

DOI: <https://doi.org/10.54702/8a2xdc09>**The effect of exercises similar to playing in developing some complex offensive skills for talented football players under 12 years old**Hussein Hamza Najm<sup>(1)</sup>✉, Jabbar Ali Kadhim<sup>(2)</sup>✉

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**Received: 22/01/2024, Accepted: 16/02/2024, Published: 30/04/2024**This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), © Modern Sport**Abstract**

The exercises similar to the various and different games that actually happen in competitive football matches work to develop and hone the talents of talented football players under 12 years of age and from young ages, and from the beginning of the player's training life to reach the higher levels, and the level of good performance of the player is reflected by a set of basic skills and abilities. The possesses talent and creativity in performing complex offensive skills, including receiving and passing, rolling between the posts, and shooting, as football cannot be practiced and its skills performed individually, and the skills must be performed in a complex manner within competition conditions. The researchers set their goals to be preparing exercises similar to a variety of modern soccer games foot and to identify the effect of these exercises similar to playing in developing the performance of complex skills. The researchers used the experimental method on a sample of (15) players, and the implementation of harmonic exercises similar to playing began in the main section only with (24) training units, and the results appeared to us. The research that was presented and analyzed for the pre- and post-tests of the research group showed that there were significant differences in the development (Receiving and passing, rolling between the signs and shooting) for the research group among the conclusions reached by the researchers, it was found that exercises similar to playing have an impact on the effectiveness of performing complex offensive skills and developing them for use in competition conditions. The research supports the goal of health and well-being among the goals of sustainable development.

**Keywords****similar to playing, complex offensive skills, talented****Introduction:**

Football is a general game and is played everywhere and by all age groups, but in order to create a professional football player with talent, this industry must proceed according to systematic and scientific steps. The exercises in the game of football are varied and many and achieve many goals through which each coach builds his own philosophy. These exercises, but in teaching and training age groups, the exercises must not be complicated and should be based on performance, because complexity creates difficulty for players of age groups. Therefore, all football schools agree that there should be a wide space left for the child when practicing football, and this space and freedom are in the training units, which are Which will generate creativity for players of all age groups and give them a lot of motivation in

playing the game of football, thus comprehensively developing all basic and complex football skills. When moving to the next stage, the player will have completed the education he deserves and will be ready to move to a higher stage, and through that, the rule will be The basic basics, which are the most important, have been completed in all aspects, and this is what made those with experience and specialization and those working in the field of the game work to find the best educational and training methods and exercises that are similar to what happens in football matches and work to develop and refine talents from young ages and from the beginning of the player's training life. To reach the higher levels, the level of good performance of a talented player is reflected in a set of basic and complex skills that the player

possesses, but these offensive skills must be used within the competition and match conditions when the player's level develops. Hence, the importance of research is evident in that these exercises similar to playing have an effect in developing Complex offensive skills for talented football players under 12 years old in order to invest them in refining the players' talent and developing it when moving to a higher stage and level. It is a simple attempt by the researchers to develop the players' skill performance, and through the researchers' field follow-up of the training units and being supervisors from the Iraqi Ministry of Youth and Sports in a school Football for the gifted and for players under 12 years old in the specialized schools for the gifted and affiliated with the Ministry of Youth and Sports. The researchers noted that there is a lack of interest from coaches in using exercises similar to playing and what happens in competitive matches, where most often the exercises are separate for each skill, and this generates weakness in the players in the neuromuscular connection between sports motor sentences for complex skills, and therefore using exercises similar to playing during the training units is an important means of developing players in the skillful performance of complex offensive skills in various playing situations. Therefore, the researchers developed several exercises similar to playing a variety of games to develop some complex offensive skills for talented football players under 12 year. The research aimed to prepare exercises similar to playing for talented football players under 12 years of age and to identify the effect of exercises similar to playing in developing some complex offensive skills for talented football players under 12 years of age for the specialized school affiliated with the Ministry of Youth and Sports in

Babylon Governorate. The researchers assumed that exercises similar to playing a positive impact on developing some complex offensive skills for talented football players under 12 years old. The research fields included: the human field for football players under 12 years of age for the specialized school affiliated with the Ministry of Youth and Sports in Babylon Governorate, and the time field for the period from 5/9/2023 to the period 20/12/2023, As for the spatial field, the National Center in Babylon Governorate in the Al-Iskan neighborhood, which is affiliated with the Ministry of Youth and Sports.

