Vol 2 Issue 4 Thi Qar University Journal of Physical Education

مجلة جامعة ذي قار لعلوم التربية البدنية

مجلة علمية محكمة تصدرها كلية التربية البدنية وعلوم الرياضة

The Effect of Planning Training Using Assistive Training Methods to Develop Some Planning Variables for Youth Football Players

Hassan Adi Abdel Razzaq
hasanuday018@utq.edu.iq
Thi Qar University / Faculty of Physical Education and Sport Sciences

Published online:
20/ 12/2025

Keywords:
Planning

Youth Football

Methods

.

ABSTRACT

The researcher touched on the importance of the research, which was clarified in the use of training methods to develop some planning variables, and through the researcher's observation of the lack of interest in training methods that help coaches, and after taking the opinion of experts about the reasons for the poor level of performance in some of the planning variables of players, which is considered one of the special requirements of the game of football, as well as identifying the impact of training using auxiliary training methods to develop Some player schematic variants for experimental and control groups.

The importance of the research lies in the need to develop planning variables because of their importance in football, through the use of devices and aids, as for the research problem, the researcher noticed a lack of development in some of the planning variables, so the researcher tended to use auxiliary means that help in the development of some planning variables in footballbecause they represent the most important variables In this game.

The impact of innovative and effective tool use as a contributing factor in the development of young football players

Abstract: This study examines the effect of tactical training supported by training aids on improving selected tactical variables among youth football players. Using an experimental design, twenty players were divided equally into experimental and control groups. Tactical tests were administered before and after the training program. Results showed significant improvements in the experimental group in tactical linking, directional change performance, complex tactical performance, and wall-passing with shooting accuracy. The findings demonstrate that supportive training aids create a more effective and realistic learning environment, enhancing players' tactical performance. The study recommends incorporating such tools into youth training programs to support better tactical development

1 – Introduction:

Sports have received extensive and great attention in the countries of the world in order to reach the highest levels of performance and achieve the best achievements in competitions and in various sports, and the continuous development and modern technology that has been used in training operations are one of the main factors that made the sport take good steps towards progress, and that this development and progress was not by chance, but came with perseverance and hard work by those in charge of sports games and researchers through devices and tools and aids to reach the level of outstanding performance.

Training and exercise is one of the basic rules in achieving the required goals, as taking care of exercises and exercises is the first and important step, through which the benefits of the prescribed curriculum are reaped, and for this reason, most trainers emphasize the need to find modern training methods and methods that are in line with the age stage.

Assistive training aids are also considered as important factors that work to develop the level of individuals and youth, as many developed countries use various means of training whose main goal is to help develop the motor paths and physical qualities of various activities and sports.

"The use of assistive means and the training process is according to the type and function of the work performed by each player, so they are sometimes auxiliary training methods whose goal is to develop special physical qualities or modify motor performance and help the athlete to take the appropriate and correct training positions for the type of skill performance according to their use."

It is known that the performance of the tactical behavior in football is related to the principle of team play, and there is no doubt that the movements of the players in the match must be coordinated and each player understands and anticipates the movements of his colleagues on the field of play.

1-2 Research Problem:

Through the researcher's practice of the field of training and the follow-up of the youth team of the Nasiriyah Sports Club for Youth, he noticed the lack of remarkable progress and improvement of the level of the trainees despite the efforts made by the coach, as well as the appearance of boredom during the training in order to raise the planning level of the team, as the researcher used the planning exercises Using auxiliary means to know its effective role and its importance in training the planning variables in football for youth to provide young people with planning abilities in order to reach the most appropriate way to deliver the material to the trainer and absorb it.

1-3 The research aims to :

1- Preparing planning exercises withauxiliary tools and using them in the training units.
2- Identifying the differences between the results of the pre- and post-tests in the planning variables of youth football players.

3- Identifying the differences between the results of the post-tests of the control and experimental groups of the planning variables of youth football players.

1-4 The researcher assumes to :

1- There are significant differences between the results of the pre- and post-tests of the control and experimental groups for the planning variables and the effectiveness of performance for youth football players.
2. There are significant differences between the results of the post-tests of the control and experimental groups for the planning variables and the effectiveness of performance of youth football players.

2. Research Procedures

2-1 Research Methodology: The researcher used the experimental method to adapt it to the nature and problem of the research.

