

The Effect of Various Exercises for the Most Important Psychological Variables According to Cognitive Achievement in Developing Some Basic Skills for Young Footballers

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Abstract

The aim of the research is to reveal the various exercises for the most important psychological variables according to the cognitive achievement in developing some basic skills for youth in football. The research hypotheses were of significant differences in the level of skill performance between the two research groups and for the benefit of students, who are learning according to the various exercises for the most important psychological variables. The researchers used the experimental method, and the sample of the research consisted of (40) youth players / Najaf Sports Club, and they were divided into two experimental and control groups, and methods and tools were used to collect information, and then the researchers used statistical methods, including (spss), and the researchers concluded that the various exercises are important to them. Psychological variables, according to cognitive achievement, have a positive effect in developing the basic skills under research, and the most important recommendations were to emphasize the use of various exercises for the most important psychological variables in learning the most important basic skills for young football players. So, the need for change and diversification in educational and training methods because of its great importance in enriching the learning process.

Keywords: Young Footballers, exercises, Psychological variables

I. Definition of research:

1.1 Introduction and Importance of Research:

Sports psychology is one of the important topics that have a direct impact in developing and improving the performance level of learners and athletes. Also, it is an important axis of scientific studies in the field of physical education and shows its importance through studying personality theories and analyzing them. That identifying the driving motives for sports behavior and diagnosing important social and psychological

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phenomena that affect in the cognitive and human aspect of players, including aggressive behavior, group dynamics, psychological pressure and other ideas, opinions and scientific concepts related to the expressive, sensory and behavioral aspect of individuals. Football is one of the games that has many basic skills and diversity. As well as its connection to the cognitive, physical, planning and psychological aspect because of the great importance of the skills and physical elements of the football player. Meanwhile, it has increased interest in training these skills and elements for the purpose of acquiring and mastering them with a high degree, which prompted many researchers to do research and studies to find the best and most appropriate ways to advance them and reach the best levels.

1.2 Research Problem:

Through the football field; researchers, follow-up to some matches, that noticed a weakness in the level of basic skills performance as a result of the lack of interest of coaches in the most important psychological variables. Also, that education and training currently does not depend in its training curricula on psychological preparation in a large and appropriate manner with the effort and emotions that appear to the players during sports performance during the competitions, and through the experience of the field researchers, as they are teachers and trainers. It was necessary to study some psychological variables that direct their interest in the educational and training process because he believed that it would produce positive results.

1.3 Research Objective:

1. Various exercises of the most important psychological variables, according to cognitive achievement, have a positive effect in developing some basic skills for youth football.

1.4 The Imposition of Research:

1. Researchers hypothesize that there is a significant correlation between psychological variables and cognitive achievement in developing some basic skills for youth football.

II. Research Procedures:

2.1 Research methodology: The researchers used the experimental approach to suit the nature of the research.

2.2 Research Society and Sample: The research community was tested by youth players / Al-Najaf Sports Club, and the sample was chosen intentionally, as the sample represented (40) players and was divided into two experimental and control groups.

2.3 Means, tools and devices used in the research:

- Arab and foreign sources and references
- Interview - skill tests - camera number (1)
- - Legal football number (10)
- Electronic stopwatch type (Casio) Plastic whistle number (8)
- Persons number (12)

- Linen type tape measure (50 m length)
- Adhesive tapes in different colors to determine skill tests.

2.4 Homogeneity and Equivalence of the Sample:

2.4.1 Shows the consistency of the research sample for results. Table (1)

N	Variables	Measuring Unit	Arithmetic mean	standard deviation	The vein	Torsion coefficient	Statistical significance
1	Length	Cm	1686.56	4.12	168	0.57	Not significant
2	Mass	Kg	69	3.56	72	0.47	
3	Age	Month	21	2.32	21	0.74	

2.5 Procedures of research field:

2.5.1 Psychological Tests:

2.5.1.1 The first test: Sports Self-Confidence Test. ^[1]

The purpose of the test: to measure the degree of sports self-confidence.

Tools used: a special form to measure self-confidence, a pen.

Description of the test: The test includes (13) periods with grades ranging from (9-1) for each statement, and a circle is placed on the score he deems appropriate for each paragraph.

Registration: the scores range between (117) and (9), so a score of (9) means the least degree of confidence and (117) the highest degree of high confidence.

Calculating results: The scores of the (13) questions are collected, and the total scores indicates the degree of self-confidence of the advanced players for playing this type of game.

Steps to adopt a self-confidence scale:^[2]

1. Robin Willey made a 1986 checklist to try to gauge self-confidence.
2. The list consists of (13) phrases.
3. The player answers on a scale of (9) points that determines the degree of sports confidence that he is characterized by in general when he competes in the sports field compared to another player, whether he is in his team or another team characterized by a higher degree of self-confidence.

