



The Effectiveness of a Cognitive Counseling Program in Planning Thinking and Some Basic Skills in Football among the Youth of Erbil Club

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ABSTRACT

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The research aims to:

- 1- Preparing a knowledge counseling program for the youth of Erbil Football Club.
- 2- Identifying the differences between the pre- and post-tests of the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.
- 3- Identifying the differences in the post-tests between the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.

The researchers used the experimental method in order to suit it and the nature of the problem, and the researchers selected the research sample in the deliberate way, which represents the youth players of Erbil Club and the participant in the Iraqi Football League for professional clubs under 19 years old, which are (28) players, and the sample was divided into two groups (experimental and control), and the researchers relied on the use of the (Version-22) SPSS system to extract the results.

The researchers reached some conclusions, the most important of which are:

- 1- A clear superiority was achieved in improving some basic football skills for the youth players of Erbil Sports Club when comparing the pre- and post-tests using the cognitive counseling program and its techniques prepared by the researcher in the experimental group.
- 2- The experimental group was superior to the control group in developing the planning thinking of the youth players of Erbil Sports Club when comparing the two dimensional tests of the two groups.
- 3- The experimental group outperformed the control group in the post-tests Improving some basic football skills for the youth players of Erbil Sports Club when comparing the experimental and control groups.

The researchers recommended the following:

- 1- The need to pay attention to cognitive counseling programs, which are part of long-term psychological preparation programs in teaching some basic cognitive and skill aspects of football.
- 2- The necessity of conducting similar studies in other sporting events.

- Introduction and the importance of the research:

Sports psychology is one of the sciences that has witnessed extensive scientific development in recent times and its theories have become in line with modern trends that work on good preparation to reach many sports events to the highest levels, all components of sports training in terms of physical, skillful, planning, mental, and psychological are practically related to the psychological factor, and that the psychological factor depends on the skills of concentration, attention, self-confidence and facing pressures, so sports psychology has become an integral part of the sports training process to reach the player to The highest levels, especially applied and field sports psychology.

Applied field psychology is one of the most important information that has entered the field of sports activity, which contributes greatly to the development and development of the player's abilities and the understanding and interpretation of the athlete's behavior, as there is a great role of this science to reach the player to the highest levels by studying the personality and knowing the best means that make this or that player at his best to accept the training units as well as meet the opponent in the best condition and then overcome them, as the physical, skillful and planning preparation has become in the It is accessible to everyone and can be reached to the highest levels, and the world champions have become close in these elements in terms of level, so "the competition has now become to reach the player in terms of psychological preparation to his best in order to achieve the achievement, because sports psychology is to find positive solutions to all the problems that the athlete suffers from and related to personality and related to behavior within the field of play and training through the preparation of psychological and counseling programs and various methods" (Atallah, 2019, 5-6).

Psychological programs aim to provide psychological counseling to athletes in order to improve their abilities to face the pressures they are exposed to throughout the duration of exercise, and to increase their abilities to cope with and face these pressures, as well as to build and develop achievement motivation (Abada, 2007, 29).

Counseling and helping others are important processes and programs that take many types, as it was shown (Ikhlas Mohamed Abdel Hafeez, 2022) that "counseling takes different forms such as advice, providing the mentor with information, encouraging the mentor, and interpreting and analyzing psychological tests in order to know the capabilities of the counselor" (Abdul Hafeez, 2022, 129), hence there are many types of counseling, including cognitive counseling, as it was found (Rasha Abdullah Ibrahim, 2022) that psychological counseling programs are "one of the most prominent programs that help individuals correct false mental images. Considering that

stress is one of the most common diseases among individuals, cognitive counseling interventions may be effective in enabling them to manage and reduce the symptoms of stress, using cognitive mechanisms, tools, and techniques to help the individual identify his negative thoughts and irrational beliefs that support his emotional disorders and subject them to the greatest degree of control (Ibrahim, 2022, 46).

Since the cognitive program helps the individual to know his negative thoughts and control these thoughts by working to modify these thoughts of all kinds using the cognitive counseling program that works to improve the individual's positive behavior instead of negative and defeatist behavior and control negative thoughts and psychological and physical disorders, and it is of great importance in modifying cognitive behavior, and thus has a role in the thinking process.

Thinking is the first type of self-talk, as it is very powerful, and can lead to serious results, so a person's belief is the main reason for his success or failure, and it represents the largest framework of behavior, and when the belief is strong, our actions will be in line with this belief, as beliefs have great power, and if you can change anyone's beliefs, you can make them do anything (Al-Fiqi, 2000, 24, 27).

