




A training curriculum for psychological endurance and the development of some special skills of football for juniors

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Abstract

The importance of the study lies in developing a training curriculum for psychological endurance, developing some special skills in football for young people, emphasizing the psychological aspect, taking into account some basic aspects of the personality of young people, enhancing their psychological endurance, and directing them towards achieving their future aspirations and wishes during training and competitions, and representing clubs and national teams by developing some Skill and technical aspects of performance depending on the aspect of sports psychology and activating its role. While the research problem lies, and through the researcher's follow-up on the field, being a former player and current coach of the Pearl Football Academy, and his attendance and knowledge of the training of some private football academies, he noticed that there is great complacency and a clear lack of interest on the part of some coaches, and a lack of focus on the psychological aspects of the juniors. The research aimed to identify the impact of the training curriculum prepared by the researcher in developing psychological endurance among young people and enhancing balance in the performance of some basic skills in football. Based on the results obtained, the researcher concluded that the use of selected exercises within the training program has a positive effect on developing psychological endurance and performing some basic skills in football (for the experimental group). Thus, the researcher recommends the need to use the training curriculum prepared by the researcher in developing psychological endurance on age groups. other.

Keywords:

Training curriculum, psychological endurance, juniors.



1. Introducing the research:

1.1. Introduction:

The science of sports training and psychology in particular has witnessed a tangible and remarkable development in light of the existence of different theories in sports psychology, and it seemed to take and be reflected in various areas of life and through the diverse and diverse fields of sports, so this comes as a result of following modern and good plans and methods through knowledge And the interpretation of some of the new research related to football for the junior class.

And through football, this development has been accompanied by many different methods of sports training, through the application of different aspects and through the application of defensive and offensive plans for the junior football class.

And that football has the largest share of this development due to the large number of its fans on the planet, and it is one of the most sports that enters the hearts of its fans since childhood and since its first practice in the life of any human being, and the foundation and organization of this game begins in kindergarten and primary stages, and here comes the role of a teacher Physical education in laying the foundation stone and explaining some of the basic skills of the game and building a strong base for students, and we see recently that it has specialized football schools all over the world, and the various specialized schools and centers work to refine the talented and the players with distinguished and high skills as the basic rule, and even the prior interest in sports marketing for clubs and national teams has also become dependent on them in the development of other age groups through The long years of training, according to the high-level scientific and applied programs and curricula, and under the direct supervision of specialists in the world of training and football in terms of academics and practice of this game, which is an outlet for most peoples.

Hence, the importance of the study lies in developing a training curriculum for psychological endurance, developing some special skills in football for young people, emphasizing the psychological aspect, taking into account some basic aspects of the personality of young people, enhancing their psychological endurance, and directing them towards achieving their future aspirations and wishes during training and competitions, and representing clubs and national teams through Developing some of the technical and skillful aspects of performance with an attempt by sports psychology, and understanding the behavior of the personality, experience and various mental processes. Recently, we see the interest of specialized schools, academies, clubs and teams in appointing a specialist in sports psychology, who is in constant contact with the players during the preparation period and until reaching participation and competition in various local and international tournaments.

1.2. Research Problem:

Through the field researcher's follow-up, being a former player and current coach of the Pearl Football Academy, and his attendance and knowledge of the training of some private football academies, he noticed that there is great negligence and a clear lack of interest on the part of some

coaches, and a lack of focus on the psychological aspects of the youth due to the importance of this age stage, which is considered one of the most important stages. At the age of the athlete, being the player or the youth, where he undergoes various special exercises in physical, skill and psychological preparation for this stage, as the imbalance of the young player is a result of the weakness of the psychological stamina, which affects the personality of the young man, and we know that the young player needs a high stamina in order to build physical, skillful and psychological balance in order to get rid of the fear, anxiety and lack of balance that dominate the player's performance during the practice He played football, especially at this important stage of his training life, and from here the researcher must focus his attention on finding a way to help develop stamina through preparing a training curriculum for psychological endurance and developing some special skills in football for juniors to help junior players to advance the level game high.

1.3. Research objective:

- Identifying the impact of the training curriculum on developing psychological endurance among juniors and enhancing balance in the performance of some basic skills in football.

