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Preparing special exercises to develop target speed with short distances and some basic skills in junior football players

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ABSTRACT

The purpose of this study was to prepare special exercises to develop the target speed in short distances and some basic skills for young football players, as well as to determine the effect of these exercises. The researcher used the experimental method by designing two equivalent groups (control and experimental) according to the pre and post-tests. The research community was determined by 200 football players of the Baghdad governorate clubs (9 clubs), the junior category participating in the league for the season 2021/2022. The research sample was chosen deliberately and consisted of 20 junior players of the Al-Naft Sports Club (Peshmerga club hall). They were divided into two groups (control and experimental) in a random way through lottery and each group consisted of 10 players. The search data was processed through the Statistical Package for the Social Sciences (SPSS). The results of our study showed statistically significant differences between the pre-test and the post-test in favor of the post-test ($p < 0.05$). Also, the experimental group outperformed the control group in the post-test ($p < 0.05$). In conclusion, the special exercises that were prepared by the researcher showed that they have a great effect on the research variables, and that the experimental group showed a greater development than the control group. The method of repetitive training used in this research contributed positively to the development of speed and skills. It is very important to adopt and benefit from these special exercises designed by the researcher in the development of research variables when training young football players.

KEYWORDS

Exercise; Training; Development; Junior Football Players.

1. INTRODUCTION

One of the advantages of our present age is the emergence of great scientific and technical development in the field of life, which has had a significant impact on the facilities of our lives, as this development has helped to open new and diverse horizons in diligence and research in various fields of science, including the field of sports training. "Mathematics sciences have developed and advanced a lot and moved from descriptive nature to pure and exact sciences, due to the large number of scientific research and field studies conducted on mathematicians" (Ibrahim, 2008).

Thanks to the studies and research carried out by scientists and those interested in the field of sports training and their implementation on the ground, countries have achieved global sports achievement. Codified scientific training curricula are adopted by trainers for raising the level of athletes in various sports and events. Sports training generally affects the health of the individual and his functional devices, as well as on the psychological side, and also its positive impact on the physical, skill and planning side, as it works to develop or maintain the players' abilities. From the point of view of, sports training is considered as "an organized educational process that is subject to the scientific method and relies on scientific laws and aims to prepare the athlete fully in all respects and push him to reach a high level" (Al-Lami, 2004).

The game of football is one of the sports that requires the choice of the best and most appropriate modern training methods to increase the level of players (skills, tactics, psychology). So, they need scientific and codified training planning in line with the players' abilities for the purpose of achieving the best achievement. Al-Khashab (1999) refers to the concept of sports training in football as "a process based on correct scientific foundations aimed at training and disciplining the football player, using the special and available means to obtain the maximum training state for each player on the basis of the full development of his personality. To achieve this goal, the coach plans to develop his players' technical, mental, structural and moral capabilities to reach the highest athletic level".

The elements of physical fitness play an important role in football, so the players are trained regularly to improve their skills. Since the game of football is a man's game and is in direct competition with the competitor and the playing time is relatively long, it is necessary to prepare the players well. The opponent has to take the advantage in most movements inside the field, which are with or without the ball, as the faster the player is in running, reacting or performing the skill, he will have the advantage and this is what the coach works on during training. As Kammash (2002) points out: "the importance of speed in football stands out, as it represents the player's

ability to perform exercises and basic skills and plans games related to football in the shortest possible time".

The basic skills of football play an important role in the superiority of the players over their competitors. This is due to the modern playing methods that make the players play in small areas (under pressure), and this requires them to have a high ability in the speed and accuracy of handling, as well as receiving the ball that induces pressure and without leaving it far and then moving to the opponent's court. As stated by Abu Abdo (2010), "football is characterized by its basic skills and diversity. The level of performance in football has increased in a manner that is in line with the development of different ways of playing and the diversity of defensive and offensive plans, which requires the football player to be distinguished by the superior ability to optimally perform the basic skills of football".

