



Special Exercises Based on Offensive Play Moment and Their Impact on Two Complex Offensive Skills in Soccer Players Aged 15-16 Years

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Abstract

The importance of the research lies in the researcher design of special exercises that mirror the modern game of soccer and its fast pace in accordance with offensive play moments, aiming to develop two complex offensive skills for Soccer players aged 15 to 16 years. Research Problem The researcher observed that the rhythm of play is characterized by slowness, with many of mistakes in skill performance accuracy among most players in the clubs. This negatively impacted the performance level in the clubs across various categories. This rhythm of performance does not match with the modernity and rhythm of global soccer. Therefore, the researcher decided to study this problem The researcher aimed to Design exercises based on offensive play moments. Identify the impact of these exercises on the two complex offensive skills. The researcher Methodology employed an experimental design utilizing two equivalent groups with pre-test and post-test assessments, applying statistical treatments using the SPSS statistical software. The study conclusions that special exercises based on offensive moments have a positive effect on enhancing the speed and accuracy of performance in the studied complex offensive skills.

Keywords: Special exercises based on offensive moments, two complex offensive skills.

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Introduction

Human beings have established the principles governing the practice of sports activities and games, proposed their theoretical foundations and methods of application, and conducted numerous studies and experiments across various disciplines and levels to gain a comprehensive understanding of the sciences related to sports, their components, and underlying principles. Consequently, scientific efforts and practical expertise have converged with the aim of improving athletic performance across all sports in general and soccer in particular. In modern soccer, competition has become extremely intense, extending to the finest details of the physical, technical, tactical, physiological (functional efficiency of the body systems), and psychological aspects of performance. Achieving victory has become dependent on very small differences between competing teams in one or more of these aspects, which ultimately determine the superiority of one team over another. Therefore, modern training methods and approaches, together with a variety of specialized exercises designed to replicate real match conditions, have emerged with the objective of developing these performance components and enhancing them, thereby enabling players and teams to maintain a high level of performance throughout the entire duration of the match.

The various methods, approaches, and specialized training exercises associated with the demands of soccer have often been linked to the countries in which they originated or to the names of their developers, such as the Dutch School, the Spanish School, and the coaching philosophies of Guardiola and Van Gaal. All of these approaches, methods, and specialized exercises are intended to enhance the level and tempo of performance in order to create effective attacking play, reach the opponent's goal, and score goals. Accordingly, the training exercises used in soccer should be characterized by a level of specificity that reflects the speed, effectiveness, and dynamic nature of attacking performance, while simulating its constantly changing demands and match conditions.

Through observing Iraqi Premier League matches, reviewing the performance of youth age groups, and watching their competitive matches, the researcher noticed that the tempo of play is characterized by slow execution and a high frequency of technical errors among the majority of players in clubs, which has negatively affected the overall standard of performance. This performance tempo does not reflect the modern demands and pace of contemporary international soccer. Therefore, training methods and exercises should be designed to simulate the current evolution of the game and meet its performance requirements. Accordingly, the researcher deemed it necessary to investigate this issue by designing special exercises based on the offensive play moment in order to improve the speed and accuracy of performing two combined offensive skills in soccer players aged 15–16 years.

An offensive play moment is a critical phase that occurs during a soccer match when a team is in ball possession. It has a significant influence on controlling the game and gaining a performance advantage over the opponent (Antonsen, 2021).

Methodology

The research methodology is a systematic approach followed by researchers to define the procedures and stages of their scientific investigation, through which solutions to research problems can be achieved (Mahjoub & Hussein, 2002, p. 34). Accordingly, the researcher employed the experimental method using a pre-test–post-test equivalent groups design consisting of a control group and an experimental group, as it was deemed the most appropriate approach for addressing the research problem. The experimental method is considered the only research method that accurately identifies the cause-and-effect relationship and is distinguished by its ability to control and regulate the variables under investigation (Al-Kadhimi, 2012, p. 137).

Population and Sample

The research sample is one of the fundamental aspects that requires careful consideration by the researcher, particularly regarding the method of its selection and its suitability for the research being conducted, as it represents a subset of the target population. A sample is defined as the representative portion of the original population upon which the researcher conducts the entire research process (Al-Kadhimi, 2012, p. 84).