2-2 Research Population and Sample:

Therefore, the research sample included the players of Al-Nasiriyah Football Club registered in the Iraqi Football Federation, Dhi Qar Branch for the sports season (2024-2025), which are (30) players, and the researcher was deliberately selected for his research sample, and the sample was randomly divided (by lottery) into two equal groups, one of which is a control of (10) players and the other is an experimental group of (10) players. The sample of the exploratory experiment was (6) players and the percentage reached (20%) of the research population, so the actual sample of the sample became (20) players representing the main sample of (66.67%) of the research population.

Table (1) shows the numbers of the research sample on which the tests and measurements were conducted

Percentage		Issue	Collection	Sample Division
% 100		**34**		Research Community
% 66.67		**20**		Research Sample
66.67%	**% 50**	**10**	**Experimental**	Segmentation of the research sample
	% 50	**10**	**Officer**	
13.33%		4		Excluded
20%		6		Reconnaissance

2.2.1 Homogeneity of the research sample:

Controlling the variables and attributing the differences to the experimental factor is a very important matter that the researcher must pay attention to and take into account before starting the implementation of the program proposed by the researcher, and in order to verify the homogeneity of the two research groups (experimental and control) and for the purpose of preventing extraneous influences that may affect the results of the experiment, and to ensure that there is no bias in the distribution of the two groups. The

researcher resorted to verifying the homogeneity of the sample of the two research groups (experimental and control) in the variables related to morphological measurements, which are (height - mass - chronological age - training age) for each player within the framework of the research sample and recording it in a special form, using the (twist) coefficient, so that she can know that all the members of the sample will be homogeneous and naturally distributed with the research variables, and the results showed the homogeneity of the two research groups (experimental and control)The following table (2) shows the extent of homogeneity of the members of the studied sample in the selected variables, noting that the torsion coefficient in these variables was limited between.

Table (2) shows the homogeneity of the sample in variables (body mass, height, training age, chronological age)

Statistical Significance	Torsion coefficient	Broker	Standard deviation (±p)	Arithmetic mean (Q)	Unit of Measurement	Statistical Milestones / Variables	t
homogeneous	0.063	62.525	0.994	62.611	kg	Body mass	1
homogeneous	-0.644	172.590	1.307	172.267	Poison	Player Length	2
homogeneous	0.637	216	7.44	213.583	month	Chronological age	3
homogeneous	-0.263	26.535	0.821	26.265	month	Training Age	4

Through Table (2), it is shown that the value of The torsion coefficient in these variables is limited to (±1) and therefore the sample is normally distributed under the Kauss trend. This indicates that the sample is well distributed, which means that The sample was homogeneous, and the distribution was moderate.

2.2.2 Equivalence of the research sample:

In order for the two research groups (experimental and control) to be equal in the research variables under study, and before the researcher started experimenting with the independent variable, he resorted to achieving the principle of equivalence between these two groups, as each researcher should be at least equal in relation to the variables related to the research. The researcher used statistical methods such as arithmetic mean, standard deviation, and the value of (t) for the independent samples of the two groups (experimental and control) to ensure their equivalence in all variables except the experimental variable

that must be affected in the experimental group, as shown in Table (3) The equivalence of the research sample for the pre-tests of the research variables between two groups.

Table (3) shows the equivalence of the two research groups (control and experimental)

Significance	Calculated t-value	Experimental Group		Control Group		Unit of Measurement	Variables	
		on	Going to	on	Going to			
Insignificant	1.288	0.854	25.834	1.004	25.610	Second	Time	Speed and accuracy of schematic linkage
Insignificant	1.285	0.749	10.049	0.387	9.634	Degree	Insignificant	
Insignificant	0.823	0.041	0.390	0.023	0.377	d/s	Insignificant	
Insignificant	1.788	0.419	28.839	0.572	28.601	Second	Insignificant	Trend Change Planning Performance
Insignificant	0.736	0.438	11.934	0.335	11.906	Degree	Insignificant	
Insignificant	0.947	0.016	0.414	0.012	0.416	d/s	Insignificant	
Insignificant	0.366	0.817	39.501	0.783	39.793	Second	Insignificant	Composite Planning Performance
Insignificant	1.842	0.832	11.050	0.470	11.524	Degree	Insignificant	
Insignificant	1.362	0.016	0.279	0.015	0.290	d/s	Insignificant	
Insignificant	1.582	0.300	3.399	0.452	3.579	Second	Insignificant	Wall handling and scoring
Insignificant	1.836	0.496	6.677	0.658	7.100	Degree	Insignificant	
Insignificant	0.181	0.137	1.971	0.167	1.998	d/s	Insignificant	
The tabular value of (t) = () at the significance level of (0.05) and at the degree of freedom (28)								

