

The effect of specific tactical approach exercises to develop the speed and accuracy of the tactical and skillful performance of advanced football players

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Abstract

The exercises of the tactical approaches used in the research is one of the most important exercises that help the player to perform well in the skill while raising the physical level and enable them to perform the required planning requirements at the same time. The importance of the research appeared in studying the ability of special exercises prepared by the researcher using the method of schematic approaches and their ability to develop physical, skill and planning performance. The problem of the research lies in the failure to give exercises of the tactical approaches in the required form during the training unit, so the researcher proceeded to study this problem by knowing the extent of benefit from the exercises of the style of planning approaches and their impact on the players. The study aimed to prepare exercises for the style of planning approaches to develop the physical, skill and planning performance of the players, as well as to identify their impact on them. The experimental approach was chosen by designing the two equivalent groups (control and experimental) by pre and post measurement method. The research community was identified with players in the governorate of Baghdad, and like the lines club, the research sample, the class of exercises prepared on the experimental group with (3) units per week for a period of (10) weeks. It used a positive effect in developing the skillful and tactical performance of the players, as well as repeating it according to scientific foundations and in a manner similar to the performance that developed the players' performance in terms of accuracy and speed. The researcher recommends the use of exercises for planning approaches, in order to develop the skills and planning side of the players and to develop their teamwork.

Keywords: *exercises for planning approaches, accuracy of planning and skill performance*

Introduction and importance of research: -

Recent years have shown us a great development in the various sports games, whether individual or collective, the teams of researchers and those interested in the sports field on the scientific study of all factors that have an effective role in the training process, which will develop the ability of the player in proportion to his ability and capabilities. As football is one of these sports, as there has been a major change in the physical, skill, planning and psychological aspects, and the start of training takes a different path from what was in the past for the purpose of raising the level of the player as the training loads increased as well as the different methods of giving exercises during the training unit by giving Special exercises are based on the physical, skill and planning side in order to meet the requirements that serve the player during the match to raise his level.

The planning approaches exercises are one of the most important exercises that help the player to perform well for skill while raising the physical level and enable him to perform the required planning requirements at the same time.

When observing world championships, which represent the level of the real test of players' development, we note the high potential of the physical fitness elements that the player enjoys in implementing skills and moving between sections

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of the stadium, as well as implementing the planning requirements has become very complicated and fast for what requires the player to connect and move within the lines of play and this is associated with possession and performance. Good for the skills on the part of the player during the move and the implementation of the planning duty, as the planned move by the players in defense and attack has become a matter of difficulty and complexity, so this requires training well and intensively for the purpose of raising the level of the players by giving special exercises represented by the physical, skill and plans for the purpose of programming exercises according to what He serves the planning side during the match.

The exercises for the style of tactical approaches help to create training conditions close to real competition during the match, as it contains multiple goals and is shared by more than one player and is based on more than one skill and helps to develop the physical, skill and tactical aspect, and its purpose is to provide the player with schematic knowledge during the match, individually and collectively. .

From here emerges the importance of research in studying the ability of special exercises prepared by the researcher in the manner of planning approaches and their ability to develop physical and skill performance and plan for advanced football players.

Research problem: - In view of the development that has occurred in the game of football with regard to the level of performance of players individually and collectively and with regard to the physical, skill and planning aspects, educators had to keep pace with this development and simulate the reality of the game in order to bring the player to the best possible way to reach and overcome obstacles and the best Training methods and methods with training players, and through the researcher's experience in the field of football and knowledge of training programs and modern scientific sources, as well as interviews with specialists from academics and coaches, everyone agreed to develop the skillful and physical aspects as well as plans and try to connect them during the training unit through special exercises to benefit from its returns on the player by raising his level as well as The team to achieve the desired results, and to achieve this goal, the planning exercises were the choosers to develop the level of players and their progress, skillfully, physically and strategically through special exercises that suit the conditions of the match. As it became clear that the exercises of the planning approaches were not given in their required form during the training unit, as well as the availability of time for them, so the researcher proceeded to study this problem by knowing the extent of benefit from the exercises of the style of planning approaches and their impact on the players in terms of physical, skill and planning.

research aims :-

1- Preparing exercises for the method of planning approaches to develop the physical, skill and planning performance of advanced football players.

2- Knowing the effect of exercises for the tactical approach in developing the physical, skill and planning performance of advanced football players.

Research hypotheses :-

1- There are statistically significant differences between the control and experimental groups in the pre and post tests in favor of the post tests.

2- There are statistically significant differences between the control and experimental groups in the post-tests in favor of the experimental group.

Research fields: -

1- The human field: players of the lines sports club

2- Time domain: for the period from 7/14/2018 to 10/6/2018

3- Spatial domain: the lines club stadium

Definition of terms: -

Planning Approaches: - means "modern concepts that depend on planned performance in play and the concept of exercises for schematic approaches are cases of schematic learning that aim to combine learning to perform schematic

play and developing skills by developing basic abilities and practicing them in situations similar to those of play” (Lazam and Al-Mawla, 2007, p.97)

Method and tools: -

Research methodology: One of the necessities for the success of the study and coming out with accurate results is to choose the appropriate approach to solve the research problem. Therefore, the researcher decided to choose the experimental approach by designing the two equivalent groups (control and experimental) by the method of measurement (pre and post).