The importance of developing players' abilities in terms of physical, skill, tactical and psychological aspects, has increased due to the great development that accompanies the game, as its requirements have become difficult. Therefore, it began to require players to make more effort during training units, as well as more time for the purpose of raising their abilities, and for this reason, early sports training is one of the most important work in the training process, in which a long time is provided to develop and refine the capabilities of the young players. It is ensured that young players acquire the forms of movement and lead to automatic performance through continuous repetition, and the goal is to prepare them early. "The training of youth aims to prepare them to reach the appropriate higher levels for the characteristics of their age stage, their individual characteristics, the possibility of their biological development and their ability to adapt to the requirements of higher levels and build a stable base for those levels" (Rashid & Haidan, 2011).

The speed of the players is one of the basic achievement factors in physical fitness and is of great importance in football, because of its impact in resolving many cases of play. The skills of receiving and passing the ball are considered one of the important and influential skills in the team's control and control of the ball. Therefore, the player must link the physical and skill abilities to perform at a high speed and take advantage of the initiative in order to achieve victory, his requires him to be faster in running, thinking and moving from one place to another and with the high flow when moving and changing direction, as well as faster and more accurate in performing the skill of receiving and handling in order not to lose the ball.

After a field follow-up to some of the junior league matches and training units, a questionnaire about coaches' opinions regarding the vocabulary of their training units, as well as

an interview with academic professors who are specialized in the fields of training and football, were performed. Through the researcher's experience as a player, coach and academic in the field of the game, he noticed that the player needs to run on the field for short distances (5 and 10 m) and at very high speed and significantly during the match (as it did not take its share in the training units) as it helps him to outperform the opponent This is done by running with or without the ball and moving into the void or after performing the rebound (double bus) with performing the reception and handling skills accurately and quickly, as well as working to develop the players' speed of performance for the purpose of simulating the conditions of matches and the game due to the development that took place in them, where there was a weakness in the speed of their performance. Some of the training curricula were devoid of this training, so the researcher decided to study this problem and find solutions.

Thus, the aim of this study is to prepare special exercises to develop the target speed in short distances and some basic skills of young football players, as well as to determine the effect of these exercises. The hypotheses were: 1) There will be statistically significant differences between the results of the pre and post-tests for the control and experimental groups in favor of the post-test. 2) There will be statistically significant differences between the results of the post-test for the control and experimental groups in favor of the experimental group.

2. METHODS

2.1. Study Design and Participants

In the present study, we used the experimental method by designing the two equivalent groups (control and experimental) according to the pre and post measurement.

The research community was determined by 200 football players of the Baghdad governorate clubs (9 clubs), the junior category participating in the league for the season 2021/2022. The research sample was chosen deliberately and consisted of 20 junior players of the Al-Naft Sports Club (Peshmerga club hall). They were divided into two groups (control and experimental) in a random way through lottery and each group consisted of 10 players. The proportion of the research sample from the research community was 11.11%. The study was conducted during the period from 23/1/2021 to 29/1/2021.

The researcher performed the equivalence test between the two research groups (control and experimental) (Table 1).

Table 1. The equivalence between the two groups in the research variables

No.	Variables	Measuring unit	Control		Experimental		t	p
			Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	Run (5m) without the ball	Sec	1.477	.035	1.465	.011	-1.030	.317
2	Run (5m) with the ball	Sec	1.623	.013	1.626	.014	.449	.659
3	Run (10m) without a ball	Sec	2.454	.011	2.458	.009	.870	.396
4	Run (10m) with the ball	Sec	2.770	.008	2.768	.007	-.390	.701
5	Kinetic speed	Degree	16.30	.948	16.40	1.074	.221	.828
6	Agility with the ball	Sec	9.928	.056	9.952	.045	1.054	.306
7	Time and Accuracy of Receiving and passing (fit)	Degree/ Sec	.450	.022	.453	.021	.268	.792

Note: *p value = probability value; p ≤ 0.05 = statistically significant*

Table 1 shows that there is homogeneity in the variance of the values of the individuals of each group in the variables under study, indicating that both groups are equal.

2.2. Instruments and Materials

2.2.1. Sources and Equipment

The information for the research was collected through Arab and foreign sources. A set of devices and tools were used, such as a computer, a video camera, a stopwatch, a whistle, signposts, football balls, a tape measure, small goals, and a football field.

