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The Impact of a Training Program on the Development of Some Basic Skills for Junior Football Players

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ABSTRACT

The study aims to identify the effect of a proposed training program on the development of some basic football skills among players. A sample of soccer players was selected within this age group and divided into two groups: experimental and control. The experimental group underwent a training program prepared according to scientific foundations, which included special skill exercises to develop the skills of passing, rolling, shooting, and controlling the ball, taking into account the age characteristics of the players, while the control group continued the traditional training followed. Pre- and post-tests were performed for both groups, and the results were statistically analyzed using appropriate methods. The results showed that there were statistically significant differences in favor of the experimental group in the post-tests of basic skills, which indicates the effectiveness of the proposed training program in developing the skill level of the players. The study recommended the need to adopt scientific training programs to develop the skills of football players at an early age.

1- Introducing the research:

1-1 Introduction and Importance of the Research:

Football is the first popular game in the world, as it has developed rapidly and the need to improve skill performance has become essential to reach the football player to perform automatically and elaborately under any of the conditions of the match, so there has become an absolute necessity to conduct applied scientific research in the field of football according to the environmental and social conditions available in the country, with the aim of improving this field, and the young age groups are the strong pillar that is relied on in building an advanced level of football They represent the basic and broad rule if they are selected scientifically and thoughtfully and prepared physically, skillfully, plannatively, psychologically and educationally, and this comes only through the correct planning built through training programs and based on the results of tests and measurements that give the real indicator of the skill reality that characterizes this age group.

Attention to the teams of the young age groups has become a familiar thing in all sports and in all organized sports institutions, and this is due to the belief of the officials of these institutions that the young age groups are the basic base that is considered a reservoir for the senior team and therefore it must be taken care of in order to benefit from them in the future. to international levels.

The researcher noted that the greatest interest in these studies was focused on the senior players and practitioners of various games, while there is a lack of studies that are concerned with football schools, as training programs have become the effective means in establishing and preparing their team and raising their level of skills and techniques, so the idea of conducting this research came to highlight the importance of the training program and its impact on the development of basic skills for football players.

1-2 Research Problem :

Scientific planning for sports training programs is one of the effective means that lead to the advancement of the level of juniors and teams in all sports, especially football, it is difficult today to reach the prestigious high level in the field of sports in general and football in particular, unless sports planning is based on solid scientific foundations and programs in the field of football, and that mastering the basic skills of the game is considered one of the most important factors that achieve victory and victory for the team, the research problem has crystallized from following up The researcher of the various stages of training and how according to which training programs

are built, and not taking into account the nature of the game and the characteristics and characteristics of the trained age stages, and on this basis, this study, which manifested its importance, came to the fact that training programs have a great and sensitive role in the field of player training, and this is done only through the preparation of codified and sound training programs.

1-3 Research Objectives :

1 - Preparing a training program to develop some basic skills for junior football players.

2- Identify the impact of the training program on the development of some basic skills for junior football players.

1-4 Research Hypotheses:

1- The training program has a positive impact on the development of some basic skills for junior football players

1-5 Research Areas:

1.5.1 Human Field : Football Players in Salah Al-Din Junior Club

1-5-2 Temporal Domain: 3/10/2024-3/12/2024

1.5.3. Spatial Field: Salah Al-Din Sports Club Stadium

1.6 Defining Concepts and Terminology

1- **The program** : It consists of several training units organized and organized according to the methodology of sports training, taking into account a clear goal and a specific time.

2- **Basic Skills:** These are the various motor skills that the player performs with or without the ball, which are represented in throwing the ball, receiving the ball, playing with the head, touching, passing the ball, and observing the ball.

2- **Training Class**: It is a class that is divided into three main parts: the preparatory part, the main part, and the final part.

2. Research methodology and field procedures.

2-1 Research Methodology :

The researcher used the experimental method to suit the nature and problem of the research.

2-2 Research Sample :

The researcher selected the research sample in the deliberate way representing the original research community, from the original community, from the community of junior football players in Salah al-Din Governorate - Tikrit, and the football team was selected in Salah al-Din Governorate, the main sample included 35players, who were divided into two groups, one of which is experimental 15 students and 15 female students and 5 players is a survey experiment, and Table (1) shows the homogeneity of the sample.