The basic requirements of the game in football are determined through skill, physical, planning, psychological and cognitive preparation, and scientific methods and methods in learning these requirements, as learning the basic requirements of football has a great impact on the development of performance. "Many countries of the world have reached advanced levels as a result of defining the basic requirements of the game and following sound scientific methods in applying game plans and knowing the psychological manifestations and mental abilities of the athlete while learning skills, and for the football practitioner to be ready to face obstacles and problems to be the best among the learners and requires him to possess the ability to have good planning thinking, psychological skin, readiness and mental ability (Al-Numan, 2010, 10).

Football today has become more impressive and more exciting, as Hammad (1994, 92) believes that "the basic skills in football are the pillar of performance in it, and without their high proficiency, the task of implementing plans becomes difficult, as it is the only way for the player to deal with the ball, and there is a positive relationship between the mastery of basic skills and the high level of strategic performance" (4), and the researcher believes that skill is the important movements of the player that the player makes with the ball legally that ensures the achievement of superiority over the opponent and the stability of the Requirements for Winning "Because of the importance of skills in football, their multitude and variety, and the ability to perform quickly and the ability to change towards the run, and at the same time, controlling the ball requires

continuous training, and the degree of mastery of technical skills for the type of sporting activity practiced by the player is one of the important aspects on which the planning implementation in different situations is based" (5).

Mahmoud Bassiouni and Bassem Fadel, 1994, 127-203, and (Martin Bedzinski, 1996, 185) point out that ideal thinking plays an important and essential role in the implementation of football game plans and their formation according to the requirements of the competitive (playful) situation, and according to the changing circumstances of this situation, as the achievement of the required levels of achievement depends on the player's ability to use thinking processes under the conditions of competition. All its possibilities for excellence and excellence in directing the ball towards the opposing team's goal.

Hence, the importance of the research lies in the importance of the topic it is studying, as it seeks to study the effectiveness of a cognitive counseling program in planning thinking and some basic skills for female football players, and therefore the subject of the study is of great importance, whether theoretically or practically.

In theory, the present study constitutes a cognitive addition to the subject of cognitive psychological counseling, while in practice, it is represented in the application of a counseling program that aims to improve the level of planning thinking and develop some basic skills in football among the youth players of Erbil Sports Club.

2-1 Research Problem:

It is known that most football players vary in their capabilities and abilities in the planning thinking process and the degree of their mastery of it, and the presence of slowness, fluctuation and instability in the level of basic skills in the youth group, and the researcher attributes this to some psychological situations that the player is exposed to during training and competition, especially in this category, and the researcher also noted the existence of deficiencies. Some of the trainers have psychological preparation through cognitive counseling programs for these young people, which in turn leads to weakness and decrease in the skill and planning level.

Due to the importance of psychological counseling programs in the field of sports in general and football in particular, the researcher believes that the preparation of the best counseling programs that leave an impact on the planning and skill aspect are those cognitive counseling programs that focus on thinking.

Hence, the problem of the study lies in the following question:

- What is the effectiveness of the knowledge counseling program in planning thinking among the youth of Erbil Club?

- What is the effectiveness of the cognitive counseling program in planning thinking and some basic skills in football among the youth of Erbil Club?

- Research Objectives:

- 1- Preparing a knowledge counseling program for the youth of Erbil Football Club.
- 2- Identifying the differences between the pre- and post-tests of the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.
- 3- Identifying the differences in the post-tests between the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.

- Research hypothesis:

- 1- The existence of statistically significant differences between the pre- and post-tests of the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.
2. The existence of statistically significant differences in the post-tests between the experimental and control groups in planning thinking and some basic skills in football among the youth of Erbil Club.

- Research Areas:

- **Human field:** The youth of Erbil Sports Club participating in the Iraqi Club League under 19 years for the season **2024-2025**.

- **Temporal Domain:** **27/10/2024 - 24/7/2025**.

- **Spatial Field:** The outdoor stadium of Erbil Sports Club.

- Research Methodology:

The researchers used the experimental method for its relevance and the nature of the problem.

- Research sample:

The researchers selected the research sample by the deliberate method, which represents the youth players of Erbil Club and the participant in the Iraqi Football League for professional clubs under 19 years old, which are (28) players, and the sample was divided into two groups (experimental and control), and the players of the two groups were selected randomly by lottery, where the experimental group consisted of (10) players, while the control group consisted of (10) players as well, and the members of the survey experiment, which are (5) players and (3) players, were excluded because they are goalkeepers.

- **Homogeneity of the two research groups in variables (chronological age, height, mass, training age):**

The researchers found the homogeneity of the members of the research sample (experimental and control) through the variables that can affect the experimental variable, and Table (1) shows this.