1.4. Research hypotheses:

- There are significant differences between the results of the tests (pre and post) in psychological endurance, and there are also significant differences between the results of the two tests (pre and post) for the two groups (control and experimental), and some of the basic skills in football.

1.5. Research fields:

1.5.1. The human field: Players and students of the Alluwlua Football Academy affiliated to the Holy Karbala Youth and Sports Center, who numbered (39) students and emerging players..

1.5.2. Time field: From 29/3/2023 to 16/6/2023.

1.5.3. Spatial field: The Alluwlua Academy arena and stadium in the Alluwlua residential complex..

1.6. Define terms:

It is likely that the player will face some circumstances and variables during training or competitions, and he will be able to maintain his psychological balance and achieve athletic achievement, and he will have the strength and ability to have psychological and positive endurance, unlike the players who cannot face these pressures, which leads them to frustration and failure to achieve sporting achievements, This is because their stamina is negative and these situations may act as a challenge to him, as psychological stamina is one of the important psychological concepts related to the personality of the player and in his interactive relationship with his environmental events, whether in training or during competitions. And that the interest in developing psychological endurance in the training process is of great importance at the time of competitions, as achieving increased psychological endurance is required in the sports training process, which leads to the emergence of other psychological phenomena, and this has a decisive effect on motivation as it affects stimulating readiness for achievement. Indirectly, it leads to

weakening the actual ability to achieve, such as poor ability to focus in achievement and a decrease in the level of perception.

And that one of the important factors in the growth and development of psychological endurance among players is the way in which the player deals with situations that involve frustration, threat or psychological pressure, as well as it is one of the important factors in forming and shaping the concept of psychological endurance in the player with a number of basic components of the personality are The environmental factors represented in the upbringing and methods of treatment of the parents, and that stamina is a learned and acquired process through which the players can be ammunition for them in appropriate responses to the stressful situations to which they are exposed.

Every duty in training requires responsibility for knowing the personal characteristics of the athlete in terms of physical, skill and psychological aspects, and that the different effort in training does not result only from the volume and intensity of training as the most important influencing factors, nor from the length of rest periods, the frequency of training and the monotony of effort, but it is necessary to a large extent to know the condition of the athlete Physical, skillful and psychological, and the degree of endurance depends on what the player realizes himself.

And that the player who enjoys individual differences and continues and is committed to training has sufficient knowledge and experience to resist the problems and pressures he is exposed to during competition, training and preparation for matches, as well as that he enjoys good psychological health compared to his peers with weak stamina, and also possesses high self-confidence that enables him to overcome difficulties and variables to which he is exposed during training and various competitions.

2. Research methodology and field procedures:

2.1. Research Methodology:

The researcher used the experimental method for its suitability and the nature of the current study.

Table No. (1) Design of the two groups (control and experimental) with two tests (pre and post)

N	Groups	First Steps	Second Steps	Third Steps	Fourth Steps	Fifth Steps	Sixth Steps
		Per-test	Independent variable	Post-test			
1	Experimental	A scale of psychological endurance and basic skills	training program	A scale of psychological endurance and basic skills	The difference between the two tests	Evolution rate	The difference between the two groups in the post-test
2	Control	A scale of psychological endurance and basic skills	Curriculum approved by the trainer	A scale of psychological endurance			

				and basic skills			
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2.2. Research community and sample:

- ✓ The research community was determined by football players from the holy Karbala governorate.
- ✓ The youngsters of the Pearl Sports Academy for football were deliberately chosen for several reasons such as:
 - Availability of the academy's own playground and other sports tools and equipment.
 - Presence of an auxiliary work team.
 - The proximity of the academy students' residence to the academy's playground site, which allows not to be absent from the exams and during the application of the curriculum units and the post-test.
 - The research sample consisted of the emerging students (players) of the Pearl Football Academy, whose number is (24 / player) and who are officially registered within the lists of the Directorate of Youth and Sports in the Holy Karbala with the exclusion of (goalkeepers), and the sample was divided into two groups (control and experimental) each A group consisting of (12 / players).

2.2.1. Homogeneity of the research sample.

The researcher took the following variables (age, mass, Length, training age), in order to conduct the homogenization process on the sample members. As shown in Table (2).