Research community and its sample: - The players of Baghdad Governorate represented the first-class applicants, the research community specified by the researcher for the 2018/2019 football season, and the total number of players in the governorate was (400). The governorate, as their number was (25) players, the goalkeepers were excluded, who are (3) guards, and two players due to injury, to become the net total of the sample (20) players. They were divided randomly (lottery) into two equal groups (control and experimental) where all were formed. A group of (10) players, and the problem of the sample percentage from the research community is (6.25%), noting that (15) players were selected from the Sulaikh Sports Club team to conduct the exploratory experiment on them.

Equivalence of the sample: - Before the researcher undertakes the application of his prepared method, he resorted to achieving parity for the research variables between the two groups (control and experimental) for the pre-tests through the use of statistical means.

) / Shows parity between the control group and the experimental Table (

T	Variables	Unit of measurement	Experimental		Control		Value T Calculated	True significance	Level of significance
			Q	P	Q	P			
1	The accuracy of the performance of the planned link	Degree	2.7000	1.41814	2.3000	.82327	.771	.450	.insignificant
3	Time of performance of the planned link	Again.	13.7930	.67923	13.7910	.69767	.006	.995	insignificant
4	Accuracy of planned performance By changing direction	Degree	2.7000	1.15950	2.3000	.94868	.844	.410	insignificant
5	Time of planned performance By changing direction	Again.	18.2060	1.14228	18.3140	1.14489	-.211	.835	insignificant

Significant <(0.05) at a degree of freedom (18) and below a significance level (0.05)

Means, tools and equipment used in the research: -

Means of collecting information: -

Arab and foreign sources. Personal interviews with experts and specialists. A form for collecting and discharging test results. Observation and experimentation. The World Wide Web (the Internet). Test and measurement.

Tools and equipment used in the search: -

Set up a computer. A video and photographic camera. stopwatch. Manual calculator. Tape measure. Weighing scale. football stadium. Footballs. Whistles. Small goals. Signs and flags of different heights. Colorful dividing strips. Burke.

Tests used in the research: -

The first test: - Test of linear linkage and accuracy of handling, receiving and scoring. (Farag, 2018, p.66)

The objective of the test: - The schematic connection and the accuracy of handling and receiving and for targeting.

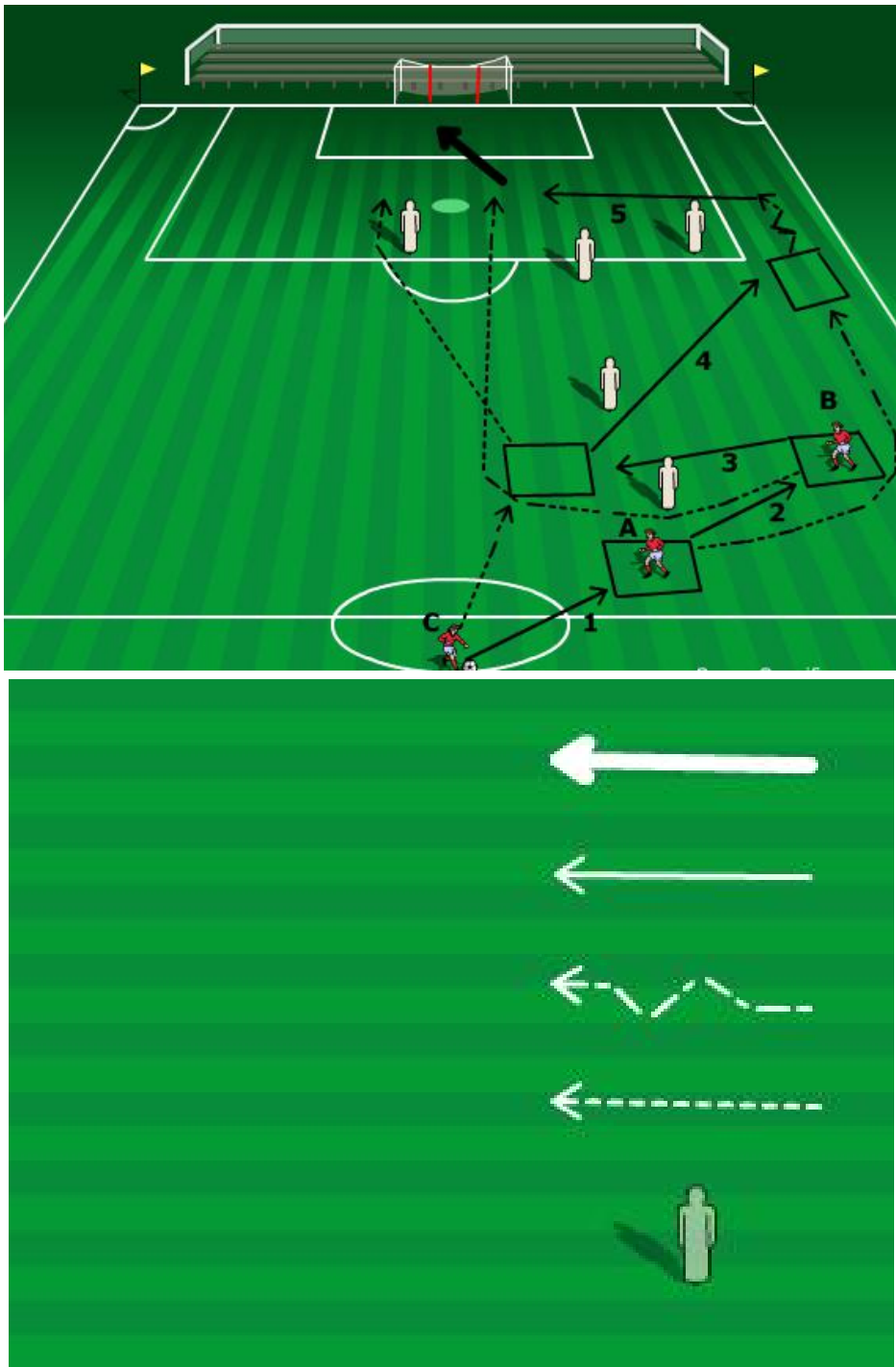
The tools used: football, colored tapes, a legal goal divided into three regions, a stopwatch, a tape measure, a whistle, a sign with a height of (160 cm) representing a passive defender number (5), a football field, registration forms.