Table (1) Homogeneity of the two groups of the research sample in variables (chronological age, height, weight, and training age)

Torsion coefficient of control group	Torsion coefficient of the experimental group	Control Group		Experimental Group		Variables	t
		±	Going to	±	Going to		
-0.559	.0458	6.45411	230.9000	3.71334	231.7000	Chronological Age (Month)	1
0.148	-0.997	4.74810	176.9000	10.15710	176.5000	Length (cm)	2
-0.102	0.283	3.28126	67.9000	7.42443	67.3000	Mass (kg)	3
-0.483	0.401	112.862	79.9000	21.94539	99.6000	Training Age	4

Through Table (1), it is clear that the value of (torsion coefficient) for the experimental and control groups is less than (± 1), which indicates that the members of the two groups are homogeneous in these variables.

- The parity between the two research groups in planning thinking and some basic skills in football:

The researchers found the equivalence between the two research groups (experimental and control) by comparing the two groups in the studied variables as shown in Table (2).

Table (2) Parity between the two groups of the research sample in planning thinking and some basic skills in football

Significance	Value (sig)	Value (v) Calculated	Control Group		Experimental Group		Research Variables	t
			±	Going to	±	Going to		
Insignificant	0.304	-1.058	4.02906	30.3000	3.56682	28.5000	Planning thinking	1

Insignifican t	0.102	-1.722	1.0218 0	11.737 0	1.0430 0	10.942 0	Rolling with the ball	2
Insignifican t	0.264	1.154	5.3965 0	15.300 0	4.6535 5	17.900 0	Short Handling	3
Insignifican t	0.12 8	-1.637	1.6363 9	10.700 0	3.9228 7	8.5000	Scoring from Consistenc y	4

Through Table (2), it is clear that the differences were insignificant between the members of the experimental and control research groups, which means that the two groups were equal in planning thinking and some basic skills in football.

- Plan Thinking Scale:

The researchers used the Planning Thinking Scale built by Bilal Awad Al-Damour, a scale that was built on the students of the second stage at the Faculty of Sport Sciences at Mutah University in Jordan in 2011 in the subject of football. The scale is designed to identify the level of planning thinking in the player through explanatory forms that represent (16) planning cases and contain (48) questions or situations illustrated by drawing, and the situation is explained for each form with its three positions, in which the player chooses the correct answer by marking (✓) under the correct position according to his belief, and the scale is corrected by giving the player (3) a maximum score and one minimum score for the correct answer, and thus the maximum score obtained by the player will be (48) and the minimum score will be (16) points, so the degree of neutrality will be (32). (Al-Damour, 2011, 45).

- Identifying some basic skills in football and its tests:

The researchers identified some skills according to the content of books, sources, master's theses, and doctoral theses, which contain the basic skills of football, as most of them were conducted on the skills that were adopted in this research, which included (handling, rolling, scoring), then a set of tests that measure those skills was nominated by using scientific references and previous studies and presenting them in the form of a questionnaire to a group of experts and specialists for the purpose of determining the best test among the skill tests After collecting questionnaires and according to the percentage of agreement of the specialists, the skill tests and their specifications were nominated, which obtained a percentage of agreement (75%) or more

from the opinions of the specialists, as (Bloom et al., 1983, 126) indicate that "the researcher must obtain the approval of (75%) or more from the opinions of the experts" (Bloom et al., 1983, 126). The skills nominated and the specifications of their tests were as follows:

- (1) Running with the ball (rolling), running between the beams back and forth.
- (2) Handling, and testing the ball passing towards the wall to measure the accuracy of short handling.
- (3) Scoring, hitting the ball towards the goal drawn on goal to measure the accuracy of the shot towards the goal.

- Honesty of the scale and basic skills in football:

For the purpose of extracting the validity of the scale, the scale was presented to a group of experts and professors specialized in sports psychology, measurement and evaluation to indicate the validity of the scale to be used on the research sample, and after reviewing the answers about the validity of the scale to be applied to the sample, it was found that there is a complete and 100% agreement about the validity of the scale to be applied to the sample, as for the basic skills, the researcher found the truthfulness of the content for the tests, through the researcher's reliance on scientific references and previous studies and taking the opinion of experts. and specialists in the nomination of tests, and thus the validity of the tests was verified by obtaining a percentage of (75%) or more of the skill tests used in the research, in addition to the self-validity of these tests was found by calculating the square root of the test stability coefficient as shown in Table (3).

- Stability of the scale, basic skills and their tests:

For the purpose of finding the stability coefficient of the scale, the researchers relied on the method of half-segmentation of the plan thinking scale, and the correlation coefficient (Pearson) was found between the scores of the two halves of the test (half-test stability coefficient) for planning thinking, which reached (0.771), and then the researchers calculated the stability coefficient of the scale as a whole by the Spearman-Brown equation, which reached (0.8706), which means that the plan thinking test obtained a high stability.