It shows that there are no significant differences between the two research groups in these variables , which are (30) players, as the calculated value of (t) was less than the tabular value at the level of significance (0.05) and the degree of freedom (28), which means that

there are no significant differences between the two research groups in these variables, and this indicates the equivalence of the two groups in the variables used in the research.

2-3 Methods, Devices and Tools Used in the Research:

2.3.1 Means of data collection:

- Arab and foreign references and sources.
- Observation and experimentation .
- Personal interviews with experts and specialists.
- Tests and measurements.
- Questionnaire form for surveying the opinions of experts and specialists.

2.3.2 Devices used in the research:

- Electronic stopwatch (1/100) of the second, German origin number (2).
- Height and weight measuring device type (Ariston), of Chinese origin (1).
- Laptop Calculator (HP) (1) Dell Type (1)
- (Canon) camera for the purpose of documentation (3) of Japanese origin.

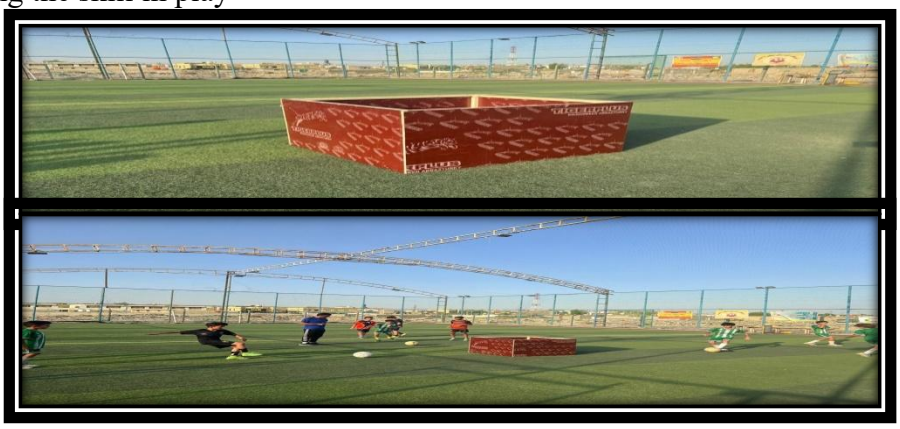
2.3.3 Tools used in the research:

- Legal Football (10).
- Whistle type (Fox) number (2).
- Colored adhesive tapes with a thickness of (5) cm (4).
- Plastic cones of different colors with a height of (10) cm (15) and a height of (5) cm (10).
- Training barriers with a height of (40) cm (10), (10) obstacles with a height of (50) cm, and (3) obstacles with a height of (80) cm.
- A measuring tapemeasuring (20) meters to determine distances.
- Training allowances (12).
- Miscellaneous stationery (pens, rulers, papers,... etc.).

2-3-4 Aids used in the research:

