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The effect of Special Exercises Using the Soccer Wave Tool in Developing Some Basic Soccer Skills for Second-Year Middle School Students

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Abstract

The importance of the research included that the ball in the game of soccer is not always stable at ground level, as it changes direction and at different heights, so it requires working on basic skills in various situations, and here came the importance of the wave tool in soccer (soccer wave), because it This characteristic is met during daily training, as well as providing many options for the players and the coach to develop the skills of middle school students. The research problem was identified in the weakness of the students' skills (handling and suppression) in football, despite their importance and being the most frequent in the game, so he decided The researchers studied this problem by developing special skill exercises using the soccer wave tool. One of the objectives of the research was: preparing special exercises using the soccer wave tool to develop some soccer skills for second-year middle school students. The researchers hypothesized Special exercises have a positive effect in developing some football skills for second-year intermediate students. The researchers used the experimental method by designing two experimental groups with a pre- and post-test. The sample was chosen intentionally, and they are a group of second-year intermediate students. In light of this, it was Reaching the most important conclusions, which are: The special exercises used by the researchers have a positive impact on developing the investigated skills in soccer, and the researchers recommend using the soccer wave tool to make performance close to real playing conditions. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Good Health).

Keywords | **soccer, special exercises, soccer wave tool.**

Introduction:

The game of football has developed increasingly over the years, until it has become what it is now: art, excitement, and fun for everyone. This development in the field of the game has prompted coaches and academics to pay attention to research and studies that would develop the level of the game, as well as Using various methods and tools in training, which contribute to improving the level of players in the game of football for the better. Part of the challenge facing training lies in the ability to adapt the training method, to suit the needs of players and situations, and football is one of the games that has developed rapidly in the world. During the past years, at all levels, physical, skill, tactical and psychological. Of course, skills are the backbone of football, whether it is hitting the ball with the head, jumping, running, or kicking it with the foot. It is natural that the ball in this game is not

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always stable at ground level, as it changes direction and heights, so mastery is required. All skills are the basis of their importance in the game of football, and here comes the importance of the wave tool in football (soccer wave), because it meets this characteristic during daily training. In light of the above, the importance of the research lies in examining the most important skills repeatedly and practicing them with soccer and using the soccer wave tool, for the purpose of training and developing them. The problem with the research lies in the fact that despite the great development and interest in the game of football, this does not mean the end of research into new methods that contribute to teaching and developing its skills to reach the best level, and due to the experience of the researchers being football coaches as well as physical education teachers, they have noticed a lack of interest. Despite the importance of this, there is diversity in teaching and developing skills. Therefore, the current study aims to experiment with an educational and training method that works to develop basic skills in soccer using the soccer wave tool, in which the student relies on himself in performing the repetitions, as the teacher no longer represents the highest authority in The lessons decide everything, and the student does not represent the negative side of education, limiting his role to listening only. The research problem was identified in the weakness of students' skills (handling and suppression) in football, despite its importance and being the most frequent, so the researchers decided to study this problem, by developing special exercises using the soccer wave tool (soccer wave) in order to raise the level, aiming The research aims to prepare special exercises using the (soccer wave) tool to develop some soccer skills for second-year middle school students. Identify the effect of special exercises using the (soccer wave) tool in developing some soccer skills for second middle school students. Research hypotheses: There are statistically significant differences between the results of the pre- and post-tests of the control and experimental groups in the variables studied. There are statistically significant differences between the results of the control and experimental groups in the post-tests in the variables studied. Areas of research: The human field: (35) students from Safwat al-Din School. Mixed, temporal scope: period from 10/10/2023 to 3/1/2024, spatial scope: Safwat Al-Din Mixed School playground.

