

The effect of audiovisual feedback on the learning of passing and receiving skills among
football players less than 14 years old

(Field Study of level less than 14 years old - Province of Chlef)

أثر التغذية الراجعة السمعية البصرية على تعلم مهاراتي التمرير والاستقبال لدى لاعبي كرة القدم فئة
أقل من 14 سنة. (دراسة ميدانية على مستوى ولاية الشلف أقل من 14 سنة)

Belkacemi Brahim¹, Hadjidj Mouloud², Sami Abdelkader³

¹ University of Algiers 3, belkacemi.brahim@univ-alger3.dz.

² University of Algiers 3, mmhadjidj@gmail.com.

³University of Chlef. a.sami@univ-chlef.dz

مخبر علوم وتقنيات النشاط البدني الرياضي³ مخبر النشاط الرياضي: مجتمع، تربية وصحة

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Abstract: The study aims to identify the effect of audiovisual feedback on learning passing and receiving skills among football players less than 14 years old. For this purpose, we used the experimental method. A training program with audio-visual feedback based on the learning of the two scrolling and receiving skills was also applied to a sample of 30 players divided into two deliberately selected control groups (15 players) and experimental groups (15 players). After the statistical collection and processing of the results, statistically significant differences have been found for the experimental group, which means that the audiovisual feedback program has a positive effect on the learning of the pass and receive skills. On this basis, the study recommended that this type of feedback be used to teach basic football skills.

Keywords: Audiovisual Feedback; Passing and Receiving Skills; Football.

الملخص: تهدف الدراسة إلى التعرف على أثر التغذية الراجعة السمعية البصرية على تعلم مهاراتي التمرير والاستقبال لدى لاعبي كرة القدم أقل من 14 سنة ولهذا الغرض استخدمنا المنهج التجريبي، كما طبق

برنامج تدريسي مصاحب بالتجذبة الراجعة السمعية البصرية مبني على تعلم مهاراتي التمرير والاستقبال على عينة مكونة من 30 لاعب قسمت على مجموعتين ضابطة(15لاعب) وتجريبية(15لاعب) تم اختيارها بشكل عدلي، وبعد جمع النتائج ومعالجتها إحصائيا تم التوصل لوجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية ما يعني وجود أثر إيجابي لبرنامج التجذبة الراجعة السمعية البصرية على تعلم مهاراتي التمرير والاستقبال وعلى هذا الأساس أوصت الدراسة على استخدام هذا النوع من التجذبة الراجعة في تعليم المهارات الأساسية في كرة القدم.

- الكلمات المفتاحية : - التجذبة الراجعة السمعية البصرية؛ مهاراتي التمرير والاستقبال؛ كرة القدم.

- **Theoretical chapter :**

*** Introduction and problematic of the study:**

The process of preparing football players always needs to be constantly enriching the scientific and theoretical foundations, the player must use to enhance his core skills through training and playing, and the indicators of developing the rigor and skill have always been of interest to training professionals. Recent scientific studies have focused on some of the ways in which the contradiction between the necessity of increasing speed and its negative impact on performance accuracy, especially in the skilled side, which helps to introduce important ways in the theoretical and practical side to prepare football players in a way that matches the fast game rhythms decisions need to be made according to the changes in modern play.

The Feedback is also the primary and key provider of the learner in the emerging stage by acquiring, learning, and establishing the skill. There is no doubt that the remarkable scientific development in the field of sports and education, which in turn has affected feedback through the inclusion of a new type based on modern technology, meaning the so-called audio-visual feedback, that is, audio- visual (video) feedback, which has been playing an active role in the field of learning It

has a high and accurate score for results and the ability to explain and simplify complex motor models and the direct and effective impact on the learner.

(AHMAD ATTA ALLAH, 2006, p. 36) indicates that feedback is all the information that a learner can obtain from different sources (internal, external, or both), before, during, or after work, to modify behavior or when a response occurs. He added (WADJIH MAHDJOUR, 2001) that it is important to learn how to use more than one method or time to change the delivery of this information will affect performance and learning.

The audio-visual feedback is provided through the use of audio-visual aids during the teaching and learning process and is honest, accurate in providing information, and is to be tested in this study according to a proposed training program.

The skill is also considered the essential foundation , and it is the first step in the training of young people to be considered the ideal age for teaching and establishing skill, representing all the sports movements performed by the player with the aim of serving any game under their laws, and says (MUFTI IBRAHIM HAMMAD, 1991, page130) In defining the skill as the ability to reach a result by doing the most agreed, action-driven performance and duty, with the least amount of energy applied and in the least possible time.