Description of the performance: - Each square player with a side length of 1.5 meters is assigned a position decree with a bork material to receive and deliver the ball and a sign with a height of (160 cm) is placed between the players as a passive competitor, while the goal is divided into (1) m width and (2.44) m Rising from the right and left and aligned with the post.

The test is carried out by three players in their predetermined positions and the positions are exchanged after each goal-scoring attempt on the goal in succession, as player (A) receives the ball from the middle of the field under handling from player (C) who is three meters away and moves to square (D) to receive the ball Handled by Player (B)

By direct (with Olmstein touch) which is 10 m away from him, player ((A) handles with one or two touches to player (B) towards position (C) and then player (B) handles the ball directly (with one or two touches) to player (C) Who stands in square (D) which is 15 m away from him and moves towards the designated area inside the penalty area for scoring and from behind player (C) who handles the ball forward to the side of player ((A) heading to the imaginary position (C) which is 30 km away. M) is between the penalty area and the corner and moves towards the goal, and player (A) with one or two touches turns a cross ball to player No. (B) located in the scoring area specified for execution on the target from within the (16) yards, and that test is carried out in succession and each tester. As in Figure No. ()

Scoring: - four scoring, two scores are given to the player who receives the ball and delivers it inside the square, one score is given to the player who receives and delivers the ball at the line to the square, zero score is given to the player who receives and delivers the ball outside the square, two scores are given if the ball enters the goal area (two or three One score is given if the ball enters area number (one), and in the event that the tape touches the highest score is calculated, the time is calculated when the ball is touched by the player ((A) and we take the sum of the times of each player for each position from receiving the ball until it crosses the goal line, given to each player three attempts counted The best of them.



The test shows the planned binding, handling accuracy, receipt and scoring

The linear linkage test demonstrates the accuracy of handling, receiving and scoring

The second test: - To test the planned performance by changing the direction and the accuracy of handling, receiving and scoring. (Farag, 2018, p.69)

The objective of the test: - The speed of planning performance and the accuracy of handling, receiving and scoring

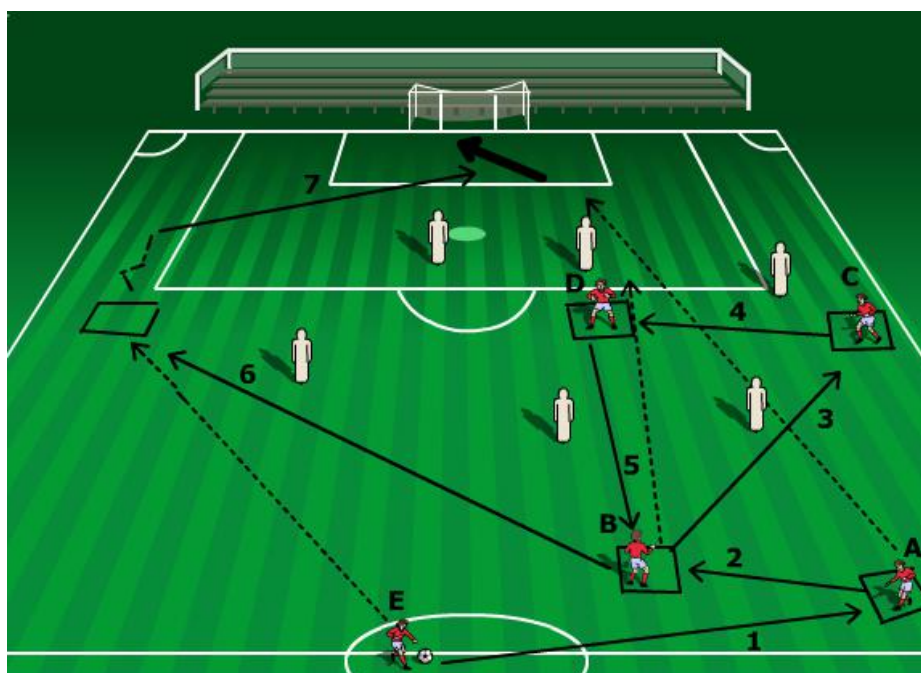
Tools used: - a football, a football field, a goal divided by tape into three areas, colored tapes, a tape measure, stopwatches, (6) signs of a height of (160) cm as a passive competitor, a whistle.