3.5.1.2 Second Test: Self-Skill Test:- ^[3]

The purpose of the test: to measure the adequacy and willingness of learners towards the level of performance.

Tools used: Skill Self-Scale form, pen.

Test description: The test includes (40) questions for each phrase, five paragraphs starting from (1-5) scores for each question, and a sign is placed in front of the appropriate choice.

Registration: the maximum test score is (200) and the minimum is (40) points.

Calculation of results: The scores of the (40) questions are collected and the total of the scores indicates the good readiness and competence of the player to practice this kind of sport.

2.6 cognitive achievement test^[4]: Appendix (1)

Since there is no test that measures cognitive achievement of the current research skills, and for the purpose of conducting a post-test for cognitive achievement to find out the best exercises for the most important psychological variables.

Number	Ease Factor	Difficulty Factor	Discrimination Factor	Number	Ease Factor	Difficulty Factor	Discrimination Factor
1	0.59	0.41	0.56	24	0.65	0.35	0.31
O 2	0.87	0.13	-	25	0.71	0.29	0.31
3	0.58	0.41	0.31	26	0.68	0.32	0.37
4	0.68	0.32	0.37	27	0.53	0.47	0.31
5	0.65	0.35	0.31	28	0.62	0.38	0.50
6	0.68	0.32	0.50	29	0.59	0.41	0.56
7	0.53	0.47	0.43	30	0.62	0.38	0.37
8	0.68	0.32	0.37	31	0.50	0.50	0.37
9	0.65	0.35	0.43	32	0.68	0.32	0.37
O 10	0.81	0.19	-	33	0.71	0.29	0.43
11	0.71	0.28	0.43	34	0.72	0.30	0.31
12	0.71	0.29	0.31	O 35	0.87	0.13	-

The following is a presentation of the steps for building this test:-

1. Analyzing the academic content of the football curriculum for the second semester, to take into account the comprehensive representation of the test items for the content vocabulary.

2. Determine the educational goals to be achieved and the relative importance of each goal.
3. Determine the nature of the test, in terms of the type of test items.
4. Building test questions, so that these questions cover all curriculum vocabulary.
5. Determining the test specifications, as the researchers have detailed the test instructions for the research sample.

2.6.1 Statistical analysis of the paragraphs:

O Weak paragraph omitted (paragraphs with a high ease factor)

OO Weak paragraph deleted (poorly discerned paragraphs)

2.7 Description: Tests of basic skills, subject of the research:

The first test: the soccer rolling skill test:^[5]

-Test name: Rolling between the signs for a distance of 10 meters.

The aim of the test: to evaluate the technical performance of the rolling skill

-Equipment used: legal football - whistle - electronic stopwatch - number 5 sign.

Orthotic Roll: 10 degrees.

Performance description: The tested player performs three consecutive attempts to perform the rolling skill. The player stands with a ball behind the starting line and when the start signal is given, the player runs the ball between the sides.

-Scoring: The test player's best attempt is counted from the three attempts and for each evaluator, and then the three best attempts are combined and the mean is calculated.

The Second Test: Football Handling Skill Test

Test name: Handling for a distance of (10) meters.

- The objective of the test: to evaluate the technical performance of the skill of handling football.

- Tools used: legal balls - whistle - stopwatch.

Calendar score: 10 degrees.

- Performance description: The tested player stands behind the line of the specified test area, and when the start signal is given, the player makes three consecutive attempts to skill in soccer handling and the prescribed distance (10 meters), taking into account the correct performance of the skill. Scoring: The test player's best attempts are calculated from the three attempts and for each evaluator, and then the three best attempts are combined and the arithmetic mean is calculated.

2.8 Pre-Tests:

The pre-tests were conducted for the sample by applying the tests on the stadium of the Najaf Sports Club, and at nine o'clock in the morning it was designated for rolling, handling and suppression.

2.9 Educational Curriculum:

The researchers prepared a training curriculum (Appendix 2) which lasted (8) weeks, and the curriculum prepared for the experimental and control group was implemented. The time for the educational unit took 90 minutes, as the skill exercises were implemented at a rate of two educational units per week according to the prepared curriculum and as shown:

1. The number of training units per week is (2) training units.
2. The total number of training units (16 training units).
3. The time for one training unit is (90) minutes.
4. The training curriculum for teaching skills rolling, handling and suppression took two weeks for each skill, with 4 educational units.

2.10 Dimensional Tests:

The post-measurement was applied after implementing the skill exercises prepared by the researchers and under the same conditions as the pre-tests.