2.2.2. The running test (5 m) with the ball (average) (Katia, 2019)

- The objective of the test: to measure the speed of performance.
- Tools used: a football field marked with a distance of 5 m, football balls, a video camera, a whistle, and signposts.
- Test description: the player stands behind the starting line from a standing position with a soccer ball and when he hears the start signal he runs as fast as possible while rolling the ball until he crosses the finish line as shown in **Figure 1.**

- Recording: the player records the time he crossed the 5m distance. The tester is given two attempts, knowing that the distance is covered by a video camera for recording the time.
- Note: the test is applied again with the same details as above, but without the ball while running (5m).

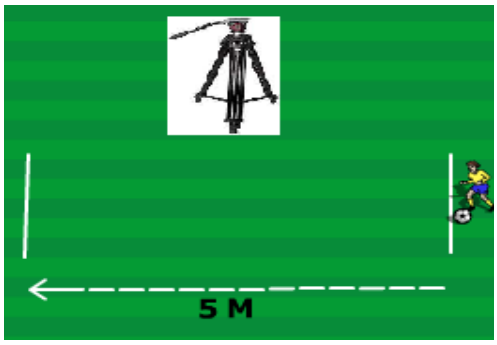

Figure 1. The running test (5 m) with the ball

2.2.3. The running test (10 m) from a standing position (Allawi & Radwan, 2001)

- The objective of the test: to measure the transitional velocity.
- Tools used: a soccer field square marked with a distance of 10 m and determined from the start and finish line, a stopwatch, a whistle, flags and signposts.
- Test description: the player stands behind the starting line from a standing position. When the start signal is heard, the player runs as fast as possible until he crosses the finish line as shown in **Figure 2.**
- Recording: the player is recorded when he has covered a distance of 10 m, and the player is given two attempts.
- Note: The test is applied again with the same details as above, but running with the ball is added when running the 10 m.

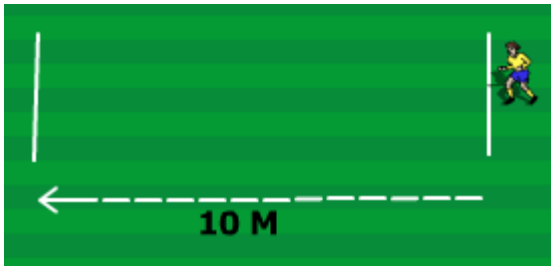

Figure 2. Running 10 m from a standing position

2.2.4. The bounced passing on a wall for 20 seconds (Al Moamen, 2001)

- The objective of the test: to measure the kinetic speed (performance speed).
- Tools used: a smooth wall with an area of 1.5 m x 2,20 m marked with a line in front of the wall at a distance of 5m, football balls and a stopwatch.
- Test description: after hearing the start signal, the player behind the starting line kicks the ball against the wall and kicks it again after it bounces off the wall. It continues like this until the end of the period of 20 seconds. The rebounding ball is kicked from the wall behind the starting line, and if it goes out. The ball is out of the player's control. He takes another ball without stopping, and the ball can be kicked with any foot and any part of it as shown in **Figure 3.**
- Recording: records the number of correct kicks towards the wall within 20 seconds.

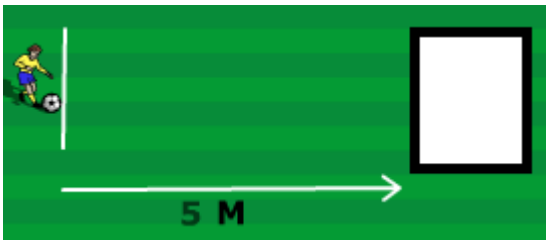

Figure 3. The bounced passing on a wall for 20 seconds

2.2.5. Running zigzag with the ball between 5 pillars (Abboud, 2017)

- The objective of the test: measuring the speed of rolling by changing the direction between the poles (measuring agility with the ball).
- Tools used: soccer field, signs, a stopwatch and a soccer ball.
- Test description: the first pole is placed at a distance of 2 m from the starting line, and five posts are placed at a distance of 1 m between them. After the laboratory hears the start signal, it rolls the ball quickly, crosses the five marks, and also returns by crossing the marks and reaching the start and finish line as quickly as possible. The tester can start by passing the first person from the right or left, the player's movement must not stop during the test **(Figure 4).**

- Recording: the player is given two attempts, and the best time he scores for the two attempts is calculated per second and its parts. If the ball goes out of the player's control, the attempt is not counted.