As for the stability of the skill tests, the researchers extracted the stability of the tests by using the method of applying the test and reapplying it, as the skills tests were conducted on a sample of the research community, represented by (5) players, who are the same members of the survey experiment, on 1/12/2024, which coincides with Sunday, and the tests were re-conducted on the same group (7) days after they were applied to them for the first time, on 8/12/2024, which also coincides with Sunday, as Bahi et al. point out that "if you repeat the measurements of one

individual. His score showed some stability." (Bahi et al., 2013, 81), where the simple correlation coefficient (Pearson) was found between the scores of the application of the first test and the scores of the second test, through which the stability coefficient was found and the tests achieved a high stability coefficient as shown in Table (3).

The simple correlation coefficient (Pearson) was found between the scores of the first test and the scores of the second test, through which the stability coefficient was found and the tests achieved a high stability coefficient.

Table (3) Honesty and Consistency Coefficients for Skill Tests

Self-Honesty	Stability Coefficient	Unit of Measurement	Statistical Milestones	
			Skill tests	t
0.906	0.821	Second	Running the ball between (10) round-trip markers	1
0.923	0.852	Degree	Accuracy of short handling from a distance of (10) m	2
0.892	0.796	Degree	Test the accuracy of scoring from stability in a football from a distance of (20) meters.	3

- Survey Experiment:

The researcher conducted the exploratory experiment of the Planning Thinking Scale and Basic Skills in Football and the Basic Skills Test in Football on Sunday 1/12/2024 on a sample representing (5) players, not including goalkeepers, and the members of this group were excluded from the main experiment, and the purpose of conducting this experiment was the following:

1. The validity of the scale and the tests applied in the research.
- 2- Knowing the difficulties and problems that may face the researcher.
- 3- Identify the time spent answering the scale.
4. The validity of the selected sample and the extent of its response to the scale and the selected tests.
- 5- Determining the location of the main experiment and overcoming errors, if any.
- 6- Identifying the competence of the assistant team.

- Knowledge Counseling Program:

Achieving the objectives of the current research requires the preparation of a cognitive counseling program, which aims to know the impact of the program in a cognitive way in the development of planning thinking and some basic skills in football among the youth players of Erbil Sports Club, and the first step in the process of building the counseling program in a

cognitive style is to prepare precedents that include the titles of counseling sessions based on the literature and previous studies, and they were presented to a group of experts and specialists in the field of sports psychology, and after discussing the specialists, their opinions and observations were taken. There was a percentage of agreement of more than (75%) on the sequence of sessions, while everyone agreed (100%) on the time of (30) minutes per counseling session, and the current program starts from the direction of mental training, which has become one of the main trends of psychological preparation.

- Procedures for building the knowledge counseling program:

In building the knowledge counseling program, the following procedures were relied upon:

a. Review the literature and previous studies related to the counseling program.

B. Counseling program plan in :(Counseling program in)

The researcher relied on multiple steps in planning the knowledge counseling program, which are as follows:

1- Select needs

2- Select priority :

3- Setting Goals Select Goals :

4- Finding activities to achieve the goals Develop Activities: These activities are:

(Lecture, group discussion, gradual cognitive reconstruction, self-talk, role play, homework, relaxation)

5- Evaluate Results:

- Main Experience:

- Pre-test:

After determining the basic research sample represented by the experimental and control groups, the researcher conducted the pre-test on Tuesday 21/1/2025 on the two groups (experimental and control), in which the scale of (schematic thinking) was distributed to the sample in the hall of Erbil Sports Club, while the skill tests were applied to the basic research sample on 22/1/2025, which coincides with Wednesday in the outdoor stadium of Erbil Sports Club.

- Implementation of the knowledge program for the experimental group:

After the researcher prepared the conditions for the implementation of the counseling program in the cognitive method, he began to apply the program in cooperation with the counselors on the experimental group, and the application of the preparatory program took (47) days from the day of the pre-test, which started on Wednesday, 29/1/2025, until Sunday, 16/3/2025, during which

the counseling program was applied, and two counseling sessions were applied each week, the duration of each session was (30) minutes, and the number of cognitive counseling sessions was (14) sessions, as the counseling sessions started at (3) The researcher used a number of professors in sports psychology who gave guidance lectures to the members of the research sample, and the sessions were held in the outdoor stadium of Erbil Club.

- Post-test:

The researcher applied the post-test to the experimental group and the control group, and under the same conditions as the pre-test was conducted on the two research groups, as the scale (schematic thinking) and the basic skills test related to the research were conducted two days after the closing session, on Tuesday 18/3/2025.

- Statistical Methods:

SPSS-Version 22 was used to analyze the results.

- Presenting, analyzing and discussing the results of the first research hypothesis:

- Presenting, analyzing, and discussing the results of the pre- and post-tests for planning thinking for the experimental and control groups:

This hypothesis was verified by comparing the pre- and post-test in the planning thinking of the experimental and control groups as shown in Table (4).