Table (1) shows the arithmetic mean, standard deviation, and torsion coefficient value of the research sample

Torsion coefficient	Broker	Standard deviation	Arithmetic mean	Variables	
0.67	11.00	0.46	11.7	Age	Anthropometric
0.49	1.40	0.047	1.39	Length	
0.99	35.01	3.50	35.66	Weight	

Table (1) shows that all the values of the torsion coefficient were less than (+3, 3), which indicates the moderation of the sample distribution in these variables, and the mean of their ages was (11.17) with a standard deviation of (0.46), their weights (35.66) with a standard deviation of (3.50), and their lengths (1.39) with a standard deviation of (0.04).

2-3 Research Tools and Devices Used:

2.3.1 Research Tools:

1- Arab and foreign sources and references .

2- Personal interviews .

3. Reference Survey

4- Skill tests.

2.3.2 Devices and Instruments Used :

1- Chronometer Clocks . 2 - Football number 15 (legal).

3- Metric tape measure to measure distance . 4- Ground adhesive tape to determine the distance

5- Saws of different sizes. 6- Results Registration Form. 7- Medical Scale .

2-4 Survey Study :

There is no doubt that to ensure the smooth conduct of any field research, the researcher must carry out a reconnaissance study to find out the suitability of the field of study for the field research procedures and to ensure the validity of the tool used and the difficulties that may encounter the researcher, the extent of the suitability and validity of the place, tools and devices used in the implementation of the training sessions, as well as to know the extent of the players' understanding and acceptance of the training units seriously, determination and action in change to reach a high level, especially in the content of the proposed training program. The application has the validity of the program.

2-5 Skill tests used in the research: Some tests were selected by the researcher presenting a form for the expert opinion poll: The result of the survey of the experts' opinion resulted in the following:

First: Basic Skills :

The most important basic skills of a football player are:- (Shaalan & Afifi, 2001),

(BERNARD,1990)

1. Control the ball.
2. Scrolling .
3. Run with a ball.

Test Name : Running with a ball for a distance of 25 meters between the markers (Ismail et al., 1989, 259)

Objective of the test: The test aims to measure the ability to run with a reel while advancing on the field, as well as dribbling with the opponent, as well as a form of special agility.

Tools and possibilities pegs, balls and stopwatch.

Performance method: After installing 5 markers well with a distance of 2 m between each one and the other and 4.5 m away from the first indicator drawing the starting line, the player when instructed to run the ball between the markers and return in the same way until he reaches the starting point.

Scoring method: The time is calculated to the nearest tenth of a second in the distance traveled, each player is given two tries and the best is scored.

4. Ball bounce test with feet to measure ball control and control skill.
   Test Name : Ball Control Skill (Bouncing Skill). (Abdel Fattah and Shaalan, 1994: 19) (Mohsen et al ., 138)
   Objective of the test : To find out the level of the tested player in controlling the ball while dribbing.
   Tools and Capabilities: Stopwatch, Radius M and Football.
   Performance method: The player starts by dropping the ball while it is on the ground at the signal and continues to perform for a time of one minute.
   Scoring method: The number of times the jump is calculated during the specified time, and the player is given two attempts for the correct start when the ball goes out of the circle, which the lab returns and continues the performance.
5. Aim.
6. Test the farthest distance to measure the passing skill .
7. **Test the skill of throwing the ball farther**
   Test Name: The skill of throwing the ball to the farthest distance.(Shaalan et al., 1988, 213)
   Purpose of the test: The test aims to measure the distance that the player can achieve by hitting the ball from the ground for the longest possible distance, as well as to know the ability and accuracy of long passes.
   Tools and capabilities: Measuring meters and footballs.
   Method of performance: The tester holds the ball in his hand and lets it fall and before it touches the ground he kicks it forward as high as possible
   Registration method: The latter is recorded from a point
8. Ball Winding Test to measure ball running skill and special agility.

9. Test the aim on goal to measure the accuracy of the shot.

   Objective of the test : This test aims to measure the accuracy of aiming the ball towards the goal.

   Tools and possibilities for wedge balls and pitch.

   Method of performance: A line parallel to the goal line is drawn at a distance of 16.5 meters from the middle of the goal, and the player hits the ball with the right foot and then the left foot in the direction of the goal, and 6 attempts are given for each foot.

   Scoring method : Each player has the right to 6 shots, if the ball enters from the flight mode, the players are awarded two points, and if it enters directly on the ground, one score is granted, and if it enters from the rolling position, half a point is granted, and if the ball does not enter, the player is given zero, the player is given 6 consecutive right and left shots, the total score is calculated for him from 12.

