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The Impact of an Educational Approach Using Assistive Means on Developing Motor Skills and Passing and Dribbling Abilities in Soccer for 13-14-Year-Olds

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Abstract

The importance of research lies in the researcher's attempt to develop an educational approach using assistive methods that can enhance the motor skills and passing and dribbling skills in football for individuals aged 13-14 years. This is crucial for improving their abilities and skills in the game, aiming to achieve the main goal of the learning process. It is essential to focus on a broad age group as a cornerstone for reaching higher levels in football. As the researcher is both a football practitioner and a teacher, the identified research problem is the lack of emphasis and sufficient time dedicated by coaches to develop motor skills, which are the essence of skillful performance. Previous studies have shown that mentally and physically proficient players have a high capacity to quickly acquire fundamental skills. The close connection between these variables, along with the limited diversity in assistive methods, hinders the educational process. Hence, the researcher decided to study this problem and find a suitable solution by employing an educational approach using diverse assistive methods tailored to the abilities of the research sample. The focus is on enhancing specific motor abilities and fundamental skills in football, ultimately elevating the player to the best possible level. The research objectives include developing an educational approach using assistive methods to enhance motor skills, passing, and dribbling skills in football for individuals aged 13-14 years. Additionally, the study aims to identify statistical differences between pre-test and post-test results for the control and experimental groups concerning selected motor abilities and football passing and dribbling skills. The researcher adopted an experimental approach, designing two equivalent groups (control and experimental). The research population was deliberately selected, consisting of football players from a specialized school in Nasirya, aged 13-14 years, representing the youth category. The sample included six participants for the pilot study and 20 players for the main research, accounting for 71.14% of the original population. One of the key conclusions drawn from the study is that the educational units employed on individuals in both the control and experimental groups had a positive impact on developing motor skills, passing, and dribbling skills in football.

Key words: (Motor skills, scrolling, rolling)

1- Introduction to the Research

1-1 Introduction and Significance of the Research

The process of player development requires an educational approach that includes specialized exercises with various assistive methods to facilitate the learning process. The presence of these methods contributes to enhancing educational capabilities, fostering player development

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effectively, and adopting a modern approach. Their use reinforces the player's learning ability and the development of motor abilities and fundamental skills in football. Unfortunately, the focus on educational curricula incorporating exercises with assistive methods for motor abilities has not been fully realized in instructional units and training sessions. Football relies on agility, balance, coordination, and motor flexibility in its skills and plans. Playing smoothly depends on the player's motor abilities and fundamental skills in response to changing opponent situations. Therefore, a well-designed educational program including specific exercises is crucial for learning and acquiring football skills in different age groups.

Assistive methods play a vital role in elevating players and stimulating their auditory and visual senses positively, resulting in the development of motor abilities and fundamental skills in football. Moreover, presenting educational content clearly and engagingly may help reduce the time allocated for each age group. Assistive methods have become a significant phenomenon with a considerable impact on the learning and training processes in football.

Hence, the importance of research lies in the researcher's attempt to develop an educational program with assistive methods that can enhance the motor abilities and passing and dribbling skills in football for individuals aged 13-14. The impact of these specific exercises on improving player learning and development must resemble the conditions of an actual match.

1-2 Research Problem

Through the researcher's observations as a football practitioner and instructor, and by monitoring specialized centers in the Naseriyah district, including the study sample, the researcher noticed a lack of emphasis and sufficient time given by coaches to developing motor abilities. Previous studies have shown that players with high motor skills can quickly acquire fundamental skills, emphasizing the close relationship between these variables. Additionally, there is a lack of diversity in assistive methods, a fundamental aspect of the educational process that adds excitement and interest during instructional units. Therefore, the researcher aims to address this problem and find a suitable solution by implementing an educational program with assistive methods tailored to the abilities of the research sample, focusing on developing motor abilities and passing and dribbling skills in football, ultimately raising the player to a higher level.

