

RESEARCH ARTICLE

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An effective strategy for linking feedback to the development of basic skills in football players : an experimental study conducted on the Mouloudia Bouira club team.

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ABSTRACT:

This study aimed to identify the role of using feedback in improving the performance of some tactical skills among soccer players. The researchers used a descriptive-analytical approach. To achieve this, the study was conducted on a sample of (30) players randomly selected from the Mouloudia Bouira team. The feedback method was used with these players, indicating that the use of feedback led to a significant improvement in the level of tactical skill performance. The results also showed statistically significant differences in the post-test between the members of the feedback group. In light of this, the researchers recommended:

- Activating video technology in tactical preparation

- Developing integrated programs for comprehensive player preparation
- Using various techniques to correct errors and deficiencies in tactical preparation

Keywords : Feedback - Tactical Skills – Football

Introduction and Importance of the Topic :

The concept of feedback is a modern educational concept that emerged in the second half of the twentieth century. However, it has received significant attention from educators and psychologists alike.

The first to coin this term was Norbert Wiener in 1948. Initial interest in this field focused on identifying results, and it essentially focused on ensuring that educational and behavioral objectives were achieved during the learning

process. It is an essential focus of every learning process and a crucial factor in controlling the modification of the movement path or motor behavior of the player or learner. The use of feedback in sports is a topic that scholars and researchers in this field have unanimously agreed upon as important, serving the educational process due to its effective and significant impact on the skill learning process, especially among beginners. This underscores the importance of feedback, especially in the field of integrated preparation for soccer players, including tactical skill preparation in evaluating the performance of the player or learner by providing them with information specific to the performance of the tactical skill. Some also emphasize that various types of skill learning, especially tactical skills, cannot be acquired without knowledge of the results, or what is known as feedback. Therefore, knowledge of the results by the player is essential. Given the importance of feedback in the educational process, some researchers specializing in educational research have defined its concept. Al-Jabali (2000, p. 103) views it as "the information the learner receives after a performance, enabling them to determine the correctness of their response to the educational task." Hammad (2001, p. 106) explains it as "the information that clarifies the difference between the specific objective of the performance and the actual performance of the motor skill." Providing the learner with the level of their performance with the aim of helping them correct their mistakes and consolidate their correct performance is feedback. It takes different forms and multiple images depending on the type of division therein. Common types of

feedback based on their source include: internal feedback, which is the information the individual derives directly from their experiences and actions (the learner's feeling of their response), and external feedback, which is the information provided by the teacher or trainer to the learner through any other external means. Al-Gharib (1985, p. 35)

distinguished between three types of feedback:

- Sensory feedback, which provides the individual with internal knowledge through the senses.
- Feedback related to the individual's knowledge of a certain amount of information that helps them better understand situations.
- Feedback related to providing the individual with information about the results of their previous performance and the extent of progress and success. Hamad (2001, p. 106) explains that there are types of feedback based on the time it is provided: immediate feedback, which provides the learner with the information, directions, or signals necessary to enhance or correct their performance. It is directly related to the observed behavior and follows it immediately. Delayed feedback, which is given to the learner after a period of time has passed since the completion of the task or performance. This period may be long or short, depending on the circumstances.

The Problem of the Study:

The concept of weighted feedback has expanded, and its terms have varied. Najah Mahdi Shalash and Akram Muhammad Subhi (1994) defined it as "feedback is an important factor in modifying the educational process in order to preserve the presence of inputs and correct them immediately." Abbas

Ahmed Al-Samarrai and Abdul Karim Mahmoud Al-Samarrai (1991) refer to the concept of feedback as "information given to the learner about achievement in an attempt to teach the skill, which clarifies the accuracy of movement during or after the response, or both." Bastawisi Ahmed believes that weighted feedback means knowing, evaluating, and utilizing results through the information received by the learner as a result of their motor behavior. Feedback refers to all information that can be provided to the learner or trainee, through various means of transmission and delivery, whether internal or external, with the aim of modifying the motor control of the skill performed, achieving optimal performance of this skill. Mufti Ibrahim believes that it is the feedback generated by various sensations (the sensation of pressure or force on the muscles and parts of the body, the sensation of touch or touch, and the players' observation of their performance). Ya'rab Khayoun (2002) defined feedback as "all the information that an individual obtains during or after performing a response. This information can be either internal or external, or during or after performing the response. This information can be either internal or external and essential." Wajih Mahjoub (2002) believes that "feedback in the comprehensive and precise sense means all the information that the learner can obtain from various sources, whether internal or external, before, during, or after the motor performance, with the goal of modifying motor responses to reach optimal responses." The information provided to the learner during motor performance through learning the skill is considered one of the most important variables in motor education. This information, which can