Table (4) Arithmetic Media, Standard Deviations and the Calculated Value of (v) for the Pre and Post Tests of Plan Thinking for the Experimental and Control Groups

Significance Level	Probability (SIG)	Value (v) Calculated	Post-test		Pre-test		Planning thinking	t
			±	Going to	±	Going to		
Moral	0.000	-5.358	1.19722	34.9000	3.56682	28.5000	Experimental Group	1
Insignificant	0.309	-1.077	3.85285	31.8000	4.02906	30.3000	Control Group	2-

Table (4) shows that:

- The arithmetic mean and standard deviation of the pre-test of the planning thinking variable of the experimental group were (28.5000, 3.56682) respectively, while the arithmetic mean and standard deviation of the post-test were (34.9000, 1.19722) respectively, and the calculated value of (v) for this variable was (-5.358) and the value of the probability significance level (SIG) was (0.000) Since the value of the significance or probability level of this variable is less than the error ratio (0.05), then there are significant differences between the pre- and post-tests, and from the

review of the two arithmetic means, we note that the value of the arithmetic mean of the post-test is greater than the mean value of the pre-test, which indicates that the difference is in favor of the post-test, and with this result, the alternative research hypothesis is accepted and the null is rejected, and the researcher attributes this difference to the experimental group's exposure to the counseling program and the Exercises to develop her level of thinking, positive cognitive activation, modification of her thoughts and attitudes, modification of the player's behavior, as well as increasing his awareness and self-affirmation, thus overcoming the emotions that accompany negative and unrealistic thoughts, and increasing the ability to succeed by performing the duties assigned to him as a result of the mental and cognitive processes involved in this, and through the mentoring program that the players acquired from new information and ideas that helped them organize their perception and thoughts, as **(Rozbayani, 2012)** Quoting **(Jalal Saeed, 1984)** that the new ideas and information provided by the researcher through the counseling program have a great role in helping the player to reorganize his perception and thinking by getting rid of the causes of the problem to reach the point of clairvoyance of himself and his awareness of his abilities and potentials in a sound sense **(Rojbani, 2012, 85)**.

Since thinking is the first type of self-talk, which was one of the techniques used in the counseling program, it is very powerful and can lead to serious consequences. Therefore, **a person's** belief is the main reason for their success or failure, and represents the largest framework of behavior, and when the belief is strong, our actions will be in line with this belief, as one of the founders of NLP, Richard Bandler, points out that beliefs have great power, and if you can change anyone's beliefs, you can make them do anything **(Al-Feki, 2000, 42)**.

This is done through self-imposed demands to become in a more coherent state of contact with the ongoing reality, different from what you were feeling **(Al-Hajjar, 2005, 88)**.

Since cognitive style is a form of cognitive reorganization that aims to train the individual to modify self-talking patterns (which guide thinking, behavior, and feelings), Donald Meckenbaum was the first to develop this method, as he found that getting rid of a problem means getting rid of self-talk in a negative way and replacing it with talking to oneself in a positive way **(Al-Khatib, 1995, 260)**.

Hussein & Mansour, 2012 **also reminds** that the mentoring program is one of the main pillars that requires coaches to pay attention to and follow up on it, as it represents a basic feature and a form of motivation towards achieving achievement, because it expresses a good ability of the coach to know the nature of the athlete's achievement behavior to achieve a goal, as it clarifies the limits of the athlete's abilities and capabilities that contribute to achieving what he aspires to,

and also shows the distinctive qualities of their athletes, and through investing these abilities, capabilities and advantages, coaches are able to achieve what he aspires to. Laying the right and appropriate training foundations for them" (Hussein & Mansour, 2012, 168).

- Table (4) shows that the arithmetic mean and standard deviation of the pre-test of the control group for the variable (schemic thinking) was (30.3000, 4.02906) while the arithmetic mean and standard deviation of the post-test were (31.8000, 3.85285), and the calculated value of (v) for the mentioned variable was (-1.077) and the value of the significance or probability level (sig) was (0.309), and since the value of the significance or probability level of the mentioned variable is greater than the error rate (0.05), then there are no significant differences between the pre- and post-tests, and with this result, the alternative research hypothesis is rejected and the null hypothesis is accepted.

The researcher attributes the reason for this result to the fact that the players of this group were not exposed to the cognitive counseling program, and therefore the players of this group did not experience any improvement in the post-test of the planar thinking variable.

