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## The effect of mini side-game exercises to developing the passing and dribbling skills of football players aged (15-17) years

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### Abstract

The purpose of the study is to determine how mini-side game activities affect football players' ability to pass and dribble. The researcher used the experimental method by designing two equal groups for the research sample of (30) players from the Al-Hala Club team for the season (2022-2023) with ages (15 - 17) years from the original research population of (35) players, and the sample was divided equally into two groups, one experimental and the other control, the researcher used appropriate auxiliary tools and mini-games to conduct tests on the research variables, in addition to implementing the proposed exercises. A mini exploratory experiment was conducted on a sample of second-stage students, numbering (5) players, and after conducting the pre-tests and implementing the special exercises vocabulary for a period of (4) weeks and in reality (2) two educational units, a total number of (8) units, after that, post-tests were conducted on agility and dribbling in football, and after extracting the data, processing it statistically, and then presenting it, analyzing it, and discussing it based on the relevant scientific sources, the researcher reached several conclusions, the most important of which was the effectiveness of the proposed educational exercises in developing the agility ability of players. In light of these conclusions, the researchers suggested that football education modules for this group should prioritize the usage of the suggested visual cues.

**Keywords:** Mini side-game exercises, passing and dribbling skills

### 1. Introduction

Sports at the world level have become a wide and deep ocean of various sciences. Thanks to the widespread and rapid development and maturity of these sciences, it has become a broad horizon for research. This has been aided by the rapid development and widespread spread of various sports and the increased following by the public, as it has become many countries. It depends on sports as part of its culture and to increase its resources, and this was helped by the development of means of transportation and its ease in different parts of the world.

Football is one of these sports that has become a haven for millions of thirsty fans around the globe and is considered one of the means of entertainment and enjoyment, as it has become one of the highest followed sports around the world at a tremendous speed.

As for the mini-side games exercises, they are modern learning methods used around the world in football through competition (learning by playing) through exposure to conditions similar to the conditions experienced during competition and finding quick immediate solutions to these different and surprising situations during the course of the match.

Football is a game based on several skills, including offensive and defensive. The skill of passing is considered the backbone of football skills, as it is possible from a single tackle to achieve a goal, find a new solution, or move the game from a defensive state to an offensive state. The dribbling skill is one of the important offensive skills that is used when there are few or no other solutions to make an important decision afterwards, such as shooting on goal. From these important points, the importance of research crystallized from a set of exercises for mini side games to develop passing and dribbling in football and to test their effectiveness.

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### 1.1 Research problem

The research problem was crystallized by the fact that the researcher is a former player and a current coach, and through his follow-up of this important age group, he found that there is no focus on the skills of passing and dribbling in football, and that it is not at the required level for this category as a result of the coaches not focusing on these exercises with difficulty and conditions similar to the competition atmosphere, so he thought The researcher used chewing toys to try to solve this problem.

### 1.2 Research objective

- Preparing exercises for mini-side games suggested by the researcher to develop passing and dribbling in football for players aged (15-17) years.
- Identifying the effect of mini-side games on developing the skills of passing and dribbling in football for players aged (15-17) years.

### 1.3 Research hypothesis

Mini-side game activities are beneficial for improving a football player's passing and dribbling abilities between the ages of 15-17.

### 1.4 Research fields

- **The human field:** Al-Hilla Club players for the junior category, aged (15-17) years.
- **Time field:** from 25/5/2022 to 1/9/2022.
- **Spatial field:** Al-Hala Football Club Stadium.

## 2. Methodologies for research and field operations:

### 2.1 Research Methodology

Because the experimental approach fits the nature of the inquiry, the researcher used it, "The experimental method is an organized process that takes place under specific, controlled circumstances or conditions, or testing from a new point of view to discover something new".(Al-Yasiri, Muhammad Jassim, 2017, p. 258) [3].

### 2.2 The research community and its sample

The researcher defined the research population as Al-Hilla Club players aged (15-17) years, who numbered (35) players, (15) players in each group and (5) players representing the exploratory experience, and the percentage of the sample was (85.71) for the sports season (2023-2022).

### 2.3 Methods and tools used

1. Personal interviews.
2. Arab and foreign sources and references.
3. 10 metra type footballs.
4. Colored cones (25).
5. Goal goals (1×1) m (2).
6. Ropes of different lengths.
7. Japanese Casio stopwatch.
8. iPhone (2) for photography.
9. CD (1) for imaging.
10. Electronic calculator (HP).
11. Fox type whistle (1).

### 2.4 Field Research Procedures

The researcher identified the research variables (football passing and dribbling).

#### 2.4.1 Football passing test

Football passing test from a distance of 10 metres.

- **Objective:** Measure passing accuracy.
- **Tools:** moving goal (1×1) m, soccer ball (5), measuring tape.
- **Method of performance:** The tester handles the ball (10 m) once the player signals for it to stop.
- **Registration method:** Each player is given (5) attempts Degree for healthy attempt. Zero for failed attempt.

