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## Special competitive exercises and their impact on some offensive tactical skills in football

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### Abstract

The study aimed to become acquainted with the special training for striking and the effect it inflicts on some planning skills for The Force of Al-Jawiya for men in football. The researcher used the training curriculum of the two experimental groups and the before and after control of the tests. The research sample consisted of 20 youth players who were divided into two groups equally. The researcher used a set of personal interviews, test, measurements and information and data collection. The statistical data were processed by the following mathematical means, the standard deviation, tests (t) of the associated samples, and the test (T) of the independent samples, and the conclusions were. the competitive exercises that were applied had a positive room in developing accuracy and time, competing for offensive planning skills. The overlap of basic skills and physical qualities when the planning skills lent to an increase in the ability of the player when performing the overall plan. The recommendations were to choose more realistic and more capable exercises to respond to similar play condition to its requirements. The need to use different methods and diversify different planning performance, trainings and not rely on one style.

**Key words:** competitive training, planning skills.

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## Introduction

All the major and developing countries of the world in our modern time are racing among themselves to reach the summit in the fields of life. One of the most important field of these fields is the sports field, which has become one of the biggest interests because of the popularity of these sports, especially the effectiveness of football, which is the first in the world, the youth and the elderly watch it alike for its beauty in physicality, skills, strategy as well as psychological aspects, which raise the level of performance and its positive impact to obtain results. Competitive performance made those who are interested and experts on the development of football to develop football and new training means for its exercises to reach similar conditions and requirements for matches and play using various planning skills. The planning aspect is the culmination of what the coach does using his training idea for the solutions and situations that occur in the matches and the development of realistic competitive trainings that contain the thrill, not without beauty and harmony between the player and his duties on the one hand, and the coach's thought on the other hand. Attention to competitive exercises is what makes the level and performance of players reach the level of matches and apply what is required of it for changing courses and situations for many moments. Competitive exercises have a very great benefit because they are commensurate with what the coach and players from reading the reality of each match and repeating most of them in other matches to gain experience in matches, and this is a very good case through which it is the use of planning skills and playing methods, and it is mentioned Lindsey and Tim (2009)

that football developed in the modern era and took new forms in the many aspects required by competitive performance and the methods of its training, so it was or initiative. These methods varied and multiple methods varied and resulted in a difference in the offensive, defensive, individual and collective plans that required a distinctive degree of skill performance during more complex situations and require strength, speed, accuracy and continuous struggle throughout the match time. Therefore, we emphasize the importance of using training forms that are very similar to the form of competition in football, which are called (competitive exercises). Modern requirements in football take great importance for competitive performance and the use of plan skills in it, and given the experience and history possessed by the researcher. As a player and coach of the clubs and the national teams and the knowledge he has about the competitive exercises that are characterized by speed and accuracy and through the follow-up of the training of most youth teams of the elite league and their matches and the opinions of some experts, it was noted that there is a very clear weakness in the exercises and competitive play by most of the coaches for this category, if he finds it is slow and frying and characterized by randomness away

from the novelty of football and its competitive advantages because of its similarity to the circumstances and situations of the match, so the researcher considered studying this problem and developing appropriate solutions to it to suit the requirements of modern play by placing competitive exercises in the development

### **Football offensive planning skills**

The researcher dealt with this topic when a study confirmed (Ahmed Mamdouh is smart and Mamdouh Ibrahim Ali 2002)

The study aimed to identify the impact of the use of offensive competitive exercises on the effectiveness of the behavior of the ball in the attacking stadium and some manifestations of attention for the young footballers, and the researcher concluded that the competitive training played an influential and positive role on the effectiveness of the behavior of the ball in the attacking third and the manifestations of attention,

A study by Batgzio, Norijad, Dorsu (2001) photos of competition activity in football

The study aimed to identify the movements of football juniors. The study concluded that the activity of competition in football has an effective and large role that led to the high intensity of running.

Study of the monastery of Mr. Deir Al-Sayed (2006)

The study aimed to identify the impact of competition training on the level of physical and technical performance of the football startup. The study concluded that the competitive training used was of good quality, directed and progressive, reflected on the results of the physical and technical performance of the experimental group.

