

The effect of some types of feedback on learning some basic skills for soccer players U 13

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Received: 08/06 /2023 Accepted: 31/10 /2023 Published: 31/12 /2023

Abstract:

The study aimed to use some types of feedback and its impact on learning some skills by using deferred feedback via video to teach these skills. To verify this, we conducted a study in which we followed the experimental method on an intended sample consisting of 30 players distributed into three groups, after applying the training program using video for eight weeks. The results showed that the use of different types of verbal and video-supported delayed feedback (self-watching) had a positive effect on learning some basic skills with the ball, and that the best type of feedback is the delayed feedback supported by using video.

KEY WORDS : FEEDBACK; LEARNING.

الملخص:

هدفت الدراسة إلى استخدام بعض أنواع التغذية الراجعة و تأثيرها في تعلم بعض المهارات باستخدام التغذية الراجعة المؤجلة عن طريق الفيديو لتعليم هذه المهارات. وللتحقق من هذا قمنا بدراسة اتبعنا فيها المنهج التجريبي على عينة مقصودة متكونة من 30 لاعب موزعين على ثلاثة مجموعات، بعد تطبيق البرنامج التدريبي باستخدام الفيديو لمدة ثمانية أسابيع أظهرت النتائج أن استخدام مختلف أنواع التغذية الراجعة المؤجلة الشفهية والمدعمة بالفيديو (مشاهدة الذات) لها أثر إيجابي على تعلم بعض المهارات الأساسية بالكرة وأن أحسن نوع من التغذية الراجعة هو التغذية الراجعة المؤجلة المدعمة باستخدام الفيديو.

الكلمات المفتاحية: التغذية الراجعة؛ التعلم.

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The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

1-Introduction and research problem:

Through the observation of the field and the monitoring of the progress of the action carried out by the coaches supervising the football in the teams and sports associations, we noticed the random interventions of the coaches to correct the performance of the players in terms of the type of feedback used through its timing or in terms of its nature, in particular among the juniors of the age group under 13 ans. Et that what is characterized by motor learning in terms of diversity and completeness, it is necessary to use many types of teaching aids that directly affect the educational process according to organizational methods, especially at this age group, because it is the mental age to acquire motor exercises, which is the stage when the young person learns movements well. (Cedric Cattenoy and francois gil, 2002) In order to show the importance of feedback in the learning process as well as its nature, we wanted to do this research to find out the effect of the use of both delayed oral feedback and delayed feedback supported by the use of video in the learning process of skills for the age group under 13 years, as the educator can The use of many educational means, including illustrative means, which help the learner to assimilate the vocabulary of skills well. (Abdul Qadir Al-Maarati, 1997, page 44).

The developed countries of the world have paid great attention to the training of young people in football, since private schools and academies have been opened to them that allow specialized cadres to train this game theoretically and scientifically, paying attention to the programming process with the modern use of the most important methods and means that help young people to explode their abilities because they constitute the broad base for the production of players Football has developed rapidly from a technical point of view, with an increase in the speed and pace of the game, in addition to raising the skill level of the players, with the development of strategies and plans of the game . And because football is a game that is characterized in its performance by different game situations and situations that depend on the reciprocity of the plans, and this highlights the use and mastery of offensive and defensive skills and the ability to select solutions according to constantly changing situations , and according to the statistics of the competitions of the Youth World Cup and the recent World Cup in Qatar 2022, the teams that reached the last square of the competition are the teams that achieved the highest rates of

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

possession of the ball, noting that the teams that left the tournament in the first rounds are the teams that lost the greatest average of balls during the match, and the experts attribute the reasons for the waste of the ball to technical errors represented in the Bad passes and bad deletions, where they constitute 50% in the match, noting that from 20 to 30% are false passes, consequence of poor individual and collective control of the ball, noting that the ball was spoiled during dribbling, as well as errors in cutting the opponent's ball, errors and unrecorded shots. The following percentages, respectively, during the match (0,5% - 12% - 0,6%) (FIFA, 2022).