2-6 Scientific Foundations of the Tests:

In order for the tests designed to measure the study variables to be credible and to measure what they were designed for**, they must meet the conditions of good tests (honesty, consistency, objectivity).**

2.6.1 Consistency of Tests :

To estimate the stability of the tests under study, the researcher adopted the retest method, where she applied the test to a random sample of 5 players from the research population, and after 7 days, the researcher reapplied the test to the same group and under the same conditions as the first application, then calculated the correlation coefficient between the total test scores in the two applications, as shown in Table (3).

Table (3) shows the stability of the tests under discussion

Correlation coefficient	Second Application		The first application		Test Name	t
	on	Going to	on	Going to		
0.81	1.4	8.9	1.9	8.7	Test the farthest distance of the ball	1
0.89	1.5	14.9	1.78	15.13	Ball Zigzag Running Test	2

0.83	1.8	2.6	1.7	3.4	Ball Aiming Test	3
0.93	1.1	3.7	0.9	3.9	Ball Control Test	4

2.6.2 Validity of the tests:

In order to confirm the validity of the tests, the researcher used the self-validity coefficient as the most accurate experimental score for real bicycles that were concluded from their imperfections by measurement errors, which is measured by calculating the square root of the test stability coefficient (Hassanein, 1995: 192).

Table (4) shows the coefficient of self-truthfulness

Value	Stability Coefficient	t
0.81	Test the farthest distance of the ball	1-
0.89	Ball Zigzag Running Test	2-
0.83	Ball Aiming Test	3-
0.93	Ball Control Test	4-

2.6.3 Objectivity of the tests:

The tests used are far from doubt and interpretation, as we find the test vocabulary within the objectives of the training sessions, such as the test of running with the ball, aiming and controlling the ball , for example, jumping, and for this reason, the test vocabulary is considered to be objective and credible.

2.7 Main Procedures:

The main experiment was conducted in the stadium of Salah al-Din Tikrit Club on 3/10/2024, where the researcher conducted the reconnaissance experiment 3 days before the pre-test, and the day of the pre-test was 3/10/2024

2.7.1 Pre-tests: - The pre-measurement was performed on the experimental and control research samples by applying the skill tests.

2.7.2 Vocabulary of the training program:

1- The goal of the training program is to learn the basic skills of football players under 12 years old (ball control, passing, running with the ball, shooting the ball on goal).

2- Duration of the proposed training program: The duration of the program has been set at (8) weeks, with (3) training sessions per week, on Saturday, Tuesday, and Friday, thus the total number of training sessions in the proposed program has reached (24) training sessions, as the training program lasted two full months, at an average of 40 minutes per training session.

3- Designing the training session for the training program: The daily training session consists of three main parts, which we mention as follows: (Hammad, 199:6: 260)

1 - Introductory Part: This part depends on the main aspect of the training session and (the temperature of the player's training condition, chronological age, and sex (in which general and private warm-up is done by preparing the muscles and ligaments and activating the blood circulation and nervous system, to accept the exertion, degree of load and intensity in the main part).

2- The main part: In which the skills contained in the training sessions under study are taught, where in each training session, one or several skills are learned through the sequence of technical movements. This part of the daily training module includes the exercises that have the main impact on the development of the player's training condition according to the goals set for it, and therefore this part is the most important part of the daily training unit ever, and this part occupies between 75% and 80% of the time allocated to it. (Hammad, 1996: 26)4)

3- The final part: in which the organs of the various parts of the body are relaxed, gradually decreased and gradually recovered, and it is done using special exercises (stretching, relaxation, breathing exercises). The main goal of this part is to return the players to almost normal after their vital organs in performance have reached high degrees, and this part takes about 5 to 7% of the time allocated to the unit (Hammad, 1996: 264), and the implementation of the training sessions took a period of two full months in which he focused on the educational aspects, and the researcher took into account the following aspects in the implementation of the training sessions: - Using the appropriate warm-up for the training skill, using exercises that are commensurate with the level of the sample in terms of understanding, the degree of strength and difficulty, taking into account the element of suspense such as the use of small games, determining the number of repetitions and rest to perform the skill according to the scientific foundations of the science of training, in addition to allocating periods for play as an applied aspect of the skills, and that the training session should work as much as possible to achieve the goals set for it and take into account the increase in the requirements of skill performance in the skills contained in the training session (educational)).