In the after tests

Method and tools:

The research used the experimental approach to suit the nature of the current study, and the sample was selected in the random way, which was represented by (26) players from the Air Force Club, where (8) players were excluded for the reconnaissance experiment, and the players were divided into two groups, their number (20) players randomly into two experimental groups and an officer, each (10) players, and to give an explanatory and accurate picture of the conditions and developments of the research. The data was statistically processed using the mathematical average and standard deviation, test (c) for associated samples, and tests (c) for independent samples

)Spss, the processing was carried out in the computer using the researcher's statistical package. The researcher prepared competitive exercises and applied them for two months with the number of training units, three units per week and the total 24 training units, and the training unit time was 25-30 minutes.

### **The tests used**

The first test

The name of the test / the skill of creating a schematic space and football scoring

-Test goal / speed of skill creation of void and scoring accuracy.

The second test

The name of the test / the skill of planning wall handling (dubus) and football scoring

-Test target/wall handling speed and scoring accuracy

### **The third test:**

The name of the test / the skill of the front stand the planning and the football scoring

-Test target/front prestion speed and scoring accuracy.

Table (1) It shows the equivalence between the two groups for the planning skill variables (creating the vacuum, the wall handling, the planning attributions)

T	The variables	The groups	x	y	(T)the calculation	The significance
1	Creating the planned vaccum	The control	10.81	1.66	0.001	1.01
		The experimental	10.90	1.70		
2	Mural handling	The control	11.01	0.79	1.021	2.28
		The experimental	12.28	0.57		
3	Planning the stands	The control	2.09	0.83	1.032	2.008
		The experimental	1.90	0.83		

**Search results :**

The schedule (2) Arithmetic media, standard deviations and value (T) calculated between the pretests and posttests of football basic skills (emptiness creation, wall handling, planning) for the experimental research group

The variables	Pretests		Posttests		(T) Calculate d value	Probability percentage of error
	S-	±A	S-	±A		
Create a tactical vacuum	1.90	0.83	4.81	0.98	11.60	0.0001*
Planned wall handling	10.90	1.70	16.90	2.02	7.52	0.0001*
Tactical attribution	12.28	0.57	9.29	0.44	6.85	0.000*

**Significant change<0.05**

Table (3) Arithmetic means, standard deviations, and T-value calculated between the pre- and post-tests, tactical skills in football (creating space, handling, scoring, tactical attribution) for the control research group

The variables	Pretests		Posttests		(T) Calculate d value	Probability percentage of error
	S-	±A	S-	±A		
Create a tactical vacuum	2.09	0.83	3.36	0.92	4.54	0.001*
Planned wall handling	10.81	1.66	15.27	1.61	8.16	0.0001*
Tactical attribution	11.01	0.79	9.91	0.59	1.85	0.0001*

. \*Significant difference < 0.05

Presentation and analysis of the results of post-tests for tactical skills in football (space creation, wall handling, tactical support) between the experimental and control research groups: Table (4) shows the arithmetic means, standard deviations, and calculated T-value between the experimental and control groups in the post-tests of the variables under study

The variables	Pretests		Posttests		(T) Calculate d value	Probability percentage of error
	S-	±A	S-	±A		
Create tactical vacuum	4.81	0.98	3.36	0.93	3.13	0.001*
Planned wall handling	16.90	2.02	15.27	1.61	2.51	0.0001*
Tactical attribution	9.29	0.44	9.91	0.59	1.56	0.0001*