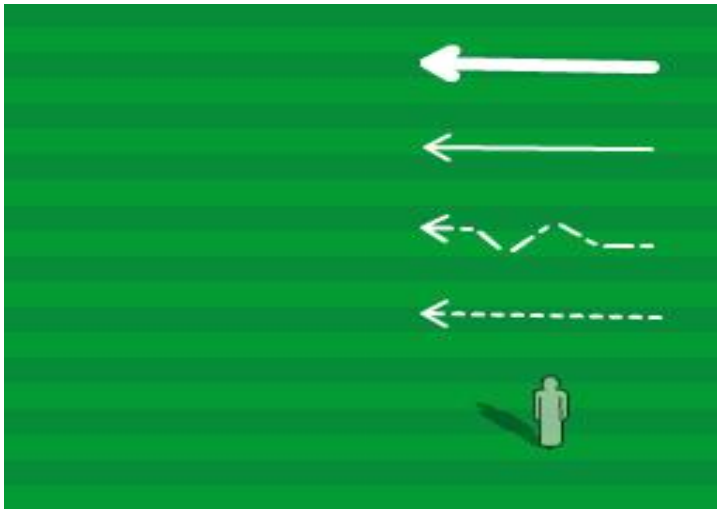
Description of the performance: - Each player is located inside a square of (1.5) m side length drawn with a bork material to receive and deliver the ball, and a sign with a height of (160) cm is placed in the middle of the distance between each player as a negative opponent.



The test is carried out by (5) players in their predetermined position and their positions are exchanged after the end of each scoring attempt on the goal in succession, the timing begins when player (A) inside square (A) receives the ball from the right of the center of the field with handling from player (E) and then handles. The ball goes to player (B) who is inside square (B) directly and with one or two touches who are 15 m away from him and goes forward towards the goal and then hands the ball to player (B) to player (C) who is 15 m away from him inside square (C) and who in turn hands the ball to player (D) who is 10 m away inside square (D) and who hands the ball to player No. (B) in the middle area which is away (15), who in turn plays the ball directly to player (E) forward and side toward the side line for a distance (35) m between the side line and the penalty line near the corner flag to play with one or two touches of the penalty area, so that player (A) performs the scoring on the goal from the penalty area and the test is carried out successively and for each tester on the divided goal.

Scoring: - Four scores, two scores are given to the player who receives the ball and delivers it inside the square, one score is given to the player who receives and delivers at the square line, a score of zero is given to the player who receives and delivers the ball outside the square, two scores are given if the ball enters the goal in an area (two and three) A score of one is given if the ball enters area number (one), and in the event that the tape touches the highest score is calculated, the time is calculated when the ball is touched by player (A) and we take the sum of the times of each player for each position from receiving the ball until it crosses the goal line, given to each player three attempts It counts the best of them.





The test shows linear performance with changing direction with accuracy of handling, receiving and aiming

Exploratory experience: -

The researcher conducted two exploratory experiments:

The first experiment: - The researcher conducted this experiment with the help of the work team in order to determine the accuracy of the work of the study tests and work to avoid the obstacles that occur during their performance, and to know the appropriateness of the time and the extent of the testers' readiness and suitability of the tests for them, and determine the competencies of the assistant work team, the method of registration and the appropriateness of the time for the tests. The experiment showed its suitability, and after matching the results, the aim was to extract the scientific foundations, as its results were adopted as the first choice for the stability of the test, as it was conducted on a group of (15) players from the (Sulaikh) club, who were from the research community, but outside the main sample on (Saturday, 7/14/2018) and at (Al-Sulaikh) stadium at (four in the afternoon)

The second experiment: - The researcher conducted his second experiment with the help of the work team on (Monday, 07/23/2018) on a group of (Al-Sulaikh) club, which reached (10) players, and at the (Sulaikh) stadium at (four in the afternoon), where the goal was I know the obstacles that are likely to be faced and work to avoid them, as well as determine the intensity of each exercise and its suitability for the players. Ensure that the exercises are appropriate for the research group and their ability to perform them. Ensure that the comfort given between repetitions, groups and exercises is appropriate for the sample members, and ensure the efficiency of the assisting work team and their understanding and the validity of the tools used in the study. From the exercise time during the training unit, as well as making sure that the exercises are carried out at the specified time during the training unit.

Scientific foundations: - What distinguishes good tests is the achievement of the scientific foundations for them and standing on (validity, consistency, objectivity) tests, and for this the researcher decided to carry out scientific procedures for the tests before starting the main experiment.

Validity of the test: - There are conditions to make the test be good, and among these conditions is honesty. The test is intended to be true: "The test measures what was set for it, and in other words, what is meant by the validity of the test is the validity of the test to measure a specific goal and aspect. (Rousan, 2000, p. 210)

For the purpose of ascertaining the validity of the test, the researcher decided to use apparent honesty, which is one of the types of validity, as it was presented to a group of specialized experts to express their opinions.

