

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

Descriptive research conducted on football players in m'sila (13-14 years).

نجاعة التدريب بالألعاب المصغرة في زيادة التحفيز (المعرفي-الإنجاز-التنشيط) لتعلم مهارة التمرير
بحث وصفي أجري على لاعبي كرة القدم بالمسيلة صنف (13-14 سنة)

NABI Mohamed Nadjh¹, BCHIR Houssame²

¹University Of L'Arbi Ben M'hidi Oum El Bouaghi, hamoudi1906@yahoo.fr

²University Of L'Arbi Ben M'hidi Oum El Bouaghi, housamsport@yahoo.com

Laboratory : learning and motor control

Received: 04/09/2019

Accepted: 21/10/2019

Published: 05/12/2019

Abstract: Through our research, we try to suggest a learning style with Mini Games to increase motivation of 13-14 years players; we want to improve the capacities of passing balls from previously required bases. They are three sorts of motivation stated: cognitive, Achievement and activation motivation (internal motivation). Our study requires two groups control and experimental, we distributed randomly 12 players for each and both are subjected to anthropometric measurements in the same age, height, weight, and sex. For the experimental group, we applied a program based on single game; whereas we only keep the previously used program for the control group. Many statistically difference factors have been noticed in the psychological factor during the (post- test) it was in the favor of the experimental sample. Therefore, it is obviously noticed that Mini Games have proved their effectiveness in increasing the level of motivation with the help of motivational terms by which the coach call his players during the training, it's so important through this stage of age .

Key words: - Mini-games – Internal stimulation – passing skill – football and age characteristics.

الملخص: تهدف الدراسة إلى اقتراح أسلوب تعليمي عن طريق الألعاب المصغرة لزيادة الحافز والرغبة في التعلم لمهارة التمرير في رياضة كرة القدم على لاعبين لصنف الاصاغر (13-14 سنة) , على الأسس النظرية والعلمية والخبرات السابقة في هذا الميدان والحافز يتمثل في ثلاث عناصر أساسية وهي التحفيز المعرفي و التحفيز للإنجاز والتحفيز للتنشيط مما نسميه التحفيز الداخلي , إذ اعتمدنا على مجموعتين احدهما ضابطة والأخرى تجريبية و وزعتا بصفة عشوائية في كل منهما 12 لاعب والمجموعتان كلاهما خضعت للقياسات الانتروبومترية أي متجانسة في السن , الطول , الوزن والجنس و تم تطبيق على المجموعة التجريبية برنامج بأسلوب الألعاب المصغرة وبالنسبة للمجموعة الضابطة طبق عليها برنامج الاعتيادي المنفذ من طرف مدربيهم و قد افترض الباحث وجود فروق ذات دلالة إحصائية في المجال النفسي بالنسبة لسمة التحفيز بين العينة الضابطة والتجريبية في الاختبار البعدي و لصالح العينة التجريبية , مما أضى جليا على نجاعة الألعاب المصغرة على زيادة الحافز بالإضافة للكلمات التحفيزية الممنهجة التي يطلقها المدرب على لاعبيه اثناء ممارستهم الأسلوب التدريبي والتي يحتاجون لها كثيرا صنف الأصاغر.

الكلمات الدالة: -الألعاب المصغرة- التحفيز الداخلي- مهارة التمرير- كرة القدم وخصائص الفئة العمري

Introduction:

During the team sports , specialists are mostly concerned by the ways to win matches , and they do their best to improve them , Football is one of the popular team sport stated , it is also the oldest one in the world with the first world cup of 1930 in Uruguay .Those who practice football benefit so much from the sport , that's why all efforts and thought are devoted to the improvement of its level in the ways and means of training which led to the development in the performance technically , tactically , physically , psychologically and mentally .

Today, the training process is much more related to the attempt to apply the scientific method and formation, distribution and planning of training works .

The new vision of the ways to improve the level of performance in sport is that it is based mainly on the psychological and morphological impact .These ways are numerous and different.