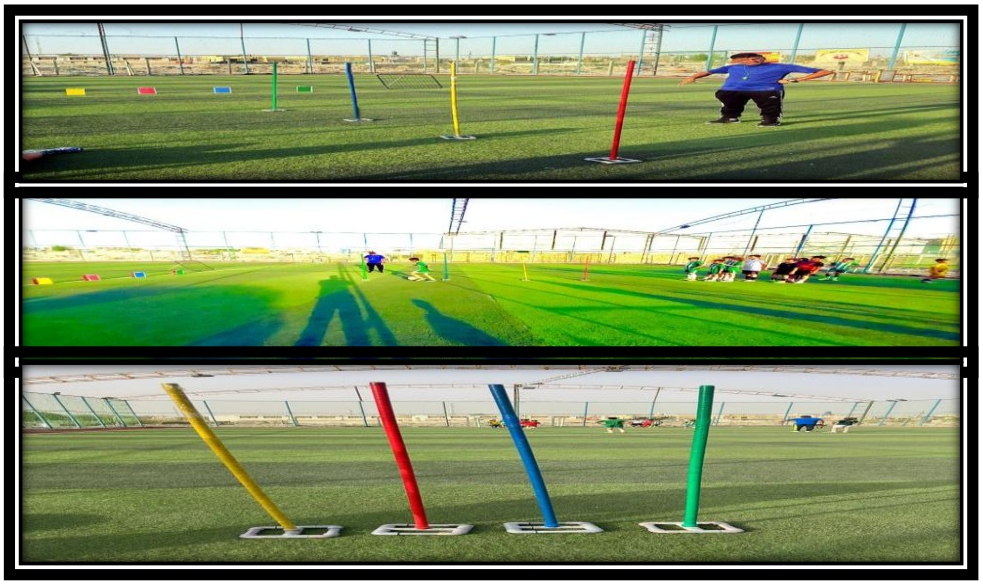
1. Wooden Recoil Panel Method:

It is an aid made of wood in the shape of a square with the length of the side of the square (1) m, and this aid is used to develop football skills without the help of another person or player, as all players can perform the skill on their own and the opportunities are equal for all, as the player passes the ball on the wooden rebound board and receives it himself, in addition to providing enough time for the skill to be practiced by all players, and the most important thing in it is to provide somewhat similar conditions. For the conditions of performing the skill in play



2- **Means of colored panels and columns:**

It is an auxiliary in the form of four columns with a height of (5.1) m fixed from the bottom with a square base for the purpose of fixing it, where the player stands with the ball in front of the colored columns and the coach asks the player to roll the ball between the colored columns and when he passes the last column, the coach gives an instruction to the player to continue rolling the ball around a certain color of the four colors and return to the beginning



2-4 Field Research Procedures:

3.4.1 Identification of some planning variables:

In order to identify some of the planning variables that should be available to the youth group in football, the researcher reviewed many Arab and foreign sources that were concerned with the subject of these variables.

2.4.2 Defining the tests for research variables:

First: Planning Tests

First Test: Schematic Linkage

- **Test Name:** Speed and Accuracy of Schematic Linkage
- **Test objective:** speed and accuracy of schematic linkage
- **Level :** Youth
- **Tools used:** Legal football, goal divided by colored tape into several zones, timers, measuring tape, whistle, burke, indicator with a height of 1 m, 3 football field.
- **Description and performance of the test: The** location of each square player with an area of 2 meters is determined with the material of borc to receive and deliver the ball, and an indicator with a height of 1 meter is placed in the middle of the distance between each player as a negative opponent, while the scoring area on the divided goal of the whole box is around the 6 yards area as shown in Figure (2).

The test is carried out by three players in their predetermined positions and their positions are exchanged after the end of each goal scoring attempt in succession, where player (1) receives the ball from the middle of the field with a handling from the coach who is three meters away, then he handles the ball to player number (2) directly (with an olmsteen

touch) who is 10 meters away from him, then moves at full speed from behind player number (2) towards the imaginary position No. 4, and then player number 2 handles the ball Player No. 3 handles the ball forward to the side of Player No. 1 heading to the imaginary No. 4 position, which is 30 meters away from the box and the corner and moves towards the goal, and Player No. 1 with Olmsteen's touch transfers the ball to Player No. 2 in the designated scoring area for execution on the goal around (6) yards, and thus the test is carried out successively and for each laboratory, as shown in Figure (2).

- **Scoring:** 4-5 observers and registrars - two scores are given to the player who receives the ball and delivers it inside the box - one score is given to the player who receives and delivers at the line of the box - a score of zero is given to the player who receives and delivers the ball outside the box while scoring on the divided goal, and in case the bar or post is touched, the highest score is calculated and a score of zero is calculated outside the goal, the total score of accuracy is (15) degrees. - We take the total times of each player for each position from receiving the ball until it crosses the goal line.

- The test score is from 10 grades, divided by 5 points for accuracy and 5 for speed.
- Conversion of raw scores to standard scores of accuracy + standard score of time = test score

ormance Test by Changing Direction

ormance by Changing Direction.

uracy of planning performance.