Method and Procedures:

Each problem has its own approach that is appropriate to the type of problem, and this is what (Ali) pointed out: "It is a method followed by the researcher to identify the various conditions and variables that relate to a phenomenon, control them, and judge it" (1). Therefore, the researchers decided to choose the experimental method in the manner of two equal groups (control and experimental), because it suits the nature of the problem and the objectives of the research. The research community consisted of students from Safwat Al-Din Middle School, while the research sample that was determined by the intentional method, which included students in the second middle school year at Safwat Al-Din Middle School for the academic year. 2023/2024 The number of research sample reached (35) students.

Methods, devices and tools used: observation. References and scientific sources. Testing and measurement. The International Information Network (Internet).

Devices and tools used: soccer wave tool, laptop, various colored ropes, Fox 40 whistle. (5) footballs. Football field. Measuring tapes, and various signs.

Field research procedures:

Identify some basic football skills:

The researchers reviewed many scientific sources and references related to football, and a survey was also conducted to determine the most common basic skills in schools and school

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tournaments that are appropriate to the ages of middle school students for the purpose of selecting some of them. Therefore, the researchers decided to determine the selected skills that are the most frequently repeated. (Handling, extinguishing).

Determine tests for some basic football skills:
After identifying the most important skills in football according to the researchers' opinion and consulting experts and specialists in the game, the researchers nominated one test for each selected skill in order to demonstrate the extent of the sample's efficiency in performing those skills, as follows:

1-Suppression test) (Abboud) (4)

Test name: Stopping the ball's movement (suppression).

The goal of the test: speed in putting down the ball with all parts of the body except the hands.

Tools and capabilities: (5) Five legal footballs.

Performance method:
- The player stands in the place shown in the figure behind the designated testing area.

Figure (1): shows the suppression test

2-**Handling towards the table) for (30 seconds)** (Kharibet) (3).

Objective of the test: to measure the motor speed of handling (performance speed).

-The coach stands with the ball on the starting line, and after giving the start signal, a (high ball) is thrown to the player who advances from the starting line into the testing area, trying to stop the ball with any part of his body. Except for the arms, then return to the starting line and start again. The player repeats the attempt five times in a row.
- The ball must be stopped within the designated area for the test.
-If the coach makes a mistake in throwing the ball, the attempt is repeated and it is not counted for the player (throwing the ball is done by moving the hands from bottom to top) and the attempt is not counted as valid in the following attempts:

A. If the player does not succeed in stopping the ball.

B. If it crosses any line of the test area.

C. If he stops the ball illegally in football.

Recoding method:
-Two marks are given for each correct attempt within the specified time.

- (10) marks are given for the total of five attempts within (15 seconds).

Tools and devices used: (whistle, bench, football, measuring tape, stopwatch).

Performance method: When the player hears the whistle, he kicks the ball from a distance of (3m)

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towards a terrace with a width of (3m) and continues handling after the ball bounces for a period of (30 seconds), as shown in Figure No. (1).

Scoring: The player is counted for the number of correct tackles he performs within (30 seconds).