The considered improvement in the level of application and performance during the last decades is due to the training loads with high levels ; so ,we tend to know the intensity of the training as well as the use of devices , means and modern training methods for the achieved great goals, we can state the aerobic and anaerobic works and their psychological relations since the more the player is convinced , relaxed and comfortable ,the more he makes improvements . young athletes are so attached to the ball and would like to play it more time , even at the expense of the other exercises, which led us to search for an alternative and scientific method to make all the trainings with the ball.

1-Problematic:

In the world of modern Football, the field of training becomes a vast field in terms of what is useful and new for the players with the requirements of modernity to reach the goals which is the highest level of performance during matches, these have led researchers and coaches to see for the best ways and methods that give remarkable results in record time and in all aspects whether physical , technical , tactical or psychological.

Among those modern methods, we have the training with Mini games which occupy a large space in the field of Football, whether in the warning up or training exercises (physical, technical, tactical or psychological).this is because researches are so convinced of its effectiveness in terms of performance and results. Mini games are played in specific areas and small squaresof different dimensions, they are simple games played by one or more player to compete

according to specific rules managed by the coach to reach his target (Hassane essiad, 2002, p127).

From the previous experience , I noticed the great ability of players for this kind of training which led me to make sure and master this means , especially for the young seeking for discipline which requires modern preparation and training with positive and effective results that makes me ask the following questions :

1-1-General Question:

To which extent can mini games contribute to the progress in motivation (cognitive. activation. achievement) so that football players develop their skills passing balls?

1-2- Sub - questions:

- Is the application of mini-games effective on the development of cognitive stimulation on football players?
- The application of mini-games effective on the development of activation stimulation on football players?
- Is the application of mini-games effective to increase the motivation of achievement on football players?

2- Hypotheses:

Mini -games contribute significantly to the development of motivation (cognitive-activation-achievement) to learn the skill of passing on football players.

2-1- Sub- hypotheses:

- In the application of mini-games great effectiveness on the development of cognitive stimulation on football players.
- In the application of mini-games great effectiveness on the development of activation stimulation on football players

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

- The application of mini-games is highly effective on increasing motivation of achievement on football players.

3 –The objectives of the study:

This study aims to know the extent of:

- The effectiveness of mini-games exercises in increasing cognitive stimulation on football players.

- The effectiveness of the application of mini-games in increasing stimulation activation on football players.

- The effectiveness of the application of mini-games in increasing the motivation of achievement on football players.

4- The importance of the study:

This study draws its importance from the nature of the subject it deals with on the one hand, and the type of problems it poses for scrutiny and investigation on the other hand, and it is of scientific importance because it is looking at a method of modern training methods, which are mini games, that may contribute to increase the ability of coaches to develop the potential of players, whether technical Or psychological, and the practical importance is to keep up with the rapid changes in the ways to develop sports performance.

5-Define terms:

5-1-Mini games:

- **Procedural Definition:**

Procedural definition: In our study, mini-games, means a training method that we use in our study in order to implement the proposed training program.

- **Idiomatic definition:**

Is a an entertainment activity subject to contractual rules with winning and losing by introducing physical, intellectual, agile and skilful qualities in different

spaces and numbers of players from 1 vs 1 to 11 VS 11.(Ferediric bodineau ,2007,p08)

5-2-Psychological aspect:

- Procedural Definition:

In our study, the psychological aspect of football is the extent to which internal motivation is developed through the application of the proposed training program using the technique of mini-games.

- Idiomatic definition:

Is the need to win and achieve as well as achieve results and enjoy the challenge.(Jean luc cayla,2007,p 37

6- Previous and similar studies:

6-1-Arab Studies:

6-1-1- The first study:

The author of the study "Asaad Hussein Abdul Razzaq" University of Babylon, Iraq, the impact of small games on the development of the most important physical and motor abilities of children (7-8 years).

- Study objective:

The study aims to prepare small games to develop the most important physical and motor abilities (7-8 years).

The impact of small games on the development of the most important physical and motor abilities of children (7-8 years).