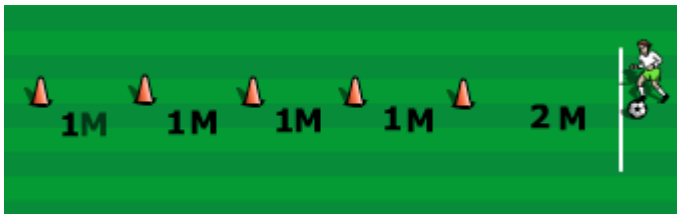

Figure 4. Running zigzag with the ball between 5 pillars

2.2.6. Receiving and passing the ball (modified) (Mahmoud, 2009)

- The objective of the test: to measure the speed and accuracy of receiving and handling.
- Tools used: 5 players, 5 sticks, 5 small goals 1m wide and 1/2m high, 5 soccer balls, a tape measure and a stopwatch.
- Test description: 5 players stand in a straight line, the distance between one player and another is 2 m, and he is in front of the players and the five small targets that are 30 m away from them. Receiving the ball from player No. 1, then quickly spinning within the specified distance of 1.5 – 2 m, located in the middle of the distance between the five goals and the transverse line, then handling the ball towards goal No. 1, and so he repeats the attempt with his other five teammates.
- Recording: with regard to receiving the ball, 2 degrees are given to the receipt that takes place within the specified area, at a distance of 1.5 – 2 m, and 1 degree when receiving on the area line and zero except for this. As for handling, it counts 2 degrees when the ball enters the small goal directly and 1 degree if the ball hits the poles of the small goal and zero except for this. The time is counted from the moment the test begins to the end, and the tester is given two attempts. After that, the skill performance score is extracted using the modified FITT law (Khion, 2010), which states: "skilled performance = sum of degrees of accuracy / sum of time. The unit of measure is: degrees/second" **(Figure 5).**

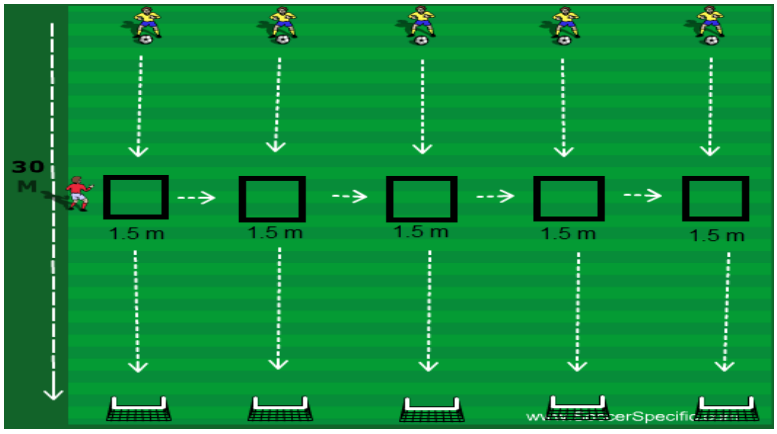

Figure 5. Receiving and passing the ball (modified)

2.3. Exploratory experiment

The researcher and his assistant team conducted a reconnaissance experiment on a group of 15 young players from the Baghdad Municipality Club who are outside the research sample but within the research community on Sunday (11/14/2021), regarding the research tests that the researcher intends to use. The aim of it was to find out the extent of its suitability to the research sample and what the problems that may direct the work are, as well as to determine the time required for them and their sequence and to work to avoid problems, if any. Then the researcher conducted a second reconnaissance experiment on the same oil junior players on Tuesday (23/11/2021), and it was specific to the exercises prepared for the research sample, as its goal was to determine the intensity, size and comfort ratio for each player and the ability of the working team to help manage matters as well as the validity of the exercises for the sample.

2.4. Scientific Basis

2.4.1. Honesty of the Test

Honesty testing is one of the pillars of the general foundations that greatly affect the quality of the test. The honesty of the test is defined as “the degree to which this tool extends in measuring what it was developed for. The honest test or scale is the one that measures with sufficient accuracy the phenomenon for which it was designed to measure it, so that it does not measure anything in place of it or in addition to it” (Radwan, 2006).

