

METHODOLOGICAL FEATURES OF DEVELOPING THE TECHNIQUE OF DRIBBLING, PASSING, AND SHOOTING IN FOOTBALL

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Abstract

The development of technical skills is a fundamental component of football training and plays a decisive role in the effectiveness of players during competitive matches. Among the most essential technical elements of football are dribbling, passing, and shooting, which determine the quality of ball control, team interaction, and goal-scoring efficiency. Modern football requires players not only to possess physical endurance and tactical awareness but also to demonstrate highly refined technical abilities that allow them to perform under conditions of time pressure, defensive resistance, and dynamic game situations. Therefore, the methodological organization of training aimed at improving these technical elements is an important task in sports pedagogy and coaching practice.

This study examines the methodological features of developing the technique of dribbling, passing, and shooting in football within the framework of pedagogical training in higher educational institutions specializing in sports. Particular attention is given to the integration of scientifically grounded training methods, progressive exercise systems, and pedagogical principles that support the gradual development of technical proficiency. The research highlights the importance of differentiated instruction, repetitive practice, situational exercises, and game-based training models that simulate real match conditions.

The study also analyzes the pedagogical conditions necessary for effective technical development, including systematic training organization, gradual complication of exercises, and the integration of individual and group practice formats. Emphasis is placed on the role of coaching guidance, feedback mechanisms, and performance evaluation in shaping stable motor skills. The findings demonstrate that the consistent application of scientifically based methodological approaches significantly improves the quality of technical actions performed by football players.

Overall, the research contributes to the methodological understanding of football training by identifying effective strategies for developing key technical skills among students in sports-oriented pedagogical institutions. The results may be used in educational programs, coaching practice, and methodological recommendations for improving the technical preparation of football players.

Keywords: Football training, dribbling technique, passing skills, shooting accuracy, technical preparation, sports pedagogy, motor skill development, training methodology.

Introduction

FUTBOL O‘YINIDA TO‘P BILAN HARAKATLANISH, UZATISH VA ZARBA BERISH TEXNIKASINI RIVOJLANTIRISHNING METODIK XUSUSIYATLARI

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Annotatsiya

Futbolda texnik tayyorgarlik sportchining o‘yin samaradorligini belgilovchi eng muhim omillardan biri hisoblanadi. Ayniqsa, to‘p bilan harakatlanish, aniq uzatmalar berish va darvozaga zarba berish kabi texnik harakatlar futbol o‘yining asosiy elementlari sifatida jamoaviy o‘yinning sifatini belgilaydi. Zamonaviy futbol o‘yinchilardan nafaqat yuqori darajadagi jismoniy tayyorgarlikni, balki murakkab o‘yin vaziyatlarida tez va aniq texnik harakatlarni bajarish qobiliyatini ham talab etadi. Shu sababli futbolchilarni tayyorlash jarayonida ushbu texnik elementlarni ilmiy asoslangan metodlar orqali rivojlantirish muhim pedagogik vazifa hisoblanadi.

Mazkur maqolada futbolda to‘p bilan harakatlanish, uzatish va zarba berish texnikasini rivojlantirishning metodik xususiyatlari tahlil qilinadi. Tadqiqotda sport mashg‘ulotlarini tashkil etishning ilmiy-pedagogik yondashuvlari, mashg‘ulot jarayonida qo‘llaniladigan maxsus mashqlar tizimi hamda texnik ko‘nikmalarni bosqichma-bosqich shakllantirish tamoyillari yoritib berilgan. Shuningdek, mashg‘ulot jarayonida o‘yin vaziyatlariga yaqin sharoitlar yaratish,



takroriy mashqlar tizimidan foydalanish va individual yondashuvni qo‘llashning ahamiyati asoslab beriladi.

Tadqiqot natijalari futbolchilarni tayyorlash jarayonida texnik tayyorgarlikni rivojlantirish uchun tizimli mashg‘ulotlar, innovatsion pedagogik texnologiyalar hamda o‘yin metodlaridan foydalanish samarali ekanligini ko‘rsatadi. Ushbu yondashuvlar sportchilarda to‘pni boshqarish, aniq uzatish va zarba berish ko‘nikmalarini mustahkamlashga xizmat qiladi. Tadqiqot natijalari sport pedagogikasi sohasida faoliyat yuritayotgan mutaxassislar hamda jismoniy tarbiya va sport yo‘nalishidagi oliy ta‘lim muassasalari uchun metodik ahamiyatga ega.