- **Research Methodology:**

The approach adopted was based on the experimental approach

- **The research sample:**

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

their credentials are equivalent groups and is a system of comparison between two groups. The sample of the study was 90 pupils from the second grade of primary school for boys in Egypt.

- **The most important results are:**

- There were significant differences between the two groups in terms of explosive power and transition speed.
- Evolution appeared in the elements (leadership, compatibility, kinetic precision) except in the experimental group. (Assaad houssine abd errazak, 2009, p167-168)

6-1-2- Second Study:

The study author "Lamia bint Abdullah Al-Shabibi" International Virtual University, methods and strategies of motivation in training.

- **Study objective:**

Know the role of training on self and internal motivation to achieve positive results in performance.

- **Research Methodology:**

Use the experimental approach and design (one group equivalent).

- **The research sample:**

In the research sample, fifth grade secondary (A), the number (22) from the homeland secondary school for boys were selected randomly.

- **The most important results are:**

The effects of the use of exercises on the motivation from a lesson of physical education in the enthusiasm of students and the raise of their positives in the participation and performance.

The use of small games aimed at the main part of the sport education lesson, contributed better to the improvement and development of fitness elements for students.(Lamia echabibi,2010,p12)

6-1-3-Third Study: The study author "Bekka fares"From the University of M'Sila, Algeria,

Relationship of some leadership styles of coaches to the level of motivation of achievement for players of the high level: - Motivation to achieve success, motivation to avoid failure.

• **Study objectives:**

-To identify the leadership behavior of trainers in football and that in the Algerian first class.

-Relational relations of leadership methods as far as success motive or avoiding failure motive

• The applied approach: Descriptive approach

Studies single: 05 trainers and 126 players of some football clubs of first class

• **Most important results:**

-The leadership behavior which trainers use is that with its different dimensions

-There is a relation between the leadership behavior that trainers practice and motivation for achievement of players. (Fares Bakka,2012,p07)

6-1-4-Fourth Study: The study author "Djoubar Marwan"From the University of Batna2, Algeria,

The effect of the proposed teaching program in the increase of motivation to physical

and sporting sessions among primary school pupils.

- An experimental study on pupils in the fifth year of primary education-

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

- **Studies objective:**

- To increase motivation of pupils tow and the session of physical and sportive education

- To know the possible statistical difference that may exist between males and females in terms of motivation.

- The approach: experimental using proportional groups.

The sample: 48 pupils divided into two groups: experimental and control:
24(12males/12female)

- **Most important results:**

- The training method adopted has a punitive impact in the increase of motivation for the lecture of physical and sportive education.

- The absence of any statistical differences between the motivation of boys and girls and the lesson devoted for physical and sportive education. (D)Joubar Marwan,2018,p 318)

6-1-5-Fifth Study:

The study author "Nouiri Bobakar" From the University of Algeria³, Algeria, Applying mini -games in the training program to improve the fundamental skills for under-17 players.

- **Studies objective:**

- To know the extent of effect made theought the application of mini-games in the training program to improve some fundamental skills for football players.

- The approach: Experimental design

- The sample of the study:

Implies 18 players divided into two (2) groups:

9 for the experimental group and 9 for the control group

- The most important results:

-The suggested mini-games trainings has an effect on the development of some skills for football players.

-Planning training through the scientific principles leads the sportive to high levels. (Nouiri Bobakar,2018,p 60)

6-2-Foreign Studies:

6-2-1-First study:

The study author "Louis Antoine Christian DIOUF" 2011 at the University of Dakar, Senegal.

The title: Management Study in Motivating Professional Players in Dakar, Mali.

- Studies objective:

The study aimed to: How to activate the kinetic motivation for players to give them the ability to perform and the desire to continue playing.

- The approach: Descriptive method

- The research sample was:

15 players per club The number of clubs 11 clubs, a total of 150 players.

- The most important results: Find out the percentage of search results.(Louis Antoine,2011,p51)

6-2-2- Second study:

The author of the study "sylvan alan moncam etchconti" and the title of the study: The Influences of Mini games on the Adaptation of the players, 2011, france

- The objectives of the study were:

- Analysis of the development of football and its results on training and physical preparation.