- Presenting, analyzing and discussing the results of the pre- and post-tests of some basic football skills for the experimental group:

Table (5) Arithmetic Media, Standard Deviations and Calculated Value (v) of the Pre- and Post-Tests of Some Basic Football Skills of the Experimental Group

Significance Level	Probability (SIG)	Value (v) Calculated	Post-test		Pre-test		Research Variables	t
			±	Going to	±	Going to		
Moral	0.004	3.767	1.36081	8.8750	1.04300	10.9420	Rolling with the ball	1
Moral	0.004	-3.762	3.39935	22.0000	4.65355	17.9000	Short Handling	2
Moral	0.012	-3.160	1.49443	13.3000	3.92287	8.5000	Scoring from Consistency	3

Table (5) shows that the arithmetic median of the pre-tests of the skills (rolling with the ball, short handling accuracy, and scoring accuracy from stability) of the experimental group reached

(10.9420, 17.9000, 8.5000) respectively, and the standard deviations (1.04300, 4.65355, and 3.92287) respectively, and the arithmetic medians of the post-tests (8.8750, 22.0000 and 13.3000) respectively, while the standard deviations (1.36081, 3.39935, and 1.49443) respectively were also calculated, and the calculated value of (v) for the mentioned skills was (3.767, -3.762, -3.160) and the value of the significance or probability level (sig) was (0.004, 0.004, 0.012), and since the level of significance or probability of all these skills is less than the error ratio (0.05), if there are significant differences between the pre- and post-tests, and from the review of the arithmetic media, we note that the median value of the post-tests for the variables (ball rolling skill, short handling accuracy, scoring accuracy from stability) is greater than the median value of the pre-tests which It shows that the differences are in favor of the post-tests, and with this result, the alternative research hypothesis is accepted.

The researcher attributes these differences to the importance of the cognitive style counseling program and its techniques, which were used in the program given to the experimental sample members, which led to an increase in cognitive awareness for the players during the performance of skills in training and competition, without committing performance errors, performing skills in a wonderful and fluid way for body movements, helping to learn the movement sequence and strengthening their mental abilities, especially after the players received the content of the counseling program in a cognitive manner, as (Rateb, 2006) "Self-talk is a mental skill and a style acquired through learning and training, which is the ability of the player to control the content of his thoughts that are circulating in his mind, which he expresses in an audible or silent voice or thinking without verbal expression, and self-talk is used in a variety and multiple ways in the field of sports, as it is based on helping the player to learn skills or correct bad habits, prepare for performance, focus attention, create the best mood for performance, and build confidence and self-efficacy" (Rateb, 2006, 118).

It also states that self-talk "is a type of direct verbal mental planning, which helps to learn and acquire various motor skills, and the nature and content of this talk depends on the level of the player and the learning stage as well as the nature of the skill" (Theodorakis, et al., 2000, 253–272).

Fawzi (2008) emphasizes that the psychological activity that leads to drawing a mental map of the way or method of performing the motor skill that the learner tries to learn and retain is called mental programming, and that this process that has been kept in memory is for the purpose of benefiting from it in directing the movements of the body parts when executed, and that it is a cognitive process to a basic degree, but it requires a kind of attention direction, concentration,

and a type of recall, and it is the first psychological process that the learner performs, regardless of the stimulus (Fawzi, 2008, 122).

This is confirmed by both (Akla Suleiman and Kamel Abboud, 2012) that "the acquisition of new information, experiences or skills requires the availability of satisfaction and real desire on the part of the individual to acquire and acquire them, and the individual must be motivated to the degree that makes him make a positive effort" (Al-Houri and Al-Azzawi, 2012, 209).

- Presenting, analyzing and discussing the results of the pre- and post-tests of some basic football skills for the control group:

Table (6) Arithmetic Averages, Standard Deviations and the Value of (v) Calculated for the Pre- and Post-Tests for Some Basic Football Skills of the Control Group

Significance Level	Probability (SIG)	Value (v) Calculated	Post-test		Pre-test		Research Variables	t
			±	Going to	±	Going to		
Insignificant	0.179	1.456	0.95863	11.4920	1.02180	11.7370	Rolling with the ball	1
Insignificant	0.305	1.087	4.09471	14.1000	5.39650	15.3000	Short Handling	2
Insignificant	0.453	0.785	4.00139	9.7000	1.63639	10.7000	Scoring from Consistency	3

Table (6) shows that the arithmetic median of the pre-tests for the following skills variable: (ball rolling skill, short handling accuracy, scoring accuracy from stability) for the control group were (11.7370, 15.3000, 10.7000) and the standard deviations were (1.02180, 5.39650, and 1.63639) respectively, and the arithmetic mean of the post-tests (11.4920, 14.1000, 9.7000) and standard deviations (0.95863, 4.09471, 4.00139) respectively, and the calculated value of (v) for the aforementioned variables was (1.456, 1.087, 0.785) and the value of the significance or probability level (sig)) were (0.179, 0.305, 0.453), and since the probability values of these variables are greater than the significance level (0.05), then there are no significant differences between the pre- and post-tests, and with this result, the alternative research hypothesis is rejected and the null hypothesis is accepted.