The research population consisted of 200 soccer players, aged 15–16 years, representing teams and clubs in Baghdad that participated in the 2022–2023 Iraqi Premier League. The research sample was selected using a purposive sampling method and consisted of 35 players from the Sports Talent Centers accredited by the Iraqi Central Football Association in Baghdad, within the same age category (15–16 years). The selected sample represented 17.5% of the total research population. Subsequently, the sample was divided into two equal groups, and through a lottery procedure, the participants were randomly assigned to either the experimental group or the control group.

Sample Equivalence

The researcher divided the research sample into two groups (experimental and control) using a random allocation method (lottery). The sample was first divided into two equal groups through an alternating numbering procedure, whereby participants assigned even numbers were allocated to the experimental group, whereas those assigned odd numbers were allocated to the control group. To ensure that the allocation process was free from bias and to maintain scientific objectivity, an equivalence procedure was conducted between the two research groups to control the variables under investigation. Table (3-1) presents the equivalence of the sample based on the results of the pre-test assessments for both the experimental and control groups. Prior to conducting the equivalence procedure, the researcher provided a

familiarization session to all participants explaining the procedures for administering the research tests.

Table 1. *Sample Equivalence Based on the Pre-test Results of the Combined Skills for the Experimental and Control Groups*

Tests	Unit of Measurement	Experimental Group		Control Group		Calculated t-value	Sig.
		Mean	SD	Mean	SD		
Ball Receiving and Passing	Score/Time	0.641	0.095	0.660	0.070	0.621	0.540
Ball Receiving, Dribbling, and Shooting	Score/Time	0.385	0.077	0.374	0.077	0.379	0.707

Degrees of freedom (df) = 28; Level of significance = 0.05

Data Collection Methods, Equipment, and Instruments Used in the Research

Data Collection Methods

Arabic and foreign scientific references, Field observation and experimentation, The Internet, Tests and measurements.

Research Instruments

Soccer field, Twenty (20) official soccer balls, Two (2) whistles, Soccer goals of different sizes.

Thirty (30) training poles, Ten (10) cones of varying heights, Two (2) stopwatches.

Measuring tape for determining the specified distances on the field, Adhesive tape of different colors for marking the training areas and Spray field-marking paint.

Research Equipment

Twenty (20) Polar H10 heart rate monitoring devices, One (1) Apple tablet, One HP laptop computer, One (1) Canon video camera, One (1) Sony video camera, One (1) drone camera.

Field Research Procedures

Identification of the Combined Technical Skill Variables

1- Ball Receiving (first-touch control) and passing.

2- Ball dribbling and passing.

3-

Combined Technical Skill Tests in Soccer

❖ **Ball Receiving (First-Touch Control) and Passing in Two Different Directions Test** (Al-Asadi, 2020, "The Effect of Special Exercises Using FITLIGHT and RESPINCE QUALITY Devices on Developing the Speed and Accuracy of Performing Certain Combined Skills and Motor Abilities in Soccer Players Aged 14 Years," pp. 111–112) (Modified by the Researcher).

➡ **Test Name:** Ball Receiving (First-Touch Control) and Passing in Two Different Directions Test.

➡ **Purpose of the Test** To measure the speed and accuracy of Ball Receiving (first-touch control) and passing.

➡ **Equipment Used :** Eight (8) soccer balls ,measuring tape, Field-marking spray paint, A one-meter measuring ruler for determining the reception (first-touch control) area, Two (2) small goals (60 cm × 60 cm), Stopwatch.

Performance Description

The participant stands behind the reception area line, which is positioned 8 m from the feeder on both the right and left sides. Upon the starting signal, the feeder delivers a ground pass from the right side toward the reception area. The player moves into the reception area and attempts to receive the ball using any part of the foot while directing it toward the passing area. The player then passes the ball toward Goal (1). During the second attempt, the ball is passed toward Goal (2). This sequence continues alternately between Goal (1) and Goal (2) until the first four attempts are completed. Subsequently, all participants perform the remaining four attempts starting from the opposite side using the same procedure adopted in the first four attempts (see Figure 3-1).

- Goal (1) is positioned to the right at an angle of 20° relative to the horizontal line of the reception area and is located 10 m from the reception area.

- Goal (2) is positioned to the left at an angle of 20° relative to the horizontal line of the reception area and is located 10 m from the reception area.

Performance Conditions

➡ The ball must be received (first touch) within the designated receiving area.

➡ The test shall be performed by receiving the ball and passing it alternately toward Goal (1), Goal (2), Goal (1), and Goal (2), following the prescribed sequence.