Also, the recent results obtained by the national team, represented by its exclusion from the first round of the final of the 2021 African Cup in Cameroon, and the exclusion from the Qatar 2022 World Cup, with the low participation of Algerian clubs in the various African championships and their exclusion from the first round, is the best proof of poor training and a lack of travail. La base of the local player, which made the various coaches, whether local or foreign, who supervised the national teams, rely heavily on expatriate players instead of local players under the pretext of physical, technical and tactical weakness, according to their various statements in various national newspapers and media.

The researchers attribute this weakness to the basic work in the process of training young people, and this is not due to a lack of skills or to the pedagogical means and devices, but rather to the dependence of the educators trained on traditional methods in the process from education to skills, as well as the misuse of modern means such as the use of video to watch models and look at each other, where (Benyamin, 1999) concluded that it is easy to acquire basic skills (football) by means of video commentary for beginners.

Through our field observation, we were able to note the randomness of the coaches' correction of the players' performances, as well as the difference in the use of the feedback used in their interventions, whether in its timing or in its nature, because most of them rely on the traditional method in the evaluation process at the end of the training sessions to teach the basic skills in the game of football using the oral method. Therefore, the researchers thought of using modern methods to enrich the educational sessions such as feedback using audio. -visual means such as video to present models of the skills under study and evaluate the performance of the players at the end of the session by looking at each other.

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

Where (Atallah , 2004) sees that "Teaching using certain types of feedback positively affects the learning of certain basic skills in the game of volleyball."And (Suban Muhammad, 1996) concluded that "the use of audiovisual and video aids during the process of learning free swimming for students aged 9 to 12 helps to develop the level of swimmers in a way that attracts attention". This prompted us to carry out this study to discover the effect of the use of certain types of video comments on the learning of certain basic skills in football among under-13s.

General question:

Does the use of certain types of feedback affect the learning of certain basic skills in under-13 football?

Partial questions :

-Does the use of delayed feedback affect the learning of some basic skills in under-13 football?

-Does the use of delayed feedback supported by the use of video affect the learning of certain basic skills in under-13 football?

2- General objective of the study:

In this element, the objectives of the study are mentioned in the form To identify the effect of the use of certain types of comments in the learning of certain basic skills in under-13 football, where deferred and verbal comments were used in the learning of certain basic skills in football, as well as the research of the use of deferred comments supported by video use in the acquisition of the target skills of the sample.

3- Research hypotheses :

Main hypothesis:

-The use of certain types of comments has a positive effect on learning certain basic skills in under-13 football, and the use of delayed comments supported by the use of video is the best type of learning these skills.

Sub- hypotheses:

The use of delayed feedback has a positive effect on the learning of certain basic skills in under-13 football.

- The best type of deferred feedback is the deferred feedback supported by the use of video in learning some basic skills in under-13 football.

4 - The importance of research :

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

- Improve the basic skills of junior footballers based on a training program based on scientific bases that keep pace with the different issues that affect the training process.

Trying to keep up with modernity in training, relying on modern theories and methods.

5 - Search terms

Feedback: (Ahmed Atallah, 2006, p. 16) indicates that feedback is the set of information that the learner can obtain from various sources (internal, external or both) before, during or after work.

Learning: (Al-Kammash & Al-shuwaish, 2013, p. 33) indicates that this is a special activity that a person performs to gain experience and knowledge.

Basic Skills: It is defined as the fixed perceptual motor performance characterized by control, precision and economy of effort, responding quickly to changing situations in order to obtain the best results during the match (Elsayed, 2001, p. 22) .

Delayed Feedback: This is information provided to the learner after the end of the performance in the form of information delayed for a certain time (Al-Kammash & Al-shuwaish, 2013, p. 241).

Delayed oral feedback: this is information presented to the learner after the end of the performance in the form of information delayed for a certain time by oral recitation.

Supported delayed feedback: This is information provided to the learner after the end of the service in the form of information delayed for a certain time using means of clarification (video, photos...).

Audiovisual aids: they are teaching aids that contribute to the educational and training process in which they depend on observation, sight and hearing, and they are known to be non-abstract as long as a person uses some of his senses in them and resorts to them when he wants to communicate information, an idea or an educational situation: cinematographic films, models, videos and illustrations (Lebel.P, 1985, p. 9).