#### **Research Methodology:**

The researchers used the experimental approach with equal groups, as indicated by (Wajih Mahjoub), "which is a system for testing or comparing two or more groups because it suits the nature of the research problem to be solved" (7).

#### **Community and sample research:**

The research community was determined by the players in the Specialized Football School in Babylon Governorate, aged under (12) years, who numbered (40) players, and after excluding the players participating in the reconnaissance experiment, who numbered (10), thus the number of players in the research sample became (30) players. They were divided in a simple random way by lottery into two groups, experimental and control, with (15) players for each group. Thus, the percentage of the research sample is (75%), which is an appropriate percentage to truly and honestly represent the community. In order to control all variables that affect the accuracy of the research results, he resorted to the researchers sought to verify the homogeneity of the research sample in the variables of height, weight, and age, by using the skewness coefficient, as shown in Table (1).

**Table .1** shows the variables (Length, weight, age) and the skewness coefficient

Variables	Measuring unit	Mean	Std. Deviations	Mode	Skewness
Length	Cm	139.7	1.99	135	0.55
weight	Kg	33.57	2.13	34.55	0.75
Training age	Year	11.41	1.22	10	0.61

Table (1) shows that the values of the skewness coefficient are limited to  $(1\pm)$ , which indicates the homogeneity of the individuals in the research

sample in these variables, that is, the normality of their normal distribution. In order to return the differences to the experimental work, the

researchers worked to verify the equality of the two research groups by testing some complex offensive skills with a reel foot by using the (t)

law for symmetrical samples and two equal samples, as shown in Table (2)

**Table .2** shows the equivalence of the two research groups for tests of some composite offensive skills in the pre-tests

No.	Tests	Measuring unit	Experimental group		Control group		T value Calculated	Level sig
			Mean	Std. Deviations	Mean	Std. Deviations		
1	Receiving and passing	Degrees/s	3.41	1.11	3.90	1.18	0.42	Non sig
2	Rolling and shooting	Minute	1.58	0.312	1.44	0.300	0.07	Non sig

Tabulated degrees = (2.00) at a significance level of (0.05) and a degree of freedom(28)

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Table (2) shows that all differences in tests of some complex offensive skills between the two research groups appeared to be non-significant because the calculated (t) values are less than their tabulated value of (2.00) at a significance level of (0.05) and a degree of freedom (28), which indicates The two research groups were equal in these tests. The researchers used the following research methods, devices, and tools:

- Arabic references and sources, the Internet (International Information Network), testing and measurement, assistant work team
- A medical scale to measure body weight. Electronic calculator.
- (2) Electronic stopwatches, a measuring tape to measure lengths and distances, (2) whistles, (20) original footballs, a legal football field, plastic signs, small goals.

For the purpose of identifying the basic skills and their tests, the researchers resorted to references, scientific sources, and university theses through which the researchers identified the complex offensive skills in football, and these skills are:

- Receiving and passing
- Rolling between the marks and shooting

### Description of complex skills tests in football (2)

#### Receiving and passing

- The purpose of the test: to measure the accuracy of receiving and passing.

- Test tools: (5) players + (5) small goals (1 m x 0.5) + (5) soccer balls, measuring tape.
- Procedures for implementing the test: 5 players stand in a straight horizontal line, and the distance between one player and another is 2 m. In front of the players are the five goals that are 30 meters away from them. The tested player stands in the middle between player No. 1 and goal No. 1, and upon hearing the start signal, the tested player receives the ball from the player. No. 1, then a quick rotation in the 2-meter receiving area, which is located in the middle of the distance between the five goals and the cross line, then passing the ball towards goal No. 1, and so the test continues until the five balls are completed, as shown in Figure No. 1.
- Registration method:
  - With regard to delivering the ball and how to put it out, a score is given to the putt that takes place within the specified area at a distance of 2 metres, and no score is given to the putt in which the ball goes outside the specified area.
  - As for passing, no score is awarded if the target is not hit, while one score is credited for each correct hit.
  - Each laboratory has five attempts
  - The total score for the test is 10 and the minimum score is zero