- Presenting, analyzing and discussing the results of the second research hypothesis:

- Presenting, analyzing and discussing the results of the post-tests of the experimental and control groups in schema thinking:

Table (7) Arithmetic Media, Standard Deviations and the Calculated Value of (v) for the Post-Tests of the Two Groups in Planning Thinking

Significance Level	Probability (SIG)	Value (v) Calculated	Control Group		Experimental Group		Research Variables	t
			±	Going to	±	Going to		
Moral	0.034	2.430	3.85285	31.8000	1.19722	34.9000	Planning thinking	1

Table (7) shows that there are significant differences between the two dimensional tests of the experimental and control groups in the planning thinking variable at the significance level of **(0.05)**, where the calculated value of (v) for planning thinking was **(2.430)** and the value of the significance or probability level (sig) was **(0.034)**, and since the value of the probability is less than the error rate **(0.05)**, If there are significant differences between the two dimensional tests of the experimental and control groups, and from the review of the arithmetic media, it becomes clear that the difference is in favor of the post-test of the experimental group, and with this result, the alternative research hypothesis is accepted, and the researcher attributes the reason for this result to the effectiveness of the cognitive guidance program used in the study on the experimental group, and the researcher also interprets these results as a natural result due to what the researcher observed during the application of the program used that there is no psychological trainer among the players, as this led to the Their lack of knowledge about the psychological aspect and how to face the psychological problems and pressures they are exposed to during training and competition, as well as when the players need psychological rehabilitation after they are exposed to injuries in matches, all before being exposed to the counseling program.

The researcher also observed during the sessions of the counseling program the players' poor knowledge of planning thinking and their importance in the training and competition process, as well as how to think during the match when they are exposed to a psychological problem in the match, and the researcher also attributes this result to the reliance of this program on an integrated system of psychological cognitive techniques that were employed to provide individuals in the experimental group with plan thinking.

It can also be explained by reviewing the techniques, models, and duties provided by the program to the members of the experimental group, as we find that the cognitive counseling program dealt

with various methods to deal with negative thoughts, emotions, and pressures that players face during matches, such as discussing the concept of these pressures and the relationship between negative thinking and the pressures that accompany negative thoughts, and changing negative thoughts to positive through self-talks, observational modeling, and exercises in all their forms, which were given in the program. The program is designed to teach the players as well as the method of communicating information between the counselors and the players, as it shows **(Al-Khatib, 1995)** that "the technique of self-talk is a form of cognitive reconstruction that aims to teach the individual to talk to oneself in order to change the problematic behavior, that is, the procedures of self-talk training have focused on the importance of language as a guide to behavior, and to give great importance to verbal elements when modifying behavior, and it is based on the assumption that what the individual says to himself is the basis in guiding his behavior." **Al-Khatib, 1995, 260**), as for modeling **(Abdulrahman, 2014)** it is shown that it is "a form of learning, while self-modeling by observation is in which people observe themselves performing a certain behavior in a successful way by observing the person doing it, and then they imitate the correct behavior and apply it in new situations that have many applications in the developmental, preventive and therapeutic fields" **(Abdulrahman, 2014, 175-198)**.

Empirical evidence supports the use of observational modeling in the development of social skills, behavior and thought modification, skill education, and many other variables, and **(Harasym et al., 2015)** confirms that due to the ease of use of observational modeling, it leads to the development of many skills **(Harasym, et al., 2015)**.

The cognitive style of individuals is worthy of attention because their dealing with and processing information is an indicator of building their cognitive structures, and that the processing of information occurs through a series of structures in the brain, where the internal information is processed by different cognitive patterns for the purpose of converting it into representations, and then that produces outputs, and that processing varies according to the prevailing pattern of thinking in individuals, and from here the individual extracts his thoughts in order to produce ideas in which he has a smart way to face the problems that face him, and when he has The player is a type of ideas with which he can face the dilemmas and problems he faces during training and competition, this leads to an increase in self-confidence and thus psychological stability, and then the player moves towards the goal set for him by the coach.

Hussein & Mansour, 2012) states that "the more confident the athlete is in himself because he has the physical, technical, planning and psychological qualifications that help him enter the competition, he will approach them with enthusiasm for the existence of motivation or

motivation, and on the other hand, when he lacks this, he will look for the justifications that he sees as the reason for the failure or lack of interest" (Hussein & Mansour, 2012, 167).