Previous and similar studies that touched this subject referred to as a study (Mejjadi Meftah, 2016): The impact of a training program using mental imagers in improving the footballers' scrolling and receiving skills in football (12-14) years; The study aims at identifying the impact of the proposed training program using mental imagery in improving the footballers' scrolling and receiving skills, a field study of the Amateur Sports Club (EL WEFAQ) of HAMAM AL-DALA municipality. In order to achieve this goal, the researcher has taken a test of the

accuracy of the pass and the ball reception test in the soles of the foot, and because of the nature of the subject matter, we have relied on the experimental method of adapting it to the subject of the study based on previous studies. A training program for mental visualization exercises consisting of 12 shares and lasting 20 minutes each was proposed, based on a training curriculum for the mental imagery of a full-salary anthem (awareness of the senses – image clarity – image control). The study was applied to a sample selected in a simple random manner of 16 players for the same club's experimental and witness groups, and the results reached indicated that the mental perception was of great importance in teaching and improving the basic skills in football and mentioned a study " (Katie Fateh and Ziyanne Nassira, 2018), which is aimed at learning the impact of retrograde nutrition using audio-visual aids and its role in learning motor skills in secondary-school students (16-19 years old); The researchers used the descriptive approach, including 32 physical and sports teachers, and the results showed that there is a great interest on the part of teachers in using audiovisual methods and their positive impact on learning motor skills in their proper form.

A study (Khadar Khled and others, 2020) the effect of mini-educational games on learning the basic skills of football players using the experimental curriculum on a sample of two teams of 16 players per team with a mini-educational program as a modern educational method that helps develop basic skills, especially at this sensitive age of (11-13) The year that marks the child with a development-capable skill set-up, with the actual practice of the micro-football method during the training classes and making his study an assistant reference for researchers in the field of sports. Through the research findings, researchers have developed an annual program on basic skills education and the inclusion of micro-educational games as a very important way to achieve the training class.

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The study of (MAZARI FATIH'S study 2013) focused on Understanding the importance of adopting feedback in teaching basic skills in swimming. The aim of the study was to teach basic skills that are the door to reaching the ideal achievement for athletes, presenting the methodology that is based on the principle of feedback. It is based on one of the most important basic principles in improving skill learning in various sports, especially swimming, which is considered among the sports that rely on great skills, and through the above-mentioned and an attempt by us to know the effect of audiovisual feedback on the development and development of the skills side of the young, especially the age stage for a group of less than 14 years old, the researcher sees the importance of an answer to the general question of this study:

Is there an effect of audiovisual feedback on learning passing and reception skills for soccer players under the age of 14?

Partial questions:

1- Are there statistically significant differences between the pre and post measurement of the experimental group using audiovisual feedback on learning the passing and reception skills of soccer players less than 14 years old?

2- Are there statistically significant differences between the experimental group and the control group in the post-measurement by using audiovisual feedback to learn the passing and reception skills of soccer players under the age of 14?

General hypothesis:

- Audiovisual feedback has an effect on learning passing and reception skills among football players under the age of 14.

Partial hypotheses:

- There are statistically significant differences between the pre and post measurement of the experimental group by using audiovisual feedback on learning the skills of passing and receiving among football players less than 14 years old.
- There are statistically significant differences between the experimental group and the control group in the post-measurement by using audiovisual feedback on learning the skills of passing and receiving among football players less than 14 years old.

Study objectives:

- Know the effect of the proposed program with audio-visual feedback on developing and improving the pass-and-receive skills for a class less than 14 years in football.
- Study the kinesthetic and skill learning and ways to develop and develop them in young people's football.
- The role of video in developing feedback for soccer players is less than 10 years.
- Recognize how effective the audio-visual feedback (video) is to learn the skills of football scrolling and receiving.
- Know when, how, and where to use audio-visual feedback in the learning process.

Importance of Study:

- The role of video and feedback in the motor learning process of core skills for football players.
- Recognize the right ways and means of teaching and skills training for football players.
- Find the perfect and right solution to the emerging soccer skill weakness.

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Key words:

1- Audiovisual feedback:

It is a process of providing the learner with information about his response on a regular and continuous basis in order to assist him in achieving and modifying the responses that need to be modified and proven responses that are correct (AHMED AL-ATWATI, 2000, p.14)

Audiovisual aids (video):

They are educational aids as devices, tools and materials used by the teacher to improve the teaching and learning process (ABDEL HAFIZ SALAMEH, 1998, p. 32)

Procedural definition:

It is all the information that the learner can obtain by using audiovisual (video) aids before, during or after performing the skill to modify or correct the performance to reach the highest degree of mastery.