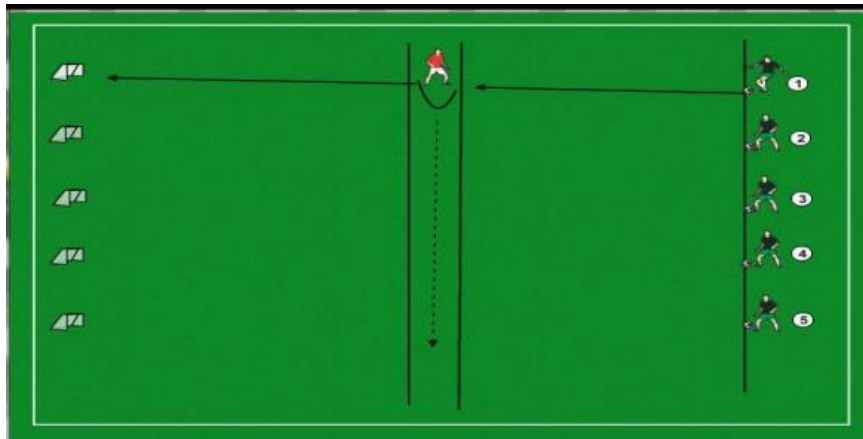


Figure (1) shows the receiving and passing test

Rolling between the signs and shooting test (1) :

- The purpose of the test: to measure the ability to control the ball and accuracy in shooting.
- Test tools: (5) legal balls + markers + stopwatch + measuring tape + colored tapes + football field.
- Procedures for implementing the test: Five balls are placed on the starting line, which is 10 meters away from the midfield line, and 6 markers are placed in front of the penalty arc. The player begins the test when he hears the start signal, where he rolls between the

markers towards the goal, and after passing the last marker and before reaching the penalty line, he scores at the goal, then He returns to the starting line to roll the second ball, and so on for the rest of the balls. The total performance time is calculated in minutes. In the event of a goal hit, he is rewarded by reducing the performance time by 3 seconds from the total performance time, and he is punished by reducing the performance time by 3 seconds for each wrong shot to the total performance time.

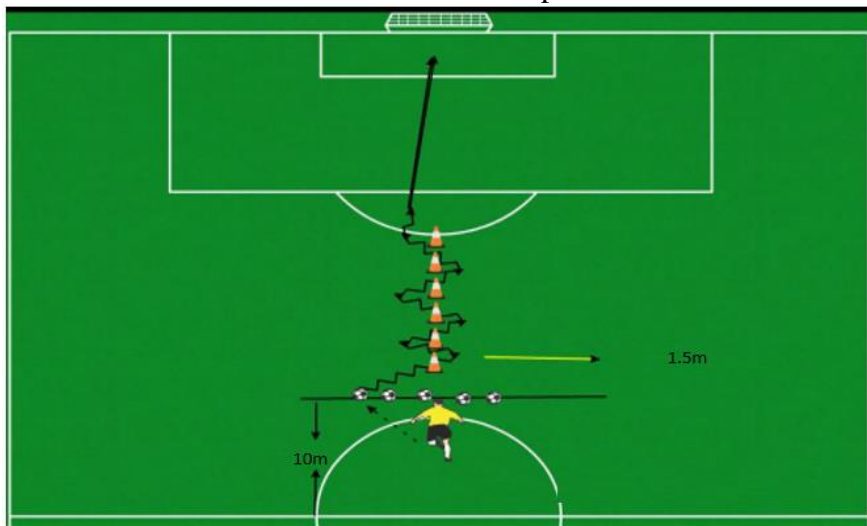


Figure (2) shows the rolling between the signs and shooting test

### Exploratory experience:

The researchers conducted the exploratory experiment on September 4, 2023 at exactly 4 p.m. on a sample from outside the research sample, numbering (10) players. The aim of this experiment is to identify all the obstacles that the researchers may face when implementing the

main experiment and in order to identify Validity of the tests: The researchers found the reliability coefficient through testing and retesting after (7) days. The researchers used the Pearson correlation coefficient. The researchers also found the validity and objectivity coefficient, as shown in Table (3).

**Table .3** shows the scientific coefficients, the Stability coefficient, the validity and objectivity coefficient, its calculated value, and statistical significance.