The researcher deliberately used honesty, as self-honesty is measured by calculating the square root of the test reliability coefficient, which can be calculated as follows: Self-honesty coefficient = (stability coefficient) $^{1/2}$ (Radwan, 2006).

2.4.2. Stability of the Test

The stability of the test means that "the test produces similar or the same results if it is applied more than once under identical conditions" (Jalala, 1999). The researcher obtained the stability coefficient of the tests through testing and re-testing, as it is one of the best methods for the stability of the test. The first test was carried out on Sunday, November 14, 2021. Then it was repeated again after 7 days on Sunday, 21/11/2021 with the same conditions of the first test. The test was found to be stable through the simple correlation coefficient (Pearson) between the two tests, where the results showed a good correlation coefficient (Table 2).

Table 2. The stability of the test

Variables	Honesty		Stability		Objectivity	
	r	**p value**	**r**	**p value**	**r**	**p value**
Run (5m) without the ball	.972	0.00	.945	0.00	.952	0.00
Run (5m) with the ball	.975	0.00	.952	0.00	.961	0.00
Run (10m) without a ball	.968	0.00	.938	0.00	.945	0.00
Run (10m) with the ball	.973	0.00	.947	0.00	.957	0.00
Kinetic speed	.952	0.00	.907	0.00	.926	0.00
Agility with the ball	.951	0.00	.904	0.00	.924	0.00
Time and Accuracy of Receiving and passing (fit)	.973	0.00	.948	0.00	.963	0.00

Note: r = correlation coefficient; p value = probability value; $p \leq 0.05$ = statistically significant

2.4.3. Objectivity of the Test

One of the conditions that must be met in the test is objectivity, as it means the independence of the results from the subjective judgment of the assessor. The objective test must have clear and specific instructions for its application, and clear information to correct and interpret its answers (Kammash, 2002). The tests adopted in the research were simple, clear, easy to understand and far from self-evaluation and diligence of the arbitrator, as they depend on recording the results of the players in the tests on distance, time, degree and number of repetitions, and therefore it is considered of good objectivity.

- Pre-tests

The researcher and his assistant work team conducted tribal tests on the research sample (control and experimental) on Thursday, 25/11/2021, at the Oil Sports Club stadium. The researcher set the conditions as much as possible for the purpose of applying them when conducting post- tests. Special exercises were prepared by the researcher to be applied to the research sample (the experimental group) and under his supervision. The training started on Sunday, 28/11/2021, and the last training unit was on Thursday, 3/2/2022, at a rate of3) days per week for a period of time of 10 weeks (30 training units). The researcher based on the principle of gradual giving exercises in terms of the components of the training load. The exercises and repetitions were interspersed with appropriate rest periods. The exercises were applied in the first part of the main section, the time spent in applying the exercises ranges from 30-45 minutes, and the researcher relied on the use of the repetitive training method.

- Post-tests

The post-tests were conducted on the research sample after the exercises on the experimental group were completed within the specified period, taking into account that they were conducted in the same circumstances in which the tribal tests were performed, on Sunday, 6/2/2022.

2.5. Statistical Analysis

The search data was processed through the Statistical Package for the Social Sciences (SPSS). We used T-test to find the differences between the values of the pre and post-test scores, as well as to find if the study groups are equal or not. The Pearson correlation coefficient was used to find the stability of the test. For all statistical tests, a p-value of <0.05 was considered statistically significant.

3. RESULTS

We start the presentation of the results by comparing the pre and post-test mean values of the control group for all study variables (Table 3). The results of Table 3 show that there are statistically significant differences between the pre-test and post-test results for all variables ($p < 0.05$) except for the variable "running 5 m without a ball" ($p > 0.05$).

