degree of freedom (14).

It is clear from the results of Table (3) that the calculated value (T) of the post-test for the control group is greater than its value in the pre-test, and after comparing the calculated value with the tabular value of (2,145) at the level of significance (5%) and degree of freedom (14) The calculated (T) value is greater than its tabular value. The significance of the above differences is a clear statement of the impact of the curriculum in improving and mastering the skills under study, which was positively reflected on it because there is a direct relationship between the player's mental level and his skill development, which is an integral part of sports training in order to reach the best skill level.

Table (6). *Shows the means, standard deviations, the calculated and tabular (T) value and their statistical significance for the dimensional skill tests between the experimental and control groups*

Tests	Groups								value (T) calculated	Tabular value (T) (*)	Statistical significance
	Experimental				control						
	N	Units	Mean	Std	N	Units	Mean	Std			
Rolling	15	Sec.	9,54	0,86	15	Sec.	9,91	1,20	4,88	2,048	Sig.
Scoring	15	Degree	20,25	1,14	15	Degree	17,86	4,74	3,74		Sig.
Passing	15	Degree	8,55	0,78	15	Degree	7,04	1,29	3,91		Sig.

(*) Below the significance level (0.05) and the degree of freedom (28).

It is clear from the results of Table (6) of the dimensional skill tests of the experimental and control groups that there are significant differences between the two groups, as the value of (T) calculated in the rolling, scoring and handling tests was greater than its tabular value at the degree of freedom (28) and the probability of error (0.05), which indicates that There are statistically significant differences between the experimental and control groups and in favor of the experimental group that used the exercises for the significance of the mock feedback. (Jarwan, 1999), and (Furat Jabbar and Ha Val Khurshid) confirms that "the game of football needs very high mental and physical requirements for the purpose of general and correct preparation at the level required from the technical and behavioral aspect of the player during training and the match for the purpose of implementing quick, sudden, repetitive and multiple duties in Possible speed and appropriate timing." The

researchers attribute the reason for this to the fact that the exercises gave the research sample a good opportunity to master the skills because of their effective impact. l on the skill variables and mental abilities of the experimental group.

The researchers attribute this development in the skills of rolling and handling to the special exercises that were introduced in the training curriculum, which consist of more than one basic skill and through the process of continuous and continuous training, which led to an increase in the player's ability to perform the required special skills or tactical aspects, which are the fruit of experience The player in the implementation of these requirements. As a result of the practice of skill training and the process of repetition that occurred through various special exercises during the training units and under different conditions, this led to the development of motor skills in football.

The results also indicated that the special exercises that were introduced into the training curriculum lead to the mastery of the scoring skill significantly, as this skill needs continuous training to depend directly on the element of accuracy that develops through continuous and successful training. And the scoring skill requires high attention and focus, and the results of the research indicated that special exercises lead to the development of these mental skills. Exploiting the opportunities available to him, especially in scoring cases" (Zinal, 1994).

Conclusions

1. Exercises in terms of visual feedback have a positive effect on developing some motor skills for junior footballers.

2. The use of special exercises within the training curriculum in the special preparation stage has an effective positive effect in mastering some closed skills of football juniors.

3. There is a preference for the experimental group in developing some motor skills in football over the control group.

4. Most of the sample members tend to use exercises according to the sham feedback, which indicates the lack of sufficient training for individuals to rely on this type of feedback.

Recommendations

1. Adopting special exercises within the training curricula for junior football for ages 14 years.

2. Paying attention to special exercises because they help to master some of the closed skills of junior football for ages 14 years.

3. The necessity of having specialists in sports psychology with the national teams to contribute to their psychological, cognitive and mental construction.

4. Conducting empirical studies dealing with other types of feedback that the research dealt with.

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