

## Abstract

The goal of this study was to compare visualization training, traditional sport-specific skill training, and conditioning training using the Loughborough Soccer Passing Test, which focuses on evaluating passing quality.

The methodology was organized into 8 intervention segments and 3 testing sessions using the Loughborough Soccer Passing Test. The schedule consisted of an initial test, followed by 4 intervention units, a mid-term test, then a second segment of 4 intervention units, and finally, a final test. In each of the three testing sessions, values from two measurements were recorded and averaged to obtain the final test score. The intervention units lasted a total of 30 minutes and were divided into three types: conditioning exercises led by a conditioning coach, skill training (led by a sports club coach), and visualization training. Participants were recruited by contacting a sports club and collaborating with the entire team in the U17 category. Players from this team were randomly assigned to one of the three intervention programs, which they completed during the study. Only male active top-level football players who were medically fit to participate in the study were selected.

The study involved 24 individuals, of whom 19 were able to participate in all testing and intervention segments. Seven were in the Visualization Group, 4 were in the Conditioning Group, and 8 were in the Skill Training Group. The greatest overall improvement was observed in the Visualization Group, which improved by 18.37%. The second highest average improvement was recorded in the Skill Training Group, with a total improvement of 14.73%. The smallest average improvement was found in the Conditioning Group, with an improvement of 13.74%. The difference in between groups was not found to be statistically significant.

**Conclusion:** Visualization training has the most significant effect on improving passing quality in U17 male players, however the margin of improvement was not found to be statistically significant.