➡ The participant shall perform both the receiving (first touch) and passing skills as quickly as possible.

Scoring Procedure

- Each participant is given eight (8) attempts, consisting of four attempts from each side.
- One (1) point is awarded for each successful receiving (first touch).
- Zero (0) points are awarded for an unsuccessful receiving (first touch).
 - One (1) point is awarded for each successful pass.
 - Zero (0) points are awarded for an unsuccessful pass.

Notes

- ✓ With regard to accuracy, the maximum score is 16 points, of which 8 points are allocated to receiving (first touch) and 8 points to passing.
- ✓ The completion time is recorded using a stopwatch.
- ✓ The unit of measurement is Score/Second.
- ✓ The total test time is calculated by summing the completion times of the eight attempts. The time for each attempt is recorded from the moment the player receives (first touches) the ball until the ball reaches the goal line. The total accuracy score is calculated by summing the scores obtained for the receiving (first touch) and passing skills. Subsequently, the technical performance score is determined using the modified Fitts' Index (Khayoun, Motor Learning: Between Principle and Application, 2010, p. 45), as follows:

Technical Performance Score = Total Accuracy Score ÷ Total Time

The distance between the goals and the receiving area was modified to 10 m.

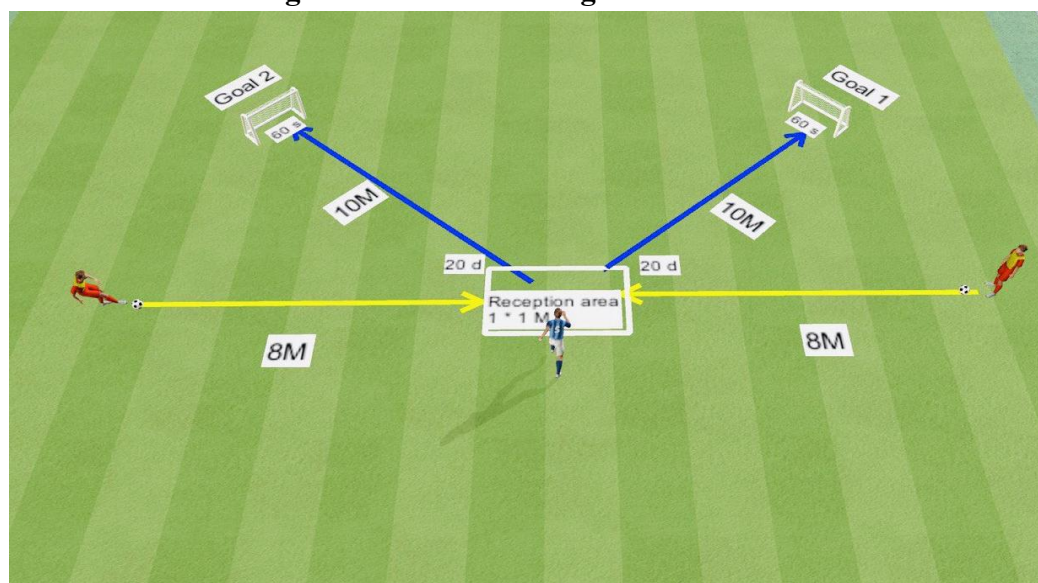


Figure 1. Receiving (First Touch) and Passing in Two Different Directions

- ❖ **Receiving (First Touch), Dribbling Through Poles, and Shooting Test**(Al-Asadi, 2020, The Effect of Special Exercises Using FITLIGHT and RESPINCE QUALITY Devices on Developing the Speed and Accuracy of Performing Selected Combined Technical Skills and Motor Abilities in 14-Year-Old Soccer Players (Modified by the Researcher)).

Test Name :Receiving (First Touch), Dribbling Between Poles, and Shooting Test

Purpose of the Test : To assess the speed and accuracy of receiving (first touch), dribbling, and shooting.

Equipment: Four (4) official soccer balls, Measuring tape, One (1) whistle.

One (1) regulation soccer goal (7.32×2.44 m), divided into three scoring zones: two side zones measuring 2.00×2.44 m each and one central zone measuring 3.32×2.44 m.

One 1-m measuring ruler to mark the receiving area (1×1 m).

One 1.5-m measuring ruler to mark the shooting area (1.5×1.5 m), Ten (10) training poles.