1-3 Research Aims

1. Develop an educational program with assistive methods to enhance motor abilities and passing and dribbling skills in football for individuals aged 13-14.
2. Identify statistically significant differences between pre-test and post-test scores for the control and experimental groups in selected motor abilities and passing and dribbling skills in football for individuals aged 13-14.
3. Identify statistically significant differences between the control and experimental groups in post-test scores for selected motor abilities and passing and dribbling skills in football for individuals aged 13-14.

1-4 Research Hypotheses

1. There are statistically significant differences between pre-test and post-test scores for the control and experimental groups in selected motor abilities and passing and dribbling skills in football for individuals aged 13-14, favoring the experimental group.
2. There are statistically significant differences between the control and experimental groups in post-test scores for selected motor abilities and passing and dribbling skills in football for individuals aged 13-14, favoring the experimental group.

1-5 Research Fields

1-5-1 Human Domain: Specialized football players aged (13-14) in the Thi Qar Education Directorate for the year 2023-2024.

1-5-2 Temporal Domain: May 1, 2023, to September 11, 2023.

1-5-3 Spatial Domain: Al-Muthanna Military Camp Stadium in Nasiriyah.

2- Research Methodology and Field Procedures

2.1 Research Method

The researcher adopted an experimental approach with the design of two equivalent groups (control and experimental).

2.2 Research Population and Sample

The research community was deliberately selected, including football players from the specialized school in Nasiriyah, aged 13-14 for the season (2022-2023). The total number was 28 players, with 6 selected for the survey sample and 20 representing the research sample (71.14% of the original population). The sample was divided into control and experimental groups deliberately to ensure a balanced distribution based on height, weight, and playing positions.

2.2.1 Sample Homogeneity

Homogeneity was assessed to eliminate individual differences within the research sample. Coefficients of variation were extracted using mean, standard deviation, and median for morphological measurements to confirm sample homogeneity (see Table 1).

Measurement	Units	Mean	Standard Deviation	Median	Coefficient of Variation
Length	cm	153.40	6.44	152.50	0.35
Mass	kg	46.65	6.66	44.50	0.51
Time Age	years	13.45	0.51	13.00	0.22

2-2-2 Equivalence of the Two Research Groups

Equivalence was conducted to start from a common point, utilizing statistical measures (mean, standard deviation, and t-test for samples). Table (2) illustrates the arithmetic means, standard deviations, computed t-values, and significance values (Sig) for the control and experimental groups in the pre-test.

Table (2): Statistical Measures and t-test Results for the Control and Experimental Groups in the Pre-Test.

No.	Variable	Unit	Control Group	Experimental Group	t-value	Significance (Sig)	Statistical Significance
1	Height	cm	151.400	155.400	1.269	0.236	Not Significant
2	Mass	kg	46	47.300	0.429	0.687	Not Significant
3	Age	years	13.500	13.400	0.429	0.678	Not Significant
4	Agility	sec	29.706	29.644	0.057	0.955	Not Significant
5	Coordination	sec	9.947	9.756	0.299	0.768	Not Significant
6	Balance	degrees	44.664	43.724	0.884	0.388	Not Significant
7	Motor Flexibility	cm	54.493	54.556	0.053	0.958	Not Significant
8	Rolling Skill	sec	14.436	14.261	0.271	0.789	Not Significant
9	Passing Skill	degrees	2.798	2.965	0.772	0.450	Not Significant

2-3 Data Collection Methods, Devices, and Tools

2-3-1 Data Collection Methods

- Observation
- Personal Interviews
- Tests and Measures
- Arabic and Foreign Sources/References
- Analysis
- International Information Network (Internet)
- Data Entry Form
- Computer Programs and Applications