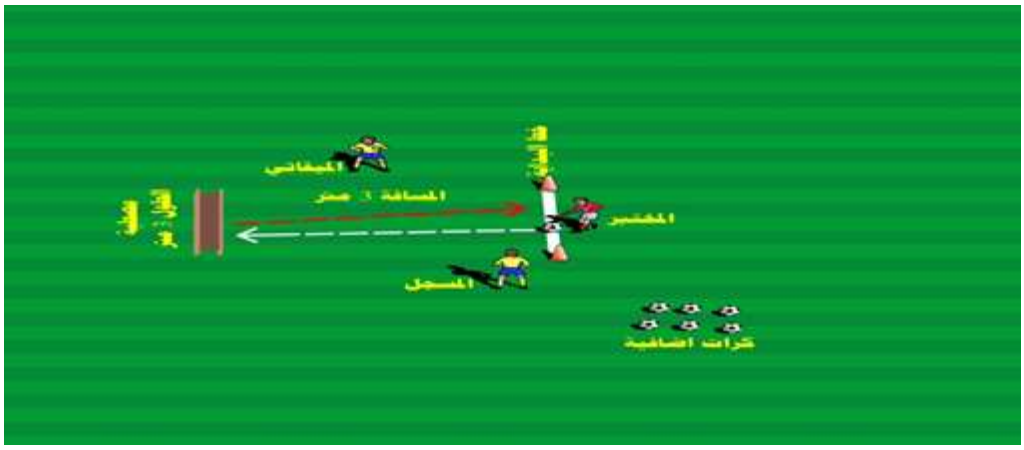

Figure (2): Shows the handling test towards the table

The exploratory experiment: The researchers conducted the exploratory experiment on Sunday, 10/22/2023, on a random sample of the research community, consisting of (5) students from (M. Safwat Al-Din) School.

Pre-tests: Pre-tests were conducted on the research sample on (Tuesday) corresponding to (10/24/2023) at (nine) in the morning at Safwat Al-Din Middle School, in order to know the true level of the students before starting to apply the skill exercises, for the purpose of building the curriculum vocabulary in a proper manner. It is suitable for the age group, and the researchers tried as much as possible to fix the conditions related to the tests in terms of (place, time, and tools used) in order to work to provide them in the post-tests.

Main experience:

The researchers worked on preparing special skill exercises, using the circular training method, in a low-intensity interval training method, to suit the age group, by dividing the experimental group into five stations within each station (two players) who carry out the exercises alternately on each training tool, and then move on to The second station, when the scheduled time is completed, is applied using the soccer wave tool, or (soccer wave), to develop some soccer skills, basing its preparation on special scientific sources in soccer, as well as benefiting from reconnaissance experience and the opinions of some experts. And specialists, in the field of sports training science, motor learning and football, for a period of eight weeks, and various tools were used in the main experiment, including the soccer wave tool, in order to develop research skills, as well as placing the student in an atmosphere similar to playing situations. The difference is achieved through this tool, because it gives the ball different heights, due to the tool's tilt on one side greater than on the other side, in addition to the organized repetition of skills, as well as the use of ropes and identifying some areas to direct the ball to, and gradually increasing the difficulty of the exercise, as well as dividing the field into several areas. To work on developing accuracy, especially in the handling skill, and to work on increasing the feeling of the ball to develop the putting skill, the curriculum of giving special exercises continued for a period of "8" weeks, with two educational units per week.

Post-tests: The post-tests were conducted after completing the implementation of the skill exercises on Monday, February 26, 2024, on the

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Safwat al-Din Intermediate School playground. The researchers were careful that the conditions of the post-test were similar to the conditions of the pre-test in terms of place and time. In order to achieve accurate and accurate results.

Statistical methods: The statistical data was processed by relying on the statistical package (SPSS).

Results:

Table (1)

Arithmetic means, standard deviations, difference of means, standard deviation of differences, calculated (t) value, and true significance of the results of the pre- and post-tests for the experimental group

Type of difference	The moral truth	Control group			Experimental group		Statistical treatments
		Calculated T value	A	S	A	S	Variables
moral	.00	4.38	1.17	4.80	1.27	8.60	1-Suppression
moral	.00	3.24	1.55	3.64	1.65	8.30	2-Handling

Below a significance level of 0.05 and a degree of freedom of 9.

Table (2)

Arithmetic means, standard deviations, difference of means, standard deviation of differences, calculated (t) value, and true significance of the results of the pre- and post-tests for the control group

Type of difference	The moral truth	Calculated T value	Posttest				Pretest		Statistical processors
			Standard deviation of the variances f h	mean difference F	A	S	A	S	Variables
Moral	.00	9.84	.63	6	1.64	8.5	0.54	2.5	1-suppression
Moral	.00	13.35	.45	5.30	1.27	8.80	1.09	3	2-Handling

Under a significance level of 0.05 and a degree of freedom of 9.

Table (3)

Arithmetic means, standard deviations, calculated t-value, and true significance for the post-tests, for the two groups (experimental and control).