Table 3. Comparison of pre and post-test mean values of the control group for all study variables

Control Group										
Variables	Measuring unit	Pre-test		Post-test		Mean diff.	Deviation of diff.	Standard error of the mean diff.	t	p
		Mean	Standard Deviation	Mean	Standard Deviation					
Run (5m) without the ball	Sec	1.477	.035	1.476	.034	.000	.0065	.00208	.240	.816
Run (5m) with the ball	Sec	1.623	.013	1.619	.012	.003	.0034	.00108	3.508	.007
Run (10m) without a ball	Sec	2.454	.011	2.499	.064	.040	.0563	.01783	-2.523	.033
Run (10m) with the ball	Sec	2.770	.008	2.767	.008	.003	.0006	.00021	14.23	.000
Kinetic speed	degree	16.300	.948	17.70	1.059	1.400	.5163	.16329	-8.573	.000
Agility with the ball	Sec	9.928	.056	9.925	.057	.002	.0008	.00026	9.750	.000
Time and Accuracy of Receiving and passing (fit)	Degree/ Sec	.450	.022	.453	.022	.003	.0007	.00024	12.829	.000

Note: *p value = probability value; p ≤ 0.05 = statistically significant*

The following table (Table 4) shows the comparison of pre and post-test mean values of the experimental group for all study variables.

Table 4. Comparison of pre and post-test mean values of the experimental group for all study variables

Experimental Group										
Variables	Measuring unit	Pre-test		Post-test		Mean difference	Deviation of differences	Standard error of the mean difference	t	p
		Mean	Standard Deviation	Mean	Standard deviation					
Run (5m) without the ball	Sec	1.465	.011	1.449	.014	.015	.018	.005	2.655	.026
Run (5m) with the ball	Sec	1.626	.014	1.595	.030	.031	.033	.010	2.933	.017
Run (10m) without a ball	Sec	2.458	.009	2.452	.010	.006	.003	.001	5.809	.000
Run (10m) with the ball	Sec	2.768	.007	2.759	.005	.009	.005	.001	5.312	.000
Kinetic speed	degree	16.40	1.074	18.70	.674	2.300	.823	.260	-8.835	.000
Agility with the ball	Sec	9.952	.045	9.829	.076	.123	.079	.025	4.867	.001

Time and Accuracy of Receiving and passing (fit)	Degree/ Sec	.453	.021	.480	.007	.027	.017	.005	-4.924	.001

Note: p value = probability value; p ≤ 0.05 = statistically significant

The results of the table above (Table 4) show us that there are statistically significant differences between the pre and post-test results for all study variables ($p < 0.05$).

Next, table 5 shows the differences between the two study groups (control and experimental) in the post-test results. Statistically significant differences were found between the post-test score averages of the experimental and the control group in all variables ($p < 0.05$).

Table 5. Differences between the two study groups (control and experimental) in the post-test results

Variables	**Measuring unit**	**Control**		**Experimental**		**t**	**p**
		Mean	**Standard Deviation**	**Mean**	**Standard Deviation**		
Run (5m) without the ball	Sec	1.476	.034	1.449	.014	-2.288	.034
Run (5m) with the ball	Sec	1.619	.012	1.510	.030	-2.332	.032
Run (10m) without a ball	Sec	2.490	.064	2.452	.010	-2.278	.035
Run (10m) with the ball	Sec	2.760	.008	2.759	.005	-2.657	.016
Kinetic speed	degree	17.70	1.059	18.70	.674	2.518	.022
Agility with the ball	Sec	9.970	.057	9.860	.076	-3.193	.005
Time and Accuracy of Receiving and passing (fit)	Degree / Sec	.450	.022	.480	.007	3.564	.002

NOTE: p value = probability value; p ≤ 0.05 = statistically significant

4. DISCUSSION

The results of the tests that were obtained after the statistical analyses, showed a statistically significant difference between the pre- and post-test and in favor of the post-test ($p < 0.05$). Also, the experimental group outperformed the control group in the post-test ($p < 0.05$). Thus, we can conclude that both hypotheses of the study are confirmed.

The researcher attributes the emergence of these results to the effectiveness of the exercises prepared by the researcher, where scientific methods were followed in their preparation, which had an impact on the sample and increased their effectiveness and desire to implement exercises during the training units. Al-Khashab (1999) indicated that the goal of football training "is achieved through continuous and organized training and the purposeful work of the coach with his players to form a group that has common goals and that the balance in the development of the qualities along with the physical development of the team members helps in developing the moral and spiritual qualities that have a positive impact."