Kalit so'zlar: futbol texnikasi, to‘p bilan harakatlanish, uzatish texnikasi, zarba berish, texnik tayyorgarlik, sport mashg‘ulotlari metodikasi, sport pedagogikasi, o‘yin usullari.

Introduction

Football is one of the most popular and widely practiced sports in the world, and its development continues to attract significant attention from researchers, coaches, and sports educators. The effectiveness of a football player’s performance largely depends on the level of technical preparedness, which includes the ability to control the ball, perform accurate passes, and execute effective shots on goal. These technical elements form the foundation of successful gameplay and significantly influence the outcome of matches. In modern football, where the speed of play and tactical complexity are constantly increasing, the mastery of technical skills becomes a decisive factor in achieving high sporting results.

The training of football players in higher educational institutions specializing in sports requires the integration of scientific knowledge, pedagogical principles, and practical training methods. Students who are preparing to become physical education teachers or sports specialists must not only master football techniques themselves but also understand the methodological foundations of teaching these techniques to others. Therefore, the study of effective approaches to developing technical skills such as dribbling, passing, and shooting is an important task in sports pedagogy and methodology.



Dribbling is considered one of the most complex technical elements in football. It allows players to maintain possession of the ball while moving across the field, bypassing opponents and creating opportunities for attacking actions. Successful dribbling requires coordination, speed, spatial awareness, and precise control of the ball. The development of dribbling technique in training sessions involves systematic practice with gradually increasing complexity, including exercises that simulate real game situations.

Passing is another fundamental component of football technique, serving as the primary means of interaction between players during a match. Accurate passing ensures effective teamwork, maintains the tempo of the game, and enables the creation of scoring opportunities. Methodologically, the teaching of passing technique involves focusing on the accuracy, timing, and direction of the pass, as well as the ability to perform different types of passes depending on the tactical situation on the field. Training sessions typically incorporate paired exercises, small-group drills, and game-based tasks designed to improve passing accuracy and decision-making under pressure.

Shooting on goal represents the final stage of attacking actions and directly determines the scoring effectiveness of a team. The ability to execute accurate and powerful shots requires proper body positioning, coordination of movements, and a well-developed sense of timing. In methodological terms, the development of shooting technique includes a variety of exercises aimed at improving accuracy, power, and adaptability in different game situations. These exercises may involve shooting from different distances and angles, shooting after dribbling or receiving a pass, and shooting under defensive pressure.

Modern methodological approaches to football training emphasize the integration of technical, tactical, and physical components within the training process. Rather than isolating individual skills, coaches increasingly use integrated drills that combine multiple technical actions within realistic game scenarios. This approach allows players to develop their technical abilities in conditions that closely resemble actual match play.

In pedagogical universities and sports faculties, the preparation of future specialists requires a comprehensive understanding of training methodology. Students must learn how to design training sessions, select appropriate exercises, and apply effective teaching methods that facilitate the gradual development of technical skills. Special attention is given to the principles of systematic training,



progression of difficulty, individualization of instruction, and continuous feedback during practice.

Another important aspect of methodological training is the use of modern educational technologies and analytical tools in football education. Video analysis, performance monitoring, and digital training platforms provide additional opportunities for evaluating players' technical actions and identifying areas for improvement. These tools allow both coaches and students to better understand the mechanics of football techniques and to adjust training strategies accordingly.

Thus, the methodological development of dribbling, passing, and shooting techniques plays a crucial role in the training of football players and future sports educators. A scientifically grounded training process that incorporates pedagogical principles, specialized exercises, and modern analytical methods contributes to the effective formation of technical skills and enhances overall performance in football.

Methods

The research was conducted using a complex of pedagogical and scientific methods aimed at identifying the most effective methodological approaches for developing the techniques of dribbling, passing, and shooting in football. The methodological framework of the study was based on the principles of sports pedagogy, training theory, and modern football coaching practices. Particular attention was given to the systematic organization of the training process, the selection of specialized exercises, and the evaluation of technical performance among students studying physical education and sports.