- Measure the comparison of experiments used by mini-game effects as for:

- Muscle fatigue and measurement of the percentage of speed test "NAVAT".

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

- Cardiac output values based on maximum heartbeat schematic technical efficiency.

Include an investigation into the interviewers' problems in the matches and the counting and diagnosis of the various activities in the matches. Measure players' anxiety through the mini-games application.

- The approach is descriptive in terms of investigating problems and The experimental approach in the field applications.
- For the research sample: 18 high-level players were selected for five days.
- One of the most important results:
 - Mini-games enable the adaptation of players from all aspects, both physically, technologically planned along the football season and reach the level of global performance.
 - Mini games give important measurements, give the trainer a the real level of his players,The system of measuring the intensity of the players for the period of mini-games combined with the patterns of goal analysis, can give an evolution to the adaptations or not of the players (tactical, technical, physical, biomechanical, and mental). (Silvan alan moncame ,2011,p21)

6-3-Discussion of previous studies:

- The objectives of the study were:
 - Our study is typical as compared with previous ones ; for the first time ;
 - we can measure the level of stimulation through Mini games.
 - The research collected psychological test during the same study.
 - To know how far is the feature of internal motivation related to that of skill .

7- Scientific basis of the tests:

7-1-Validity of the test :

Honesty is considered as the first condition for a good test and that through a defined field where an appropriate test should be made . And in order to be sure of the truthfulness of the tests the researcher used virtual truth; he designed a well-experienced and competent group of arbitration to check the test and its relevance to the problematic. By the end 95% of them agreed about the suitability of the test.(Mohamed sobhi hassanine,1995,p183)

7-2-Stability of the test:

The test marks its stability if we get the same results whenever it is done . this include also the degree of stagnation , and that of confidence in these results , therefore the test does never change , it keeps its value through the repetition .In other words, we maintain stability of results obtained as far as possible .(Ibrahim marwane ,1999,p70)

With a sample of 12 players , and to avoid any other influential changes , the period between the tests was only 2 weeks . (Abdelfattah Mohamed dwidar,2005,p166)

Table (01) shows the value of Alpha Cronbach's coefficient of internal stimulus and its dimensions:

| Scale axes | | The Cronbach's Alpha coefficient | | |
|----------------------------------|----|----------------------------------|-----------|-------------------|
| | | | the value | Number of phrases |
| Dimension Scale | 1 | Cognitive stimulation | 0.806 | 12 |
| | 2 | Activation stimulation | 0.716 | 12 |
| | 03 | Motivation for achievement | 0.777 | 04 |
| All phases of the stimulus scale | | | 0.820 | 28 |

From the table above we find that the coefficient of stability alpha Krumbach is greater than the minimum (0.6) in all dimensions of the stimulation scale and all the measures of the scale reached (0.820), which indicates its stability.

-3-7Objectivity of test :

By objectivity, we mean to get rid of all aspects of subjectivity or intolerance toward the reaction of the students. that means that the test ends up with the same results whoever the arbitrator is .(Abderrahmane Mohamed yahyaoui,2003,p332)

Van Dallen stated that any test was supposed to be objective if it keeps the same results with different correctors . An objective test can also refer to the objectivity in testingthe target point for which the test has been prepared . Besides , the full understanding of the group testing.(Nabil abdelhadi,1999,p109)

-8Basic study :

-1-8Research methodology :

The researcher used the descriptive method as the most suitable to help the student in his problem solving (Sami arifaj,1999,p144), the descriptive approach is the most efficient method of obtaining reliable knowledge when used in solving problems .