Table (2) shows the homogeneity of the research sample in the indicators of growth and training age.

N	Variables	Measuring unit	Mean	Std. Deviation	Median	Skewness
1	Age	Month	174.68	5.39	180	+0.73
2	Mass	Kg	54.16	5.56	56	-.99
3	Length	Cm	156.59	6.04	155	-.74
4	Training age	Month	25.84	6.81	24	+0.81

2.2.2. Sample Equivalence:

The equivalence of the two groups (the control and the experimental) in the skill tests was carried out in the light of the (pre-test) test, and as shown in Tables (3).

Table (3) shows the equivalence of the two groups (the control and the experimental) in the measure of psychological endurance and basic skills in the pre-tests:

Variables	Measuring unit	Control group		Experimental group		value (t) calculated	value (t) Tabular	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
psychological endurance	Degree	114.583	6.999	116.333	6.095	.653	2.074	Non sig

Passing	Degree	1.116	.577	1.333	.492	.761		Non sig
Dribbling	Time	22.948	2.326	21.575	1.415	1.746		Non sig
Shooting	Degree	26.916	4.209	23.833	4.687	1.695		Non sig

2-3 Methods and tools used in the research:

2.3.1. Means of collecting information:

- ✓ Arab and foreign sources.
- ✓ Football skill tests.
- ✓ Special forms in the psychological endurance scale (Copasa test), modified.
- ✓ Expert survey form to select tests for basic skills in football for juniors that are suitable for the research sample.
- ✓ Data recording form for the psychological endurance scale used.
- ✓ Data registration form for basic skills tests used..

2.3.2.Devices and tools used in the research

- ✓ Measuring tape.
- ✓ An electronic stopwatch.
- ✓ Football (10).
- ✓ A medical scale to measure weight.
- ✓ Whistle.
- ✓ As a Nikon video camera.
- ✓ Small targets, length (1/meter) and height (50/cm).
- ✓ Signs number (12).
- ✓ No Dell laptop.

2.4. Determine the most important basic skills in football:

To determine the most important basic skills in football that are related to the manifestations of psychological endurance, some basic skills were chosen, and according to the opinion of experts, they gave importance to the researcher. Above, the researcher has the right to choose the percentage that he deems appropriate for the research, as shown in Table (4).

Table (4) shows the percentage agreement between experts and specialists in selecting basic football skills:

N	Basic skills	Total	Percentage
1	Shooting accuracy	55	85.714 %
2	Passing accuracy	55	85.714%
3	Dribbling	50	78.571%
5	Ball control	25	42.857%

2.5.Scientific foundations of the tests

2.5.1.Test validity:

The researcher relied on apparent validity, and the validity of the virtual test was proven after the experts agreed that it achieves the purpose for which it was set and its suitability for the age group under study.

2.5.2. Test Reliability:

The psychological endurance scale and skill tests were calculated through the application and repeated to the respondents, with a five-day interval from 3/29 to 4/5/2023, after which the simple correlation coefficient (Pearson correlation) was found between the results of the first and second application, Table (6) shows that.

Table (6) Reliability coefficient for tests of psychological endurance and basic skills:

N	Basic skills	Measuring unit	Total	Percentage
1	psychological endurance	Degree	0.91	0.95
2	Shooting accuracy	Degree	0.88	0.93
3	Passing accuracy	Degree	0.90	0.94
4	Dribbling	Time	0.82	0.90

2.5.3. Test objectivity:

The tests that were used in the research are far from self-evaluation and bias ratios, and seemed clear and easy to understand by the sample members and depend on clear measurement tools because the results of those tests are recorded by (time / second - performance / degree), where (time / second) was used) in the rolling test, and (degree) for the scoring and handling tests and the psychological endurance scale, which made the researcher consider the used tests under study highly objective.

2.6. Training program :

The training program prepared by the researcher, which included a variety of physical, mental and psychological training at the time of the main part of the curriculum sections, was applied to a sample of youth football students and players aged (14-16 years) who represent the youth of the Pearl Football Academy. The methodology used by the trainer for the group (the control group), and these exercises were given for a period of (8/weeks), at the rate of (3/training units) per week at the time of the main part of the training unit for the team.