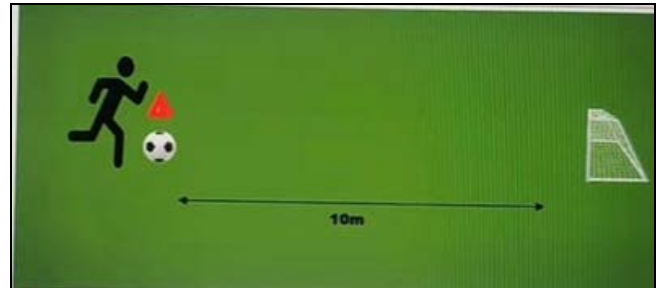


Fig 1: Passing test

#### 2.4.2 Dribbling test: (Sabah Qassem Khalaf and Youssef Kazem Abd)

- **Evasion test:** Dribble the signs back and forth.
- **Objective:** To measure the ability to dribble back and forth.
- **Tools used:** Legal football. Stopwatch. 5 signs
- **Test procedures:** The athlete rolls between the blocks back and forth after rolling for a distance of 3 m.
- **Registration method:** Registration the best time for the laboratory  
Give each laboratory two attempts and record the best one.



Fig 2: Dribbling test

### 2.5 Exploratory experience

In order to apply the established tests, the researcher performed a reconnaissance experiment on five Al-Hilla Club players who were not part of the main sample on Friday, 28/5/2022, at ten in the morning at the Al-Hilla Sports Club stadium. The goal was to verify the equipment, tools, and Identifying the most important obstacles and finding scientific foundations for testing.

### 2.6 Scientific foundations of tests

**2.6.1 Validity of the test:** The researcher used the virtual validity method, relying on a group of experts. The questionnaire for determining the tests for the research sample was presented to the experts, and after sorting the tests, it appeared with an agreement rate of (100%) for the two tests.

**2.6.2 Reliability of the test:** The researcher used the test and retest method on a sample of (5) players. The test was conducted for the first time on Sunday, 28/5/2022, at Al-Hilla Club Stadium at ten in the morning, and the test was repeated on Sunday, corresponding to 4/6/2022 in the same place and time, as shown in Table (1).

**2.6.3 Objectivity of the test:** As shown in Table (1), the researcher established the test's objectivity by using the simple correlation coefficient (Pearson) to determine the correlation between two arbitrators.

**Table 1:** Shows the reliability and objectivity coefficient values for the tests.

N	Test	Reliability	Objectivity
1	Passing	0.90	-
2	Drbbling	0.91	0.85

**2.7 Main search procedures**

**2.7.1 Pre-test:** The pre-tests for the research sample were conducted on Tuesday, 7/6/2022, at five o'clock in the afternoon, for the experimental sample and for the control sample at the same time, for the tests (passing, dribbling).

**2.7.2 Prepared curriculum items (exercises):** The instructional units had a duration of 90 minutes and were divided into two units per week for a total of four weeks. The control group used the private trainer's curriculum, whereas

the experimental group used the suggested exercises.

**2.7.3 Post-tests:** After the end of the implementation period for the proposed exercises, post-tests were conducted for the research (experimental) and control samples on Sunday, 10/7/2022, similar to the same conditions as the pre-test. The pre-test results for the Passing and Dribbling test are shown in Table (2) along with the averages, standard deviations, and value of (t):

**Table 2:** The pre-test results for the passing and dribbling test and along with the averages, standard deviations, and value of (t):

Test	Measuring unit	Control		Experimental		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Passing	Degree	2.95	0.7	2.71	0.63	1.41	Non sig
Dribbling	Time	5.63	0.75	5.35	0.71	1.5	Non sig

**2.8 Statistical methods:** The researcher used the following statistical methods: (Ibrahim, Marwan Abdul-Majid, 2000, p. 243) [4].

1. Percentage.
2. Mean.
3. Std. Deviation.

**3. Search results**

**3.1 Presenting, analyzing and discussing the results**

**Table 3:** Displays the experimental group's pre- and post-test results for passing and dribbling in soccer, along with the averages, standard deviations, and computed (t) value:

Test	Measuring unit	Pre-test		Post-test		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Passing	Degree	2.71	0.63	3.17	0.61	3.06	Sig
Dribbling	Time	5.35	0.71	4.71	0.61	4	Sig

Table (3) displays the experimental group's results, which indicate that there were significant differences between the pre- and post-tests, with the post-tests showing the most improvement, as indicated by all calculated (t) values exceeding their tabulated value of 2.20 at a significance level

of 0.05 and a degree of freedom (14).