- **Tools used:** Football / Football field / Goal divided by a bar into several zones / Measuring tape / Clocks / 5 indicators with a height of 1 m as a competitor / Burke / Whistle.

- **Performance Description: The** location of each player is determined by a square of 2 meters with the material of borc to receive and deliver the ball, and an indicator with a height of 1 meter is placed in the middle of the distance between each player as a competitor, while the scoring area on the goal divided into 5 zones determines each area of the box around the 6-yard area as in Figure (3)

The test is carried out by five players in their predetermined positions and their positions are exchanged after the end of each scoring attempt on goal successively, the timing begins when player No. (1) receives the ball from the right of the middle of the field with a handling from the coach who is three meters away, then he handles the ball to player No. (2) directly and touches him Olmsteen, who is 15 meters away from him, and starts forward towards the goal, then he hands the ball to player No. (3) who is 15 meters away from him, who in turn hands hands the ball to player No. (2) who is 15 meters away from him. 4 which is 10 meters away from it, and the ball is handed by the player No. 5 forward side towards the goal for a distance of 35 meters between the side line and the penalty line near the corner flag to play it by touching or two touches of the box so that the player No. (1) executes on the goal between the 6 yards and the box to carry out the test successively and for each laboratory on the divided goal.

- **Scoring:** 4-5 registrars and observers. Two scores are given to the player who receives and delivers the ball inside each box.
- One score is given to the player who receives and delivers at the line of each square
- A score of zero is given to the player who receives the ball and delivers it outside each square
- The score obtained by the player during the scoring on the divided goal is given, and in case of touching the bar or the post, the highest score is calculated and zero score is calculated outside the goal, the total score of accuracy is (17) degrees. We take the total times of each player for each position from receiving the ball until it crosses the goal line
- The test is of 10 grades, divided by 5 degrees for accuracy and 5 degrees for speed.

Conversion of raw scores to a standard score of accuracy + standard score of time = test score

2.4.3 Exploratory Experiment:

The researcher conducted thereconnaissance experiments on a sample of (6) players from Al-Nasiriyah Football Club (youth category) in Dhi Qar Governorate, who are part of the research community, to identify the negatives and errors that the researcher encounters to try to overcome them, andto ensure accurate and honest results, as shown below:

- **Date:** 3/3/2025 on Monday at four o'clock in the afternoon.
- **Testing Place:** Nasiriyah ClubStadium in Dhi Qar Governorate.

2.4.4 Field Research Procedures:

2.4.4.1 Pre-Tests:

The pre-tests of the planning variables were conducted on the research sample of the two groups (control and experimental), namely the players of Al-Nasiriyah Youth Football Club in Dhi Qar Governorate at Al-Nasiriyah Club Stadium at four o'clock in the afternoon, in order to obtain the results of the tests for the study variables (some planning variables) with the help of the work team, as it started on the first day on 4/3./2025, corresponding to (Tuesday) by conducting tests for some planning variables

2.4.4.2 Main Trial Procedures:

After completing the preparation of Planning Exercises For performance and its suitability to the nature of the research sample, as well as ensuring that the two research groups (control and experimental) are equal, and addressing the issues indicated by the exploratory experiments and benefiting from them in organizing the work and preparing for the main experiment., the researcher conducted the main experiment onA The research sample through the introduction of the independent stimulus within the applied aspect of the special training units in the development of the targeted planning capabilities in this research.

2-5 Post-tests:

Post-tests were conducted on (Friday) on 16/5/ 2024 at four o'clock in the afternoon at the Sports Stadium in the NasiriyahThe researcher worked to stabilize the conditions for the tests in terms of the appropriate time and place, devices and tools, and to develop the appropriate method for the tests and the work team in order to achieve the same conditions Oma It is as similar as possible to the atmosphere of the pre-test for the research sample,

i.e., as the pre-tests were conducted and the conditions, specifications and conditions therein.

2.6 Statistical Methods:

The researcher used statistical methods through the statistical package (SPSS:21) and Excel program to extract results .

3- Presenting, analyzing and discussing the results:

This chapter deals with the presentation, analysis and discussion of the research results, after the researcher has completed collecting the data resulting from the tests used that were developed in tables, because of the ease of extracting scientific evidence, and because it is a suitable explanatory tool for research that enables the achievement of the research hypotheses and objectives in the light of the field procedures carried out by the researcher.