2.7.3 Post-Tests :

The post-tests of the experimental and control group were conducted from 28/11/2024 to 3/12 /2024, and after the implementation of the proposed program for the experimental group, data were collected, organized and scheduled

2-8 Statistical Methods Used :

1- Pearson correlation coefficient "R ".

2- The arithmetic mean.

3- Standard deviation 4- Median.

5- Torsion coefficient .

6 (T) test for independent symmetrical samples.

7- T-test for samples

3. Present, analyze, and discuss the results

3.1 Presentation and analysis of the results of the skills tests of the research sample

3.1.1 Presentation and analysis of the results of the pre- and post-tests of the research groups (experimental and control).

3.1.1.1 Presenting and analyzing the results of the differences between the pre- and post-tests of some basic football skills tests of the control group.

Table (5) shows the arithmetic media, standard deviations, calculated and tabular (t) values between pre- and post-tests Tests Some basic football skills for the control group

Significance	T-value		Dimensional		Tribal		Variables
	Tabularity	Calculated	on	Going to	on	Going to	Test the farthest distance of the ball
Insignificant	2.14	1.29	1.68	3.13	1.45	2.60	Ball Zigzag Running Test

Insignificant		1.31	3.21	19.36	3.41	19.66	Ball Aiming Test
Moral		4.54	3.39	17.23	3.05	15.29	Ball Control Test
Headline		2.94	2.94	11.40	2.82	10.13	Test the farthest distance of the ball

The tabular value is under (14) and the significance level (0.05)

The results presented in Table (5) showed that the control group achieved an arithmetic average of (2.60) with a standard deviation of (1.45) and in the post-test it reached (3.13) with a standard deviation of (1.68), and it appeared that the difference was insignificant, because the calculated value was (1.29) which is less than the tabular value (2.14) under the degree of freedom (14). and a significance level of (0.05). This means that there is no difference between the results of the pre-test and the post-test.

As for the test of running with a 25 m ball between the indicators, it achieved during the pre-test a mathematical mean of (19.66) with a standard deviation of (3.41), and in the post-test it reached (19.36) with a standard deviation of (3.21), and it appeared that the difference was insignificant, because the calculated value was (1.31), which is less than the tabular value (2.14) under the degree of freedom (14) and the level of significance (0.05) . This means that there are no differences between the results of the pre-test and the post-test.

As for the test of throwing the ball to the farthest distance, it was achieved during the pre-test with an arithmetic mean of (15.29) with a standard deviation of (3.05), and in the post-test it was (17.23) with a standard deviation of (3.39), and it appeared that the difference was significant and to a small degree, because the calculated value of 1 was (4.54), which is greater than the tabular value (2.14) under the degree of freedom (14%) and the level of significance (0.05). This means that there is a difference between the results of the pre-test and the post-test that is significant and statistically significant, and it is in favor of the post-test.

As for the control of the ball (to bounce), it achieved during the pre-test an arithmetic average of (10.13) with a standard deviation of (2.82) and in the post-test it reached (11.40) with a standard deviation of (2.94), and it appeared that the difference was significant and to a small degree, because the calculated value was (2.94), which is greater than the tabular value (2.14) under the degree of freedom (14). and a significance level of (0.05). This means that there is a difference between the results of the pre-test and the post-test, and this difference is statistically significant, and it is in favor of the post-test .

3.1.1.2 Presentation and analysis of the results of the differences between the pre- and post-tests of some basic football skills tests of the experimental group

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Table (6) shows the arithmetic media, standard deviations, and (1) calculated and tabular values between the pre- and post-tests of the tests of some basic football skills for the experimental group.

Significance	T-value		Dimensional		Tribal		Variables
	Tabularity	Calculated	on	Going to	on	Going to	
Moral	2.14	7.75	1.33	7.06	3.26	3.62	Test the farthest distance of the ball
Moral		8.52	1.78	15.01	3.03	19.45	Ball Zigzag Running Test
Moral		21.11	3.07	22.56	2.82	14.75	Ball Aiming Test
Moral		8.12	3.75	16.73	3.41	10.46	Ball Control Test

The tabular value is below (14) and the significance level (0.05)

The results of Table (6) show that the experimental group had an arithmetic mean in the goal shooting skill test in the pre-test was (3.26) with a standard deviation of (3.26), and in the post-test it was (7.06) with a standard deviation of (1.33), and it appeared that the differences were significant and high, because the calculated value was (7.75), which is greater than the tabular value (2.14). Under the degree of freedom (14) and the significance level of (0.05). This means that there is a difference between the results of the pre-test and the post-test, and this difference is statistically significant, and it is in favor of the post-test.