No.	Tests	Measuring unit	Stability coefficient	Self- validity coefficient	objectivity coefficient
1	Receiving and passing	Degrees/sec	0.82	0.90	0.89
2	Rolling and shooting	Minute/ sec	0.85	0.92	0.90

### Main search procedures

The researchers conducted pre-tests for the complex skills of talented football players under 12 years old on Saturday, 11/9/ 2023, at exactly 4 pm for the control and experimental group. The researchers applied exercises similar to playing in developing some complex offensive skills in football, where the implementation of the program began on (15/9/2023) and continued for (6) weeks with (24) educational units, meaning an average of four units each week. The researchers introduced exercises similar to different and

varied games to develop some complex football offensive skills for talented players under 12. One year in the main section of the educational unit only, and the time of the educational unit was (90) minutes (see Appendix 1). The researchers conducted the post-tests after completing the program implementation period for the experimental and control groups on Monday (15/12/2023) and at exactly (4:00 p.m.) In the afternoon. And used statistical methods through SPSS

### Results:

**Table .4** shows the significance of the differences between the results of the pre- and post-tests for both the control and experimental research groups.

Experimental group								
No.	Tests	Measuring unit	Pre-test		Post-test		T value Calculated	Level sig
			Mean	Std. Deviations	Mean	Std. Deviations		
1	Receiving and passing	Degree s/sec	3.41	1.11	7.16	0.877	6.58	Sig
2	Rolling and shooting	Minute/ sec	1.58	0.312	1.1	0.259	3.49	Sig
Control group								
No.	Tests	Measuring unit	Pre-test		Post-test		T value Calculated	Level sig
			Mean	Std. Deviations	Mean	Std. Deviations		
1	Receiving and passing	Degree s/sec	3.90	1.18	3.88	1.13	1.36	Non sig
2	Rolling and shooting	Minute/ sec	1.44	0.300	1.33	0.28	1.02	Non sig

**Table .5** shows the arithmetic means, standard deviations, calculated and tabulated t-value, and statistical significance of the post-tests of some composite offensive skills for the control and experimental groups.

No.	Tests	Measuring unit	Experimental group		Control group		T value Calculated	Level sig
			Mean	Std. Deviations	Mean	Std. Deviations		
1	Receiving and passing	Degrees/sec	7.66	0.88	4.66	1.23	4.34	Sig
2	Rolling and shooting	Minute/ sec	0.88	0.269	1.13	0.320	2.58	Sig

Tabular t value (2.00) at degree of freedom (28) and significance level(0.05)

### **Discussion:**

Through the discussion of the research results that were presented and analyzed in Tables (4, 5) for the pre- and post-tests and for the control and experimental groups, as well as for the post-tests between the two research groups, there appeared to be significant differences in the development of (receiving and passing, rolling between the marks and shooting) for the experimental group only. In the receiving and passing test, there appeared significant differences and development in receiving and passing, in favor of the post-test for the experimental group, as shown in Tables (4-5). The researchers attribute the reason for this development to exercises similar to playing by relying on the use of exercises similar to playing and to what happens during real competition. (Mufti Ibrahim Hammad) states, "The closer the training conditions are to the competition (match) conditions, the more beneficial the training is for the player and achieves the goals of reaching the level of match performance." (6). What distinguishes these exercises is linking the skill aspect with the tactical aspect and the player's performance of various skills under the conditions of competition and the conditions of the law of the game. Exercises similar to playing contributed to the development of players in terms of the different offensive situations that the player faces during matches, as the researchers diversified and graduated in these exercises through Exercises for various offensive situations that are very similar to what happens in the match, with repetition and practice for each situation and an exercise with diagnosing the strengths and weaknesses of each situation to enhance the strengths while avoiding the weaknesses and explanation and clarification for each exercise while encouraging the players to perform the exercises in a real manner similar to the match situations and encouraging them to avoid repeating mistakes. Which led to a good response from the players of this group in implementing these exercises to develop their skills during the offensive situation, as performing the skill alone and without pressure on the player is easier than if the player was exposed to the pressures of competition, in addition to the pressures of the competitor and the pressures of the law of the game itself, and based on the principle of suspense. And excitement, which