6- Similar studies and research :

6-1- Study: Qasimi Bashir 2011, doctoral thesis

Title of the research: The effect of the use of certain types of feedback on the learning of certain swimming skills for beginners between 6 and 9 years old.

Research Objective: The purpose of this study is to identify the effect of simultaneous feedback, immediate feedback and amplified

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

feedback, and what is the best way of feedback in order to learn certain freestyle techniques.

Study procedures: The scientific experiment was conducted on (60) beginner swimmers, who were divided into four groups, three experimental and one control.

The most important results: After conducting the main experiment based on the experimental approach and performing the pre- and post-test, the researcher concluded that the use of different types of feedback has a positive impact on the learning of the studied skills, and the best of these types is immediate feedback in all skills.

- 2-Study: Atta Allah Ahmed 2004, PhD

Title of the research: The effect of the use of certain teaching methods with immediate feedback on the learning of certain basic skills in volleyball.

Research objective: To know the effect of the use of teaching methods by immediate feedback on the learning of certain basic skills in the ball Aircraft of different sexes.

- **The second objective:** to know the best training method with an immediate reaction that has a better effect in teaching the ability to serve, pass and prepare for volleyball.

Modalities of the study: This scientific experiment was conducted on a planned sample composed of 432 students, including 216 boys and 216 girls, from a community of origin composed of 523 students, including 250 boys and 273 girls, spread over three wilayas: Saida, Mostaganem and Constantin.

The research sample was in turn divided into three samples :

- An experimental sample whose purpose is to know the effect of teaching methods with immediate feedback on the learning of certain basic skills.

- The control sample and its objective is to seek a comparison between the learning results of the experimental groups using the methods studied and the results of the control sample that lacked special methods.

- **The control sample:** the purpose of its use in research is to observe the magnitude of its impact by not using the methods studied.

The most important results: The results of the study prove the validity of the first research hypothesis, so that the differences between the arithmetic means of pre-choice and post-choice are statistically significant differences in favor of post-choice in the experimental and control research groups.

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

6-3-Study: Bodaoud El-Yamine 1999, Doctor of Philosophy

Title of the research: The effect of audiovisual media (video) on the learning of basic skills at the Algerian football school.

Research objective: the research aims to know the correct and effective method that can be adopted to learn basic skills in football by improving the retroactivity process (audiovisual means).

Study Procedures: The research process included (120) beginner players (stage 1), and at this stage the researcher submitted the sample of the experiment to a video presentation to learn the most important skills in football.

The most important results: The results of the study showed the ease of acquiring basic skills (football) by means of video feedback.

6-4-Study by Saban Muhammad: (Master's Degree) 1996.

Title of the research: The effect of audiovisual aids (video) on the level of learning to swim.

Research objective: The research aims to know the importance of audiovisual aids represented by video in the learning of free swimming for students.

Research procedures: The research sample included 50 students from Ibn Khaldoun School in Mostaganem, aged 9 to 12 years.

The most important results: The researcher concluded that the use of audiovisual and video aids during the process of learning free swimming for students helps to develop the level of swimmers in a way that attracts attention.

1-1 Research methodology: We have used the experimental method .

1-2- The research sample: The team from the Sidi Lakhdar Academy, Mostaganem Province, for under-13 football The total sample for the research was composed of 30 players divided into three (03) groups, each group being composed of ten (10) players.

Control Group: composed of ten (10) players.

The experimental group: (20) players divided as follows

The first group: delayed returns supported by the use of video players (10).

The second group: delayed oral feedback (10) players.

Where the researchers took into account the homogeneity of the two samples in terms of height, weight, age.

1-3 research areas :

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

1-3-1- The Human field: The experiment was conducted on a sample of (30) players, aged 11 to 12 years, divided into three groups, each group being composed of 10 players.

1-3-2 - The spatial field: the municipal stadium in the Sidi Lakhdar district, "Boufarma Lakhdar stadium", and this is what made the researchers provide the same conditions to which the three groups are subjected during the exercises, where the working time was standardized, the use of the same means, the use of the same terrain.