## Discussion

All the results of the experimental group showed an improvement in favor of the post-tests, which indicates the success of the competitive exercises and their tests set for the sample. The competitive exercises were of appropriate intensity and training volumes, based on the correct scientific foundations. They had an effective impact in developing the tests to create tactical space and wall handling, in addition to the skill of support, as group work was important. Between the players and their harmony at a very high level, and the competition training that relied on regular repetition helped in improving and developing special tactical skills in accordance with the scientific foundations and principles of training science, and thus requires developing the basic skills on which tactical performance is built and then increasing coordination among them when implementing these skills. Tactical, Essam Abdel Khaleq (2003, p. 145) states that achieving good coordination of the movement is achieved through practice and repetition, and the movement becomes more accurate by performing the tactic. Significant differences can be observed in the tactical tests, all of which flow from achieving the scoring skill associated with the end of the tactical performance, which was given special importance in daily training. Which was designed in a competitive atmosphere similar to real play, and this agrees with (Salem 1988) when he says that goal-scoring exercises must be formed so that they are consistent with the real conditions that occur in the matches, since the researcher verified the equality of the players of the two research groups before starting to implement the vocabulary of the tactical exercises using the network. The training and any change that occurs in the results, positive or negative, is the result of the training

that each group underwent, with the different exercises that were carried out in different ways, periodic, repetitive, and alternating. The experimental group was superior, which the researcher attributes to the methodology he followed by formulating the components of the competitive exercises according to the scientific method and the correct progression in their repetition, which provided Players need an atmosphere and conditions similar to real play, which gives more motivation towards training, and this is what (Al-Bilbisi, 2000, p. 80) indicated, citing (Mukhtar), that training in skills must be under conditions similar to the match atmosphere. The researcher believes that the intersection of speed of performance and the accuracy required for performance had a positive impact on optimal performance, which in turn develops mental abilities, which shed light on the player's mentality through competition exercises. Implementing tests for tactical skills requires mastering the transfer of the ball using quick and accurate handling and controlling the ball at the appropriate time and place.

This was confirmed by the researcher during the tactical application included in the competitive training, which the researcher attributes to the reasons for the moral differences that appeared in all tests and the organization of competitive exercises and their effectiveness in the skill of creating a tactical vacuum to create a state of development in the level of players' performance through harmony, as well as the skill of tactical support and scoring is also developed and developed from During the competitive exercises and creating an atmosphere of harmony based on the abilities of the players and their technical abilities, this was demonstrated by the results, and that the reason for the development of the tests between pre- and post-tests in favor of the experimental group came from the effectiveness of the competitive exercises that the researcher used in most of his training units and were applied to the members of the experimental group, which were implemented using a rapid plan for this test. He confirms (Burkin 1993, p. 18) The game of football requires the player to demonstrate his ability to control his voluntary movements towards a specific goal.

### **Conclusions**

The competitive exercises that were implemented had a positive role in developing accuracy and time, as the improvement in this indicator appeared due to the application of correct repetition during the tactical performance.

-Competitive training brought about an effective and effective change in the implementation of the technical performance of tactical skills and the effectiveness of this implementation in application.

-The intersection of basic skills and physical characteristics with tactical skills has led to an increase in players' ability to perform general tactical actions.



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### Recommendations

The necessity of using different methods and diversity in different tactical performance exercises and not relying on one method.

-The importance of mastering complex offensive tactical skills as they are most closely linked to the course of play during matches by the player and the team.

-Work on selecting exercises that are more realistic and more capable of responding to playing conditions and similar to their requirements.



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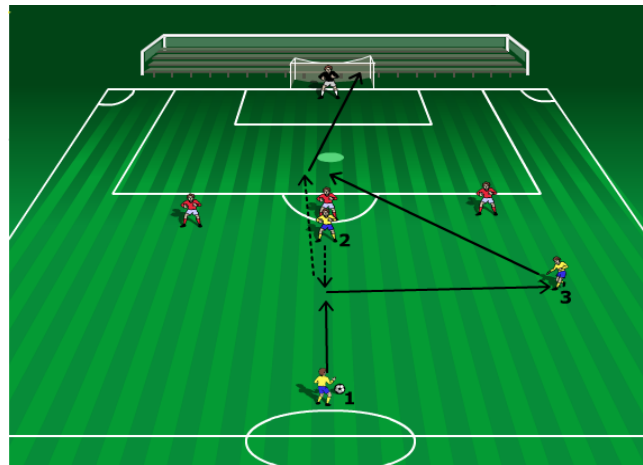