Elastic training tape for dividing the goal into scoring zones, Stopwatch.

➤ **Performance Description:**

The participant stands behind Receiving Area (1), measuring 1×1 m, which is located 6 m from the shooting area. The shooting area, measuring 1.5×1.5 m, is positioned at the intersection of the 6-m line extending to the right and left of the goal with the 16.5-m line in front of the goal, thereby creating a diagonal distance between the shooting area and the goal.

Upon the starting signal, the feeder delivers a ground pass toward Receiving Area (1). The participant attempts to receive (first touch) the ball within the designated receiving area before dribbling through the poles over a distance of 6 m until reaching the designated shooting area. The participant then performs a shot toward the pre-marked scoring zones of the goal according to their respective levels of difficulty and scoring value. All participants perform the first and second attempts consecutively. They then move to the opposite side to perform the third and fourth attempts using the same procedure adopted for the first two attempts.

The feeder is positioned directly in front of the goal, midway between Receiving Area (1) and Receiving Area (2), and is located 8 m from each receiving area (see Figure 3-5).

➤ **Performance Conditions**

- The ball must be received (first touch) within the designated receiving area.
- The shooting skill must be performed from within the designated shooting area.
- The participant shall complete the test as quickly as possible.

➤ **Scoring Procedure**

- Each participant is given four (4) attempts, comprising two attempts from each side.
- One (1) point is awarded for each successful first touch.
- Zero (0) points are awarded for an unsuccessful first touch.
- One (1) point is awarded for successful dribbling.
- Zero (0) points are awarded if the participant loses control of the ball or knocks over any of the training poles.

- Three (3) points are awarded if the ball is successfully shot into Scoring Zone (3).
- Two (2) points are awarded if the ball is successfully shot into Scoring Zone (2).
- One (1) point is awarded if the ball strikes either the goalpost or the crossbar.
- Zero (0) points are awarded if the ball is shot outside the boundaries of the goal.

► **Notes:**

- With regard to accuracy, the maximum attainable score is 20 points, distributed as follows: 4 points for receiving (first touch), 4 points for dribbling, and 12 points for shooting.
- The completion time is recorded using a stopwatch.
- The unit of measurement is Score/Second.
- The total test time is calculated by summing the completion times of the four attempts. The time for each attempt is recorded from the moment the participant receives (first touches) the ball, continues through dribbling through the poles, and ends when the ball reaches the goal line of the divided goal. The total accuracy score is then calculated by summing the scores obtained for the three technical skills and dividing the total accuracy score by the total completion time using the modified Fitts' Index, expressed as follows:

Technical Performance Score = Total Accuracy Score ÷ Total Completion Time

The distance between the shooting area and the goal was modified to 16.5 m.

The goal was divided into three scoring zones: two side zones measuring 2.00×2.44 m each and one central zone measuring 3.32×2.44 m.

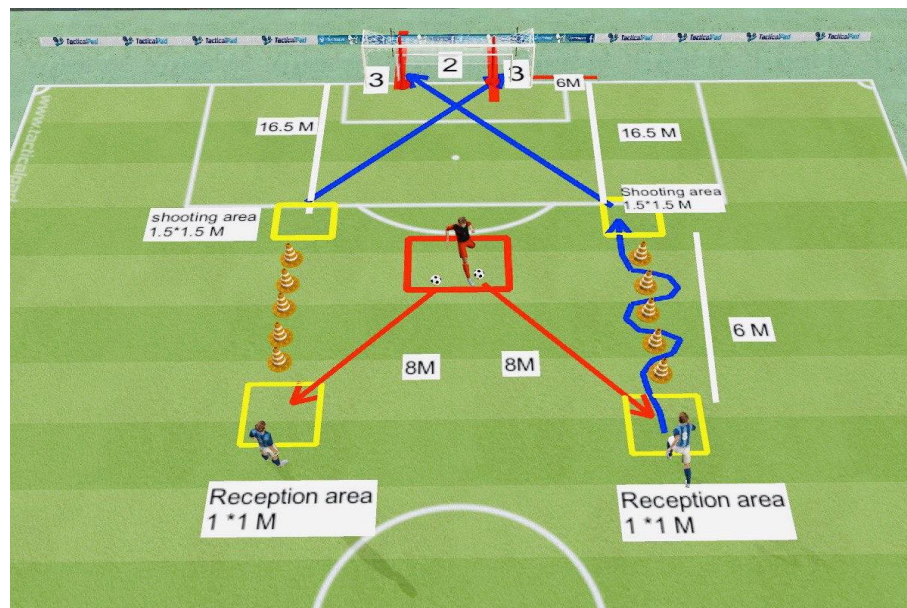


Figure 2. Receiving (First Touch), Dribbling Through Poles, and Shooting Main Experiment