And Med Hassan added that such method facilitated the determination of the causes of the given phenomenon and find solutions to it .(Mohamed moussa othmane,1996,p18)

-2-8The original community and the research sample :

The original community is meant the players of (13-14 years) from m'sila . the research Eris obliged to count all teams involved in one level from the second regional section until the second professional section : indeed , the level of the

first regional sector was sufficient by engaging 6 players from the province of m'sila in the same group , and according to statistics of the regional association of batna , namely:

-union sidi aissa ,Olympics m'sila ,mc bousaada , es ainhijel , mc m'sila and amal sidi aissa.

In order to make a procedural precision of changes , the researcher has chosen players from mouloudia of m'sila team (category of 13-14 years) the number of players 24 sharing the same physical conditions : weight , age and previous years of training (more than 2 years) .

The sample was distributed randomly and equally , 12 players for each group one experimental and the other control.

-3-8 Research fields:

-1-3-8 Human field:

Here the samples that have been tested in football for the age of 13/14 included 24 male players in the 2 groups, one of which had undergone a training program of mini games and the other the witness had already completed its program with their arbitrator without any reference to mini-games. By the end, the 2 groups were put under test in the same time and place.

-2-3-8 The field of space:

The research was conducted in the municipal stadium of ahmed khalfa in M'sila city.

Time : The research period was divided into several stages:

- Phase 1 :

Starting in October where both the title chosen ,and data collected from references and sources.

- phase 2:

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

This phase control and completion of the exploratory experiment which lasted from 20/12/2015 to 03/01/2016 . This stage included the following points:

- The preparation and distribution of the questionnaire to trainers.
- The preparation of tests according to the requirements of the study.

- phase 3:

This stage represented the application of the basic experience, which ran from 28/02/2016 to 19/04/2016.

- 4-8Research variables:

Based on the research hypotheses, we found that there are two variables, one independent and the other dependent, as follows:

- Independent Variable:

The independent variable in our study is the application of mini- games training program.

- The dependent variable:

The dependent variables in the study are Psychological aspect is internal stimulation

- Cognitive stimulation
- Activation stimulation
- Motivation for achievement

- 5-8 procedural adjustment of research variables :

The advantages of our study enable us to get rid of variables that prevent the student from reaching his goals and solving problems and then must adjust the research variables to control them. This control includes :

- the players were verified either from injury or for exercise.

-Homogeneity and equivalence of players from both sample sleuth, the student relied on the anthropometric tests in terms of average height and average length, weight and age (13-14) as well as the training age (more than 2 years of training) and the same sex (males).

-The research sample was taken at the stage of competition and was appropriate for the subject of the study.

-The two samples were characterized by the readiness to work with a high desire without external influences and compulsions.

-6-8Research tools :

In order to achieve the desired goals and accomplish the research in the best way, the student used a set of tools as follows:

- sources and references
- observations
- individual interviews
- tests:

The researcher relied on a scale in stimulation after being nominated by some professors, that test measures the characteristic of internal stimulation in its three aspects namely the identifier, the activator, and performance ; in addition to morphological test (height, weight),age, training age, Pulse in rest, sports health test conducted on 25/02/2016.The measure measures the internal motivation of training for football players and was conducted on 28/02/2016.

- Questionnaire:

The candidate undergoes a test of 28 questions about motivation, and the answer is by selecting a number from 1 to 7, then to be compared to the

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

reference answers, from the absence of compatibility to compatible until the most compatible. the suggested answers were 28; the players were 12 for both experimental and witness samples. The test included three dimensions:

- internal motivation with 12 answers
- external motivation with 12 answers
- No motivation with 4 answers.

Then all answers are denounced to the players.

-9Presentation, discussion and analysis of results:

-1-9presentation and analysis of the results of homogeneity and equivalence of anthropometric and functional indicators of the two research samples:

One of the basics of applying and implementing the experimental method is to control all the variables factors that may affect the application of the main experiment of the research.