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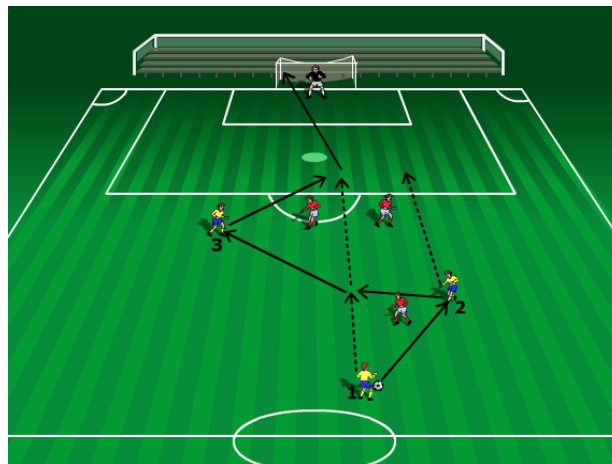
## Appendix:

Appendix No. (1) Some examples of competitive exercises and their forms

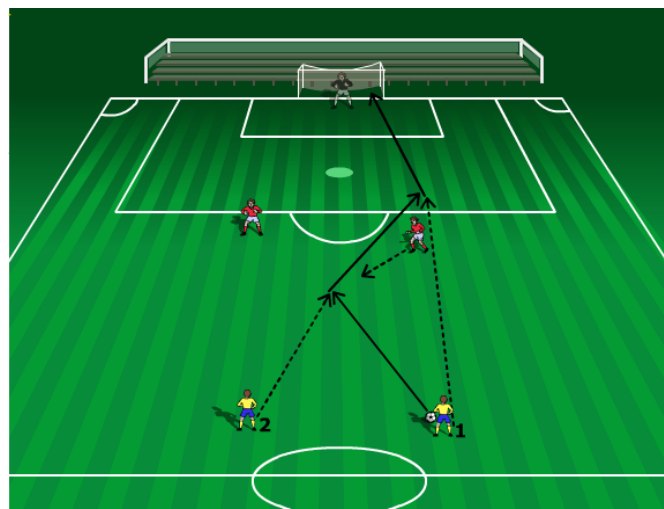
For exercise No. (1) method of performance: Player No. (1) passes the ball to player No. (2), who runs towards player No. 1 to receive the ball and then passes it to player No. (3), where No. 2, after handing the ball, does A quick rotation around the opponent and advancing towards the penalty area to receive the ball from number (3), who then passes it towards the penalty spot and then shoots towards the goal, with the possibility of the attackers playing on the defender's reaction if the first performance is not successful.



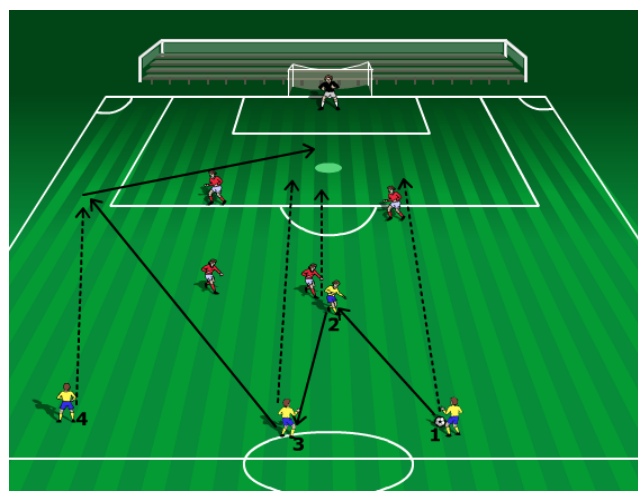
Exercise No. (2) Method of performance: Player No. (1) passes the ball to player No. (2) moving forward, who plays a direct ball to No. (1), who runs from behind the defender towards the penalty area to receive the ball and then shoots toward the goal. With the possibility of the attackers playing on the defender's reaction if the first performance is not successful.