Statistical Methods:^[6]

The researchers used the SPSS to analyze the data.

III. Presentation, Analysis and Discussion of Results:

Table (3) shows the arithmetic mean, standard deviations, and (t) value calculated for the results of the pre and post-tests of the research variables for the experimental group.

N	Variables	Pre-test		Post-test		(t) value calculated	Significance Level	Indication Type
		Mean	SD	Mean	SD			
1	Cognitive achievement	28	0.50	30.12	0.30	12.45	0.03	Moral
2	Self-assurance	88.5	5.68	92.55	6.06	9.42	0.01	Moral
3	Skilled self	90.6	7.08	8.85	6.88	11.08	0.03	Non-Moral

4	Rolling	12.54	3.51	10.91	3.72	9.14	0.02	Moral
5	Handling	9.43	4.67	12.71	4.16	9.98	0.01	Moral

Table (4)

Shows the arithmetic mean, standard deviations, and (t) value calculated for the results of the pre and post-tests of the search variables for the control group

N	Variables	Pre-test		Post-test		(t) value calculated	Significance Level	Indication Type
		Mean	SD	Mean	SD			
1	Cognitive achievement	27.32	0.31	29.65	0.29	11.75	0.01	Moral
2	Self-assurance	85.11	4.43	87.12	5.12	8.47	0.03	Moral
3	Skilled self	80.16	8.22	10.33	7.81	12.43	0.03	Non-Moral
4	Rolling	9.23	2.27	7.56	2.38	8.65	0.03	Moral
5	Handling	8.94	3.61	10.75	3.21	8.42	0.01	Moral

Results Discussion:

Experimental Group:

The results presented in Table (4.3) showed that the experimental group that used various exercises for the most important psychological variables has achieved an improvement in the post-tests compared with the pre-tests. The curriculum with a balance in the method of organizing exercises from easy to difficult and observing the performance of the sample, which increased the motivation of the players, and it is proportional to the situations that the basic skills require during their practice to reach the stage of true mastery. Experimentalism, which took into account the individual differences between the members of the same group, as mentioned (Yaroub Khayoun, 2002, p. 86).^[7]

"The method of training is concerned with great concern for group members to reach close levels, and through that, it has proven its ability to develop the skill level of players in a very large way with individual differences and how to observe them. As mentioned (Muhammad Mahmoud Al-Hailah, 2001 AD, p. 476).^[8]

"The regularity, continuity and diversity of skill exercises and the number of repetitions contained in them are appropriate with the curricula that work to develop performance, as mentioned by Muhammad Al-Haila, as he emphasized that" the greater the opportunity for skill performance and the greater the number of various

exercises to develop the concerned skill, the greater the percentage of learning. " The developed level of self-confidence of these players with intermediate limits for the self-confidence characteristic of the control group, which is normal for advanced players who have good experience, but their training and exercises used in training appeared at the required level, which led to these results as (Ali Jassim) stated that "Self-confidence is a concept. A psychology that develops in the individual through experience, practice and perception". [9]

Control Group:

As for the control group that used the method used by the trainer, it also achieved an improvement in the post-tests over the pre-tests. The players learned the basic skills under discussion, in addition to the coach's focus on repeating the performance of skills, as the continuous and intense repetition led to a kind of imprinting on these skills, which was reflected positively on the results of the post-test compared to the pre-test and this was confirmed by (Muhammad Hassan Allawi) To that the performance of motor skills is closely related to physical characteristics such as speed, strength, flexibility and agility, and that the good performance of the motor skill will not succeed if it does not depend to a large extent on the required physical characteristics. [10]

The researchers also attribute the apparent strong moral link with skill self-test related to the player's personality, as "the longer the training period for the player, the more his experiences and skills in different playing situations". [11]

IV. Conclusions and Recommendations:

Conclusions:

1. The various exercises of the most important psychological variables have a positive effect on developing the basic skills under discussion for young football players.
2. The various exercises for the most important psychological variables in the experimental group were better than the method used by the teacher in learning basic skills (by testing cognitive achievement, self-confidence and competition anxiety).
3. The various exercises for the most important psychological variables were the most advanced for cognitive achievement.
4. The method used by the teacher in the control group was better than the various exercises for the most important psychological variables in the skill self-test.

Recommendations:

1. Emphasis on the use of various exercises for the most important psychological variables in learning the basic skills of young football players.
2. Emphasis on the use of the cognitive achievement test in learning the basic skills of young football players.
3. The necessity of change and diversification in the various exercises and psychological variables because of its great importance in enriching the learning and training process.
4. Establishing training curricula commensurate with the level of players in order to develop basic football skills.

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