



Developing Ball Dribbling And Passing Skills Using The Integrative And Reciprocal Methods Of Emerging Footballers

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ABSTRACT

The purpose of the study was to determine the influence of the two learning methods (reciprocity and inclusion) on the development of running with ball and passing skills, as well as to determine the most effective learning approach for this skills. Following the selection of the experimental curriculum with equal totals, the research sample was chosen from the consisting of thirty players chosen by Al Majer Al Kaber and Al-Maimouna Clubs and chosen in the intentional sample that was intended. Where the sample was distributed to the third totals by (10) players for each group, with the first experimental group using the inclusion method, the second experimental group using the reciprocal style, and the third group officer. Following the conclusion of the , the embedding and interchangeable learning approaches were used for the two experimental research groups, and then the results of the post- test were analysed. The researchers determined that the interactive method group is the best group in the speed of the development of ball running and handling skills for junior football players based on the data that were statistically analysed in order to meet the objectives of the research.

Keywords:

Ball Dribbling, Passing Skills, Integrative, Reciprocal, Emerging Footballers

1. Introduction

The learning style plays a crucial part in motor learning, and helps to enhance the level of performance of some motor abilities, it contributes to the excitement of the learner and meet his demands for learning, and the range of experiences he offers. Given the varied nature of physical activity in sports activities, the use of suitable learning is particularly crucial, as football requires a large deal of good compatibility of basic skills at the beginning of learning, as well as special physical and mental abilities (Allami et al.,2021; Salih, Hashim & Kasim, 2021). The extent to which players interact with and respond to the instructional approach has a substantial impact on the development of their skills (Pilnick et al., 2018; Kasim, 20212). Specialists and those with an

interest in sports education feel that the advancement of this discipline should seek to comprehend the aims of the material, content, and methods used by educators to achieve the desired goals, level, and training methods (Kasim, 2022; Palamarchuk et al.,2020). In addition, Jones emphasised the need of the teacher and coach understanding more than one technique of learning because, without this knowledge, his powers in dealing with the players are quite limited (Jones, Armour & Potrac, 2003). Therefore, the use of multiple educational approaches provides opportunities for both the coach and the player to improve the educational process. Consequently, improving the sport of football and bringing its performance to the highest level is what the coaches sought by discovering talented young

players. In order to accomplish this, it is necessary to locate educational approaches that are compatible with the fundamental skills of the sport and are appropriate for the age stage.

A. Problem Of The Study

Due to the difficulty of football skills and the skills of running with the ball and handling of skills difficult to perform by the Nashi player, which is one of the skills that requires a neuromuscular compatibility physical of the player and by noticing that most of the players suffers from the problem of not reaching the full physical neuromuscular compatibility to perform this skill, so the researcher asked to know the appropriate educational method to learn the skills of running ball and handling. There are many educational approaches now, each with its own goals and characteristics, and they all play a role in identifying and correcting mistakes as well as speeding up the learning process. Understanding these approaches and finding the best way to teach this skill gives us the chance to advance and improve football education.

B. Objectives Of The Study

1. Knowing the impact of the two learning methods (exchange, inclusion) in the development of ball running skills and handling for junior footballers.
2. Find out what the most efficient way is to teach ball running skills and handling to young football players.

C. Hypothesis Of The Study

1. To identify if there are significant differences between the three groups of learning styles (traditional, exchange, and inclusion) on the development of handle and run with the ball.
2. To interactive method is the best educational method in developing the skills of running with football and handling for young footballers.

D. Areas Of Study

1. **HUMAN AREA:** Players of The Al Majer Al Kaber and Al-Maimouna Clubs 2022.
2. **TEMPORAL AREA:** From 2022-1-10 to 2022-3-29.
3. **SPATIAL AREA:** playgrounds the Al Majer Al Kaber and Al-Maimouna Clubs.

2. Methodology

A Research Approach: The experimental approach, which "represents the most honest way" to solving many scientific problems in a practical and theoretical manner, was utilised by the researchers with equal groups and pre-test and post-test to suit the nature of the problem that needed to be solved.

B. Study Sample: The study was conducted on a sample of the 30 players selected in the intended manner. And where the sample was distributed to the third totals by ten players per group and at random, the first experimental group in the method of inclusion and a second experimental group in the reciprocal way and a third controlled group where the sample percentage of the original community reached seventy-five percent, which is outstanding and is a representation of the community of origin.

C. Study Procedures

Pre- Test: Prior to the pre-test, the researchers provided assistance to the team by distributing an educational unit to all of the members of the sample. This was done to ensure that the initial performance of the ball running skills and handling in the learning process for each of the players, as well as the performance of the sample members in the tribal test being a good performance, and the fact that all of the sample members had a good performance in the tribal test. After completing the educational and learning unit, the skills of running with the ball and handling. The researchers conducted the tribal test on, February 4, 2022, with the help of the team.

D. Description Of Tests: Rolling With Ball Distance (15m) And Passing Accuracy

TEST OBJECTIVE: Measure the rolling speed of the ball and the accuracy of handling.