2-3-2 Devices and Tools Used

- Medical scale (Chinese) - Quantity: 1
- Cloth measuring tape - Quantity: 1
- Colored sheets - Quantity: 4
- Japanese whistle
- Video recording device (SONY)
- Laptop (Hp) for data documentation, statistical processing, and printing
- Legal-sized football field
- Legal-sized footballs - Quantity: 10
- 5 cm wide adhesive tape
- Electronic timer (Casio) - Quantity: 4
- Box with a height of 50 cm
- Cones/Markers - Quantity: 12

3-2-2 Research Tools Used

- 1- Balance Bar with 10 cm Width: A support device made of wood, measuring 3 meters in length, 10 cm in width, and 18 cm in height, with a base thickness of 3 cm. Both the upper and lower bases share the same specifications to enhance stability. The upper base is connected to the lower base using 13 small wooden pieces for added strength during player performance of skills. The goal of this device is to develop players' coordination and balance while performing motor skills, passing, and dribbling in football.
- 2- Balance Bar with 13 cm Width: A support device made of wood, measuring 3 meters in length, 13 cm in width, and 18 cm in height, with a base thickness of 3 cm. Similar to the previous design, the upper and lower bases share the same specifications for stability. The connection between the upper and lower bases is reinforced by 13 small wooden pieces. The objective is to enhance players' coordination and balance during skill execution.
- 3- Large Medicine Ball Balance: A half-medicine ball with a plastic base in a circular shape, connected to a rubber half-ball. Players are required to maintain stability on it with both feet and later with one foot. The goal is to improve balance while performing passing and rolling skills.
- 4- Mobile Wooden Balance Platform: A wooden support device with a wooden base measuring 54 cm in length, 44 cm in width, and a top base thickness of 4 cm. It is supported by a concave wooden base with a thickness of 8 cm, resulting in a total height of 12 cm. The purpose is to promote balance by having players stand on the platform and distribute their body weight evenly between both feet, assisting players in achieving balance.

5- Rope Connected to Two Columns: A support device consisting of two large plastic columns, each with a height of 1.5 meters, connected by a 6-meter-long hemp rope. The rope is suspended at a height of 94 cm above the ground, with additional weight for column stability. The aim is to develop agility and motor flexibility.

2-4 Field Research Procedures

2-4-1 Identification of Studied Abilities and Skills:

- **Motor Abilities: Coordination, Balance, Agility, Motor Flexibility.**

2-4-2 Identification of Motor and Skill Tests in Football

2-4-3 Description of Motor and Skill Tests

Test 1: Numbered Circuits Test:(Nahida Abdul Zaid Al-Dulaimi:2019, p. p 133).

Purpose: Measure the dynamic coordination between the eyes and legs.

Tools: Stopwatch, draw 8 circles on the ground with a diameter of 60 cm each, numbered from 1 to 8.

Procedure: The subject stands inside circle 1. Upon hearing the starting whistle, they jump with both feet to circle 2, then to circle 3, and so on until circle 8, aiming for maximum speed.

Recording: The subject records the time taken to traverse all eight circles in seconds.

Test 2: Dynamic Balance Test:(Mohammed Hassan Alawi and Mohammed Nasr al-Din Radwan: 2001, p. p 326-327).

Name: Balance Median Jump:

Purpose: Measure the ability to jump accurately and maintain balance during and after the movement.

Tools: Stopwatch, measuring tape, 11 markers placed on the ground as shown in figure 8, a recorder for noting landing errors, balance retention for up to five seconds announced audibly to the subject.

Performance Specifications: The subject stands on their right foot at the starting point. They start jumping to the first marker with their left foot, attempting to maintain balance on the ball of their left foot for the longest possible time, up to a maximum of 5 seconds. Then, they jump to the second marker with their right foot, and so on until reaching the tenth marker, changing the landing foot each time. The distance between markers is 30 cm.

Recording: The subject receives 5 points for each correct landing. Additionally, 1 point is awarded for each second they maintain balance on a marker, up to a maximum of 5 seconds. The total score for the test is 100 points.