2.7. Pre-test :

- Psychological endurance scale tests for the research sample.
- Skill tests in soccer for the research sample.
- The psychological endurance scale tests were explained by the researcher in detail to the respondents before taking the test.
- The results were recorded according to the conditions and specifications specified for each test.
- The test was applied by the assistant team and under the supervision of the researcher so that the sample members could understand the tests and the validity of their application.
- The players were given a chance to fully warm up and try to apply the skills tests before their test.

2.8. Carrying out the search experiment:

The training curriculum was implemented on Saturday 4/6/2023 until Wednesday 6/14/2023 on individuals (the experimental group) with three training units per week (Saturday, Monday, Wednesday), and the number of training units was (24/ unit) The training unit time took (1-6) training units (90/minute), (7-12) training units (100/minute), (13-18) training units (110/minute), and (19-24) training units (120/min).

2.9. Post-test

After completing the application of the training curriculum on the research sample, the post-measurements of the research groups (the control and the experimental) were conducted, taking into account all the circumstances, the method of implementation and the tools used, as the post-tests took place on Friday 6/16/2023, and for each of the measures of psychological endurance and basic skills in football.

2.10. Statistical processors:

The researcher used the statistical bag (spss) to process the data:

- Mean.
- Median.
- Standard deviation.
- Skewness coefficient.
- Pearson correlation coefficient.
- T test for independent samples.
- T test for correlated samples.

3. Presentation, analysis and discussion of the results:

The data of the pre and post tests of the psychological endurance scale and some basic skills were collected for the two research groups, and through statistical treatments for these tests, the following results appeared:

3.1. Presentation of results and analysis of pre and post tests for the two groups (control and experimental):

Table (7) shows the arithmetic mean and standard deviation between the tests (pre and post) for the (experimental) group.

Variables	Measuring unit	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
psychological endurance	Degree	116.333	6.095	119.750	9.705
Shooting accuracy	Degree	1.166	0.577	2.833	0.389
Passing accuracy	Degree	22.896	2.350	18.994	1.764
Dribbling	Time	26.916	4.209	41.750	4.938

Table (8) shows the difference in the arithmetic mean, the difference in the standard deviation, the calculated (t) value, and the Percentage of development between the (pre and post) tests of the (experimental) group.

Variables	Measuring unit	Difference Mean	Difference Std. Deviation	value (t) calculated	value (t) Tabular	Development Percentage	Sig type
psychological endurance	Degree	3.417	5.130	2.321	1.796	64 %	Sig
Shooting accuracy	Degree	1.667	0.651	6.540		87%	Sig
Passing accuracy	Degree	3.902	20482	5.446		86%	Sig
Dribbling	Time	14.834	6.991	7.350		92%	Sig

Table (9) shows the mean and standard deviation between the (pre and post) tests for the (control) group.

Variables	Measuring unit	Pre-test		Post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
psychological endurance	Degree	114.583	6.999	109.250	5.119
Shooting accuracy	Degree	1.333	0.492	1.333	0.651
Passing accuracy	Degree	21.575	1.415	21.531	1.428
Dribbling	Time	23.833	4.687	24.750	4.788

Table (10) shows the difference in the mean, the difference in the standard deviation, the calculated (T) value, and the Percentage of development between the (pre and post) tests for the (control) group.

Variables	Measuring unit	Difference Mean	Difference Std. Deviation	value (t) calculated	value (t) Tabular	Development Percentage	Sig type
psychological endurance	Degree	5.333	7.889	2.342	1.796	60%	Non Sig
Shooting accuracy	Degree	0.000	0.738	0.000		0%	Non Sig
Passing accuracy	Degree	0.044	0.475	0.322		34%	Non Sig
Dribbling	Time	0.917	0.668	4.750		82%	Sig

(T) Tabular (1.796), level of significance (0.05), degree of freedom = 11, and in order to clarify these results and embody them graphically, this figure is presented, which shows the mean (pre and post) for psychological endurance and some basic skills in football for the (control) group.