- Presenting, analyzing and discussing the results of the post-tests of the experimental and control groups for some basic skills in football:

Table (8) Arithmetic Averages, Standard Deviations and the Value of (v) Calculated for Post-Tests for Some Basic Skills in Football

Significance Level	Probability (SIG)	Value (v) Calculated	Control Group		Experimental Group		Research Variables	t
			±	Going to	±	Going to		
Moral	0.000	-4.233	0.95863	11.4920	1.36081	8.8750	Rolling with the ball	1
Moral	0.000	4.694	4.09471	14.1000	3.39935	22.0000	Short Handling	2
Moral	0.016	2.665	4.00139	9.7000	1.49443	13.3000	Scoring from Consistency	3

Table (8) shows that there are significant differences between the experimental and control groups in the post-tests of some basic skills in football, which are (rolling skill, short handling accuracy, and scoring accuracy from stability), at the error rate of (0.05), where the calculated value of (v) was (-4.233, 4.694, 2.665) and the value of the significance or probability level (sig) was (0.000), (0.000, 0.016), and since the probability values of these basic skills are less than the significance level (0.05), if there are significant differences between the post-tests of the two groups and from the review of the arithmetic media, we note that the median value of the post-tests of these variables for the experimental group was better than the median value of the post-tests of the control group, which shows that the differences are in favor of the post-tests, and with this result, Alternative research hypothesis is accepted.

The researcher attributes these differences to the effectiveness of the proposed counseling program for psychological counseling in the cognitive style and the psychological methods and skills it contains (such as relaxation, mental perception, self-confidence, emotional control, stress relief, positive thinking, decision-making), and from here the researcher also believes that the program worked to teach players how to relax, increased the mental perception of the player, and

improved his concentration, all of which led to an increase in self-confidence, which leads to increased concentration, directing attention, and controlling thoughts.

Osama Kamel (2000) **points out** that "confidence helps the player to focus attention because the athlete does not try to avoid the failure that comes as a result of low confidence, and becomes focused on performance, as the player who is characterized by low confidence is possessed by the feeling of anxiety, is possessed by negative thinking, and is preoccupied with the results of performance more than he is concerned with the performance itself" (Rateb, 2000, 342).

In addition to the opportunities provided by the program for social interaction, participation, and providing a safe psychological atmosphere, which facilitated the participation of the group members in the program, a sense of belonging and mutual trust, and participation in learning, acquiring, practicing, and applying new knowledge, skills, and experiences that contributed to modifying thoughts, feelings and other patterns of behavior towards the self, the researcher attributed this result to the success of the program used in transferring the experiences, skills, knowledge, and mental, emotional, social and linguistic images that they lived and lived with in developmental situations. Life situations, where the results clearly reveal the transfer of the positive impact of the program in a cognitive style that they participated in, learned from, and practiced in counseling sessions and generalized it in their family, social and university life.

Ali Hussein Al-Rojbayani, 2012 **confirms** that the program provided information that would have improved the level of planning thinking and some basic football skills in a safe psychological atmosphere that was dominated by the style of meaningful dialogue, discussion, persuasion, positive self-acceptance, self-evaluation, and the development of social and psychological skills, and the skills of facing situations and events, and practicing these skills in daily life to know everything new about the world of self and the world of learning, so that the player can form a good and positive idea about the world of learning at the end of the order In sports, facing the problems that face them and how to overcome them" (Al-Rojbayani, 2012, 94).

- Conclusions:

In light of the results obtained by the researcher, the following conclusions were reached:

- 1- A clear superiority was achieved in the development of planning thinking in football for the youth players of Erbil Sports Club when comparing the pre- and post-tests using the cognitive counseling program and its techniques prepared by the researcher in the experimental group.
- 2- No superiority was achieved in the development of the planning thinking of the youth players of Erbil Sports Club when comparing the pre- and post-tests of the control group.
- 3- A clear superiority was achieved in improving the skill of (rolling with the ball, accuracy of short handling, accuracy of scoring from stability) in football for the youth players of Erbil Sports

Club when comparing the pre- and post-tests using the cognitive counseling program and its techniques prepared by the researcher in the experimental group.

4- There was no superiority in improving the skill of (rolling with the ball, accuracy of short handling, accuracy of scoring from stability) in football for the youth players of Erbil Sports Club when comparing the pre- and post-tests of the control group.

5- The experimental group was superior to the control group in developing the planning thinking of the youth players of Erbil Sports Club when comparing the two dimensional tests of the two groups.

6- The experimental group was superior to the control group in the post-tests of the skill (rolling with the ball, short handling accuracy, scoring accuracy from stability) of the Erbil Sports Club youth players when comparing the experimental and control groups.

- Recommendations:

According to the findings of the researcher, he recommends the following:

1- The need to pay attention to cognitive counseling programs, which are part of long-term psychological preparation programs in teaching some basic cognitive and skill aspects of football.

2- The possibility of trainers and teachers working in the educational field benefiting from the counseling program prepared by the researcher, to develop and modify ideas.

3- Psychological and educational counselors should include some activities such as (modeling, role-playing, discussion... etc.) instead of relying only on group counseling sessions (lectures), as these activities are more effective in the counseling process.

4- Conducting a similar study using the individual counseling method.

5- The necessity of conducting similar studies in other sports events.

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