As for the ball running test (25 m between the indicators), the arithmetic mean in the pre-test was (19.54) with a standard deviation of (3.03), and in the post-test it was (15.01) with a standard deviation of (1.78), and it appeared that the differences were significant and high, because the calculated value of 1 was (8.52), which is greater than the tabular value (2.14) under the degree of freedom (14). and a significance level of (0.05). This means that there is a difference between the results of the pre-test and the post-test, and this difference is statistically significant, and it is in favor of the post-test .

While the arithmetic mean in the test of the skill of throwing the ball to the farthest distance of the prebali was (14.75) with a standard deviation of (2.82) and in the post-test it was (22.56) with a standard deviation of (3.07), and it appeared that the differences were significant and high for both tests, because the calculated value of 1 was (21.11) which is greater than the tabular value (2.14) under the degree of freedom (14) and the level of significance (0.05) This means that there is a difference between the results of the pre-test and the post-test, and this difference is statistically significant and is in favor of the post-test.

As for the arithmetic mean of the ball control skill test (bounce), in the pre-test was (10.46) with a standard deviation of (3.41) and in the post-test it was (16.73) with a standard deviation of (3.75), and it appeared that the differences were significant and high, because the calculated value of 1 was (8.12), which is greater than the tabular value (2.14) under the degree of freedom (14). The significance level of (0.05) means that there is a difference between the results of the pre-test and the post-test, and this difference is statistically significant and is in favor of the post-test.

3.1.1.3 Presentation and analysis of the results of the differences between the experimental and control research groups in the post-tests under study

Table (7) shows the arithmetic media, standard deviations, and calculated and tabular (t) values between the experimental and control research groups in the post-test under study

Significance	T-value		Dimensional		Tribal		Variables
	Tabularity	Calculated	on	Going to	on	Going to	
Moral	2.04	8.43	1.68	3.13	1.33	7.06	Test the farthest distance of the ball
Moral		4.57	3.21	19.36	1.78	15.01	Ball Zigzag Running Test
Moral		4.50	3.39	17.23	3.07	22.56	Ball Aiming Test
Moral		4.33	2.94	11.40	3.75	17.73	Ball Control Test

The tabular value is under (28) and the significance level (0.05)

Through Table (7) which shows the values of (t) calculated in the post-skill tests, it was found that the values of (t) calculated in the tests (aiming on the goal, running with the ball 25 m between the markers, throwing the ball the farthest distance, the skill of controlling the ball reached

respectively (8.43, 4.57, 4.50, 4.33), which is greater than the value of (t) Tabularity (2.04) at the level of significance (0.05) and degree of freedom (28), which means that there are significant differences between the two groups, and their heterogeneity during the post-test. The researcher attributes this to the positive impact of the proposed program on teaching and improving basic skills.

3-2 Discussion of the research results :

It is clear from the presentation of the results of the tables that dealt with the statistical differences between the experimental group and the control group in the skill tests under study between the pre-tests and the post-tests. There was a statistically significant difference at a significant level of 0.05 between the pre- and post-measurements of the skill tests and in favor of the experimental sample, as the tabular (t) reached 2.04 for all the post-tests, while the calculated (t) was limited between (8.43 - 21.11) for the experimental group, which is greater than the tabular (t). This confirms the existence of a statistical significance for the experimental group, where (t) calculated for the passing skill was (21.11), (t) calculated for the skill of running with the ball was 8.52, and in the test of shooting skill was (t) calculated for (8.43), and (t) calculated for the skill of controlling the ball 8.12, and this demonstrates the effectiveness of the software applied to the experimental sample. While the calculated t-test for the control group was limited to (4.54 - 2.94), it was shown that the differences were significant and negligible, except for the test of throwing the ball to the farthest distance, and the test of shooting towards the goal, respectively. This confirms the lack of statistical significance, in the test of ball running skill and goal shooting skill, as it reached (t) calculated respectively 1.31 and 1.29 for the control sample. As for the existence of statistically significant differences for the control sample, but it is small compared to the experimental sample, where it was (1) calculated for the passing skill of 4.54, and (t) calculated for the ball control skill was 2.94, and the researcher attributed this to the control sample is trained according to a traditional random program. It is also clear from the results of the previous tables (147) that there is a statistically significant difference at the level of (0.05) between the pre- and post-measurements in favor of the dimensional measurement and in favor of the experimental sample in the basic skills of football, which consists of (the skill of passing, the skill of running with the ball, the skill of controlling the ball, the skill of shooting, which are the components of the training sessions of the proposed training program under study. The researcher attributes these results to the exposure of the experimental group without the control group to the exercises used in the proposed training program, which aimed to teach some basic skills to football players