Type of difference	The moral truth	Calculated T value	Posttest				Pretest		Statistical processors
			Standard deviation of the variances f h	mean difference F	A	S	A	S	Variables
non-moral	.34	1.60	.66	.60	1.65	4	1.02	3.30	1- suppression
non-moral	.06	2.21	.80	1.32	1.65	3.60	.81	2.30	2 Handling -

Below a significance level of 0.05 and a degree of freedom of 18.

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Discussion:

It is clear to us from Table No. (1) that there is a significant development for the skills under study, and for the experimental group in favor of the post-test. The researchers attribute this development to the fact that the use of exercises with the help of (soccer wave) was carried out in a sequential manner, in terms of the difficulty of the skill exercises. Using easy exercises at the beginning and without tools, then gradually making the exercises more difficult and increasing the distances, which are appropriate to the level of the individuals in the research sample. The skill exercises for using the (soccer wave) tool have contributed effectively to developing some of the sample's soccer skills among the second-grade students, In contrast to the control group, which relied in its training on traditional exercises and curricula, the use of skill exercises by the experimental group had a clear impact in developing the targeted skills, as the football wave tool, which was a new method, eliminated the boredom that dominated the The players as a result of using traditional exercises, as well as the random training method, which means focusing on giving the skills together in the educational unit, which had a great impact on developing these skills, as it led to the players rushing to perform their exercises diligently and with great interaction, as a result of the fun, motivation and excitement in performing Skill exercises, as researchers believe that one of the important methods for increasing the motivation of the player or student during training on various skills is suspense, excitement, and lack of monotony in the exercises, which makes the player consider training an enjoyable experience, as Zaid points out: "Exercise is necessary to maintain On the learned material and consolidating it, and one of its benefits is that it makes the information remain active while carrying out a short-term storage process" (7). The researchers believe that the use of the soccer wave tool, and auxiliary tools such as earrings, and specifying places to train on accuracy while passing the ball, and other specific places for suppression, were also a great motivation for creating a spirit of competition among players achieve the best performance. The results of the tests for the control group in Table No. (2) also showed that there was a slight improvement by observing the arithmetic means of the tests, because the general training curriculum includes all skills, in addition to the targeted skills, but it did not reach significance in a way similar to what happened to the experimental group, and this is attributed The researchers attributed this to the lack of interest in the most frequent and important skills, as well as the failure to introduce any new tools that work to increase learning and motivation in the educational and training units in schools. As for the non-significant differences for the control group, the researchers attribute this to the ineffectiveness of the general curriculum in developing weak points. The basic skills of school students, and then their reflection on the level in general. Table No. (3) shows that there are significant differences between the results of the post-tests for the control and experimental groups in the research tests, and in favor of the experimental group. The researchers attribute this to the development and teaching of soccer skills, which came as a result of using skill exercises using the soccer wave tool. It led to the effectiveness of the students' skill performance, which was developed in a scientifically correct and organized manner, relying on confirmation of correct performance, feedback, repetition, and accustoming the players to rapid, appropriate action at the appropriate time, in addition to the fact that the exercises were close to real playing situations, and this led to the development of the players' compatibility. Their movements with the ball, and then performing the skills without errors, and the (Rateb) study indicated (the greater the interest in providing exercises similar to the competition situation, the better the ability to teach the players the correct skill) (2), and the researchers see the importance of using assistive tools, including The wave tool (soccer wave) in

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skill exercises, displaying all the details of the skill, its angles and correct movement paths, and the researcher agrees with (Mansour) "The player's acquisition of this knowledge and information and incorporating it accurately and his ability in (applied) field work was a decisive factor in achieving the success of performing this Skill" (5). This helped the experimental group to improve the skills under investigation, without the help of another person or player, as all players can perform the skill as opportunities are equal for all players, and one of the most important skills targeted here by the researchers is (handling and suppression) on this tool, and it can Returning the ball to the player at different heights due to the tilt of the tool on one side different from the other, depending on the strength and speed of the pass. It also helps in developing reflexes, and thus the motor response. All of this helped the students in building motor programs that contributed to the development of their basic skills, including the skills studied. Also, the second side of the tool (soccer wave) acts as a relatively stable wall that the player can pass to, and when the ball returns from it, the player practices stopping the ball in the area that the researchers previously specified. Allawi noted, "Among the principles of handling is its reliance on accuracy, correct timing, and the player's ability to control." On the ball during handling and sending it to the appropriate place. All of these principles come together in one movement and are not divided" (6).