Exercise No. (3) Performance Method: Player No. (1) passes the ball to Player No. (2) and runs forward to receive the ball from Player No. (2), and then No. (1) passes it to Player No. (3) to play a ball. Inside the penalty spot, the players No. (1) and No. (2) coming towards the penalty spot have one of them receive the ball and shoot towards the goal, with the possibility of the attackers playing on the defender's reaction if the first performance is not successful.

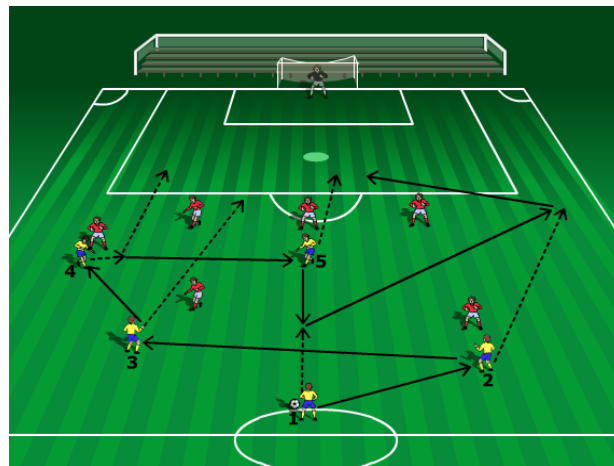


Exercise No. (7) Method of performance: Player No. (1) plays the ball to No. (2), who plays the ball to No. (3), where he handles the ball by playing the ball to the side towards No. (4), who runs to receive it, where both players stand. (1), (2), and (3) by running towards the penalty area to receive the ball from No. (4), who plays a cross to the players, so that one of them shoots it towards the goal, with the possibility of the



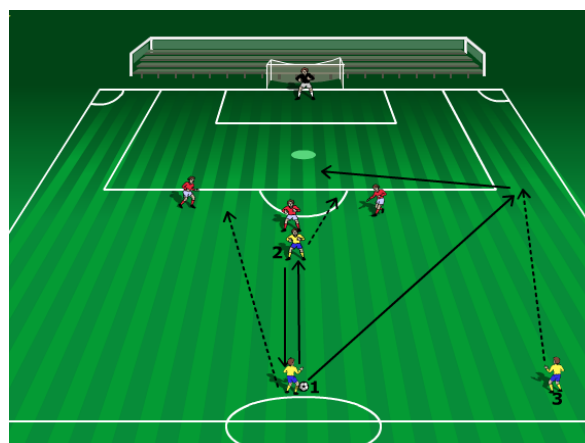
attackers playing on the defender's reaction if the first performance is not successful, with the possibility of playing Attackers on the defender's reaction if the first performance is unsuccessful.

Exercise No. (8) Performance Method: Player No. (1) passes the ball to Player No. (2), where No. (2) passes it to Player No. (3) and runs to the side, and No. (3) passes it to No. (4) and runs To the penalty area, where number (4) passes it to player number (5), and moves to the penalty area, where number five returns it to number (1), who passes it to number (2), where number (2) passes a cross into the penalty area to Players to shoot at goal, with the possibility of attackers playing on the defender's reaction if the first performance is unsuccessful.



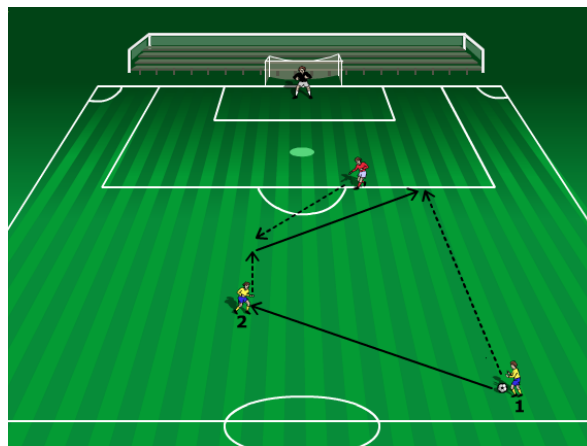
Exercise No. (9) Method of performance: Player No. (1) passes the ball to player No. (2), who returns it to No. (1), and player No. (1) handles the ball to the side to No. (3), and No. (1) And (2) entering the penalty area to receive the ball and shoot it towards the goal with