take many forms, whether from educational or laboratory research conditions, informs the learner about the degree of Performance efficiency during and after performance. Information about responses or response efficiency appears to be essential during the learning process, and failure to provide such information in certain situations will hinder the entire learning process. The method or manner in which this information is provided is also important for learning. Using more than one method or changing the timing of the information presentation affects performance and learning. In light of this, the following question was posed: What is the role of feedback in improving planning skills?

Theoretical Background:

Feedback: Abdul Haq (1999, p. 64) believes that behavior is the foundation of learning, and the ultimate outcome of learning is changing the individual's behavior. When a teacher or trainer teaches a handstand in gymnastics, they first try to explain the skill verbally (auditory), then demonstrate the movement to their students (sight), and then ask them to perform the skill (experiment). If we attempt to analyze the above educational situation, we notice that the teacher was able to change the student's skill-related behavior and worked to use supportive methods and tools. We cannot consider practice to be merely a random repetition of a movement. Rather, this repetition must be accompanied by modification and accompanying reinforcement, which is known as feedback. Feedback is considered one of the most important outcomes of assessment processes, particularly formative assessment, as it provides the learner with detailed

information about the nature of their learning. Brinko (1993, p. 576) and Hogarth & Gibbs (1991, p. 736) point out that the role feedback plays in education stems from the principles of associative and behavioral theories, which emphasize the fact that individuals change their behavior when they know the results of their previous behavior. These theories also emphasize the reinforcing role of feedback, as it stimulates the learner's motivation and directs their energies toward learning. It also contributes to consolidating and consolidating information, thus helping to raise the level of performance in subsequent educational tasks.

- Types of Feedback:

The topic of feedback is an important topic in the field of study and research on feedback, as understanding its various types and the uses of each are important for those working in the field of education and teaching, and it is appropriate for various sports. Sources have identified the types of feedback, and the reason for this discrepancy is that scientists rely on different foundations and principles, based on which they have divided **the types of feedback into:**

First - External feedback:

This is the opposite of internal feedback. It is additional or complementary information about the motor task. It is external to the body and comes from external sources, such as instructions from a teacher or trainer. Therefore, based on this, we can say that external feedback is either direct or delayed, as follows:

A - Direct external feedback.

- Provided before the motor act.
- Provided during the motor act.
- Provided immediately after the motor act.

B - Direct external feedback.

- Provided long before the motor act.
- Provided long after the motor act, either verbally or visually.
- Provided information independently for each motor performance after a long period.
- Provided information about the total motor act after a long period.

Second: Internal feedback:

This is information that comes from internal sensory sources or is shared by multiple neural systems that influence movement control, such as balance. It is possible to obtain information about various aspects of their movements through different sensory channels, particularly those sensitive to movement. This type of information is associated with some specific response. For example, I can acknowledge that I made a mistake shooting a basketball because I saw the ball not enter the hoop, or I heard that the ball hit the hoop. Every response we perform must be accompanied by a source of internal feedback that provides a basis for evaluating these movements. Such feedback is rich and diverse, and movements contain essential and fundamental information about performance. There are other aspects of internal feedback that are difficult to distinguish, and the learner may need to learn how to evaluate these aspects of internal feedback. For example, a gymnast must learn whether their knees are bent during a movement, or a race driver must sense that the sound of the machine is working properly.

2- Functions of Feedback:

Mufti Ibrahim believes that feedback has three functions:

- 1- Inducing movement or behavior toward a specific goal or along a specific path.