Conclusions:

Through the results obtained, the researchers reached the following conclusions:

1-The special exercises used by the researchers have a positive impact on developing the football skills studied.

2-The use of assistive devices and tools, such as the soccer wave tool, led to the development of the player in performing the researched skills.

3-The exercises used led to the development of the level of accuracy in the skills (handling, suppression) of the experimental group.

Recommendations:

1-Use the soccer wave tool to make exercises closer to real playing conditions.

2-Use a ring or select small areas to train accuracy.

3-Paying attention to training basic skills gradually and giving sufficient time to them, because of their great importance.

4-It is necessary to conduct a similar study for students in the younger grades to achieve greater benefit, because developing skills early accelerates the process of mastering skills in a shorter time.

5-The necessity of introducing everything scientific and modern into schools to help students acquire knowledge.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (May /2024)

Author's contributions:

All contributions of this study were done by the researchers (S.A., A.H. and A.A) who get the main idea and work on writing and concluding also with number of experts, Saif Anwar (Ministry of Education) in Statistics, Haifaa Ahmed in revision, Tal Al-deen Alaa Al-deen in translating, Urska Dobersek in proofreading.

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Appendix (1)
Wave tool or soccer wave:

The use of soccer wave is to practice and improve soccer skills without the help of another person or player, as all players can perform the skill where opportunities are equal for all players, and one of the most important skills targeted here by the researchers is (handling and suppression) on this tool.
The ball can be returned to the player at different heights due to the tilt of the tool on one side greater than on the other side. It also helps in developing reflexes, and thus motor response as well as improving aerobic skills.
The tool has the following measurements: height 80 cm, width 91 cm, base length 90 cm.
As in the pictures below:

Appendix (2)
Part of the researched skills exercises with the soccer wave tool

Second training circle.

1-**Suppression skill**: The player stands on the 6-yard line and opposite the other player. The player passes the ball to his teammate at knee level, so the player tries to suppress the ball with his leg or thigh only.

2-**Chest suppression from jumping**: The player stands 9 yards away, facing the other player. The player passes the ball to a teammate at approximately head level, then the player attempts to suppress the ball with his chest from jumping in a pre-determined area.

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3-**Handling from stability with the soccer wave tool**: The soccer wave tool is placed 6 yards away from the player. The player passes the ball to the tool and to the back section of it to bounce the ball, then put it out, repeating for the specified time.
4-**The same exercise as above**, but the handling is with the colleague and the movement and playing of the ball is with the foot, with repetition until the end of the specified time.
5-Putting and handling together: A tool is placed 6 yards away from the player. The player passes the ball to the tool and to the low part of it so that the ball bounces from it, then putting, and then passing to the high part of the tool so that the next player comes and puts out and then passes. And so on. As in Figure (1).

Some of the above exercises are combined to serve handling and suppression in the same performance, and they come after training on these skills individually at the beginning of the curriculum.