Pre-test Assessments

The researcher conducted the pre-test assessments for the research sample on Wednesday, June 12, 2024, at 5:00 p.m. on the soccer field of the College of Physical Education and Sport Sciences, University of Baghdad. All testing conditions were standardized, including the testing venue, time, test administration procedures, equipment, instruments, and the assisting research team, in order to control all variables that might influence the results during the administration of the post-test assessments.

Special Exercises

The researcher designed and implemented special exercises based on the Offensive Moment of Play in soccer with the aim of developing the combined offensive technical skills of the research sample. The exercises were designed to be diverse, technically advanced, and representative of the demands of modern soccer, while being appropriate for the participants' performance level. Furthermore, the exercises closely simulated the execution of technical skills under actual match conditions to achieve the objectives of the study.

The independent variable (special exercises) was incorporated into the main part of the training session. The exercises were administered to the experimental group at a frequency of three training sessions per week by the assisting research team under the direct supervision of the researcher. In contrast, the control group continued to follow the training program implemented by its coach. Throughout the intervention period, the researcher adhered to the fundamental principles of sports training.

Post-test Assessments

Following the completion of the special exercises designed by the researcher, the combined technical skill tests were administered to the research sample on Sunday, August 18, 2024, at 5:00 p.m. on the soccer field of the College of Physical Education and Sport Sciences, University of Baghdad. The researcher ensured that all testing conditions were identical to those adopted during the pre-test assessments, thereby maintaining the consistency of the testing procedures.

Statistical Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS) to obtain the research results.

Results

Table 2. Differences in the means, standard deviations, mean differences, standard deviation of the differences, *t*-values, significance levels, and standard errors for the pre-test and post-test results of the combined technical skill tests for the experimental group.

Tests	Unit of Measureme nt	Experiment al Group (Pre-test)		Experimen tal Group (Post-test)		Mean Differe nce	Standard Deviation of the Differenc es	Sig.	t- value	Standard Error
		Mean	SD	Mean	SD					
Receivin g (First Touch) and Passing	Score/Sec.	0.641	0.095	1.059	0.085	0.417	0.093	0.000	17.248	0.0242183
Receivin g (First Touch), Dribblin g, and Shooting	Score/Sec.	0.385	0.077	0.596	0.046	0.211	0.074	0.000	10.955	0.0193071

N = 15 , Degrees of freedom (df) = 14; Level of significance = 0.05

Table 3. Differences in the means, standard deviations, mean differences, standard deviations of the differences, t-values, significance levels, and standard errors for the pre-test and post-test results of the combined technical skill tests for the control group.

Tests	Unit of Measureme nt	Contr ol Group (Pre-test)		Contr ol Group (Post-test)		Mean Differen ce	Standard Deviation of the Differenc es	Sig.	t- value	Standard Error
		Mean	SD	Mean	SD					
Receivin g (First Touch) and Passing	Score/Sec.	0.660	0.0700	0.824	0.068	0.164	0.038	0.000	16.32	0.01
Receivin g (First Touch), Dribblin g, and Shooting	Score/Sec.	0.374	0.077	0.455	0.068	0.081	0.103	0.009	3.033	0.026

N = 15 , Degrees of freedom (df) = 14; Level of significance = 0.05

Presentation of the Post-test Results of the Combined Technical Skill Tests for the Experimental and Control Groups:

Table 4. Means, standard deviations, calculated t-values, and significance levels for the post-test results of the combined technical skill tests for the experimental and control groups.

Tests	Unit of Measurement	Experimental Group (Post-test)	Control Group (Post-test)	Calculated t-value	Sig.
		Mean	SD	Mean	SD

Receiving (First Touch) and Passing	Score/Second	1.059	0.0859	0.824	0.068	8.265	0.000
Receiving (First Touch), Dribbling, and Shooting	Score/Second	0.596	0.0466	0.455	0.0688	6.573	0.000

Discussion

Based on the differences between the pre-test and post-test results of the research variables related to the combined technical skills—namely Receiving (First Touch) and Passing, and Receiving (First Touch), Dribbling, and Shooting—for both the experimental and control groups, as presented in Tables (1) and (2), statistically significant differences were observed between the pre-test and post-test assessments, with the post-test results demonstrating superior performance. Furthermore, the comparison of the post-test results for the combined technical skill variables between the experimental and control groups, as presented in Table (3), revealed statistically significant differences in favor of the experimental group, as all mean values were higher than those of the control group.