made the players not feel bored, but rather contributed to increasing their motivation and desire to perform and develop this skill, as (Abbas Ahmed Saleh) pointed out. ("A good curriculum includes a broad framework that provides almost all players with the opportunity to learn and participate in various sports games, whether individual or selected social (3). As for the rolling test between marks and shooting, there appeared significant differences in the development of rolling between marks and shooting, in favor of the post-test of the experimental group, as shown in Table (4-5). The researchers attribute the reason for this development to the fact that players at this stage prefer dual skills with a teammate because they are often Competitiveness. The researchers added modern training methods that made the players want to develop this skill as a result of the modern methods used in developing this skill. The researchers also attribute the reason for this development to the effectiveness of the educational units as well as the effect of educational exercises similar to playing and different to develop rolling between the blocks and shooting. Through these exercises similar to the toys used, the coordination between the eye and the foot is developed for accuracy in shooting, which requires a degree of coordination, and this is confirmed by (Abdel Hamid Sharaf) by saying, "The improvement of neuromuscular coordination begins at this stage, so there is nothing preventing the student from giving some Difficult movements that require coordination between nerves and muscles, which helps to further improve neuromuscular coordination" (4). This is what the researchers adopted by relying on educational exercises similar to playing and various types that helped increase the development of coordination and thus the development of shooting.

When we discussed the results that were presented and analyzed in Table (5) for the post-tests of the control and experimental groups for tests of some complex offensive skills in football, there appeared significant differences in favor of the experimental group, and this means that the use of various educational exercises similar to playing and advanced, has achieved better development than the followed approach. The reason for this development, (Muhammad Kishk and Amrullah al-Bisati), pointed out, "is the effectiveness of

exercises similar to educational games and the various training methods that contributed to the development of these complex offensive skills, because they contain purposeful exercises that satisfy the players' desire for movement and activity." Through correct motor activity that leads to motor development" (5). Through the presentation, analysis and discussion of the research results, the research objectives and hypothesis set by the researchers were achieved, and exercises similar to educational games achieved their purpose in developing some complex football offensive skills for talented players under 12 years of age. The training program applied had a positive effect on the development of physical abilities in the football goalkeepers of the sample. (8) The researchers used statistical methods appropriate to extract the light results and reached a number of conclusions from her stomach units with model Karin has a positive impact on the positive and negative thinking and experimental group than the control group in positive and negative thinking and superiority of the experimental group and control group was used to model Karen The approach used in the college in developing skills. (9)

### **Conclusions:**

According to the results of the tests, their analysis and discussion, the researchers reached the following conclusions:

- 1- The use of various and advanced exercises similar to playing had a positive and significant impact on the effectiveness of the players' performance, which led to the development of some complex offensive skills for talents under 12 years of age in football.
- 2- The results achieved by the tests demonstrated the validity of the educational units prepared by the researchers through the clear development in some offensive skills combined with football.
- 3- Exercises similar to playing achieved better development than the approach followed by the coach, and thus the goals and objectives that were set to achieve them were achieved.
- 4- The complex offensive skills (receiving and passing, rolling between the posts, and shooting) do not receive sufficient attention during the application of the educational units.

### **Recommendations:**

- 1- Adopting exercises similar to modern and advanced games in educational and training units because of their positive impact on developing some basic football skills for players under 12 years old.
- 2- Paying attention to developing complex offensive skills (receiving and passing, rolling between the posts, and shooting) because these skills are necessary and important for building the basic foundation in the game of football.
- 3- Intensifying scientific and academic research on specialized school players to identify all the obstacles that may prevent the development of this category of players in terms of skills and movement in Babylon Governorate.