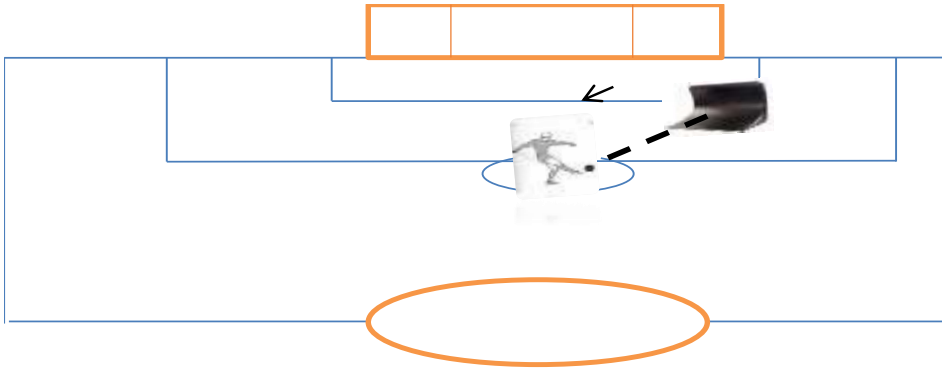

Figure (1).
Training unit model
The main section of a training lesson on football research skills
second week. Training lesson: first.

General notes for the daily training unit	Total time for work and rest	Total rest time	Total time worked	Rest in between Groups	Number of groups	Total repetitions of one exercise	Time of one exercise	Details of the daily training unit	Section time	Section
Emphasizing discipline in performance within bilateral groups. The training time here includes one player, while the total time for work and rest includes the training time for the two players inside each of the stations.	19.20 m	12.40 m	6.40 m	2 m	4	10	20 se	Exercise (1) in Circle 2	19.20 M	Chief
						10	20 se	Exercise (2) in Circle 2		
						10	20 se	Exercise (3) in Circle 2		
						10	20 se	Exercise (4) in Circle 2		
						10	20 se	Exercise (5) in Circle 2		

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تأثير تمرينات خاصة باستخدام أداة الموجة (soccer wave) في تطوير بعض المهارات الأساسية بكرة القدم لطلبة صف الثاني المتوسط

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مستخلص البحث

تضمنت أهمية البحث، أن الكرة في لعبة كرة القدم لا تكون مستقرة دائما على مستوى الأرض، فهي متغيرة الاتجاه، وعلى مختلف الارتفاعات، لذلك يتطلب العمل على المهارات الاساس وفي مختلف الأوضاع، وهنا جاءت أهمية اداة الموجة في كرة القدم (**soccer wave**)، لأنها تلبي هذه الخاصية في اثناء التدريبات اليومية، فضلا عن توفير الكثير من الخيارات للاعبين والمدرب لتطوير المهارات لدى طلاب الدراسة المتوسطة، وتحددت مشكلة البحث في ضعف مهارات (المناولة والاخماد) لدى الطلبة في كرة القدم، بالرغم من أهميتها وهي الاكثر تكرارا في اللعبة، لذلك ارتأى الباحثون دراسة هذه المشكلة، بوساطة وضع تمرينات مهارية خاصّة باستخدام أداة موجة كرة القدم (**soccer wave**)، أما أحد اهداف البحث فكان: إعداد تمرينات خاصة باستخدام اداة (**soccer wave**)، في تطوير بعض مهارات كرة القدم لطلبة الصف الثاني المتوسط، وقد افترض الباحثون: إن للتمرينات الخاصة تأثير ايجابي، في تطوير بعض مهارات كرة القدم لطلبة الصف الثاني المتوسط، وقد استخدم الباحثون المنهج التجريبي بتصميم المجموعتين التجريبيتين ذات الاختبار القبلي والبعدي، وتم اختيار العينة بالطريقة العمدية، وهم مجموعة من طلبة الصف الثاني المتوسط، وفي ضوء ذلك فقد تم التوصل إلى أهم الأستنتاجات وهي: ان التمرينات الخاصة التي استخدمها الباحثون لها أثر ايجابي في تطوير المهارات المبحوثة بكرة القدم، ويوصي الباحثون باستخدام اداة الموجة (**soccer wave**) لجعل الأداء مقارب لظروف اللعب الحقيقية. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (الصحة الجيدة).

الكلمات المفتاحية | **كرة قدم، تمرينات خاصة، أداة الموجة soccer wave**