The researcher believes that the development that accompanied the results of the tests came as a result of the organized repetitions of the exercises, as the researcher deliberately organized the exercises during the training units in a sequential and interconnected manner between the previous and subsequent units in order to raise the level of the players. As stated by Al-Khashab (1999) "the trainer should take care of organizing training methods and means in order to reach what he aspires to, and organizing the training process must be linked to the goal of training in each training unit with the goal of the previous training unit and the goal of the next training unit. The development that occurred in the research sample in the variables investigated, was one of the reasons that the exercises were accurately implemented and that the players worked without interruption during the training with what the researcher planned through the proper and codified gradation according to scientific foundations from easy to difficult. This is consistent with the vision of Ibrahim (2008) who stated that "the athletes should continue the training process without stopping with a gradual increase in the requirements of the training load."

Since the work is a high effort, sufficient rest periods were given (between repetitions and sets) to enable the player to repeat the exercise again without causing stress to the player and benefiting from it. It appeared with the results of the post-tests. According to Al-Dalawi (2011), "during sports training, a relationship appears between work, rest and the health of this relationship is one of the basic rules in the training process and the athlete's return to his natural state, and it is an essential component of the training components, and the organization of this relationship is related to the type of fatigue that appeared on the player, as the increase in the intensity in performance leads to increased fatigue, thus rest periods increase".

The researcher also attributes this development that accompanied the research sample in both sides of the speed and skills of the study to its reliance on the method of repetitive training in the implementation of exercises (physical-skill) through the use of repetitions and appropriate rest, being the most appropriate way to develop research variables on the sample. Ashour (2009)

explains that "the development of the element of speed is done through the use of the appropriate training method, and the most appropriate method in developing the element of speed is the repetitive method, and from here the training plays in developing and increasing the player's ability to develop this trait, along with the good technique that enables the player to run and spread throughout the field and start from stopping and changing direction." Also, Ibrahim (2008) indicates that the repetitive training method is "the desired result of using this method is to improve the level of speed time, but its use can also lead to an improvement in the level of skill performance or improving a technical component of a specific skill for a game or a practiced sporting activity."

The short-distance training that the researcher adopted through the prepared exercises had a role in developing the players' maximum speed, and this is evident from the results shown in the previous tables. Al-Khashab (1999) pointed out in their study that "in football, the player's speed appears in his ability to start quickly and the possibility of gaining maximum speed during the first five meters. One of the characteristics of a fast player is his ability to run quickly for short or medium distances."

The researcher deliberately organized the vocabulary of his curriculum by placing exercises that develop skillful kinetic performance and speed at the beginning of the main part of the training units, that is, immediately after warming up, and this had a positive role in developing the research variables. As Hussein (1998) says: "in all cases, speed should be placed at the beginning of the training units, where there is a basic system that lies in the art of kinetic performance before speed, speed before strength, or strength characterized by speed before strength, strength before lengthening, and so on." The development of speed is one of the difficult matters that have need of many requirements, and one of these requirements is the age of the player, as the sports training literature states that training players for the purpose of developing speed is better and more effective with the category of young players. This was clarified by the results that appeared, which showed the development of speed among the players, as they are from the junior category.

The exercises prepared by the researcher, which depended on the speed of changing directions and in different directions, stability and movement, and in different situations similar to the conditions of the match, contributed to the overlap of speed, agility and running with the ball in preparing exercises for the purpose of training on them, and this had a role in the development achieved by the research sample. "It is desirable for the coach to the link between improving speed and developing agility and focusing on the correctness and accuracy of skill performance" (Mukhtar, 1980).

The researcher attributes the moral reason in which the results of the experimental group appeared to the special exercises that were used to train them, as they contained conditions and situations similar to the conditions of the matches, as well as an included performance at very high speed. Mahjoub (2001) indicated in his study that "the distinguished and skilled player is the one who has the ability and high ability to control and change instantaneously towards implementing the appropriate response."