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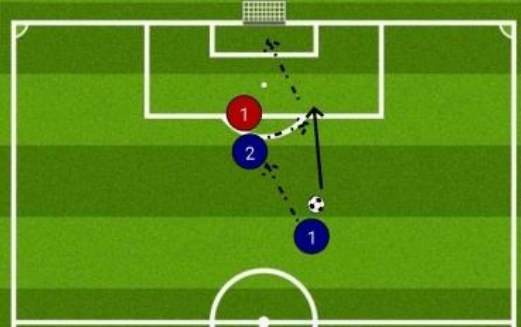
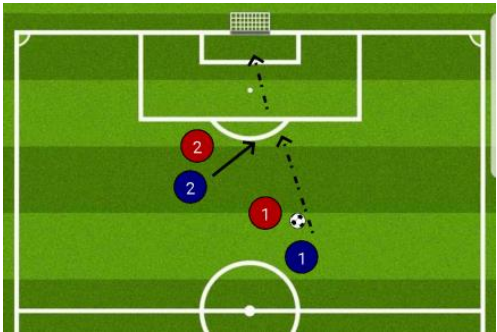
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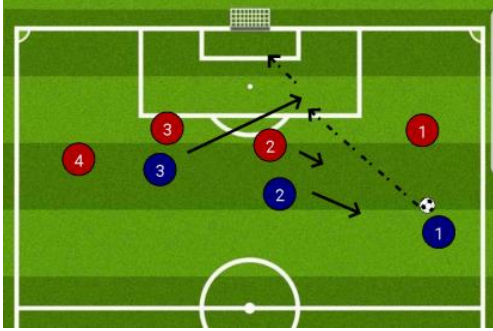
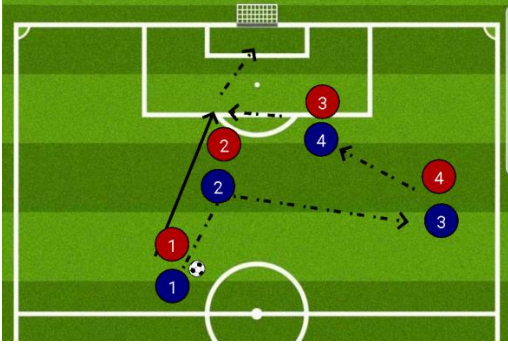
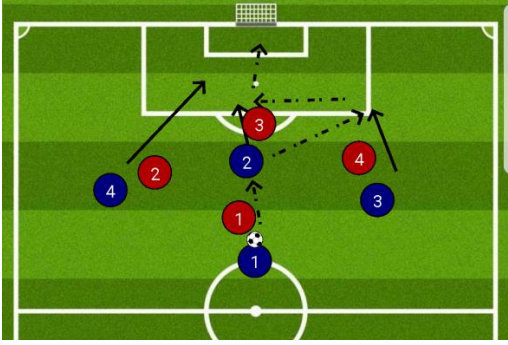
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## Appendix 1

## A simplified model of play similar exercises

No.	Exercise details	figure
1	<p>2 (1×2)offensive players against 1 defender</p> <p>Description of the exercise: The ball is in possession of the offensive player (1). He hands the ball to the attacker (2), who returns the ball to the attacker (1), where he runs towards the penalty area, receives the ball from his fellow attacker, and shoots at the goal.</p> <p>The goal of the exercise: developing reception, passing, and shooting.</p> <p>The distance used from the field: the last third of a legal football field</p> <p>Tools used: legal football, legal football field.</p> <p>Educational points:</p> <ol style="list-style-type: none"> <li>1- Accuracy in passing while paying attention to the defender's movement</li> <li>2- Be careful not to violate the rules of the game</li> <li>3- The importance of the first touch of receiving.</li> </ol>	
2	<p>Description of the exercise: The ball is in the possession of the offensive player (1). A defender stands in front of him. The attacker (1) hands the ball to the attacker (2), who moves in a space towards the penalty area after getting rid of the defender and receiving the ball from his fellow attacker, then he shoots towards the goal.</p> <p>The goal of the exercise: to develop teammate passing, linking rolling, passing, and shooting.</p> <p>The distance used from the field: the last third of a legal football field</p> <p>Tools used: legal football, legal football field.</p> <p>Educational points:</p> <ol style="list-style-type: none"> <li>1- Pay attention when moving behind the defender towards the ball</li> <li>2- The player must not fall into the offside trap</li> <li>3- Fast pickup and delivery</li> </ol>	