The researcher attributes the improvement observed in both the experimental and control groups to the training programs implemented by the researcher and the coach, respectively, as both programs contributed to the development of the combined technical skill variables, while placing considerable emphasis on technical skill development. However, the greater improvement demonstrated by the experimental group in all combined technical skill test results can be attributed to the implementation of the special exercises based on the Offensive Moment of Play. These exercises required the execution of combined technical skills during the offensive phase, with particular emphasis on execution speed and performance accuracy, in a manner consistent with the demands and contemporary nature of modern soccer during actual competition. The researcher ensured that the exercises were systematically prescribed in accordance with the components of training load, while applying the principles of progressive overload and load undulation (wave-like periodization) in a manner appropriate to the players' abilities. This approach contributed to the improvement of the variables under investigation and was developed on the basis of both established scientific literature and the researcher's practical field experience. The development of an effective training program or training curriculum requires researchers and coaches to rely on sound scientific evidence while possessing sufficient academic knowledge and practical experience to design and implement such programs effectively. This is consistent with the view of Risan Khuraibet, who emphasized that the structuring of the training process, planning of training programs, and

decisions related to training intensity can only be performed effectively and appropriately by individuals possessing both scientific expertise and practical experience (Khuraibet, 2017, p. 10). In addition, the researcher ensured that the exercises were specific, varied, and representative of actual match demands, based on the principle of training specificity, whereby training conditions closely resemble competitive conditions. This approach aimed to achieve highly proficient technical performance capable of improving performance under constantly changing competitive situations. Consequently, the exercises had a positive effect on the development of the combined technical skills investigated in the present study. In this regard, Mohammed Reda stated that one of the principal objectives of sports training is to achieve technically proficient and sport-specific skill performance, while simultaneously developing the athlete's ability to execute all technical movements at the highest possible speed, with a high level of precision, fluidity, and power, regardless of the competitive situation (Ibrahim, 2017, p. 35). Furthermore, the researcher ensured that the prescribed exercises reflected the continuous evolution of modern soccer by incorporating contemporary training approaches characterized by speed, accuracy, and rapid decision-making, while simultaneously targeting multiple technical objectives in addition to enhancing movement execution speed. The exercises designed by the researcher were based on the actual execution of combined technical skills during the Offensive Moment of Play, namely the phase in which the ball is under the player's control. This phase requires a high level of technical proficiency to maintain ball possession through receiving (first touch), dribbling, and passing, or to conclude the attacking action by shooting, in accordance with the demands of modern competitive soccer.

Accordingly, these exercises represent a form of soccer-specific training, as they integrate different phases of play within a structured training format, thereby contributing to the development of multiple performance variables and performance dimensions. In this regard, Al-Saffar et al. emphasized the importance of designing multi-objective training exercises in soccer, recommending that each exercise should incorporate movements and actions performed with a high level of technical quality, execution speed, and accuracy (Al-Saffar et al., 1990, p. 196). results can be attributed, in the researcher's opinion, to the players' commitment to the training program, which consisted of three training sessions per week in accordance with the system established by the Technical Director of the center and the training program implemented by the team's coach. This training program contributed to enhancing the players' technical abilities, ball feel, and game awareness, which consequently led to improvements in their technical performance. In this regard, Mufti Ibrahim emphasized that the repeated practice of training exercises during training sessions reduces players' technical errors and enables them to gain greater control over skill execution as a natural consequence of improving their ball feel. This allows players to adopt the correct body position when performing technical skills, avoid common execution errors, and develop better motor