Stability of the test: - A scientific evaluation is carried out by finding the stability factor of the test, as it is one of the most important scientific foundations that should be available in a good test, and it is meant "if the test is repeated more than once on the same sample and gives close results." (El-Khouly, 1998, p. 227)

For the purpose of finding the reliability coefficient, the researcher used the method of retesting, after (7) days of taking the first test, as it was on (Saturday) on (7/14/2018) and then it was repeated on (Saturday) on (7/21/2018) and on The same group, which is outside the research sample, but within the research community, which is composed of (15) players belonging to the (Sulaikh) sports club, and under the same circumstances, and to find the stability of the test, the researcher used the simple correlation coefficient (Pearson), so it was found that there is a high correlation coefficient as shown in the table below.

Table 2 / Shows the stability of test results

Variables	Honesty		Stability		Objectivity	
	T	True significant	T	True significant	T	True significant
The accuracy of the performance of the planned link	0.962	0.00	0.927	0.00	0.952	0.00
Time of performance of the planned link	0.987	0.00	0.975	0.00	0.981	0.00
Accuracy of planned performance By changing direction	0.972	0.00	0.946	0.00	0.961	0.00
Time of planned performance By changing direction	0.986	0.00	0.973	0.00	0.978	0.00

Significant <(0.05) at a degree of freedom (14)

Objectivity of the test: - It means that "the application of the test or the measuring tool, its correction, and the interpretation of the results of the test shall not be affected by the autonomy of those in charge of this work." (Alam, 2011, p. 29)

The tests adopted in this research were clear and do not depend on self-judgment because they are based on measurement by the unit of time, as well as the degree through accuracy, and are not subject to self-judgment by the arbitrators.

Pre-tests: - Before starting the application of prepared exercises on the research sample and standing at the level of the players, the researcher proceeded to conduct his pre-tests on the research sample represented by the sports lines club players, which consisted of the control and experimental group, on (Wednesday) the coincidence (7/25/2018) at four o'clock In the afternoon) and at (Al-lines) stadium, the results were recorded on a previously prepared form.

The main experiment: - The researcher designed the exercises used by research and the ripples of the training load (intensity, volume and comfort) for the training units by reviewing previous studies and research in the field of sports training and football, where some procedures were followed to provide the appropriate climate for the research and the achievement of the desired goals. As it included several things: -

The main experiment was worked out on Saturday 7/28/2018 and ended on Wednesday 3/10/2018.

The duration of the training units implementation is (10) weeks, at a rate of (3) units per week, and thus the total number of training units is (30) training units.

Exercises were implemented in the main section of the training module.

The time for applying the exercises during the main section of the training unit ranges from (25 - 45) minutes

The assistant work team carried out the exercises under the supervision of the researcher.

The researcher relied on applying exercises to the sample on the method of high-intensity interval training.

The wave method was adopted with a ratio of (1: 2), that is, two units with an increase in intensity and the two units differed in degree of intensity, one from the other, followed by a training unit with a low intensity.

Observing the principle of diversity in performing the exercises within the training unit so that the player does not feel bored.

Follow the principle of easy to difficult gradient in applying exercises.

Dimensional tests: - After completing the application of the individual exercises on the research sample, the researcher conducted the post tests on the two groups (control and experimental), on (Saturday) 10/6/2018 at (four in the afternoon) and on the (lines) stadium in the same way The pre-test in terms of (place, tools, conditions and test conditions) in order to determine the level of evolution of the sample through statistical treatment

Statistical means: - The researcher used the statistical bag (spss).

Presentation, analysis and discussion of results: -

Presentation and analysis of the results of the pre and post tests for the experimental group of the search variables.

Table (3) / shows the arithmetic mean, the standard deviation, the calculated (T) value, the true significance, the level of significance, the difference of arithmetic means and the deviation of the differences in the pre and post tests of the experimental group

T	Variables researched	Tribal		Post		P	P.E.	Value T Calculated	True significant	Level of significance
		Q	P	Q	P					
1	The accuracy of the performance of the planned link	2.7000	1.41814	4.2000	.78881	1.50000	.34157	4.392	.002	Moral
3	Time of performance of the planned link	13.7930	.67923	13.1630	.48649	.63000	.26796	2.351	.043	Moral
4	Accuracy of planned performance By changing direction	2.7000	1.15950	4.1000	.73786	1.40000	.26667	5.250	.001	Moral
5	Time of planned performance By changing direction	18.2060	1.14228	17.2850	.63523	.92100	.43414	2.121	.042	Moral

significant < (0.05) at degree of freedom (9) and below the level of significance (0.05)

View and analyze the results of tribal and dimensional tests of the control group in search variables. Table (4) / Shows the arithmetic medium, standard deviation, true calculated and significant (T) value, level of indication, difference of computational circles, and deviation of differences in the tribal and dimensional tests of the control group.

T	Variables researched	Tribal		Post		P	P.E.	Value T Calculated	True significant	Level of significance
		Q	P	Q	P					
1	The accuracy of the performance of the planned link	2.3000	.82327	2.9000	.73786	.60000	.16330	3.674	.005	Moral
3	Time of performance of the planned link	13.7910	.69767	13.7850	.69775	.00600	.00221	2.714	.024	Moral
4	Accurate performance	2.3000	.94868	2.8000	.91894	.50000	.16667	3.000	.015	Moral

	performance planperformance By changing direction									
5	Time of planned performance By changing direction	18.3140	1.14489	18.3070	1.14549	.00700	.00153	4.583	.001	Moral

significant < (0.05) at a degree of freedom (9) and below the level of indication (0.05) to display and analyze the results of the dimensional tests of the experimental and control groups of the variables in question.