<p>3 3 (4×3)offensive players against 4 defending players</p> <p>Description of the exercise: The ball is in possession of the offensive player (1), and in front of him is the attacker (2). He stands with a defender. The attacker (1) hands the ball to the attacker (3), who moves behind the defender, avoiding falling into the chain trap, to be in front of the goal and shoot at the goal.</p> <p>The goal of the exercise: developing the accuracy of passing to a colleague and shooting.</p> <p>Distance used from the field: The offensive third of a legal football field</p> <p>Tools used: legal football, colored tape to define the sequence area.</p> <p>Educational points:</p> <ol style="list-style-type: none"> <li>1- The wide visual view of the stadium.</li> <li>2- The player must not fall into the sequence trap</li> <li>3- The offensive player (B) moves at the right time to distract the defending player</li> </ol>	
<p>4 (4×4)Offensive players versus defending players</p> <p>Description of the exercise: The ball is in possession of the offensive player (1). He passes the ball to the offensive player (2). After that, the offensive player (2) passes the ball to the offensive player (3), who moves and starts from the right side. Then the player (3) passes the ball to the attacker. (4) Who passes it to striker No. (1) and shoots towards the goal.</p> <p>The goal of the exercise: developing the accuracy of passing to a colleague, receiving, and developing shooting.</p> <p>The distance used from the field: half a legal football field</p> <p>Tools used: legal football, legal football field.</p> <p>Educational points:</p> <ol style="list-style-type: none"> <li>1- Pay attention when moving not to commit a violation against the defender or violate the law of the game</li> <li>2- Accuracy and appropriate timing of passing.</li> </ol>	
<p>5 (4×4)Offensive players versus defenders</p> <p>Description of the exercise: The ball is in possession of the offensive player (1), and he passes the ball to the attacker (2), who in turn passes the ball to the attacker (3), who penetrates the defense and returns the ball to the attacker (2) or (4), who shoots at the goal.</p> <p>The goal of the exercise: developing passing and Rolling and developing shooting.</p> <p>The distance used from the field: the last third of a legal football field</p> <p>Tools used: legal football, legal football field</p> <p>Educational points:</p> <ol style="list-style-type: none"> <li>1- The player must be accurate in passing the ball towards the attacker</li> <li>2- The offensive player must score at the most difficult angle for the goalkeeper</li> </ol>	

## تأثير تمارين مشابهة للعب في تطوير بعض المهارات الهجومية المركبة للاعبين كرة القدم الموهبين تحت 12 سنة

حسين حمزة نجم 1 ، جبار علي كاظم 2  
2&1 جامعة المستقبل / كلية التربية البدنية و علوم الرياضة

مستخلص البحث

أن التمارين المشابهة للعب المتنوعة والمختلفة لما يحدث فعلا في المباريات التنافسية لكرة القدم تعمل على تطوير وصقل المواهب للاعبين كرة القدم الموهبين تحت 12 سنة ومن الاعمار الصغيرة ومنذ بداية العمر التدريبي للاعب للوصول الى المستويات العليا، وان مستوى الأداء الجيد للاعب تعكسه مجموعة من المهارات الاساسية والقدرات التي يمتلكها من موهبة وابداع في اداء المهارات الهجومية المركبة ومنها الاستلام والمناولة ، الدحرجة بين الشواخص والتهديف حيث ان كرة القدم لايمكن ممارستها واداء مهاراتها بشكل منفرد ولايد من اداء المهارات بشكل مركب داخل ظروف المنافسة، وحدد الباحثان اهدافهم ان تكون اعداد تمارين مشابهة للعب متنوعة وحديثة بكرة القدم و التعرف على تأثير هذه التمارين المشابهة للعب في تطوير اداء المهارات المركبة ، إذ استخدم الباحثان المنهج التجريبي على عينة مكون من (15) لاعب ، وتم البدء بتنفيذ التمارين التوافقية المشابهة للعب في القسم الرئيسي فقط بواقع (24) وحدة تدريبية و ظهرت لنا نتائج البحث التي تم عرضها وتحليلها للاختبارات القبلية والبعدي لمجموعة البحث ظهرت هناك فروق معنوية في تطور (الاستلام والمناولة ، الدحرجة بين الشواخص والتهديف) لمجموعة البحث ، ومن الاستنتاجات التي توصل اليها الباحثان تبين أن للتمارين المشابهة للعب أثر في فاعلية أداء المهارات الهجومية المركبة وتطويرها لأستخدامها داخل ظروف المنافسة ، ويدعم البحث هدف الصحة الرفاه من اهداف التنمية المستدامة .

المشابهة للعب ، المهارات الهجومية المركبة ، الموهبين

الكلمات المفتاحية