And in order to refer the difference If existing to the independent factors, we conducted a homogeneity between the numbers of our sample of the study concerning functional tests for both experimental – Control Groups referring to age , height, weight and number of pulses in rest ; Besides, the athletes health examination for (Rovior Dixon) . Indeed, The student has define dell the conditions related to the test whether time , place , tools , ways of implementation and the assistant group of work. All these create similar conditions for both samples. That was through the finding of Arithmetic mean , average, median, deviation, the mediator ,extracting the lower coefficient, this process led to the following results:

Table (02): Homogeneity of the study sample

Variables Age Height Pulse Weight in Comfort Roviar Dickson Test for Athlete's Health

| Variables | Age | Length | the weight | Pulse at rest | Roviar Dickson test for athlete's health |
|---------------------|---------|---------|------------|---------------|--|
| Arithmetic mean | 5,5417 | 1,7238 | 65,7500 | 74,5833 | 2,4167 |
| Mediator | 6,0000 | 1,7100 | 66,0000 | 80,0000 | 2,0000 |
| standard deviation | ,508980 | ,048880 | 5,06694 | 9,77093 | ,974310 |
| Torsion coefficient | -0,179 | ,8510 | -0,088 | -0,178 | ,2550 |
| measuring unit | Years | meter | Kg | p.m | |

Years meter Kg p.m

The table above shows that the torsion coefficient values for age, height, weight, pulse at rest, and(ROVIAR DISCON)test for athlete's health are respectively: - 0.179, -0.851, -0.888, -0.178, -0.255

-2-9Presentation and analysis of the results of the control and experimental group in the telemetry of the internal stimulus measure:

Table (03): Significance of differences between the results of the control and experimental group in the post measurement of the stimulus scale

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

| Skills | the test | the group | N | Average | deviation | The value of "t". | Sig. (2-tailed) | the decision |
|---|----------|--------------|----|---------|-----------|-------------------|-----------------|--------------|
| Cognitive stimulation | After | control | 12 | 5,8561 | 0,36044 | 2,842 | 0,009 | Slab |
| | | Experimental | 12 | 6,3466 | 0,47713 | | | |
| Activation stimulation | After | control | 12 | 6,0556 | 0,62597 | 2,556 | 0,018 | Slab |
| | | Experimental | 12 | 6,5556 | 0,25950 | | | |
| Motivation for achievement | After | control | 12 | 1,9167 | 0,52585 | 4,238 | 0,000 | Slab |
| | | Experimental | 12 | 1,2292 | 0,19824 | | | |
| The scheduled value of t is equal to: 2.074 at the significance level 0.05 and the degree of freedom 22 | | | | | | | | |

Through the above table we note the following:

-For cognitive stimulation: the calculated T value was estimated at (2,842), which is greater than the tabular T at the degree of freedom (11) at a level of significance (0.05). Thus, there are statistically significant differences between the control and experimental group in the telemetry in the internal motivation of football player sat the level of 0.05.

-For the stimulus motivation: the calculated T value was estimated at (2,556), which is greater than the tabular T at the degree of freedom (11) at a level of significance (0.05). Thus, there are statistically significant differences between the control and experimental group in the telemetry in the external stimulation of football playersat the level of 0.05.

- For the motivation to achieve: The calculated T value was estimated at (4,238), which is greater than the tabular T at the degree of freedom (11) at a level of significance (0.05). Thus, there are statistically significant differences between the test control and experimental group in the telemetry in the lack of motivation in football players at a level of 0.05.

-10discussion of results in the light of hypotheses:

- discussion of the first hypothesis:

After the statistical analysis through T-student for the total result obtained to make objective judgments on the application of mini games method for development; we assumed that the control sample already prepared by its arbitrator has witnessed a slight change, whereas the experimental sample showed a remarkable difference in pre and post medians.

The research refers to the reasons behind the weakness in improving the cognitive stimulation to the majority of coaches who do not provide the players with new knowledge about training activities .

Contrary to that, the group sample exposed to Mini games obtained such knowledge through the multiple positions in different applications, like official matches. Indeed, this hypothesis goes with this study of (Nicolas Haw) about the hierarchical scale for cognitive stimulation in the physical sportive activities. From the above we conclude that the first hypothesis, which states that the application of mini-games has great effectiveness on the development of cognitive stimulation of football players has been achieved.