coordination during skill performance (Hammad, 1994, p. 22). The researcher also believes that the improvement observed in the control group in the technical skill test results was attributable to the coach's use of a variety of technical training exercises, which were performed with different numbers of players, both with and without shooting at the goal. These exercises contributed to enhancing the players' technical abilities and improving their overall technical performance. Furthermore, the comparison of the post-test results (post-test–post-test) for both the experimental and control groups with respect to the combined technical skill variables revealed statistically significant differences in favor of the experimental group. The researcher attributes these findings to the effectiveness of the training intervention implemented throughout the experimental period, in addition to the players' regular attendance and continuous participation in the training sessions without interruption. The success of the training process largely depends on the continuity of training, together with the quality, quantity, and frequency of the training exercises prescribed by the researcher, which were implemented in a more comprehensive and systematic manner, thereby contributing to the achievement of the intended training objectives. Furthermore, the research sample performed the special exercises based on the Offensive Moment of Play, which emphasized the execution of combined technical skills under training conditions that closely simulated the demands of actual match play. These conditions were characterized by high execution speed, performance accuracy, time pressure, and opponent pressure, compelling players in possession of the ball to execute combined technical skills rapidly while maintaining a high level of technical quality and accuracy. This approach ensured that skill execution was aligned with the intended training objectives and the demands of modern competitive soccer. As stated by Luiselli and Reed (2011), achieving effective combined technical performance with the required level of speed and accuracy requires training exercises that closely resemble or replicate the conditions encountered during actual match play (Luiselli & Reed, 2011, pp. 162–164). Furthermore, variation in training exercises, together with their organization in different formats and under dynamic and non-routine performance conditions, has a positive influence on the players' psychological state, motivation, and readiness for training. Such an approach creates an enjoyable training environment while fostering challenge and competition among players in their pursuit of superior performance during training activities. Consequently, this enhances training effectiveness, increases motivation to perform, and ultimately contributes to achieving better performance outcomes.

In this regard, Al-Khashab et al. stated that diversity in training exercises, training methods, and the use of different training aids and equipment helps prevent the boredom that may result from repeatedly performing the same exercises (Al-Khashab, Asmar, & Al-Bayati, 1999). Furthermore, the exercises designed by the researcher took into consideration incorporating the competitive aspect in performance between attackers and defenders in

specific areas of the field, in addition to applying them under different conditions and with different numbers of players, together with speed, accuracy, and quality in performing the different types of combined technical skills. In addition, the exercises were varied through the use of different equipment and goals of different sizes, both small and large, as well as the presence of an opponent for the purpose of increasing the level of difficulty, which helped make receiving (first touch), passing, shooting, dribbling, and feinting performed under opponent pressure, forcing the player to deal with the variables during performance. This contributes to improving and controlling the accuracy of performing the combined technical skills because of their great importance and influence on the overall level of performance in soccer and increasing its effectiveness. The better and higher the quality of the combined technical performance, the greater the opportunity to control the match, maintain ball possession, and then score goals. A good team is one that possesses players with good technical abilities and the ability to use the fewest possible touches to build up play with the highest possible accuracy and speed, and then shoot under opponent pressure and under changing conditions, while focusing on the smoothness, ease, and accuracy of performance, and making the appropriate decision when performing the combined technical skills, away from complexity and making the task more difficult. This is the foundation of modern performance in soccer matches.

Conclusions and Recommendations

- 1.The special exercises based on the Offensive Moment of Play had a positive effect on developing the speed and accuracy of performing the combined offensive technical skills investigated in the present study.
- 2.Scientific planning in the prescription of training loads and the application of exercises that simulate the actual performance during competition contributed effectively to improving the combined offensive technical skills.
- 3.The researcher recommends that coaches adopt special exercises based on the Offensive Moment of Play within their training programs, as they have proven effective in improving the performance of combined offensive technical skills.
- 4.Coaches should apply the principle of variation in training exercises and adopt exercises that simulate the actual performance during matches.
- 5.Greater emphasis should be placed on exercises that simulate the actual performance and its high tempo, as they represent an essential, fundamental, and influential component of modern soccer matches.

A Sample of the Special Exercises Based on the Offensive Moment of Play:

Attack with Three Players

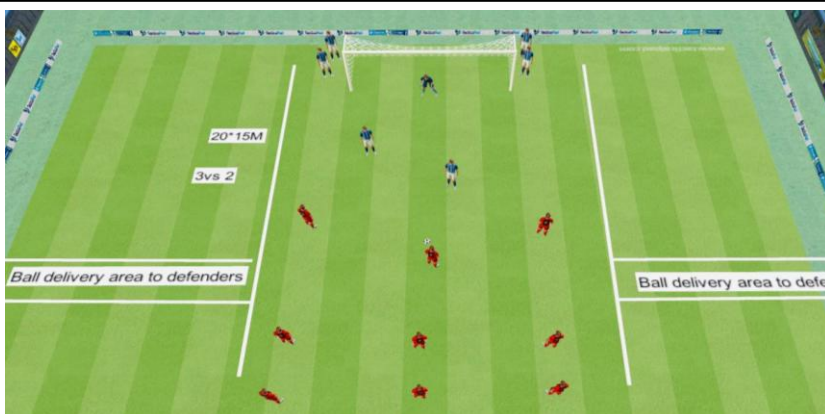


Figure 3. Illustration of the Exercise.