Our study attached importance to the kinetic speed during the exercises that the experimental group was trained on. "Kinetic speed is of great importance in football because of its impact on the performance of different movements, so it becomes clear according to the many and changing situations in the field as well as in the use of skills, and we note that the player who has good kinetic speed is able to face all the variables that he is exposed to in during the match" (Fadel & Amhalhal, 2017). Because of the adoption of different and varied training methods and methods, we notice recently a great development in the performance of skills in the game of football by the players during the match This was adopted by the researcher in the exercises aimed to perform the skill through rapid movement in order to be in line with the requirements of the game.This is consistent with what Al-Lami (2012) stated: "the main element in moving the ball towards the opponent's goal as soon as possible is through different handling, in which the match is distinguished. The opposing team and the quick handling confuse the opponent."

5. CONCLUSIONS

In conclusion, the special exercises that were prepared by the researcher showed that they had a great effect on the research variables, and that the experimental group showed a greater development than the control group in the research variables.

The method of repetitive training used in the research contributed positively to the development of speed in all its forms used in study and skills. Also, the exercises were of a competitive nature, and points were identified for accuracy in performing the exercises, which increased the excitement and suspense of the players.

6. RECOMMENDATIONS

In light of the results of the study, we recommend as follows:

- Adopting special exercises designed by the researcher in developing research variables when training young football players and benefiting from them.

- Emphasis on the study of speed in its various forms used in short-distance research and linking it to other skills such as scoring.
- Benefiting from the results of scientific research in the sports training process and applying them to reach athletic achievement.
- Adopting the gradual principle when training players on speed and accuracy in skill performance.

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Appendix 1

The exercises

- Run at full speed for a distance of 5m as indicated by the coach, either with the ball or without the ball. The same exercise is applied, but with a distance of 10m.
- Four directions are determined (forward, behind, right, left) 5m away from the player. The player is required to run at full speed opposite the coach's signal, behind and right with the ball and forward and left without the ball. The same exercise is applied, but with a distance of 10m.
- Run for a distance of 5m at full speed to receive a ball and then roll with it (5m) and then handle the ball towards a small target. The same exercise is applied, but with a distance of 10 m.
- The player performs rebound handling with two players standing in front of him (right and left) continuously and quickly, and when the signal is given by the coach, the player runs

for a distance of 5m at full speed and at the end of the distance he receives the ball and passes it towards a small goal. The same exercise is applied, but with a distance of 10m.

- Two players stand horizontally, and each one wears clothes of a different color, and between them is 1.5 m. The coach mentions the color of one of them, so the owner of the color is required to run towards a point away from him (5 m) and the other is required to catch up with him. The same exercise is applied, but with a distance of 10 m.
- Two players stand with their backs towards each other and a distance of 2 m between them, the coach passes the ball towards one of them, then the player receives the ball and rolls it with the maximum speed for a distance of 5 m and at the end he passes the ball towards a small target, and at the same time the other player is required to run behind the player for the purpose of catching up with him. The same exercise is applied, but with a distance of 10 m.
- Rolling the ball between 8 poles and then making a rebound handling with the coach and after receiving the player passes the ball towards a small goal.
- Running between 5 poles and then receiving a ball and rolling it between 5 poles and then passing it towards a small target.
- Rolling the ball between 5 poles and then running between 6 poles that are placed diagonally, three to the right ahead and three to the left late, and upon completion he receives the ball and then passes it towards a small goal.
- The player rolls the ball between 5 poles and at the end he makes a rebounding manipulation with a platform and then handles it towards a small target and then runs at full speed for a distance of 5 m and at the end he receives a ball to roll with it at full speed for a distance of 5 m and then makes a pass towards a small target. The same exercise is applied, but with a distance of 10m.
- The player runs at maximum speed for a distance of 5m and at the end of the distance he receives a ball to roll it between two figures placed in the form of a number 8 twice and then handles the ball towards a small goal. The same exercise is applied, but with a distance of 10m.
- The coach passes the ball towards the player and at the moment of receiving the ball gives him a signal either towards the right where he is required to roll the ball between 7 pillars and at the end he handles the rebound with a platform and then passes it towards a small target, or to the left to be required to roll the ball for a distance of 5m. At the end, he

tackles the rebound with a platform and then passes the ball towards a small goal. The same exercise is applied, but with a distance of 10m.

Appendix 2

The model of the first training unit from the first week

Section	Exercise	Time taken from the unit (minutes)	Repetitions	Rest between repetitions	Sets	Rest between sets	Intensity
Main	No. 1	30	4	60/sec	3	180/sec	90%

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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