The subject does not receive the five points for a correct landing if they fail to stop during the descent after jumping on the marker, touch any part of their body to the ground except the ball of the foot, or fail to cover the marker with the ball of the foot. In case of any landing errors, the subject is allowed to regain balance on the foot designated for that marker for a maximum of 5 seconds.

Test 3: Agility Test:(Mohammed Sobhi Hassanein: 2003, p. p. 329-330).

Name: Serpentine Running in Figure 8

Purpose: Measure agility.

Tools: Five cones or markers, stopwatch, a rectangle with dimensions 4.75m x 3m, four cones or markers placed vertically at the four corners of the rectangle, and a fifth cone placed in the middle.

Performance Specifications: The subject stands at the starting line next to one of the cones or markers designated for the rectangle. Upon hearing the start signal, the subject runs in a serpentine pattern in the shape of the number 8, as shown in figure 9. The subject completes this pattern three times, ending at the starting point.

Test Conditions

1. The subject must follow the specified path in figure 9. If they deviate, a new attempt is allowed after complete rest.
2. The subject must not touch the cones during the run.
3. The subject must complete three full cycles.
4. The subject starts running from a standing position.

Recording: The time taken by the subject to complete the three cycles is recorded in seconds.

Flexibility Test: Forward Trunk Bending from Standing Position:(Mohammed Sobhi Hassanein: Same Source as Above, p. p 327).

1.

- Test Name: Forward Trunk Bending Test from Standing Position
- Purpose: To measure the flexibility of the spine along the horizontal axis.
- Tools: Backless chair (height: 50 cm), non-flexible ruler divided from 0 to 100 cm, secured vertically on the chair with 50 parallel to the ruler's surface and 100 parallel to the chair's lower edge.
- Procedure: The subject stands on the chair with feet together, toes against the chair's edge, and knees straight. Slowly bends the trunk forward and downward, reaching the maximum distance by pushing the fingertip indicator as far as possible. The subject holds the final position for two seconds.
- Instructions:
- Keep the knees straight during the test.
- Two attempts are allowed, and the best performance is recorded.
- Trunk bending should be slow.
- Maintain stability at the maximum distance for two seconds.
- Recording: Record the distance achieved in both attempts and consider the greater distance in centimeters.

2. Rolling Skill Test:(Mufti Ibrahim: 1994, p. p 222).

- Test Name: Rolling Distance (8m) Between 5 Cones, Out and Back
- Purpose: To measure rolling skill.
- Tools: Line drawn 2 meters from the first cone, five consecutive cones spaced 1.5 meters apart, balls for rolling, stopwatch, whistle.
- Procedure: After hearing the start whistle, the subject rolls the ball quickly through the five cones and returns between them by rolling, aiming to finish in the shortest time.
- Recording: Time is recorded to the nearest 1/100th of a second.

3. Passing Skill Test:(Kamal Yassin Lateef and Hazem Nouri Katia: 2021, p. p 127).

- Test Name: Passing Towards Three Small Football Goals at 10 Meters Distance with 1.5 Meters Between Goals
- Purpose: To measure passing accuracy.
- Tools: Three footballs, three attempts for each subject towards three small goals spaced 10 meters apart, measuring tape, whistle, three goals measuring (1m × 0.5m).
- Procedure: Starting from a designated point, the subject passes each ball towards the small goals one after the other.
- Recording: The subject earns 2 points for each ball that enters the goal, 1 point for hitting the goal without entering, and 0 points if the ball misses the goal. The total score is calculated.

4. Shooting Skill Test:(Atheer Abdul Ali Hadi: 2019, p. p 68).

- Test Name: Shooting Test Toward a Divided Goal with Numbered Squares on Both Sides
- Purpose: To measure shooting accuracy.
- Tools: Five footballs, a tape to mark the shooting area, a football goal, a football field.
- Procedure: Five footballs are placed on a line in the penalty area, 16 meters away from the goal. The subject shoots each ball in order towards the marked squares, one by one, aiming for accuracy.
- Conditions: The test starts with ball number (1) and ends with ball number (5).
- Recording: Points are awarded based on the target area, with scores ranging from 4 to 1. Zero points are given for shots outside the target area. The total score is calculated.