- discussion of the second hypothesis :

After the statistical analysis through T- student for the total result obtained to make objective judgments on the application of mini games method for development; we assumed that the control sample already prepared by its

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

arbitrator has witnessed a slight change, whereas the experimental sample showed a remarkable difference in pre and post medians.

The researcher believes that the reason behind the weakness in activational stimulation to achieve the skill of passing To players during the performance of training is due to the majority of coaches do not use mini games exercises to test them. on the contrary , the sample applied to the method of mini games for football players for the age (13-14) has shown its compatibility with the study of (CloéL acroix) motivation in sport and its different sorts , he relied on training methods that are entertaining in the same time , and the results were considered as positive and effective.

From the above we conclude that the second hypothesis, which states that the application of mini-games has great effectiveness on the development of stimulation activation among football players, has been achieved.

- discussion of the third hypothesis:

After the statistical analysis through T- student for the total result obtained to make objective judgments' on the application of mini games method for development; we assumed that the control sample already prepared by its arbitrator has witnessed a slight change, whereas the experimental sample showed a remarkable difference in pre and post medians.

The researcher believes that the reasons for the weakness in the development of activation stimulation in order to achieve the skill of passing to players during the performance of the training is due to the majority of coaches do not use exercises mini-games and to evaluate the level of players, on the contrary, the experimental sample applied to the method of training mini-games proposed for football players For the age group (13-14) years,

This hypotheses is compatible with the study of (Lamia bin abdallah bin saleh chabibi) about the different styles and strategies of motivation in training, she relied on several training methods, including playing to show how far she can stimulate players, the results were positive and effective, but provided that the coach has clever characteristics; besides , he must be a leader who knows How to formulate conditions and adjust them. From the above we conclude that the third hypothesis, which states that the application of mini-games has great effectiveness to increase the motivation for achievement in football players has been achieved.

- Discussion of the general hypothesis:

After the statistics that were analyzed in the results of the tests examined for both samples, all three hypotheses were achieved with inference by matching them with the previous and similar studies and theoretical studies presented in the different books and references.

Thus, we conclude that the general hypothesis, which states that mini-games contribute significantly to the development of internal stimulation psychologically in football players for the (13-14 years) class, has been achieved. -11results:

In the light of the study carried out by the student starting with the theoretical knowledge of all the requirements of the subject of the research and through what was already known and within the limits of the method used and the sample to which the study was applied and after statistical processing using a number of statistical measures, the student reached the following conclusions:

-The use of mini-games affects positively the development of cognitive stimulation trait.

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

-The use of mini-games affects positively the development of the activation stimulation.

-The use of mini-games affect positively the increased the performance of players' achievement

Conclusion:

Mini games in their various forms are essential for human life every day of life needs to have fun and play with competition.

The remarkable improvement in the level of sportive performance and achievement in the sports games during the last decades is mainly due to the use of large training work and an increase in the volume of the training keeping a high level of a relative intensity .Besides, there have been a serious use of devices means and modern training methods which led to a rise in the proportion of injuries for players. And as football is characterized by a large training work in terms of volume and intensity , it's necessary to think of the modern vision about trainingwork that rely on mini games to avoid boredom and to keep that ability and resistance to fatigue and efforts.

Mini games are rapid manner to develop and improve the different sides related to good athletes in terms of planning and technicity as well as the physical aspect which tire Players psychologically and physically.

However, we find that the majority of clubs lack enough space to apply the program in its different axes, in addition, there are coaches who are not familiar with the training method of mini games, how to determine the volume, the intensity and the recovery moments which deprive them from using such necessary way of training.

The researcher, thus, realises the importance of using mini games training to improve the capacities and the psychological components of a football player,

such study aims at showing how far are mini games effective on the development of the psychological side, for that the research has been divided Into 2 parts: one the original And the other devoted to field work. The first deals with the collection of vital materials to serve the subject of the research, this has been organised in four chapters: the first one about mini games, the second concerns the technical side including types of skills and basic techniques of the game; the third chapter deals with the psychological side which includes internal motivation to the football player and the last chapter concerns football sport and the age period of 13/14 years.