3-1- Presenting, analyzing and discussing the results of the values of some planning variables in football

3.1.1. Presentation, analysis and discussion of the results of the values of some of the planning variables in football for the control group:

Table (4) shows the differences between the pre- and post-tests in some of the planning variables in the football of the control group.

Significance Level	Calculated t-value	A.F.	Q F	Post-testing		Pre-test		Unit of Measurement	Variable
				on	Going to	on	Going to		
0.037	2.449	0.516	0.400	1.062	25.210	1.004	25.610	Second	Time
0.004	3.857	0.738	-0.900	0.879	10.534	0.387	9.634	Degree	Accuracy
0.005	3.633	0.037	-0.042	0.047	0.419	0.023	0.377	d/s	Accuracy Indicator
0.001	4.743	0.667	1.000	0.696	27.601	0.572	28.601	Second	Time
0.001	4.583	0.483	-0.700	0.506	12.606	0.335	11.906	Degree	Accuracy
0.001	5.046	0.026	-0.041	0.025	0.457	0.012	0.416	d/s	Accuracy Indicator
0.000	9.000	0.316	0.900	0.824	38.893	0.783	39.793	Second	Time
0.000	6.000	0.422	-0.800	0.597	12.324	0.470	11.524	Degree	Accuracy
0.000	6.795	0.013	-0.027	0.020	0.317	0.015	0.290	d/s	Accuracy Indicator
0.003	3.932	0.515	0.640	0.601	2.939	0.452	3.579	Second	Time
0.003	3.973	0.438	-0.550	0.883	7.650	0.658	7.100	Degree	Accuracy
0.004	3.916	0.568	-0.703	0.600	2.701	0.167	1.998	d/s	Accuracy Indicator

3.1.2 Presentation, analysis and discussion of the results of some planning variables in football for the experimental group:

Table (5) shows the differences between the pre- and post-tests in some of the planning variables in the experimental group

Significance Level	Calculated t-value	A. F.	Q F	Post-testing		Pre-test		Unit of Measurement	Variable		t
				on	Going to	on	Going to				
0.000	10.585	0.568	1.900	1.106	23.934	0.854	25.834	Second	Time	Speed and accuracy of schematic linkage	1
0.000	8.662	0.639	-1.751	0.632	11.800	0.749	10.049	Degree	Accuracy		2
0.000	17.004	0.019	-0.104	0.040	0.494	0.041	0.390	d/s	Accuracy Indicator		3
0.000	11.196	0.876	3.100	0.677	25.739	0.419	28.839	Second	Time	Trend Change Planning Performance	4
0.000	9.540	0.652	-1.966	0.738	13.900	0.438	11.934	Degree	Accuracy		5
0.000	15.308	0.026	-0.127	0.035	0.541	0.016	0.414	d/s	Accuracy Indicator		6
0.000	14.697	0.516	2.400	0.622	37.101	0.817	39.501	Second	Time	Composite Planning Performance	7
0.000	9.316	0.832	-2.450	0.850	13.500	0.832	11.050	Degree	Accuracy		8
0.000	12.255	0.022	-0.084	0.023	0.364	0.016	0.279	d/s	Accuracy Indicator		9
0.000	16.616	0.175	0.917	0.236	2.482	0.300	3.399	Second	Time	Wall handling and scoring	10
0.000	9.771	0.590	-1.823	0.527	8.500	0.496	6.677	Degree	Accuracy		11

0.000	10.872	0.432	-1.484	0.419	3.455	0.137	1.971	d/s	Accuracy Indicator		12

3-2 Discussion, analysis and discussion of the results of some planning variables in football for the experimental and control groups between the pre and post tests:

The development in the planning abilities of football players for both research groups came as a result of various training and skills individually and in pairs in which different goals were used, small sizes to increase the difficulty of training as well, which positively affect the control of passing and scoring, and the aim was to develop the planning abilities because of their importance and positive impact on the effectiveness of the offensive performance of football players and to emphasize the performance of passes with several repetitions, quickly and accurately, and this is one of the most important basics of the success of this skill. (Mustafa Jassim Abd Zaid, 2010) mentions that the attack in football, especially the counter-attack, can be performed individually, collectively or collectively, in terms of its formation, but in terms of its components, it consists of performance time, speed of performance, and the number of passes, which play an important role in determining the effectiveness of the attack, the less Time when passing with speed of performance, number of passes and ball transfer The higher the chance of finishing the attack and the greater the chance of achieving a goal.