2-4-4 Exploratory Experiment:

Experiment 1

Firstly, the researcher conducted the first exploratory experiment on Friday, May 12, 2023, at 5:00 PM, at the Military District's playground. The sample included (6) football players from the specialized center for football, both from the research community and outside, to implement tests. The purpose of this experiment was to assess the performance of devices, tools, and aids used, select them, identify negative aspects, and anticipate variables that might affect the work. The objectives included finding the scientific basis for the tests, determining suitable tools and devices, selecting the appropriate time and place, ensuring the adequacy of the assisting staff, defining the assisting staff's role in test application, and identifying difficulties and problems the researcher might face.

Experiment 2

The second exploratory experiment took place on Monday, May 15, 2023, at 5:00 PM, at the Military District's playground. The research group (experimental group) was subjected to the educational approach using assistive methods. The objectives included standardizing the exercises according to the research sample, assessing the sample's ability to apply the educational approach with assistive methods, determining the time needed for implementation, understanding the role of assisting staff and trainers, and identifying challenges before applying the approach in the main experiment.

2-4-5 Test Principles

1. **Test Validity:** The researcher assessed the content validity by presenting the tests to experts in football, testing, measurement, motor learning, and sports training. The selected tests were deemed valid for measuring the intended abilities.

2. **Test Reliability:** To calculate the reliability coefficient, the researcher used the test-retest method with a one-week interval between the first test conducted on Friday, May 12, 2023, and the retest on Friday, May 19, 2023. The correlation coefficient (Pearson) indicated a high level of reliability.
3. **Objectivity:** Objectivity in the tests was ensured by calculating the inter-rater reliability. The Pearson correlation coefficients between the results of two assessors during the initial application showed high objectivity.

Table 3: Displays the Reliability and Objectivity Coefficients for the Studied Tests.

Test	Reliability Coefficient	Significance	Objectivity Coefficient	Significance
1. Compatibility	0.88	0.000	0.94	0.000
2. Balance	0.86	0.000	0.92	0.000
3. Agility	0.87	0.000	0.93	0.000
4. Motor Flexibility	0.88	0.000	0.94	0.000
5. Rolling	0.89	0.000	0.90	0.000
6. Passing	0.87	0.000	0.93	0.000

Note: Sig Represents Significance Level.

2-5-1 Pre-Testing for the Research Sample

The researcher conducted pre-tests on Saturday at the school football field in the Military District Stadium in Nasiriyah on May 27, 2023, at 5:00 PM. On Friday, assessments of physical abilities and agility were conducted, while on Saturday, fundamental football skills tests were carried out on the participants. All 20 players from the research sample attended.

2-5-2 Educational Curriculum Using Assistive Means

After the pre-tests, the researcher implemented the educational curriculum using assistive means to enhance coordination, balance, agility, and flexibility, as well as passing and dribbling skills in football for players aged 13-14. The curriculum included exercises with assistive tools tailored to the exercise goals, players' ages, and abilities. The exercises were executed during instructional units, supervised by the coach and researcher. The researcher adhered to scientific principles in integrating exercises into the curriculum.

Some clarifications regarding the curriculum with assistive means:

1. Implementation of exercises commenced on Monday, May 29, 2023, and continued until Monday, August 21, 2023.
2. The curriculum was applied for a duration of three months, with three units per week.
3. The total number of instructional units was 36.
4. Instructional units were conducted on Saturdays, Mondays, and Fridays each week.
5. The duration of each instructional unit was approximately 90 minutes.
6. The curriculum included exercises targeting physical abilities, agility, and basic football skills.