Tools used: football field, football, whistle, bars (7), tape measure, stopwatch, scoring form, small goal (75 cm × 100 cm).

How to perform: The laboratory stands with the ball next to the first sign and when hearing the starting whistle, the laboratory rolls the ball for a distance of (15 m) from the first sign to the seventh sign and between the first and second mark distance (5,2 m) as well as the second and third to the seventh marker, and when reaching

the seventh marker, the laboratory passes the ball towards the small target that is a distance of (10 m) for the purpose of hitting it.

Registration: The laboratory is given a third transfer and the grades are calculated as follows:

- The player is awarded (2) grades if the ball enters the goal.
- Gives the player (1) a score if the ball hits the menus.
- The player is awarded (zero) if the ball goes out of the goal.
- The laboratory records the time (at the speed of rolling the ball) from the moment of the starting whistle from the first sign to the moment the ball reaches the small goal.

E. Learning Curriculum

The researchers developed a four-week ball-running and handling curriculum with two educational units per week for each group from 5/2/2022 to 7/4/2022 and 30 minutes per unit, with the number of units (8) per group.

Post- Test: The post-test was done on, March 9-10, 2022, and the researchers made sure that the environment, the team's presence, and each approach were identical to those of the pre-test.

F. Data Analysis

The researchers used the statistical (SPSS- 24) methods following:

1. Arithmetic medium.
2. Standard deviation.
3. T-TEST.
4. Contrast analysis test.
5. Test the least moral difference (L.S.T).

3.Results

After conducting the post-test, the researchers obtained the raw scores for the test results and for each method of methods, and then the data was statistically processed to reach the achievement of the research objectives and assignments. Presentation and discussion of the results of the effect of stylistic learning in learning the skills of running with the ball and handling. Discussion of the results of the (T) tests and their analysis table (1) shows the results of the performance evaluation skills of running the ball and handling in pre-test and post-test for control and two experimental group. The results showed that the calculation median values in the pre-test of the third consecutive groups, through Table (1) it is clear to us that there are significant differences in the meaning of the pre-test and post-test of the experimental group and in the interest of the post-tests in the entirety of the maha art foundation. The calculated value (t) was greater than the scheduling value (2.05) at a free score (27) and in front of a moral level (0.05). The researchers attribute the development in all skills of the training group to the effectiveness of the special curriculum (skill development) and according to a precise scientific method, they designed to perform this method well in order to prolong the performance of the exercise in order to obtain stability in performance and avoid errors during performance in players, where repetition will reduce errors (Rahlf et al., 2020).

Table 1: Shows The Results of The Development of The Technical Performance of The Ball Running And Handling In Football in The Pre And Post-Test of The Third Group.

Groups	Test	Measruing Unit	Pre-test		Post-test		T	P
			M	SD	M	SD		
Control	Ball Dribbling	Time	8.04	0.98	7.47	1.42	2.05	0.05
	Passing	Degree	4.33	1.19	5.56	1.38		0.05
Inclusion	Ball Dribbling	Time	7.96	1.44	6.23	2.11		0.05
	Passing	Degree	4.77	1.27	6.96	1.88		0.05

Exchange	Ball Dribbling	Time	8.14	1.5	6.6	2.1		0.0
	Passing	Degree	4.62	1.4	6.1	2.1		0.0
				5	3	7		5

To determine the differences for ball dribbling between the computational medium, the value (T) of (2.05) for the first experimental group (method to include) was calculated, and (15.4), and (6.23) for the second experimental group (reciprocal method) and a greater illusion than the scheduling value (T) (2.05) at the degree of freedom (27) and below the function level (0.05), although that there are statistically significant differences with a moral function between the pre and post- tests, in favour of the remote test, but the calculated (t) rating of the control group is less than the scheduling value of (2.05) at the degree of freedom (27), and demonstrates the randomness of the difference between the pre and post-tests. And to determine the differences for passing skill between the computational medium, the value (T) of (2.05) for the first experimental group (method to include) was calculated (6.13), and (6.96), for the second experimental group (reciprocal method) and a greater illusion than the scheduling value (T) (2.05) at the degree of freedom (27) and below the function level (0.05), although that there are statistically significant differences with a moral function between the pre and post- tests, in favour of the remote test, but the calculated (T) rating of the control group is less than the scheduling value of (0.05) at the degree of freedom (27), also and demonstrates the randomness of the difference between the pre and post-tests. This leads us to the conclusion that there are statistically significant moral differences in favour of the post-test and the experimental groups (reciprocal, include), this indicates that the educational programme developed by the researcher led to the development of this skills in the members of the research sample and for two methods according to the educational units (8) units, in which the researcher considered comprehensiveness,

accuracy, and suspense during the process of learning the ball running and handling skills. The researchers also attribute this development to the fact that the research sample had never practised this effectiveness, so the learning process was rapid regardless of the methods used for the learning process, where Buckner et al., (2018), emphasises that programmed exercise has a substantial effect on performance.