2-Skill:

Skill is defined as the arrangement and organization of muscle groups in a manner consistent with the goal of movement and the economy with effort and ease according to the law, and it is the extent of the efficiency of individuals in performing a specific movement duty (MOUAFAK ASAAD MAHMOUD, 2009, page 20)

Passing: is an initial link between two or more players, which allows avoiding opponent players and placing the teammate in the preferred position for specific movement performance (BERBARD TURPIN, 1990, p. 99)

Procedurally: the player's ability to move the ball to and from the teammate and make it at his disposal away from the opponent in a comfortable position to preserve or dispose of it.

Reception: is subjecting the ball to the player's disposal, dominating it, and making it out of the opponent's reach in order to dispose of it in the appropriate manner according to the circumstances of the match (IBRAHIM SHAALAN, MOHAMED AFIFI, 2001, page 58)

Procedurally: the athlete's ability to control and control the ball and make it at his disposal in different situations during competition with the aim of disposing of it according to the requirements of each situation.

3- Football:

It is a game that takes place between two teams, each consisting of eleven players, using an inflated ball on a rectangular floor of the court, at the end of each side of the goal, each team tries to enter the ball into the goalkeeper's goal to obtain a point (goal) and to outperform the opponent in scoring points. (MAMUR BIN HASSAN AL-SALMAN, 1998, page 09).

The practical chapter:

1. Community and sample research:

1) Research community: The research community represented in this study the football players in Chlef, a category of less than 14 years old, whose number is 150 players belonging to (6) sports teams active in the regional department.

2) The research sample: The research sample was deliberately chosen from the original community and their number was (30) players, and they were divided into two groups by 20% of the research community. The two teams were the Olympic Association of Chlef (experimental sample of 15 players), and the Olympic team of Oued Al-fodda (a control sample of 15 players).

Research procedures:

2-1- The Curriculum: Using the experimental method in order to be in line with the aim of the study.

2-2-Exploratory study:

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We conducted the exploratory study in order to obtain information about the research community, which helps us to choose and define the research sample accurately. This study was conducted from 17/10/2019 to 24/10/2019, and we experimented with some units of the proposed training program to verify and verify its suitability and fit its content with the time allocated to it and its time distribution. We also applied the skill tests to a sample of (06) players of Chlef Olympic team who are coil out of the original test sample Of the validity and appropriateness of the tests for the sample and after a week of Apply Test 1 apply Test 2 to the same sample that It was later excluded from the search sample to find the reliability coefficient using the correlation coefficient (Pearson) In order to confirm the validity of the test, we used the self-validity coefficient, which is measured by calculating the square root of the reliability coefficient of the test:

Self-validity = reliability coefficient

Table No. (01): represents the reliability coefficient for the skill tests.

Stastical scale Exams	Sample volume	reliability coefficient	Ratify coefficient
Reception skill test	06	0.83	0.91
Passing skill test		0.93	0.96

-3 - Study variables:

-**The an autonomous variable:** Audio-visual feedback.

- **The subsidiary variable:** Learn the skills of scrolling and receiving.

2.4-Uniformity of Search Sample:

Homogeneity of the research sample:

Table No. (02): shows the extent of homogeneity between the control sample and the experimental sample using analysis of variance.

Statistical scale Exams	Experimental sample		Control sample		Calculated	Indication of differences
	C1	A1	C2	A2		
Length	120 93.	6.85	120.8	5.10	0.95	Not significance
Weight	40. 8	3.94	39.86	3.66	0.50	
Free degree= 28	Significance level = 0.05				Tabular=2,10	

From Table 2, we note the following:

—**physical testing (length and weight):** For the control and experimental specimens of the length and weight test, the values were very close to the arithmetic mean and standard deviation of the two eyes at the degree of freedom of 28 and the level of significance 0.05.

2-5- Equivalence of the research sample:

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Table No. (03): shows the level of parity between the control sample and the experimental sample using analysis of variance.

Exams	Stastical scale	Experimental sample		Control sample		Calculated	Indication of differences
		C1	A1	C2	A2		
Passing skill test	11. 86	3.24		11.53	2.61	0.75	Not significance
Reception skill test	4.7 3	1.79		4.93	1.33	0.73	
Free degree =28	Significance level = 0.05				Tabular=2,10		

- Skills tests: For the control and experimental samples for the pass-through and reception test, the values were very close to the arithmetic mean and the standard deviation of the two samples at a degree of freedom of 28 and the level of significance 0,05 and the tabular t was greater than the calculated t , which indicates that the differences are not significant and this indicates the equivalence of the two samples. Control and experimental.