2-5-3 Post-testing for the Research Sample

Post-tests were conducted on Friday and Saturday at the school football field in the Military District Stadium in Nasiriyah on August 25, 2023, at 5:00 PM. Physical ability tests and football passing and dribbling skills assessments were carried out after the completion of the

educational curriculum using assistive means. All 20 participants attended the post-testing session.

2-6 Statistical Methods

The researcher employed statistical methods to analyze the results and test the research hypotheses using the IBM SPSS Statistics 24 software package.

3 - Presentation, Analysis, and Discussion of Results

3.1 Presentation of Pre-test and Post-test Results for Research Variables in the Control Group and Analysis

Table (4): Shows the Mean Values, Standard Deviations, T-Values, and Significance Level (Sig) Calculated for Some Motor Abilities in the Pre-Test and Post-Test for the Control Group.

No.	Variable	Unit	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	t-value	sig	Significance Level
1	Agility	Seconds	29.706	1.956	27.301	1.774	2.405	0.015	Significant
2	Coordination	Seconds	9.947	1.399	8.875	0.771	1.072	0.022	Significant
3	Balance	Degrees	44.664	2.360	51.321	2.844	6.658	0.001	Significant
4	Flexibility	Cm	54.493	2.351	57.786	3.663	3.293	0.031	Significant
5	Rolling Skill	Seconds	14.436	1.540	13.169	0.848	1.267	0.023	Significant
6	Passing Skill	Degrees	2.798	0.550	3.843	0.453	1.045	0.007	Significant

Significant at a significance Level < (0.05).

The table (4) presents the results for the pre-test and post-test for the control group. The results were statistically processed using the paired samples t-test. The table indicates statistically significant differences between pre-test and post-test for the control group, favoring the post-test, as the significance level is less than (0.05).

3.2 Presentation, Analysis, and Discussion of Differences for all Research Variables in the Pre-test and Post-test for the Experimental Group

Table (5): Displays Mean Values, Standard Deviations, T-Values, and Significance Level (Sig) for Research Variables in the Pre-Test and Post-Test for the Experimental Group.

No.	Variable	Unit	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD	t-value	sig	Significance Level
1	Agility	Seconds	29.644	2.850	24.762	1.067	4.882	0.000	Significant
2	Coordination	Seconds	9.756	1.456	7.452	0.810	2.304	0.000	Significant
3	Balance	Degrees	43.724	2.392	59.730	1.971	16.006	0.000	Significant
4	Flexibility	Cm	54.556	2.938	61.953	2.522	7.397	0.000	Significant
5	Rolling Skill	Seconds	14.261	1.339	11.688	1.296	2.573	0.005	Significant
6	Passing Skill	Degrees	2.965	0.405	5.492	0.871	2.527	0.000	Significant

Significant at a Significance Level < (0.05).

Table (5) provides results for the pre-test and post-test for the experimental group. The results were statistically processed using the paired samples t-test. The table indicates statistically significant differences between pre-test and post-test for the experimental group, favoring the post-test, as the significance level is less than (0.05).

3.3 Presentation, Analysis, and Discussion of Differences in Research Variable Values for the Post-test between the Control and Experimental Groups

Table (6): Shows Mean Values, Standard Deviations, T-Values, and Significance Level (Sig) for Some Motor Abilities in the Post-Test between the Control and Experimental Groups.

No .	Variables	Measurement Unit	Control Group Mean	Control Group SD	Experimental Group Mean	Experimental Group SD	t-value	Significance Level (sig)	Significance
1	Agility	Seconds	27.301	1.774	24.762	1.067	3.876	0.001	Significant
2	Coordination	Seconds	8.875	0.771	7.452	0.810	4.023	0.001	Significant
3	Balance	Degrees	51.321	2.844	59.730	1.971	7.682	0.000	Significant
4	Flexibility	cm	57.786	3.663	61.953	2.522	2.963	0.008	Significant
5	Rolling Skill	Seconds	13.169	0.848	11.688	1.296	3.024	0.007	Significant
6	Passing Skill	Degrees	3.843	0.453	5.492	0.871	5.307	0.000	Significant

Significant at a Significance Level < (0.05).