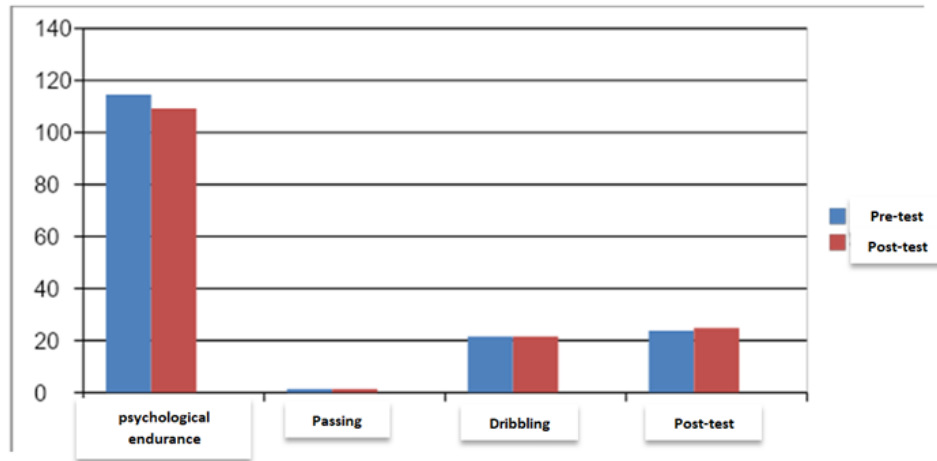


Figure (1)

shows the results of the pre and post tests on psychological endurance and some basic football skills for the (control) group

By examining the table (9-10) and the figure above, it is clear that there are statistically significant differences between the tests (pre and post) with psychological endurance and some basic skills in football (for the control group) and in favor of the (post) test.

4. Discuss the results:

Through tables (7 - 8 - 9 - 10) the results showed the development of the two groups (the control and the experimental) in the ability of the athlete to have psychological endurance, so the researcher attributes the reason for this to the interest in applying the psychological endurance test in the training process and competitions that have a wide importance in enhancing motivation the athlete and increase his self-confidence and readiness to achieve achievement, and that psychological endurance has a decisive effect on motivation, as it affects the motivation of readiness for achievement indirectly, and the psychological endurance that affects the long term can lead to changes in the inherited psychological conditions, and that the psychological endurance can grow and be achieved when the athlete learns how to deal with negative emotion as well as positive emotion, and to respond To unpleasant situations in the way that is met with satisfaction and benevolence from the community and satisfy its needs at the same time, and to be able to do that response without the help of others, and with regard to the basic skills in football under study for the (experimental group), as the researcher attributes this to the importance of training and continuous repetition and non-cutting between skills led to their development, so these skills develop through the process of continuous training, as each skill when learned becomes a motor program stored in the brain (mental processes), and the more it is repeated The performance is gradually refined until it reaches acceptable performance, taking into account the feedback to match the motor program stored in the brain with the movement, and the more we use this skill, the more accurate and clear the stored motor program.

5. Conclusions and recommendations:

5.1. Conclusions:

- The approach followed by the trainer has a statistically significant positive effect on the performance of the physical skills under study, but not as effective as the proposed approach using the application of the psychological endurance scale.
- There are significant differences in the measure of psychological endurance of the sample under study between the members of the two groups (the control and the experimental) and in favor of the members of the (experimental group).
- There are significant differences in the psychological endurance scale of the sample under study between the two tests (pre and post) and in favor of (post test).
- The use of selected exercises within the training program has a positive effect on developing psychological endurance and performing some basic skills in football (for the experimental group).
- There was a significant correlation between the development of the level of psychological endurance among young players and the performance of basic skills in football.

5.2.Recommendations:

- The need to use the training curriculum prepared by the researcher in developing psychological endurance on other age groups.
- Emphasis on the participation of the academy students (players) in local competitions for the purpose of knowing the effect of psychological endurance in improving and developing the performance of basic skills in football.
- Strengthening the confidence and will of the players themselves in order to achieve their future goals.
- The importance of other researchers conducting a study that includes psychological endurance and their relationship to the performance of basic skills in other football, for different categories of players and for different clubs in the country.
- Follow the scientific method when selecting exercises for the training unit that are appropriate for the age group in order to be able to perform correctly, which in turn helps in developing psychological endurance and basic skills in football for juniors.
- The necessity of conducting skill tests to find out the extent of development (psychological endurance) and the level of skillful performance of young players in football and to know the extent of the impact of the exercises used.

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