1-3-3-Time domain :

- The first step :

It was the completion of the reconnaissance experiment, in which the pre-test was carried out on 02/01/2022. Four days later, we passed the post-test, on 01/06/2022, on the same group, which consisted of the players of the Sidi Lakhdar Academy under-13 football team.

-The second step:

He was represented in the main experimental study, which ran from 10/01/2022 to 09/03/2022, in which the proposed training program units were implemented with pre and post competency tests performed.

1-4- Applied skills tests :

First: the short passing test :

Objective: measures the player's ability to pass the ball.

Procedures: Pass five consecutive balls to five targets at a distance of ten meters.

- Calculation of the number of goals scored from five assists.
- Make only one attempt.

Tools: - Five balloons size 4, five targets one meter away, the scorecard.



Illustration n° (01) - Short pass test

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

Second: ball control test: (Book, B., 2009, p. 55) (BOOK, 2009, p. 55)

Objective: It aims to know the level of the player in the mastery of the ball in a specific area (a square of 1.5 square meters).

Procedures: the player stands in the specified space and, on cue, begins to stroke the ball and control it with all parts of the body except the hands, without leaving the area, and the number of times the ball is hit is counted. In 60 seconds, the area is 1.5 square meters.

Count the number of touches of the ball in the air for 60 seconds.

- When the ball falls, it is raised by hand or foot. - The first key is not counted after it is raised.

The key outside the square is not counted. - Make only one attempt.

Tools: a ball of size 4, a quadri-marked square of 1.5 square meters, a stopwatch, a scorecard.



Illustration n° (02) - balloon control test

Third: The zigzag ball running test (Steibel Roland, s., 2008, p. 75).

Objective: fast running with the ball (measurement of agility with the ball).

Procedure: Run with the ball for a distance of 14 m round trip between 5 panels.

Calculate the time it takes to run with the ball.

The start line is the same as the finish line.

Make a single attempt.

Tools: a size 4 ball, five tokens, a stopwatch, a scorecard.

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali



Illustration No. (03) - zigzag ball running test

Fourth :Test of the skill of targeted shooting of the ball.

Objective: Measures the player's ability to throw the ball.

Procedures: Put four size 4 balls at the level of the 18-meter line, and place two zones (2 meters) delimited by a rope from the level of the crossbar to the bottom of the goal line on the right and left sides.

- Shoot two balls to the right side zone and two balls to the left side zone in one attempt.

The shot is directly towards the designated area (without the ball touching the ground).

Calculation of the number of correct goals scored.

Methods: four size 4 balloons, two ropes to mark a 2 m zone in the goal, a scorecard.



Illustration no. (04) - targeted Shooting test

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

Table n° (01) presents the coefficient of reliability and validity of the physical and skill tests selected at the degree of freedom (8) and at the level of significance (0.01).

Tests	Sample number	The tabular correlation coefficient at 0.01	Test stability coefficient	coefficient of validity of the test
Simple scrolling skill	10	0.52	0.94	0.96
Control the ball			0.65	0.80
Zigzag running with the ball			0.85	0.92
Aiming for the mark			0.72	0.84

Through table n° (01), we found that the calculated value for the test skills (short pass, holding the ball, zigzag run with the ball and directed shooting skill) for the honesty coefficient (0.96, 0.80, 0.92, 0.84) at the significance level (0.01) and all these values For the skills, it was higher than the tabular value (0.52), which indicates that the calculated values have a high degree of honesty towards oneself.

1-4-1- Objectivity of the test: All the choices used in our research are understandable, easy and clear, especially since the testers (the research sample) have received a complete explanation of the objectives, specifications and conditions of the tests.

1-5- Application procedures for the teaching units: The program followed has been set up taking into account the following conditions:

- Have the same supervisors to conduct the educational units of the studied groups, provided that they use with each experimental group the programmed method of feedback assigned to it.
- Dependence on application units at the rate of three units per week. Each unit lasts 1 hour and 10 minutes (70 minutes).

We seek through this to :

- Trying to install some basic skills in football.
- Trying to achieve a good performance of the skill.