- 2- Comparing the effects of the performed movement with the correct direction of movement and identifying the error.
- 3- Using the previous error signal to redirect the organization. Ya'rab Khayoun believes that feedback has three functions:
 - 1- **Informational Function:** This function takes precedence among the functions of feedback because the information derived from performance is the precise source upon which the learner relies to compare the response with the outcome of the response, or between what did not and what should have been done. This information helps improve the next response. From this perspective, feedback here is the primary source of information that corrects the response.
 - 2- **Motivational Function:** Many feedback models are used as information and motivation for performance. The more feedback information, the better performance will be compared to general information. Researchers have found that high-level feedback leads to improved performance, even among well-trained learners.
 - 3- **Encouraging Function:** From an encouragement perspective, feedback is either a reward or a punishment, and encouragement can be internal or external. For example, seeing the ball go into the basket provides internal feedback and increases the learner's confidence. When a player performs a certain movement, they experience two aspects: the first is the sensation of the movement performed (sensory, auditory, visual). The second is the degree of conviction in the performance. In this context, the trainer or instructor facilitates the performance of the new skill and breaks it down, providing guaranteed squirts at the beginning of the attempts to increase

conviction. This conviction thus serves as an encouraging factor. Reward can be achieved through the trainer's encouragement of the learner, while punishment can be achieved by confirming the player's mistakes by comparing the mistake with the correct model. Wajih Mahjoub believes that the functions of feedback are:

- Motivation.
- Reinforcement.
- Encouraging.
- Stars.
- Appreciation.
- Wording (the trainer controls the length and brevity of the word, as well as the commands).
- Informative.
- Provides information about the time, speed, path, direction, and strength of the movement.
- Corrective: Correcting errors.
- Through gestures (victory sign, fist sign, wave sign, clenched fists sign)

4-Internal feedback and motor behavior:

Most motor skills provide internal feedback during or immediately after the response. For example, hitting a soccer ball or serving provides feedback about the outcome of the movement. Despite the vital role of various sensory systems in providing the individual with internal feedback, this type remains in need of further research and study. Typically, the individual receives visual or auditory information about the success of their response, but they also receive feedback (information) about the amount of force used, the position of the limbs, the degree of body alignment, and the amount of muscle contraction used through sensory receptors. Internal feedback is rich in information and changes throughout performance. Modern motor learning theories suggest

that this form of feedback is linked to a corrective reference for the purpose of identifying errors or a discrimination program. 4- External Feedback and Motor Behavior:

Many motor skills can be learned without this form of feedback. Many motor skills can be learned through trial and error using only internal feedback. However, such learning is ineffective. Learning the same skills using external feedback slows down the learning rate. The trainer and training devices provide the learner with external feedback to improve performance and learning. The trainer provides feedback in a form and displays the movement. Training devices, such as videotapes, provide precise information about performance and outcomes, usually visually. In both cases, inferential and final feedback are designed to activate the learning process and improve performance. Most studies have emphasized the effective role of external feedback, but in fact, there is evidence that when accurate internal feedback is available, the use of additional feedback will not provide additional impact on motor skill learning.

4- External feedback in closed and open skills:

One of the skill classifications is a closed skill, which is performed in a fixed environment where the individual sets successive movement standards during execution. The other is open skills, which depend on the following variables in the environment, where the individual moves according to the variables occurring in the environment. Here, executing a closed skill requires specific movement patterns for each execution, while executing an open skill does not require specific movement patterns, but rather multiple options for response. The

coach uses the available substantive information in the form of performance information and outcome information.

5- Benefits of Feedback:

- Refine and develop performance.
- Provide the individual with specific information about movement.
- Direct responses toward the motor goal during educational situations.
- Correct a learning stimulus.
- An educational and reinforcing function.

6- Conditions for Feedback:

- It must be appropriate and effective.
- There must be a real need for it.
- It must be comprehensive.
- Internal feedback must be consistent with external feedback, and vice versa.

2-Field Procedures for the Study:

2-1-Methodology Used:

In reality, it is not the researcher who chooses the method he deems appropriate for the study, as much as the nature of the topic under study determines the type of method. The researchers used the experimental method due to its suitability for the nature of the study, utilizing the equivalent groups method through pre- and post-test measurements. Skill Measurements Used in the Study: The researchers conducted pre- and post-test skill measurements for the individuals in the feedback group (the domain of knowledge of ball movements, the domain of behavior in changing situations, the domain of knowledge of others, and the domain of positioning and decision-making).

3- Research Variables:

We can divide our research topic according to the following two variables:

3-1- Independent Variable: Feedback.