Table (5) / Shows the computational medium, standard deviation, true significant (T) value and level of significance in the experimental and control group's dimensional tests

T	Variables researched	Experimental		The officer.		Value T Calculated	True significant	Level of significance
		Q	P	Q	P			
1	The accuracy of the performance of the planned link	4.2000	.78881	2.9000	.73786	3.806	.001	Moral
3	Time of performance of the planned link	13.1630	.48649	13.7850	.69775	2.312	.033	Moral
4	Accurate performance planperformance By changing direction	4.1000	.73786	2.8000	.91894	3.488	.003	Moral
5	Time of planned performance By changing direction	17.2850	.63523	18.3070	1.14549	2.467	.024	Moral

Significant <(0.05) at a degree of freedom (18) and below a significance level (0.05)

Discussing the results: -

The researcher attributes the rate of development that occurred to the experimental group at the expense of the control group to the effectiveness of the exercises of the tactical approaches that were applied, as it increased the ability of the players to perform the special skills required of them. As the exercises of the planning approaches prepared by the researcher developed the skill and planning performance of the players, as these exercises were performed during the training units on a regular basis, and these exercises were characterized by diversity and their approach in their performance to the nature of play and competition, and this increased the players 'learning and reaching the mastery stage. "If you are struggling to move in the learning of your players basic skills and use them in playing during the competition by means of tactical approaches, you will increase the experience of your players and their excitement in playing before training on certain skills, and this idea develops the play scene as a whole when the learner has on the planning skills to approach mastery of basic skills. (Majeed, 2012, p.92)

As (Mufti Ibrahim) emphasized, "In order for the player to reach a good level in the match, it is necessary to focus on the good choice of targeted exercises and placing the player in special training conditions close to the circumstances of the match." (Hammad, 1999, p. 114)

The goal of the researcher, through the exercises that are applied to the research sample, was to develop the technical performance of the players related to soccer skills and its effectiveness in the application of the planned performance based on scientific foundations, since football depends on basic skills in the implementation of planning duties, where it is necessary to connect the players to the link between Basic skills and planning situations through the training unit and the gradation from easy to difficult for the purpose of increasing the self-confidence of the players and thus to facilitate the performance of the players during the match. Abdel-Qader Zainal confirms that, "It is possible to master the skill away from implementing tactical cases, but it is useless to simply implement those technical skills without serving the required tactical duties. This means that high skill serves the tactical behavior in a large, effective and influential manner, and it is shown through conclusions in football." Focusing on teaching technical cases in their accurate and correct form,

especially their basic principles, by trainers helps to apply the concept of tactics because there is a link between skills and the implementation of tactical duties. (Zainal, 2010, p. 14)

Whereas, the exercises of the planning approaches proposed by the researcher were given regularly and continuously during the training units, and this regularity and continuity had a positive role in raising the level of development of the skill and planning performance of the players, and this is what (Al-Khashab and others) indicated, "Continuous training emphasizes the application of aspects. Skill and implementation of planning duties are important factors in soccer training because of its importance in good preparation. (Al-Khashab and others, 1999, p. 38)

The exercises of the tactical approaches used by research affected the players positively in developing the speed and accuracy of the performance of the skills used in the research as well as the planning performance, as the development of the players' skills (suppression, handling and scoring) was emphasized during the training unit on the performance of these skills at the highest speed and more accurate because the lack of skill to these Attributes do not give them a value, as this development of skill performance in terms of speed and accuracy is poured into the planned performance required to be implemented by the coach during the match, and this leads to the development of the time of implementation of the planning performance because the continuation of the application and the increase in the speed and accuracy of the skill performance require them to implement in less time. The researcher relied on diversifying by playing through exercises designed to try to keep players away from boredom during the training unit, and the importance of planning approaches exercises in developing the program for the players because of the diversity in the performance situation and making the player able to face the changes of play because he had already learned during the training unit so that he would be able to solve the tasks Schematic correctly. "The basic skills in football are performance. Without mastering them in a high degree, the task of implementing plans becomes difficult, as there is a positive correlation between mastering basic skills and the high level of planning performance." (Khalaf, 1999, p.7)

The researcher agrees with Abdul Sattar Jabbar that "the repetition of planning exercises that are similar to what is playing in particular can shorten the player's perception of situations and increase his ability to act quickly." (Bandage, 2000, p. 187)

The statistical results of the research showed that there is a correlation between accuracy and speed through the planned performance of the players, as this was what the researcher aimed to reach because the soccer game is fast in performance and needs the highest possible accuracy when performing, and this is what distinguished this study, as the researcher proved through This study shows that the repetitions of the planned performance during the training units, with standardized stress and volumes, can give us positive results in developing skill and correct adaptation, leading the player to the movement mechanism, where the planned performance is achieved with the speed and accuracy required to achieve the goal of that performance, as the results of the pre and post tests are positive for the benefit of the group Experimental in terms of speed and accuracy. "The skilled and rapid planning performance was aimed at achieving accuracy without worrying about speed, as reducing the speed gives the opponent the opportunity to know the goal of the planned performance and then fail to achieve that plan." (Ali, 2010, p. 95) When a football player performs the ideal skill, he must possess accuracy when performing skills coupled with speed in order to make it difficult for the opponent and overcoming him when performing, and this applies to the performance of the tactical skills executed by the players during the match which requires Accuracy with speed to achieve the desired goal. This is what Sareeh Abdul Karim explains: -