The possibility of the attackers playing on the defender's reaction if the first

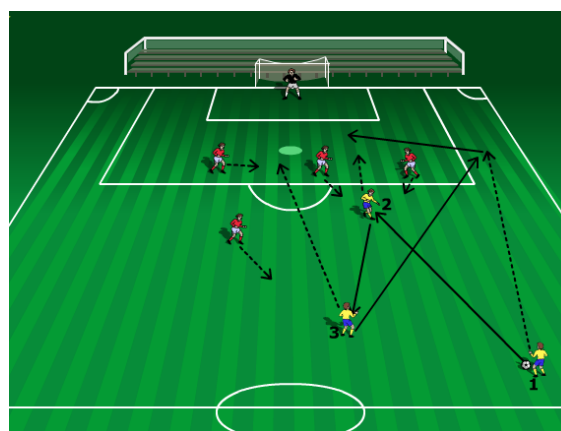


performance is unsuccessful.

Exercise No. (13) Method of performance: Player No. (1) passes the ball to player No. (2), where No. (2) advances the ball to pull the defender towards him and then hands it to player No. (1), with the possibility of the attackers playing on the defender's reaction. If the first performance is not successful.



Exercise No. (14) Method of performance: Player No. (1) hands the ball to player No. (2), and No. (2) hands it to player No. (3), where No. (3) hands the ball to player No. (1), where he No. (1) by playing a cross ball inside the penalty area to the players who entered the area, with the possibility of playing to two attackers based on the defender's reaction if the first attempt is not successful.



Appendix No. (2)



Models of competition exercises for different training methods

Exercise time ranges from (25-30) minutes for each exercise

<b>First week</b>					
<b>Preformed using a high-intensity interval training method</b>					
<b>The exercises</b>	<b>The tension</b>	<b>Repetition</b>	<b>Interstitial comfort</b>	<b>Totals</b>	<b>Comfort between totals</b>
<b>1 Sunday</b>	<b>80</b>	<b>10</b>	<b>30sec</b>	<b>2</b>	<b>2-3</b>
<b>2 Monday</b>	<b>80</b>	<b>10</b>	<b>30sec</b>	<b>2</b>	<b>2-3</b>
<b>3 Tuesday</b>	<b>82</b>	<b>11</b>	<b>30sec</b>	<b>2</b>	<b>2-3</b>

<b>Second week</b>					
Exercises are preformed at maximum intensity using the method (repetitive training). With a competitor on target					
<b>Comfort between totals</b>	<b>Totals</b>	<b>Interstitial comfort</b>	<b>Repetition</b>	<b>The tension</b>	<b>The exercises</b>
<b>2-3</b>	<b>2</b>	<b>30sec</b>	<b>7</b>	<b>90</b>	<b>T 7 Sunday</b>
<b>2-3</b>	<b>2</b>	<b>35sec</b>	<b>5</b>	<b>90</b>	<b>T 8 Monday</b>
<b>2-3</b>	<b>2</b>	<b>35sec</b>	<b>8</b>	<b>92</b>	<b>T 9 Tuesday</b>

<b>First week</b>					
<b>Preformed using a high-intensity interval training method</b>					
<b>Comfort between</b>	<b>Totals</b>	<b>Interstitial comfort</b>	<b>Repetition</b>	<b>The tension</b>	<b>The exercises</b>



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<b>totals</b>					
<b>2-3</b>	<b>2</b>	<b>30sec</b>	<b>10</b>	<b>80</b>	<b>1 Sunday</b>
<b>2-3</b>	<b>2</b>	<b>30sec</b>	<b>10</b>	<b>80</b>	<b>2 Monday</b>
<b>2-3</b>	<b>2</b>	<b>30sec</b>	<b>11</b>	<b>82</b>	<b>3 Tuesday</b>