2-1- Presentation of the results :

2-1-1- Comparison of the results for the test group to the post-test of the research samples :

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

Table n° (02) shows the calculated D-value in the post competency tests.

Statistical processing	Source of variability	sum of squares	Degree of freedom	average of squares	the D-calculated value	the D-Tabular value	Type of difference						
Skill(1) short pass	Among the groups	4.2	2	2.1	4.75*	3.35	Non significant						
	Within the groups	20.6	27	0.76									
	Total	24.8	29										
Skill (2) ball control	Among the groups	735	2	367.5	3.89*			3.35	Non significant				
	Within the groups		27	175.02									
	Total	4725.7											
Skill (3) zigzag running with the ball	Among the groups	5460.7	29		4,11*					3.35	Non significant		
	Within the groups	0.99	2	0.49									
	Total	34.18	27	1.26									
Skill (4) targeted shooting	Among the groups	35.18	29		3.81*							3.35	Non significant
	Within the groups	1.26	2	0.63									
	Total	14.1	27	0.52									

The table n° (02) above shows the value of (D) calculated in the pre and post proficiency tests for its experimental groups and the

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

control group, and this after the sample has performed the pre-test which included the skill of the short pass (The short pass), the skill of controlling the ball (juggling), the skill of running with the ball (ball driving), the skill of shooting directed (Shot placed on), where we treated the results statistically and for this purpose For this purpose, we used the analysis of variance to extract the calculated value (D) and compare it with the table (D) at the significance level (0.01) and the degree of freedom (2-27).

Through the table, it is clear that the value of (D) calculated for the skill of passing, the skill of controlling the ball, the skill of running in a zigzag with the ball, the skill of shooting (4.75, 3.89, 4.11, 3.81) and all these calculated values are lower than the tabular value of (D) which is estimated at 3.35 under the degree of freedom (2.27), and this indicates that the difference between the experimental groups and the control group in the four tests of skills is a statistically significant difference.

2-2- Conclusion :

Based on the experiment that we have carried out and after the statistical processing that we have obtained, it has been concluded the following :

- We conclude that the use of delayed verbal feedback has a positive effect on the learning of some basic skills in football for the under-13 age group.

- We conclude that the use of delayed feedback supported by the use of video

(Watching yourself) has a positive effect on learning some basic skills in football for the under-13 age group.

We conclude that there are statistically significant differences between and within the groups, which means that there is a difference in the use of feedback in learning certain basic skills in football for the under-13 age group, in favor of the delayed feedback group supported by the use of video (self-observation).

2-3- Discuss the hypotheses :

2-3-1 Sub- hypotheses :

* The use of delayed feedback positively affects the learning of some basic skills in football for the under-13 age group.

Through our discussion of these hypotheses, it becomes clear to us that there is a development of skills under study for the two experimental groups who used delayed feedback, either verbally or using video (self-watching), comparing the results of the pre- and

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

post-test, and the researchers attribute it to the training program they prepared, which provides information to the players on how they performed the skills after watching the model for each skill at the beginning of the session, then applied the suggested training program during the session and find out how they performed at the end of the session, either through verbal comments or by watching their performance using the video, which helped them develop their own abilities to observe And listen and read the details of the skill, and this is what contributed to improving the learning process, fixing it and modifying it in a good way.

This method also helps to find out the weaknesses and strengths in the execution of the skill by looking at it, which gives the learner the confidence and the ability to learn quickly (Kazim, 1988, p. 25). This is confirmed by (Essam Abdel-Khaleq, 2000) and (Elsayed, 2001) that feedback contributes to increasing the effectiveness of the education and training process.

This has been shown by the superiority of experimental samples over controls in most studies, because (Abdul Majid Ibrahim, 1999) assures us that the most important reasons for the weakness of the education and training process are the absence or lack of feedback. , especially among young people.

As (Atallah , 2004) sees it, "teaching using certain types of feedback positively affects the learning of certain basic skills in the game of volleyball."

The best type of delayed feedback is delayed feedback supported by the use of video in learning some basic skills in football for the under-13 age group.