A. View And Discuss The Test Results Of F, L.S.D. And Analyze Them

The researchers used the (F) test to analyse the difference between groups for remote testing and within them to determine if there were moral differences between groups. By testing (D.s L), the lowest moral difference between groups was determined, as well as which group is better at learning the football skills of running the ball and handling it, table (2) displays the results of the analysis of the discrepancy between and within the third groups, where the results demonstrated moral differences between and within the groups for ball dribbling, and where the calculated value (F) of (2.67) is greater than the value (F) of the extreme scheduling (2.37) at a freedom score (27) and below the function level (0.05), indicating that there is a difference in the rate of development of ball running skill in football between the third groups, and where the results demonstrated moral differences between and within the groups for passing, and where the calculated value (F) of (2,97) is greater than the value (F) of the extreme scheduling (2.37) at a freedom score (27) and below the function level (0.05), indicating that there is a difference in the rate of development of passing skill in football between the third groups.

Table 2: Showing The Results of The (F) Test Analysis of The Variability Between The Third Groups of The Post-Test For Bll Dribbling and Passing skills.

basic skills	Source of Variance	df	MS	F	P
Ball Dribbling	Within groups	2	6.79	2.67	0.05
	Between groups	27	2.54		
Passing	Within groups	2	6.21	2,97	0.05
	Between groups	27	2.09		

To determine which group acquired a higher level of learning, the lowest moral difference (D.S.L.) was computed, and the results indicated that the difference between the first and second computational mediums was (42.5), which is bigger than the calculated value (D.S.L.) of the third group (14.6), As seen in Table 3, this implies that there are statistically significant

moral differences between the second and third tests, in favour of the third test. The results also indicated that the difference between the third and first computational media was (3), which is greater than the calculated value of D.s.L(14.6); this indicates statistically significant moral differences between the third and first tests in favour of the third test, as shown in table (3).

Table 3: Shows The Results of The (D.S.L.) Test To Find Out The Lowest Moral Difference Between The Third Groups For Bll Dribbling and Passing skills.

Basic Skills	Groups	Difference Mean	Difference results	L.S.B
Ball Dribbling	G1-G2	7.47 – 6.23	1,24	0.82
	G2-G3	6.23 – 6.68	0.45-	
	G3-G1	6.68 - 7.47	0.79-	
Passing	G1-G2	5.56 – 6.96	1.4-	0.93
	G2-G3	6.96 – 6.13	0.83	
	G3-G1	6.13 - 5.56	0.57	

From the above it was found that the best group in the speed of skills passing and ball dribbling is the reciprocal method followed by the group the method of embedding and then the control group

B. Discussion of Results

The researchers believe that the method of education is responsible for the development of the skill of rolling, as this skill was awarded in more than two times because of its importance in ensuring that the player is able to keep the ball for as long as possible and also create the appropriate opportunities for him and his colleagues in the far distance, because rolling the ball on the ground and running with it is not a simple process, you need a skill in the ruler and good control during its leadership, and the development of the skill performance of the players in the training group has helped to improve the performance as much as the player

uses the skill of this skill. This validates Milanovi (2013)'s contention that the running of the ball is an individual plan that each player must master so that he can act the ball in accordance with the predetermined plan and on par with the striker and defender. It is the fundamental rule of running to deal with and control the ball while running with it (Morris, Weber & Netto, 2022; Verrall, Slavotinek & Barnes, 2005). The researchers also attribute the handling skill development of the experimental group's players to the success of the user's style in the learning style, which generated in the players a desire and impulse to practise and invest lesson times through the use of a method, which led to the advancement of the most significant and most utilised objective of the skill level of the players, as this skill has the same effect of reaching the opponent as quickly as possible (Pfau, Smeddinck & Malaka, 2020; Williams &

Hodges, 2005). Also, the abundance of this skill of all types in the user's style and the fact that almost no exercise is devoid of this skill under game-like conditions and the repetition of the skill of handling of all types in these methods enable the player to estimate the distance and type of handling he employs with precision in performance (Dignan, 2011; Launder & Piltz, 2013). Relvas et al. (2010) stress the significance of the coach in instructing his players to use handling of various types as a means of moving to the opponent's arena and carrying out offensive strategies because handling is faster than the player and more frequently used in games, and because the proper instruction of the players to handling instils in the players awareness and awareness to use the handling as the best use.

C. Conclusions

1. The interactive style group is the best group in the speed of development of the practice of running and handling in junior football.
2. The formation of moral disparities in favour of the interchangeable style used in the post-test of the first experimental group and the inclusion method used in the second experimental group for teaching junior football players to handle and run the ball skills.
3. There is a moral variation in the impact on the development of the practices of running and handling in junior football between and within the third groups.

Recommendations

1. It is necessary to use my style (reciprocity, inclusion) in the process of developing the practice of running and handling in junior football and extensively.
2. It is necessary to make wide use of the methods of clarification because of the significant and vital function it plays in the process of learning.
3. The use of feedback during the learning process has become a learning necessity because of its great benefit in the process of correction and performance.

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