Exercise Name: Triple Attack Playing Area: (20 × 15 m), **Number of Players:** 15 players to perform the exercise (3 vs. 2 + 1 Goalkeeper)

Equipment Used: One full-size goal, training bibs (red and yellow), soccer balls.

Total Exercise Duration: 26 min 40 s, **Exercise Duration:** (10 s × 6 repetitions × 4 sets) = 4 min

Rest Interval Between Repetitions: (50 s × 5 repetitions × 4 sets) = 16 min 40 s

Rest Interval Between Sets: (2 min × 3) = 6 min

Objective of the Exercise:

To develop the offensive ability; for the defenders, to develop the defensive ability and the transition to attack.

Method of Performance:

The red team attempts to score as quickly as possible, while the defenders attempt to intercept the ball and deliver it to the designated area on either side.

Main Coaching Points:

1. Pass the ball as quickly as possible using the fewest possible touches (high tempo of performance).
2. Continuous movement to create space for a teammate.
3. Emphasize scanning before receiving the ball (the field, teammate, and opponent).
4. Quick movement into the available spaces to provide more passing options for the teammate.
5. Emphasize quick decision-making.
6. For the defenders, emphasize pressure, cover, and balance.

Double Attack:

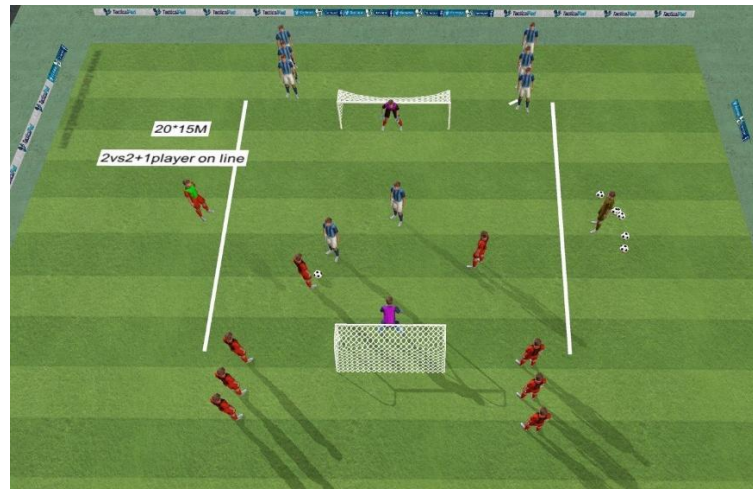


Figure 4. Illustration of the Exercise.

Exercise Name: Double Attack

Playing Area: (20 × 15 m)

Number of Players: 16 players, with 6 players performing the exercise (2 vs. 2 + 2 Support Players + 2 Goalkeepers).

Equipment Used: Two full-size goals, training bibs (red, yellow, and blue), soccer balls.

Total Exercise Duration: 21 min 20 s , **Exercise Duration:** (10 s × 10 repetitions × 2 sets) = 3 min 20 s , **Rest Interval Between Repetitions:** (50 s × 9 repetitions × 2 sets) = 15 min

Rest Interval Between Sets: 3 min

Objective of the Exercise: To increase the players' ability to attack, defend, and transition between them as quickly as possible under opponent pressure.

Method of Performance: The exercise is performed 2 vs. 2. The team in possession of the ball is allowed to play with the support players to create superiority for two passes only. When the defenders win possession of the ball, they must make a quick transition to attack and shoot.

Main Coaching Points

1. Pass the ball as quickly as possible using the fewest possible touches (high tempo of performance).
2. Continuous movement to create space for a teammate.
3. Play with the support players to escape pressure and move toward the goal.
4. Emphasize scanning before receiving the ball (the field, teammate, and opponent).
5. Quick movement through the available spaces to provide more passing options for the teammate.



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