He advised (Hammad, 2012) that coaches of age groups should introduce training on planning abilities in football in their training programs, because training on planning performance allows the formation of mental motor programs in the player's nervous system to achieve his ability to summon one or more of them while exposed to a certain situation in the match that requires the implementation of a series of skills that are implemented sequentially, and thus its implementation with a higher degree of mastery. Also, training on complex skills leads to the player's ability to be creative. He added (Hammad, 2012) to the importance of training on the planning performance in football, which in turn leads the player to reach a high level of implementation of skills and use them in the situations in which the player is present during the match, as well as the ability to control between the parts of the body during the performance of the skills, and the strength, speed and accuracy of the implementation of a series of skills in record time and in a correct smooth manner, andTo increase the player's ability to be creative to produce a performance that is commensurate with the situation that the player is exposed to while playing as well, and thus the performance becomes more effective and thus wins the match.

The researcher believes that the training exercises of planning training using auxiliary tools had a role in the development of the physical abilities of the game, and this in turn was reflected on the development of the performance of the planning linkage and the planning performance of the game of football with strength, speed and high-level performance in a way that is commensurate with the nature of the game, because the development of the physical abilities of a particular game reflects positively on the

performance of the skills of that game, and this is what was stated in the words of (Sami Al-Saffar, (1992) "For the purpose of building the player in a proper structure and to achieve high achievement" by stating that "the physical abilities appropriate to the sporting activity practiced have an effect on the mastery of the basic skill of the game."

"Reducing the tactical and technical mistakes committed by the team players as well as increasing the volume of the team's movement in general, knowing and avoiding these mistakes will help raise the level of performance in the match and achieve the required results" (Muhammad Ali Ahmed Al-Qat, 1999) As he pointed out that the planning performance is affected by appropriate physical fitness, skill performance, and the ability to behave well and be creative on the field, the researcher put the exercise vocabulary in specific areas within his training vocabulary, which develops these abilities according to the intensity of the exercises and According to the limited time in the proposed exercises, which had an impact on the development of planning performance, and this was shown by the results of the significant differences.

As for the control group, after presenting the results of the planning performance test with the change of direction and scoring, it was found that there was a slight development in the results of the pre- and post-tests, and in favor of the post-test, as the researcher attributes this simple development to the result of the exercises that the coach uses with the control group with the players during the special preparation, and for the simplicity of the test, the players remembered the method of performance and that the pre-test is what helped them to appear at a better level in the performance of the post-test. There was no significant difference in the results of the pre- and post-tests, as happened with the total.Experimental .

4. Conclusions and Recommendations:

4.1 Conclusions:

In light of the statistical treatments of the results of the tests conducted on the groups, the researcher reached the following conclusions:

1- Schematic training using assistive means positively affected some of the planning variables of the experimental research sample.

2- The use of planning exercises using aids has helped create a new environment for players, similar to real game situations, so players should be trained in tactical drills in a coherent manner.

3- These exercises contributed to adding an atmosphere of excitement, excitement and enthusiasm to the research sample, which contributed to breaking the deadlock in the diversification of exercises.

4- Planning exercises using assistive means contributed to linking performance and skills to smart movements, and to the stability and mastery of performance.

4.2 Recommendations:

1- The use of planning exercises using aids prepared by the researcher, commensurate with the needs and level of the selected sample.

2- The use of planning exercises using aids because of their effect on some planning abilities.

3- The need to pay attention to age groups, as they are the main basis for all achievements, as well as due to the increase in the number of important external participations.

Sources:

- Mufti Ibrahim Hammad : Sport Training (Planning - Application - Leadership), 1st Edition, Cairo, Dar Al-Fikr Al-Arabi, 1998 .
- Sami Al-Saffar, et al .: Football as a Curriculum Book for Students of Physical Education Faculties, 2nd Edition, Mosul, Dar Al-Kutub for Printing and Publishing, 1987).
- Mohamed Ali Ahmed Al-Qat, Functions of Sports Training Members, 1st Edition, Cairo, Dar Al-Fikr Al-Arabi, 1999.