3-2- Dependent Variable:

Planning Skills. Study Population: The study population is all the individuals or

persons who constitute the subject of the research problem. It includes all the elements related to the study problem, to which the researcher seeks to generalize the study results. (Muhammad Khalil, 2007, p. 217) The study population consists of 12 football clubs active in the Bouira State League. Sample: A sample, in its simplest sense, is the study population from which field data is collected. It is part of the whole, meaning the number of individuals extracted from the population to be studied. The sample selection procedure is one of the most important steps in applied field research. (Al-Tal, Issa, 2007, p. 39) In our study, the sample was a simple random sample, which included the Mouloudia Club of Bouira.

4-Study Tool:

4-1-Study Tool:

- Given the multitude of tactical skills, the researchers relied on the basic tactical skills, namely: knowledge of ball movements, behavior in changing situations, knowledge of others, and positioning and decision-making. This was done to verify the equivalence of the two experimental groups on the pre-tests. Statistical Methods: No researcher can dispense with statistical methods and techniques, regardless of their type. The study he is conducting, whether social, psychological, economic, or other, as statistical methods are what provide an accurate objective description. The researcher cannot rely on observation alone, but relying on statistics leads the researcher to the correct method and accurate and reliable results. Statistical methods also aim to attempt to arrive at significant quantitative indicators that help the researcher analyze, interpret, and judge the results objectively. They also enable us to classify the data collected and translate them objectively

(Muhammad Al-Sayyid, 1970, p. 74). In this research, the following statistical methods were used: - Arithmetic mean.- Standard deviation.- Percentage.

Study results:

The table shows that there are statistically significant differences between the pre- and post-tests for the individuals in the immediate feedback group, in favor of the post-test. This indicates that the use of immediate feedback led to a noticeable improvement in the level of selected tactical skills, as the calculated t-value was (35.67, 22.64, 34.64 - 21.447), respectively. These values are greater than the tabulated t-value. The researchers believe that the reason for the improvement in tactical skills is due to the immediate feedback, whether auditory or visual, that the individuals in the experimental group received while performing tactical skills, which gave them the opportunity to benefit from immediate feedback in directly correcting tactical skill performance. Discussion: The results of the cabin in the table showed that there were statistically significant differences between the pre- and post-measurements of the members of the feedback group, in favor of the post-measurement, which indicates that the use of feedback led to a noticeable improvement in the level of tactical skills, and these values are greater than the tabular (t) value. The results of the study are consistent with the results of Al-Karkhi's study (2012), which showed that basic skills have a positive impact on the emergence of a correlation between them and tactical performance. It also agreed with Hassou's study (2010), which showed that the first-class football players have good levels, especially mental skills and the level of tactical thinking. It also

agreed with Sukkar et al.'s study (2006), where the results showed that the high level of tactical thinking contributed to a large extent to the team's final results. The higher the level of players' ability to think tactically, the more the team's level of positive results improved. Also, Old's study (2006), which showed the most important results, which showed that there are double differences in tactical knowledge and tactical performance in team games between the level of veteran and junior female students, in favor of veterans, and that focusing on skill teaching and tactical training is considered one of the best educational methods suitable for outdoor games. The results of the study also agreed with many studies that were conducted, such as the study of Taha (2004), the study of Al-Rabdi (1996), and the study of Ay (1996), where All of these studies emphasized the importance of immediate feedback, especially when learning simple skills with beginners, as they find it easy to absorb feedback and adjustments immediately. Therefore, any delay, even a fraction of a second, negatively impacts performance and leads to disruption of motor behavior, whether the delay is sensory, auditory, or visual feedback (Khayoun (2002)). This allows the student to correct and modify incorrect movement.

Conclusions:

In light of the presentation and discussion of the results,

the researchers conclude the following:

- The use of feedback improves tactical skill performance.
- The necessity of using immediate feedback when teaching simple tactical skills to beginners, as well as feedback.

Recommendations:

In light of the study's objectives and results, the researchers recommend the following:

- The necessity of focusing on feedback during the educational process, especially with beginners.
- The researchers recommend using immediate feedback when teaching simple tactical skills to beginners.
- The researchers recommend using delayed feedback when teaching difficult and complex tactical skills.

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