Table (6) presents results for the post-test between the control and experimental groups. The results were statistically processed using the independent samples t-test. The table indicates statistically significant differences favoring the experimental group, as the significance level is less than (0.05).

Discussion of Results

The researcher attributes the observed improvement in motor skill values to the players' commitment to applying the educational curriculum that includes exercises prepared by the researcher. The exercises employed assistive tools for motor skills, significantly enhancing the performance of the experimental group. This improvement resulted in elevating their motor skills, contributing to the enhancement of their overall performance. The novelty of the exercises, coupled with the use of assistive tools for the first time, positively influenced the players' motor abilities, motivating them to exert more effort and commitment to exercise performance. (Qasim Lazam Sabr: 2005, p. p 59).

The researcher emphasizes the role of assistive tools and educational methods in the curriculum, such as large cones, funnels, balance circles, different flexibility exercises, and others. These tools effectively contributed to the development of motor skills in the experimental group, aligning with the views of scholars like Youssef Qatami (1998) who highlights the positive impact of assistive tools on skill improvement. (Yousef Qatami: 1998, p. p 207).

The gradual progression in exercises, moving from easy to challenging, and the incorporation of repetitive sessions, played a significant role in enhancing the players' motor abilities. The repetition and gradual difficulty helped the players adapt to the exercises, leading to a positive impact on their motor skills. (Afaf Ahmed Tawfik: 1998, p. p 158).

Moreover, the researcher discusses the psychological impact on players, introducing joy, excitement, and stimulation in the curriculum to break away from the monotony of traditional educational methods. Creating an engaging and enjoyable learning environment positively influences the learning process, fostering a sense of satisfaction and self-acceptance. (Kamel Taha Lewis: 1998, p. p 296).

The researcher also underscores the quality of specific exercises and the multiple repetitions in developing motor skills, particularly essential football skills. Aileen and Wadi Farg (1995) argue that developing specific motor abilities enables athletes to perform skills more effectively. (Eileen Wadih Faraj: 1995, p. 219).

Regarding passing and rolling skills, the researcher attributes their improvement in the experimental group to the use of assistive methods within the educational curriculum. The specific tools, such as square goals, small rectangular goals, different-sized goals, circular markers, and plastic barriers, facilitated learning and skill development during the educational units. (Mufti Ibrahim Hamad: 1994, p. p 125).

The researcher concludes that the use of assistive methods and tools, combined with a well-structured curriculum, significantly contributes to the enhancement of motor skills in football players. The positive impact on passing and rolling skills validates the effectiveness of these educational strategies in improving football players' performance. (Adel Turki and Salam Jabbar: 2009, p. p 37).

4- Conclusions and Recommendations

4.1 Conclusions

1. The educational units utilized on both the control and experimental groups had a positive impact on developing certain motor skills, specifically passing and dribbling in football.
2. The experimental group, which applied the educational units with the researcher-provided aids, outperformed the control group in post-tests assessing motor skills in passing and dribbling in football.
3. The educational curriculum with the researcher-provided aids contributed to the development of various motor abilities such as agility, coordination, balance, and flexibility.
4. The curriculum with the researcher-provided aids also contributed to the improvement of football skills, particularly dribbling and passing.

4.2 Recommendations:

1. Incorporate preparatory game-based educational units with assistive tools, prepared by researchers, to enhance motor skills and passing and dribbling abilities.
2. Emphasize the implementation of educational and training courses for physical education teachers in schools and coaches of different age groups in specialized centers, guiding them to diversify and use assistive tools for skill learning in sports.
3. Conduct further research and studies to investigate the impact of training curricula with assistive tools on different age groups in football and other sports, for both genders.
4. Conduct additional studies on different skill levels (novice or advanced) in football.
5. Perform similar studies for other individual and team sports.

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