And if we go back to similar studies, we would find them in agreement in principle, based on the results they have achieved, because the use of assisted delayed feedback positively affects the learning of certain basic skills in football for the under-13 age group, similar to a study (Iman Raghdi 1996, doctoral thesis (About enhanced feedback through photography and presentation. And the study (Sabban Muhammad, 1996) indicated that the use of audiovisual and video aids during the process of learning to swim for students from 9 to 12 years old makes it possible to develop the level of swimmers in a way that attracts attention, and a study (Ahmed Shehata Ahmed 1976 Master) on the gymnast's vision of the image of his performance and a study (Budaoud El Yamin 1999, doctoral

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

thesis) on the impact of audiovisual means (video) on the learning of basic skills abroad algerian football school.

2-3-2 - Main hypothesis :

* The use of certain types of comments positively affects the learning of certain basic skills in football for the under-13 age group, and the use of delayed comments supported by the use of video is the best type of learning these skills.

We conclude from all of the above that the main hypothesis is reached, and referring to similar studies that have dealt with the issue of the use of types and methods of feedback, all of which confirm the positive effect of the use of the latter in the competence process and motor learning and in various sports and its preference over control groups. He also emphasizes the disparity in the percentage of influence from one type to another, with the aim of reaching the best and the best of them to achieve the objective of the educational process, and this is confirmed to us by (Adel Abdel Basir Ali, 2004, 293) and (Muhammad Ahmed Abdel Razzaq, 2002, 145) on the importance of the feedback guidance function to correct movement errors or direct the individual towards its execution, because it raises the learner's attention to the phenomena to be learned, but in particular choosing the right moment, the method and the best means for this. This is also confirmed by (Essam Abdel-Khalek, 2000, 142) and (Elsayed, 2001, p. 168) that feedback contributes to increasing the effectiveness of the educational process, which explains the superiority of experimental samples over control in most studies, because it assures us (Abdul Majid Ibrahim, 1999, p. 247) that the most important reasons for the weakness of the educational process are the absence or lack of feedback, in particular for beginners at the age of 6-9 years , because this stage is characterized by features that distinguish it from the rest of the other stages, and for this it must be treated according to modern scientific principles and methods. We also concluded that the use of delayed feedback supported by the use of video is the best type of learning some basic skills in football for the under-13 age group, as confirmed (Ahmed Shehata, 1976), where he concluded that teaching the skill of jumping indoors on a jumping horse apparatus using the explanation method And the model and the focused image can be faster in the development of the range of skills, which affects the increase in level.

In turn, we can emphasize that the use of methods and types of feedback in the educational process is necessary and important in

The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

order to achieve the goals, especially using modern means, taking into account the specifics of the age group of the group of learners, as well as the specifics of the activity practiced and the skill to be taught.

2-3-3 General Conclusion:

Through our discussion of these two hypotheses, we conclude that the use of delayed feedback positively affects the learning of certain basic skills in football for the under-13 age group, and the use of delayed feedback supported by the use of video is the best type of learning these skills.

2-4- Recommendations :

In order to benefit and make the necessary change in relation to the reality experienced in the field of sport in general and football in particular, we would like to present these recommendations :

- The researchers recommend that coaches supervising small groups use modern scientific methods and techniques to teach and develop the motor performance of players, based on current world models.
- Emphasis on the use of delayed feedback supported by the use of video due to its great role in teaching skills.
- The need for the availability of various educational means in academies, such as televisions, video and cameras.
- The need to familiarize those responsible for the educational process with the various pedagogical means to acquire basic skills.
- The need for knowledge of trainers and a good understanding of feedback methods.
- The need to diversify the use of feedback in educational courses because it makes the process systematic and controlled.
- The need to train trainers to know the feedback and its types and how to use it in terms of means and deadlines.
- Conduct similar empirical research using the same feedback methods with a sample of higher-level actors.
- Conduct similar experimental research using other methods of feedback and in other disciplines.

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The Effect Of Some Types Of Feedback On Learning Some Basic Skills For Soccer Players U 13

Seddaoui Chachou, Haroune.Dif, Boumediene Kada, Bengoua Ali

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