2-6 - Research fields:

Human Field: Olympic Chlef football players and Olympic Oued Fodda players are less than 14 years of football for the 2019/2020 sports season.

• Spatial sphere: The sports complex, MOHAMMED BOUAMZRAK CHLEF
Time: We started studying this subject from October 31, 2019 to February 15, 2020. This included the two pre-test tests (November 15, 2019 to November 20, 2019) of the control and experimental eyes

- the dimensional test was from (07 February 2020 to 12 February 2020) for the control and experimental eyes.

2-7-Means and tools used in the research:

-training program

- The researchers used in the study a training program based on audiovisual feedback based mainly on teaching the skills of passing and receiving in football, through theoretical sessions that precede the training unit by using audiovisual aids such as video and a display device for the skill specified in the training unit, and This is done by analyzing the performance of the skill and explaining the steps to implement it in detail to give the player the correct and ideal way to implement the skill in different situations according to the content of the training unit,
- the duration of the program is eight (8) weeks, two per week, equivalent to sixteen (16) application shares.
- The time of each session was (30) minutes at a rate of two pebbles per week, and we have adjusted this program by following theories And the foundations of training young people as well as access to scientific references and previous studies, taking into account the directives of professors and experts in this specialization.

-Suggested training units:

The researchers prepared training modules mainly based on teaching and indoctrinating the skills of passing and receiving, after completing the theoretical session of the experimental group

The unit time ranged between 60-80 minutes, divided into three preliminary, main and final stages, according to the characteristics of the players' age.

-The scientific strategy for building the training program

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- Presenting and controlling the program from arbitrators and junior training specialists.
- Taking into account the characteristics of the age under study.
- Organizing the program according to the training program.
- Taking into account individual differences and continuity in training.
- Respecting the principles and methods of training, especially the principle of gradual training.
- Building the program according to the capabilities available to the team, including means, balls and a place designated for training.
- Ensuring a variety of exercises to create a thrill and recreation aspect in training.

Skill Tests:

- **Pass-through test:** It is intended to measure the accuracy of scrolling in emerging football players.

- **used tools:** Balls, spouts, whistles.

How to perform the test: From about 15 meters around point a, four goals (B, C, D, E) the breadth of each goal of 70–100 cm, placed 2 meters away from (a) a ball that corresponds to each goal, the players stand at point a, and at the start sign the player runs toward the ball to kick it toward the specified goal. (HANAFI MAHMOUD MOKHTAR, 1997, p. 322)

- ***Registration:** Each player is given (04) attempts and every correct attempt is given 5 points.

- **The ball reception test:** The goal is to measure the player's ability to control the ball within a given space for junior football players.

- **Tools used:** balls, cones, rope.

How to perform the test: The player stands behind the selected test area, the lab throbs the ball up to the player progressing through the test area trying to stop the movement of the ball in any part of the body, Uday the arms within the

selected zone, and then returns to the start and go again so the player repeats the five consecutive attempts.

Do not calculate the attempt correctly in the following cases: If the player does not stop the movement of the ball, if the player passes the selected area of the test or if the ball touches the arm while it is stopped.

*** Scoring:** 2 marks for each correct attempt from the first touch, one score for each correct attempt from the second touch, zero if the ball went outside the test area (10 scores for the total of the five attempts) (HANAFI MAHMOUD MOUKHTAR, 1997, page 64)

2-8-Statistical treatment:

The SPSS statistical package was used.

- Arithmetic mean - standard deviation - correlation coefficient of Pearson - T Student.

3 - Results:

Table 04: shows the results of the pre and post test for the two research samples in the passing and reception skill test

Stastical scale		BEFORE		AFTER		SIG	Statistical significance
		S1	A1	S2	A2		
Exams	Pass	9.53	3.09	11.93	3.28	0.04	significance
	Receive	4.66	1.49	5.4	1.40	0.17	Not significance
Control sample	Pass	12	3.29	14.33	2.66	0.04	significance
	Receive	4.26	1.83	6.33	1.71	0.003	Significance
Experimental sample	Pass						
	Receive						

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Sample volume =15	Level of significance =0.05	Free degree =14
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Through our observation of Table (04), it appears that the arithmetic mean in the pre-passing skill test of the control group that used the regular program is (9.53) with a standard deviation of (3.09). While the arithmetic mean of the post test was (11.93), with a standard deviation of (3.28). The value of sig computed between the pre and post tests was (0.04) and it is less than the value from the level of significance (0.05) at the free degree (14), which indicates that the significant differences between the two tests are in favor of the post test for passing skill with respect to the control sample. As for the reception skill, the results were as follows: The arithmetic mean was (4.66) with a standard deviation of (1.49) for the pre-test. While the arithmetic mean of the post test was (5.73) with a standard deviation of (1.40). The value of sig computed between the pre and post tests was (0.17) and it is greater than the value of the significance level (0.05) at the free degree (14), which indicates that there are no significant differences between the two tests with respect to the reception skill for the control sample.