For the control group, Table (4) displays the means, standard deviations, and (t) value computed between the pre- and post-tests of soccer passing and dribbling:

**Table 4:** Displays the means, standard deviations, and (t) value computed between the pre- and post-tests of soccer passing and dribbling

Test	Measuring unit	Pre-test		Post-test		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Passing	Degree	2.95	0.7	3.35	0.64	2.35	Sig
Dribbling	Time	5.63	0.75	5.13	0.67	2.7	Sig

With all calculated (t) values greater than their tabulated value of (2.20) at a significance level of (0.05) and a degree of freedom (14) there were significant differences between the

pre- and post-tests, favoring the post-tests. These results are displayed in Table (4) for the control group.

**Table 5:** Shows the means, standard deviations, and calculated (t) value in the post-tests of passing and dribbling in soccer between the control and experimental groups.

Test	Measuring unit	Control		Experimental		t value	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation		
Passing	Degree	3.35	0.64	3.17	0.61	1.12	Non sig
Dribbling	Time	5.13	0.67	4.71	0.61	2.62	Sig

The results of the control and experimental groups are displayed in Table (5). It is evident from this that the experimental group performed significantly better on the post-

tests than the control group did, with all calculated (t) values exceeding the tabulated value of (2.07) at a significance level of (0.05) and degree of freedom (28).

#### 4. Discussing the results

The researcher explains the reason for these differences for the control group to the members' dedication to the units of the trainer's followed educational curriculum through the results shown in Tables (4 and 5), which demonstrated the presence of significant differences between the pre- and post-tests, in favor of the post-tests, and for the control and experimental groups. This teaching strategy, which included appropriate repetitions used repeatedly, is in line with research showing that learning and acquisition require practice, exerting effort through training, and continuous repetitions. It also shows that training is critical to the learner's interaction with the skill, controlling his movements, and achieving coordination between the movements that make up the skill in proper sequential performance and at the appropriate time. Finally, training increases from picking up, honing, and understanding the ability. (Shalash, Najah Mahdi & Sobhi, Akram Muhammad, 2000, p.78) <sup>[7]</sup>.

When it comes to the experimental group's members, the researcher explains why there were significant differences between the pre- and post-tests, favoring the post-tests and the passing skill, because the proposed exercises were introduced, used by the group's learners during the educational units, and their responses to all the motor performance requirements demanded of them; these exercises demonstrated their efficacy and their role in the development of the experience that the learners gained from the educational units on the passing skill, which is defined as "the individual's ability to control the muscles of his body collectively or individually according to the. (Mahjoub, Wajih, 1989,p.95) <sup>[8]</sup>, in addition, the proposed exercises led to the development of the accuracy of performance of the researched skills among members of the experimental group, and according to what the results showed, there was a difference between the pre- and post-tests and in favor of the post-tests. The researcher attributes the reason for the significance of these differences to the proposed exercises that were distinguished by their harmony with the learners' abilities and skill capabilities. And the clarity of the mechanism for applying it according to the playing requirements required of them, and thus they perform the skills with motivation and desire, away from the boredom and boredom that they may feel while performing the skills traditionally, which led to an increase or development of the accuracy of their performance of this skill, and this is consistent with what was indicated in "Clarifying the goals to the learner leads to an increase in motivation and an effort to make an effort to overcome the difficulties and obstacles he encounters. It gives him more enthusiasm and perseverance and prevents signs of fatigue and signs of boredom from appearing." (Furat Jabbar Saadallah, 2001) <sup>[2]</sup>.

The results of Table (5) indicated that there were significant differences in the post-tests of the dribbling tests between the control and experimental groups and in favor of the experimental group. The researcher attributes the reason for these differences to the effectiveness of the proposed exercises that helped the members of the experimental group in developing their passing and dribbling ability, and therefore passing has a role. The nature and accuracy of his skill performance (dribbling) is prominent, so the members of the experimental research group performed this skill well because they acquired neuromuscular coordination through their repeated practice of it through the suggested exercises. This is consistent with what was mentioned in that the nature of skill performance in football is characterized by being a group of interconnected and integrated movements performed

by the player (the learner) according to the requirements of the situation he is going through during the competition or match to achieve achievement based on the learner's motor, physical and skill abilities, so it must The learner's performance should be characterized by speed in moving with a high degree of effectiveness and accuracy. (Nahida Abdel Zaid, 2018) <sup>[6]</sup>. As for passing, non-significant differences appeared in relation to the exercises that the trainer put together. They were at a good level, which led to the development of the passing skill of the control group.

#### 5. Conclusions and recommendations

##### 5.1 Conclusions

- The effectiveness of the proposed educational exercises in developing the players' dribbling skills.
- The ineffectiveness of the exercises designed for football passing skills for this category in the post-tests.

##### 5.2 Recommendations

- The need to emphasize the use of handling exercises more intensively in educational units for these ages.
- Preparing complementary or new special educational exercises for players in this category to develop the accuracy of the correct performance of the skill specialization.

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