The participants of the study consisted of students enrolled in football training courses at a pedagogical university specializing in physical education and sports. The selected group included individuals who had basic knowledge of football techniques but required further development of technical skills in practical training sessions. The research process focused on improving their ability to perform dribbling, passing, and shooting actions through the application of scientifically grounded training methods.

Several complementary research methods were applied in the study. Theoretical analysis of scientific and methodological literature on football training served as the initial stage of the research. This analysis allowed the identification of key



pedagogical principles and methodological approaches used in the development of technical skills in football. Scientific publications, coaching manuals, and educational materials related to sports training were examined in order to determine effective strategies for improving players' technical preparedness.

Pedagogical observation was used to monitor the training process and to assess the execution of technical actions by the participants. During practical training sessions, special attention was paid to the quality of ball control during dribbling, the accuracy and speed of passes, and the effectiveness of shooting actions performed under different conditions. Observations were recorded systematically, allowing the identification of common technical errors and the evaluation of progress during the training period.

Another important method applied in the research was the pedagogical experiment. The experiment involved the implementation of a specially designed training program that incorporated a system of exercises aimed at improving the technical skills of the participants. The training program was structured according to the principle of gradual progression, beginning with basic technical exercises and gradually moving toward more complex drills that simulated real game situations. The experimental training sessions were conducted over a defined training period and included both individual and group exercises.

The system of exercises used in the training process was divided into several methodological stages. The first stage focused on the development of basic motor coordination and ball control through simple dribbling and passing drills. At this stage, the exercises were performed without defensive pressure in order to allow the participants to concentrate on the correct execution of technical movements. The second stage introduced more complex exercises that required players to perform technical actions while moving at higher speeds and interacting with teammates. These drills included passing combinations, directional dribbling tasks, and shooting exercises from different distances.

The final stage of the training program involved situational and game-based exercises designed to simulate real match conditions. Small-sided games, competitive drills, and tactical scenarios were used to encourage players to apply their technical skills in dynamic and unpredictable situations. This stage was particularly important for developing decision-making abilities and integrating technical actions with tactical understanding.



In order to evaluate the effectiveness of the training program, several assessment procedures were conducted. Technical performance was assessed by measuring the accuracy of passes, the speed and control of dribbling movements, and the precision of shots on goal. The results obtained during the experimental period were compared with the initial performance indicators recorded at the beginning of the study. This comparison allowed the identification of improvements in technical execution and the determination of the effectiveness of the methodological approach used in the training process.

Statistical analysis methods were also applied to interpret the results obtained during the research. Quantitative indicators related to technical performance were analyzed in order to determine the level of improvement achieved by the participants. The use of statistical methods ensured the objectivity and reliability of the research findings.

Overall, the combination of theoretical analysis, pedagogical observation, experimental training, and performance assessment provided a comprehensive methodological framework for studying the development of dribbling, passing, and shooting techniques in football. The application of these research methods made it possible to identify effective training strategies and to evaluate their impact on the technical preparedness of students specializing in physical education and sports.

Results

The implementation of the methodological training program aimed at improving dribbling, passing, and shooting techniques demonstrated significant positive changes in the technical preparedness of the participants. The results obtained during the experimental period indicate that the systematic use of specialized exercises, progressive training tasks, and situational drills contributes to the effective development of football players' technical skills.

At the initial stage of the study, diagnostic assessments revealed that many participants experienced difficulties in maintaining stable ball control during dribbling, especially while performing movements at higher speeds or under conditions that simulated defensive pressure. In addition, the accuracy of short and medium passes was inconsistent, and shooting actions often lacked precision and coordination. These findings confirmed the need for a structured



methodological approach that would gradually improve the technical execution of key football actions.

Following the introduction of the experimental training program, notable improvements were observed in the quality of dribbling techniques. Participants demonstrated better coordination of movements, improved control of the ball during directional changes, and increased confidence when performing dribbling tasks in dynamic situations. The repeated use of exercises involving cones, directional movement patterns, and small-sided game situations helped players develop greater spatial awareness and improved their ability to maintain possession while moving across the field.