Perfect skill = speed of performance x accuracy. (Al-Fadhli, 2010, p. 207)

Whereas, the method of training used in the research has a benefit for players in raising the level of players because it is similar to playing situations, and the researcher was deliberate in choosing the exercises for the football game, so the interval training method depends on alternating between effort and rest according to repetitions and groups distributed by working and rest times during the daily training unit . This is what Ahmed Erii agrees with, "The method of interval training is similar to what a soccer player does in the match. The player runs, then rests, then runs, and so on." (Odeh, 1998, p.195)

Whereas, "the use of specialized training according to the practiced activity (the specificity of training) that results in the improvement of the aspects of the skill." (Hussain, 1998, 178)

Conclusions and Recommendations: -

Conclusions: - Through the results of the research, the researcher reached several conclusions, which are: -

- 1- The tactical exercises used in the research have a positive effect on the development of the skills and planning performance of the players.
- 2- The repeated exercises of the tactical approaches according to scientific foundations and in a manner similar to the performance improved the performance of the players in terms of accuracy and speed.
- 3- The tactical approach exercises developed among the players a spirit of teamwork and this is the basis of the football game.
- 4- The exercises used were of good quality, targeted and progressive, as well as the training method had a positive effect on the research sample.

Recommendations: -

- 1- Using exercises for planning approaches, as it aims to develop the skills and planning side of the players and develop their collective work.
- 2- It is necessary to diversify the exercises used to develop the skills and planning performance of the players.
- 3- Paying attention to the skills related to the requirements of play to develop the skills of planning performance.
- 4- Choose exercises of the most realistic and similar tactical approaches to playing conditions.
- 5- The necessity to choose the exercises that will develop the players in terms of speed and accuracy of skill performance, which is reflected positively on the planned performance.
- 6- Emphasis on training the planned performance during the training units, which will facilitate the players' work during the match

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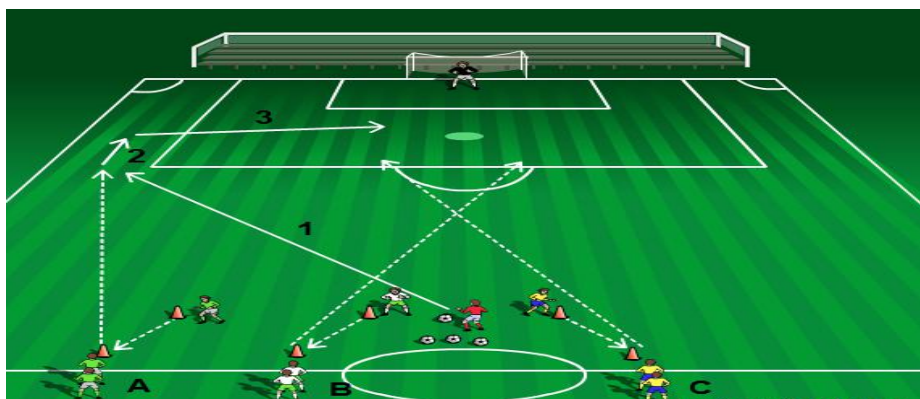
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Appendices

Exercise (1)

The aim of the exercise: to develop some skills (handling, receiving, scoring) and speed of planning performance.

Explanation of the performance of the exercise: - The players stand at the middle of the field and are divided into three groups of equal number, where the three players who carry out the exercise stand next to the starting funnel that is away from the second funnel (5 m) as it is close to the center line as shown in the figure and the goalkeeper is the goal. Exercise by blowing the whistle from the coach, as the players run at full speed towards the funnel near the center line to turn around and go towards the goal, the coach handles a long ball to wing player No. (A) and is between the penalty area and the contact line and upon receiving the ball the player performs occasional handling inside the penalty area, towards the players who cross over (change direction) and then score, and then return by jogging, changing positions and standing behind the groups.

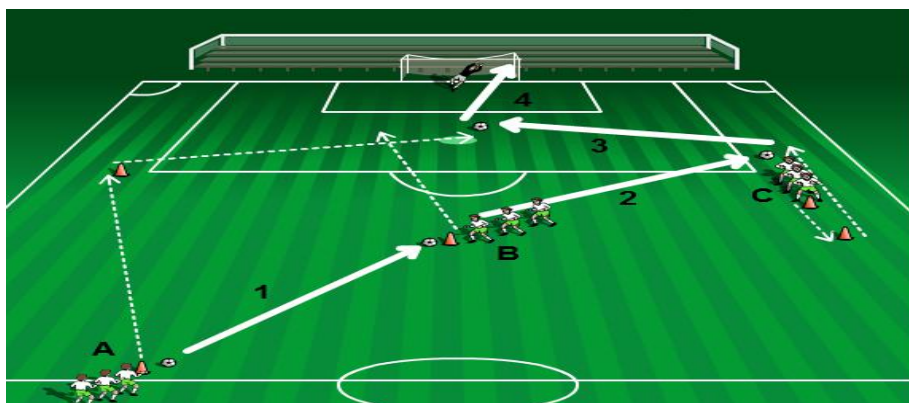


Exercise (2)

The objective of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning performance and linking.