The second part is about working in the field, it is organized into 2 chapters, and the first includes the research methodology and work in the field. In this regard, the researcher used the descriptive style to ascertain the validity or not of the hypothesis by forming 2 groups, (one experimental and the second as witness), he used 12 players for the experimental sample and the witness one, to study the variables of the psychological side in which he analysed the variable of internal stimulation (cognitive, activation, achievement)

The second chapter encloses the results obtained and analysed by using a set of statistical methods, then discussing the hypotheses of the research, the research supposes in the study that mini games has positive effects on the development of internal stimulation from the psychological aspect of the players.

.1References and sources in Arabic:

1.1Book List:

.1Ahmed Rashid, Theory of Public Administration, Dar Al-Nahda Al-Arabiya, Cairo, 1962.

The effectiveness of mini-games training to increase motivation (cognitive-Achievement-Activation) to learn passing skills.

.2Amin Anwar El-Kholy, School Physical Education, Third Edition, Dar Al-Fikr Al-Arabi, Cairo, 1994.

.3Romy Jamil, Football, Dar Al-Na'ad, 1st Floor, Beirut, Lebanon, 1986.

.4Mohamed Mousa Othman, Foundations and Methods of Scientific Research. Cairo: Zahraa El Shorouk Library, 1996.

.5Mohamed Sobhy Hassanein, Measurement and Evaluation in Education and Sports Part I. Arab Thought House. 1995.

.6Marwan Abdul Majeed Ibrahim. Methods and methods of scientific research in physical education and sports. Amman. 2002

.7Abdul Rahman Mohammed Yahyaoui .. psychological tests and measures. Alexandria: Facility of knowledge, 2003.

.8Abdel Fattah Mohamed Dowidar, Reference in the Techniques of Writing Scientific Research and Research Methods in Psychology, University Knowledge House, 2005.

.9Farag Hassan Bayoumi, Scientific Foundations for the Preparation and Development of Pre-Competition Football, Dar Al-Maaref, Alexandria, 1989.

.10Hassan El-Sayed Abou Abdo, Modern Trends in Football Planning and Training, Radiology Technical Library, Alexandria, Egypt, 2002.

-2-1Published studies:

.1Asaad Hussein Abd Razzaq, The Impact of Small Games on Developing the Most Important Physical and Motor Abilities of Children (7-8 Years), Journal of physical Education Sciences ,volume(02),Number(02) ,p167-168,Iraq, 2009.

.2Study of Bekka Fares, Study on Relationship of styles of coaches to the level of motivation and achievement for players of the high level, Journal sport creativity, volume(03),Number(08) ,p07, M'sila,2012, Algeria .

.3Study of Nouiri Bobakar, Study on Employment of small games as part of a training program to develop some basic skills of football players cubs under 17 years, Journal sport creativity, volume(09),Number(01),p60, M'sila ,2018, Algeria.

.4Study of Djoubar Marwan, Study on The effect of the proposed teaching program in the increase of motivation to physical and sporting sessions among primary school pupils, Journal sport creativity,volume(09),Number(01),p318,M'sila, 2018, Algeria.

-3-1Unpublished researches:

.1Lamia bint Abdullah Al-Shabibi in Methods and strategies of motivation in training, British Virtual University, p12,2010.

-2Foreign sources and references:

-1-2Book List:

.1Tupin Bernard, Preparation and Training of the Footballer, Amphora Edition, Paris, France

.1990 ,

.2Jean-Luc Cayla et Rémy Lacrampe, Practical manual of training, Amphora Edition, 2007, France.

.3Frédéric Bodineau, Games and Mini games, Amphora Edition, France, 2007

-2-2 Unpublished researches:

.1Study of diof Louis antoine, Study on the Management, Motivation of players of first division of professional football of Dakar, p51,2011,Senegal.

.2sylvan alan moncame, tchconti, The Influences of Mini games on the Adaptation of the players, P21, 2011, France.