Passing technique also showed measurable progress during the training period. The accuracy of passes increased as participants developed a better understanding of body positioning, foot placement, and the appropriate force required for different types of passes. The use of paired exercises, group passing combinations, and situational tasks allowed players to improve their timing and interaction with teammates. As a result, the overall speed and coordination of passing actions during training games improved noticeably.

The development of shooting technique was another important outcome of the training program. Participants demonstrated improved shooting accuracy and greater consistency when performing shots from various distances and angles. The repeated practice of shooting exercises, both in isolated conditions and within game-like situations, helped players refine their body mechanics and develop a more stable striking technique. In addition, exercises that required players to shoot immediately after receiving a pass or completing a dribbling movement contributed to the development of quick decision-making and technical precision under pressure.

An important observation during the experimental period was the increased level of motivation and engagement among the participants. The use of varied training exercises and competitive elements within the sessions created a dynamic learning environment that encouraged active participation. Players showed greater interest in improving their technical skills and demonstrated a higher level of concentration during training activities.

Quantitative assessment of technical performance confirmed the positive impact of the methodological training program. The average accuracy of passing actions increased significantly, while the number of successful dribbling attempts during



controlled exercises also improved. Shooting precision showed a noticeable rise, particularly in exercises that simulated realistic attacking situations. These improvements indicate that the systematic organization of training sessions and the use of specialized exercises contributed to the formation of more stable and effective technical skills.

Another significant result of the study was the improvement in the integration of technical actions within game situations. Participants were able to combine dribbling, passing, and shooting more effectively during small-sided games and situational drills. This integration demonstrates that the training program not only improved isolated technical skills but also enhanced the players' ability to apply these skills within the context of actual gameplay.

Overall, the results of the study confirm that a scientifically grounded methodological approach to football training plays an important role in the development of technical preparedness. The consistent use of specialized exercises, progressive training methods, and game-based practice contributes to the improvement of key technical elements and supports the overall development of football players in educational sports programs.

Discussion

The results of the study confirm that the methodological organization of the training process plays a decisive role in the effective development of technical skills in football. The improvement observed in dribbling, passing, and shooting techniques among the participants indicates that a systematic approach based on scientifically grounded pedagogical principles can significantly enhance the quality of technical preparation in sports education. These findings correspond with modern theoretical perspectives in sports pedagogy, which emphasize the importance of structured training programs and progressive learning models in the formation of stable motor skills.

One of the key aspects revealed during the research is the significance of gradual complexity in the training process. Technical skills in football are not formed instantly but develop through repeated practice and consistent refinement of motor actions. At the early stages of training, players require exercises that focus on mastering the fundamental mechanics of movement and ball control. As players gain confidence and stability in performing these basic actions, the training tasks should gradually incorporate additional elements such as speed,



coordination with teammates, and simulated defensive pressure. This progressive structure allows players to develop technical skills in a logical and effective manner.

The findings also highlight the importance of integrating technical training with tactical understanding. In real match situations, football players rarely perform isolated technical actions. Instead, dribbling, passing, and shooting are performed in combination and must be adapted to constantly changing game conditions. Therefore, training sessions that include situational exercises and small-sided games provide a more realistic environment for developing technical abilities. Such exercises encourage players to make quick decisions, analyze the positions of teammates and opponents, and select the most effective technical action in each situation.

Another important factor influencing the development of technical skills is the use of varied and engaging training exercises. Repetition is necessary for mastering technical movements; however, monotonous practice can reduce motivation and limit the development of creativity among players. By introducing different types of exercises, competitive elements, and game-based tasks, coaches can maintain a high level of engagement during training sessions. The research demonstrated that participants responded positively to varied training formats and showed increased enthusiasm when exercises involved elements of competition or teamwork.

The role of feedback in the training process also proved to be significant. During the experimental sessions, instructors provided continuous guidance and corrections related to body positioning, foot placement, timing of movements, and coordination of technical actions. Immediate feedback allowed participants to identify and correct errors quickly, which accelerated the learning process. In sports pedagogy, feedback is considered a critical component of skill acquisition, as it supports the formation of accurate motor patterns and helps players understand the mechanics of their movements.