Exercise performance explanation: - (3) players and a goalkeeper who stand as shown in the figure below participate. The exercise begins with player (A) who is on the left side of the field and at the midfield, as diagonal handling leads to player (B) and starts towards the person near the penalty area near the touch line and then heads inside the penalty area, and player (B) is in The middle of the field in front of the penalty arc, which in turn receives the ball and turns and passes the ball towards player (C), who set off towards the person at the moment of handling the ball from player (A) to

player (B) who is 10 meters away from him, then he turned around to receive the ball and performs handling Crossing inside the box towards the attackers for the purpose of scoring. And back again to perform the exercise by changing positions.



Exercise (3)

The objective of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning and linking performance.

Explanation of the exercise: Three players participate in the exercise. No. (C) who receives the ball and performs handling to the player who started from behind from position number (D) to position number (E) and who receives the ball and performs occasional handling inside the penalty area for the player who starts quickly from position number (B) to position number (F), which in turn aims at the goal, the distance between (A and B) (A and C) (D and E) 10 m.

Exercise (4)

The aim of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning and linking performance.

Explanation of the performance of the exercise: Three players participate in the exercise. (C) position that receives the ball and performs handling to the player who started from the back from position number (A) to position number (D) and who in turn receives the ball and makes accidental handling for the player who starts quickly from position number (C) to position number (E) Which is based on receiving the ball and scoring on the goal.

Exercise (5)

The aim of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning and linking performance.

Explanation of the exercise: The player in the position number (A) plays handling to the player in the position number (B) and then moves quickly to the position number (C), after that the player in the position number (B) performs handling to the player in the position number (C)) Who receives the ball and performs handling to the player who started from the back from position (D) to position number (E) and who in turn receives the ball and performs occasional handling to the player who is quickly launched from position (B) to position number (F) and who Receiving the ball and scoring on the goal in the far corner.

Exercise (6)

The goal of the exercise: to develop some skills (handling, receiving, scoring) and the speed of performance planning and linking.

Explanation of the exercise: the player in the position number (A) plays handling to the player in the position number (B) and then moves quickly to the position of number (C), then the player in the position number (B) performs handling to the player in the position number (C)) Who receives the ball and performs handling to the player who started from the back from position (D) to position number (E) and who in turn receives the ball and performs occasional handling to the player who is quickly launched from position (B) to position number (F) and who Receiving the ball and scoring on a goal in the far corner.

Exercise (7)

The aim of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning and linking performance.

Explanation of the performance of the exercise: the player in the position number (A) plays handling to the player in the position number (B) and then moves quickly to the position number (C), then the player in the position number (B) performs handling to the player in the position number (C) who receives the ball and performs handling to the player who starts from the back to the position number (D) and who in turn receives the ball and performs cross handling to the player who is quickly launched from position (B) to position No. (E) who is receiving the ball and scoring on the goal At the far corner from defenders and goalkeeper.

Exercise (8)

The aim of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning and linking performance.

Explanation of the exercise performance: - The player in the position number (A) plays handling to the player in the position number (B) and then moves quickly to the position of number (C), after which the player in the position number (B) performs handling to the player in the position of No. (C) who receives the ball and performs handling to the player who starts from the back to the position of number (D) and who in turn receives the ball and performs cross handling to the player who starts quickly from position (B) to the position of number (E) who is receiving the ball and scoring in The far corner is uncle of defenders and goalkeeper.

Exercise (9)

The objective of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning performance and linking.

Exercise performance explanation: - (6) attacking players, 3 defending players and a goalkeeper will take part, standing as shown in the figure below. The exercise begins through handling from pivot player (A) to player (B), who returns the ball to player (A), who in turn handles to player (C) who does a short handling to player (D), who is starting from behind, who in turn performs handling Crossing into the penalty area for attacking players and then scoring.

Exercise (10)

The goal of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning performance and linking.

Exercise performance explanation: - (4) players and a goalkeeper who stand as shown in the figure below participate. The exercise begins with a handling from the coach to player (A) who hands the ball to player (B), who in turn passes the ball to player (C) and starts towards the touch line where player (C) deals with player (A), who in turn handles to

player (Player (B), starting from the back, returns the ball to player (C) as he handles the ball on the penalty area line to player (A), who in turn scoring.

Exercise (11)

The objective of the exercise: to develop some skills (handling, receiving, scoring) and the speed of planning performance and linking.

Exercise performance explanation: - (3) attacking players and (3) defensive players and a goalkeeper stand as shown in the figure below. The exercise begins with player (A) handling the ball to player (B), who in turn passes the ball to player (C) and goes towards the penalty area where player (C) deals with him by player (B) who is facing the goalkeeper where he is Scoring.

Appendix (6) First training unit model from the first week

Section	Exercise	Time taken from the unit	Iteration	Comfort between repetitions	Groups	Group comfort	One try performance time by one group of players	The severity used
Main	Number (1)	minutes25	6	/ Tha60	3	/ Tha120	/ Tha6	%80