It was also found through Table (04) that the arithmetic mean in the pre-test of passing skill for the experimental group that used the standardized training program using audiovisual feedback was (12) with a standard deviation of (3.29). Whereas the arithmetic mean of the post test was (14.33) with a standard deviation of (2.66) and the sig value calculated between the two pre and post tests was (0.04) which is less than the significance level value (0.05) at a free degree (14), which indicates that the significant differences between the two tests In favor of the post test for the passing skill for the experimental sample, as for the reception skill, the results were (4.26) with a standard deviation of (1.83). Whereas the arithmetic mean of the post test was (6.33) with a standard

deviation of (1.71) and the value of sig calculated between the two pre and post tests was (0.003) which is less than the value of the significance level (0.05) at a free degree (14), which indicates that the significant differences between The two tests are for the benefit of the post test for the reception skill for the experimental sample. This shows that the proposed training program has a positive effect on the experimental group in the improvement and development of passing skill and reception skill.

Table No. (05): illustrates the comparison of the post-test results for the control and experimental research samples using the difference indication "T".

Stastical scale Exams research	BEFORE		AFTER		SIG	Statistical significance
	S1	A1	S2	A2		
PASS	14.3 3	2.66	11.93	3.28	0.01	significance
RECEIVE	336	711	405	01.4	0.05	significance
Sample volume =15	Level of significance =0.05				Free degree =14	

Through table (05) showing the comparison of the results of the dimensional test of the control and experimental research samples using the sign of the differences "T, where the level of significance is 0.01 is less than the statistical significance of 0.05 at a grade of 14 which means that there are significant differences between the two samples for the experimental sample in the scroll skill, As we also find the significance level of 0.05 is equivalent to the statistical significance of 0.05 at the freedom grade of 14, which means that there are

significant differences between the two samples for the experimental sample in the receiving skill.

4 - Discussion:

There are statistically significant differences between the pre and post measurement of the experimental group using audiovisual feedback on learning the passing and reception skills of soccer players less than 14 years old, and the researcher explains the development in these two skills due to the effectiveness of the program applied by the audiovisual feedback method, which affects A positive and effective effect on the players 'learning of different skills, and this is evidence of the first partial hypothesis being fulfilled, as the results obtained are shown in Table No. 04:as (BEN SASSI SOULAYMAN AND AYAD MOUSTAFA, 2018) stated in their study that the use of the feedback method has a significant and noticeable role in the learning process in terms of performance and speed in implementing the skill.) That among the reasons for the weakness of the educational process is the absence or lack of feedback, as it reflects the existing interaction between the teacher and the learner as it works to improve the cognitive and scientific aspect of the learner during the session and the development of his motor performance. There are also statistically significant differences between the experimental group and the control group in the post-measurement by using audiovisual feedback on learning the passing and reception skills of soccer players less than 14 years old, and this indicates the fulfillment of the second partial hypothesis, as the results obtained from Table No. 05, where (MEROUANE ABDEL-MAJEED IBRAHIM, 2014, page 209) believes that the feedback helps to provide information and the extent of progress that is being made towards achieving the desired goals , So that this information helps to judge the suitability of the work or effort, and (ALEXANDER DELLAL, 2013,P03) confirms that video-supported audio-visual feedback is one

of the most important modern means of developing the technical and skill aspect of football players by selecting and guiding errors. One of the most important learning steps in using feedback is repetitions and practice in practice. (FOURAT JABBAR SAADALLAH, 2015, p. 219) DJAMAL SHAFAOUI, MOHAMED RIADH FAHSI, 2020) emphasize that the audio-visual explanation and clarification has a positive impact on the skill memory and memory of the basic performance of various skills in all sports and specializations and that whenever the audio-visual media are available, whenever rapidly recovering or realizing correct performance.

5 - Conclusion:

Through our field study, the researcher found that achieving the experimental sample to increase the meanings of the pass-and-receive skill test looked at the course using audio-visual feedback to develop the skills of scrolling and receiving. The program has also been better, faster and more effective in developing these two key football skills, especially in a category less than 14 years, and we therefore propose a number of recommendations as follows:

- To take care to this age group, especially the dynamic and professional aspect of football.
- Use advanced scientific methods that are relevant to modern technology and extend the use of feedback in all its ways in the educational process to raise the learner level and the emerging national football player.

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