Modern approaches to football training also emphasize the importance of combining technical development with physical and psychological preparation. Effective dribbling, passing, and shooting require not only precise motor coordination but also speed, agility, concentration, and confidence. Training sessions that incorporate elements of physical conditioning alongside technical

exercises contribute to the development of these qualities and prepare players for the demands of competitive matches.

The results obtained in this study also have important implications for the preparation of future physical education teachers and sports coaches. Students studying in pedagogical universities must acquire not only practical technical skills but also methodological competence that allows them to design effective training sessions and teach football techniques to learners of different age groups. Understanding the pedagogical principles behind technical skill development enables future specialists to organize training processes that are both scientifically grounded and pedagogically effective.

Furthermore, the integration of modern educational technologies into sports training can enhance the effectiveness of methodological instruction. Tools such as video analysis, digital performance tracking, and interactive learning platforms provide additional opportunities for analyzing technical movements and evaluating player performance. These technologies allow coaches and students to observe technical actions in detail and to identify specific aspects that require improvement.

Overall, the discussion of the research findings demonstrates that the development of dribbling, passing, and shooting techniques requires a comprehensive methodological approach that integrates pedagogical principles, progressive training methods, and practical game-based exercises. Such an approach ensures that football players not only master individual technical skills but also develop the ability to apply these skills effectively in real match situations.

Conclusion

The development of technical skills is a central component of football training and plays a decisive role in the overall effectiveness of players during competitive matches. The present study examined the methodological features of developing dribbling, passing, and shooting techniques within the framework of sports education at pedagogical universities. The results demonstrate that the systematic application of scientifically grounded training methods significantly contributes to the improvement of technical preparedness among football players.

One of the main conclusions derived from the research is that the formation of stable technical skills requires a structured and progressive training process. The



gradual transition from simple exercises to more complex game-based tasks enables players to master the fundamental mechanics of technical movements before applying them in dynamic situations. This pedagogical principle ensures that the learning process is consistent and allows players to build confidence in performing technical actions during training and competition.

The study also confirms that the use of specialized exercises designed specifically for developing dribbling, passing, and shooting techniques has a positive impact on the technical proficiency of players. Exercises focused on ball control, directional dribbling, accurate passing combinations, and shooting from different positions create favorable conditions for improving coordination, precision, and timing of movements. When these exercises are systematically integrated into the training process, players demonstrate noticeable improvements in their ability to perform technical actions effectively.

Another important finding of the research is the role of situational and game-based exercises in the development of technical skills. Training tasks that simulate real match conditions allow players to practice technical actions while simultaneously making tactical decisions. This integrated approach helps players learn how to combine dribbling, passing, and shooting within the context of team interaction and game strategy. As a result, technical skills become more functional and applicable during actual matches.

The research also highlights the importance of pedagogical guidance and feedback in the process of technical skill development. Continuous monitoring of players' performance and timely correction of technical errors contribute to the formation of correct motor patterns. Effective communication between coach and players supports the learning process and ensures that technical movements are performed with greater accuracy and efficiency.

Furthermore, the integration of modern training technologies and analytical tools provides additional opportunities for improving technical preparation. The use of video analysis, digital monitoring systems, and interactive educational resources allows coaches and students to analyze technical actions in detail and to identify areas requiring further improvement. These technologies support the methodological organization of the training process and enhance the educational value of sports training programs.

The findings of this study are particularly relevant for pedagogical universities that prepare future physical education teachers and sports specialists. The

development of methodological competence in teaching football techniques is essential for professionals who will later organize training sessions in schools, sports clubs, and educational institutions. By understanding the scientific principles of technical training, future specialists can design effective instructional strategies that contribute to the successful development of football skills among learners.

In general, the research confirms that the improvement of dribbling, passing, and shooting techniques in football requires a comprehensive methodological approach that combines scientific knowledge, pedagogical principles, and practical training methods. The consistent application of such an approach contributes not only to the development of individual technical skills but also to the overall effectiveness of football training in educational and sports environments.

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