according to a training program, taking into account the scientific foundations and principles in its planning, as Mufti Hammad Ibrahim points out that training programs have become the effective means in establishing and preparing young people and raising their skill and technical level to accomplish the requirements of the game under all different performance conditions (Hammad, 1997: 287). This study is consistent with what the studies indicated by the study of Bodaoud Abdel Yameen (1997), the study of Mamdouh Ibrahim Ali Hussein (1993), the study of Hanafi Shaalan (1994), the study of Ben Quwda Ali (1997), and the study of Ben Qasid Ali Haj Mohammed (2005), that the codified training programs have an impact on the basic skills of junior football players. The researcher attributes the results of the control sample in the two tests, throwing the ball as well as aiming at the goal, to random results that are not based on studied scientific foundations, and also by virtue of the fact that this sample is trained according to a traditional random program, where Mufti Ibrahim points out that "the difference between scientific sports training and other similar activities is that there are many activities that are practiced under the name of sports practice and do not use the scientific foundations of sports training, as these activities depend on the implementation of spontaneous improvised training units. The researcher attributed this to the use of the proposed training program and the targeted and focused exercises it included that take into account the determination of the goal of each session, the suitability of the classes for this category, the duration of the sessions, the number of times of practice per week, the time of the class, the frequency of the exercise, and the time and intensity of the exercise. The coach repeats the training, organizes his units in a way that allows the players to learn correctly, develop their level, and link the goal of the previous training unit to the goal of the subsequent training unit" (Mukhtar, 1988: 47). In all of this, the units of the training program contributed to improving the quality and quantity of performance and thus improving the skills under study, as Ibrahim Hanafi believes that "progress in the level of performance of skills that require speed, precision, and change of direction, requires a longer period of time than skills that require the ability to achieve distance, compatibility, balance, sensation and control (Shaalan and Abul Majd, 1996: 7-38).

4. Conclusions and recommendations

4.1 Conclusions

Through the research hypotheses, and according to the results of the statistical analysis, and in the light of the discussion of the results and within the limits of the researcher's sample, he was able to reach the following conclusions :

1- A proposed training program for the skill training of the junior football player has been designed

2- There is a statistically significant difference at the level of 0.05 between the pre- and post-measurement of the experimental group in the goal shooting test to measure the accuracy of the shooting and in favor of the dimensional.

3- There is no statistically significant difference at the level of 0.05 between the pre- and post-measurement of the control group in the goal shooting test to measure the accuracy of the shot.

4- The existence of a statistically significant difference at the level of 0.05 between the pre- and post-measurement in favor of the experimental group in the ball zigzag running test to measure the skill of running with the ball and in favor of the dimensional one.

5- There is no statistically significant difference at the level of 0.05 between the pre- and post-measurement of the control group in the ball zigzag running test to measure the skill of running with the ball.

6- There was a statistically significant difference at the level of 0.05 between the pre- and post-measurement in favor of the experimental group in the ball bounce test with the feet to measure the skill of control and control of the ball and in favor of the dimensional group.

4.2 Recommendations :

In light of the findings, the researcher recommends the following:

1- The necessity of paying attention to conducting scientific researches through which training programs are made related to improving and developing the various basic skills of football players and reaching them to a high level .

2 - We recommend the need to raise the cognitive abilities of coaches in the field of sports training in a scientific manner, by contributing to scientific forums, training courses and study days under the supervision of specialized frameworks.

3- We recommend that coaches emphasize the need to be aware of everything new in the field of football and related sciences.

4- The necessity of sports teams as well as sports associations to use specialists in the fields of designing long- and short-term training programs, tests and standards, in order to raise the base of practitioners of the sport of football at the national level, and to identify the abilities of the

players and their physical, skillful, planning and physiological preparations, and to participate in all forums, whether local, regional, national and international, so that the players gain experience in the sport of football .

5- The necessity of establishing official competitions in the form of a national championship in which all schools located at the national level compete.

6- Working on the application of the proposed training program to school players in all sports governorates, as the results of this study have proved to have a positive impact on the education and improvement of various basic skills of the football players under study .

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