

# THE EFFECT OF (COGNITIVE-SKILL) EXERCISES ON DEVELOPING PASSING SKILLS AND SCORING FOOTBALL FOR CUBS

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**ABSTRACT:** The importance of the research lies in preparing (cognitive-skill) exercises in a scientific way, as researchers see that it affects the skills of passing and scoring football for the cubs. As for the research problem: Through the experience of researchers, informing them and observing the process of learning the basic skills of young Cub footballers, they found a lack of use of cognitive-skill exercises or their inclusion in educational units for this age group, and therefore this may be reflected on the status of the player and team level as a whole, and for this reason the researchers considered entering Cognitive-skill exercises that give the Cubs players opportunities to acquire the technical performance of the passing and scoring skills of football for the Cubs and their mastery, the research goals were determined by preparing (cognitive-skill) exercises to develop passing and scoring football skills for the cubs, as well as identifying the impact of (cognitive-skill) exercises in developing Passing and football scoring skills for cubs. The researchers followed the experimental method by designing the two equivalent groups with pre and post tests, and on the main sample of the number (30) young players representing the Sports Talent School in Babil Governorate for the year (2019-2020), as they were divided into two groups equally in a random manner and by the lottery style, The experimental group followed cognitive-skill exercises, while the control group followed the training method followed by the school coach, and parity was conducted in the pretest tests of football skills (passing, scoring), and then the implementation of cognitive-skills vocabulary on the experimental group within a period of time (8) weeks, and the number of units per week (2) two units, and the total number of units reached (16) training units, and with a time of (60) minutes per unit, and after completing the implementation of cognitive-skill vocabulary, post-tests were conducted on the control and experimental research groups in terms and conditions The same as the pre-test. After extracting the results and treating them with the appropriate statistical means, the researchers reached a set of conclusions, the most important of which (cognitive-skill) exercises on an effective and influential role in developing the skills of passing and scoring football for the cubs. In light of these conclusions, the researcher recommended several recommendations, the most important of which is to emphasize the introduction of (cognitive-skill) exercises in training units within the training curriculum for cubs in the development of basic skills in football, as well as the need to pay attention to the introduction of (cognitive-skill) exercises to develop other skills in football in the form of Especially the sports skills in general and in the different age stages.

**KEYWORDS:** Cognitive-skill, Exercises and passing skills.

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## I. INTRODUCTION

Football game has a large mass popular popularity in various countries of the world, and this game has evolved significantly and significantly in recent years as a result of raising the level of physical, motor, skill and psychological players, and this is what scientific research and studies have sought to achieve this development, and there are many methods of learning Motor skills that all aim to acquire the technical performance of skills and develop their accuracy, and as a result, the search is still ongoing and in the field of football game for the methods used in this to find and prepare the best exercises to serve the skill performance in this game, as cognitive and skill exercises are one of the correct scientific foundations In developing the basic skills by directing the total attention to the stages of learning the basic motor skills and following the correct steps of the motor learning process in terms of starting with the easy and graduating to the difficult which facilitates the skill performance process as the progression in performance is easy to difficult and building every training on the

previous training in a way Correct, which means gaining experiences. On this basis, the importance of the research lies in preparing and preparing a set of cognitive-skill exercises by following the correct scientific method in progression and transition from easy to difficult and work on the learner's acquisition of correct technical performance and the introduction of a factor for suspense and excitement for the cub player through the introduction of exercises that may work and help in this The purpose is better than the usual method. 1

So, through the experience of field researchers, they define their research problem by informing them and observing the process of learning the basic skills of young Cub footballers, and they find a lack of use of cognitive-skill exercises or their inclusion in educational units for this age group, and therefore this may be reflected in the status of the player and team level as a whole, and for this The researchers saw the introduction of cognitive-skill exercises that give the young players opportunities to acquire the technical performance of the skills of passing and scoring football for the cubs and their mastery. 2 In developing the passing and scoring skills of football for cubs. Consequently, the researchers have determined the objectives of the research, which is the preparation of (cognitive-skill) exercises to develop the skills of passing and scoring football for the cubs, as well as identifying the effect of (cognitive-skills) exercises in the development of passing and scoring skills with football for the cubs. They also assumed that there was an effect (cognitive-skill) exercises in developing passing and scoring football skills for cubs. 3 As for the research fields, they were represented by the football lions players in the Talent Sports School in the provinces of Babylon for the sports season 2019-2020. Cognitive-skill and field experiences, the researchers chose the football field at the Talent Sports School in the Babil Governorate Center.

## **II. RESEARCH METHODOLOGY AND FIELD PROCEDURES**

### **Research methodology**

The curriculum is one of the important factors that the researcher follows to solve his problem and is chosen according to the nature of the problem to be studied as the nature of the problem necessitated the researchers to use the experimental approach because it fits with the nature of the research problem, and by designing the two equivalence groups (experimental and control) with the pre and post tests.

### **Research society and sample**

The main sample of the research number (30) was selected as a cub representing the Sports Talent School in Babil Governorate, as they were divided into two groups equally in a random manner and in the draw method, and the experimental group followed the cognitive-skill exercises, while the control group followed the training method followed by the school coach.

### **Devices, tools and methods used in the research**

- Arab and foreign sources and references.
- Personal interviews.
- Tests and measurements.
- Special forms for recording test results for players.
- Legal football stadium with its annexes.
- Legal football balls, number (20).
- Number (6) characters.
- A small target whose dimensions are (110 x 63) cm.
- Tape measure (cm).
- 2-hour stopwatch.
- Various stationery items (papers, pens, etc.).
- Colored duct tape.
- Burke.
- Manual electronic calculator, number (1) type (Casio).
- Medical scale (kg) to measure weight.
- Electronic calculator, number (15), (III) ESCORT PENTIUM.
- Data dump forms.
- Skills assessment forms.

**Field research procedures**

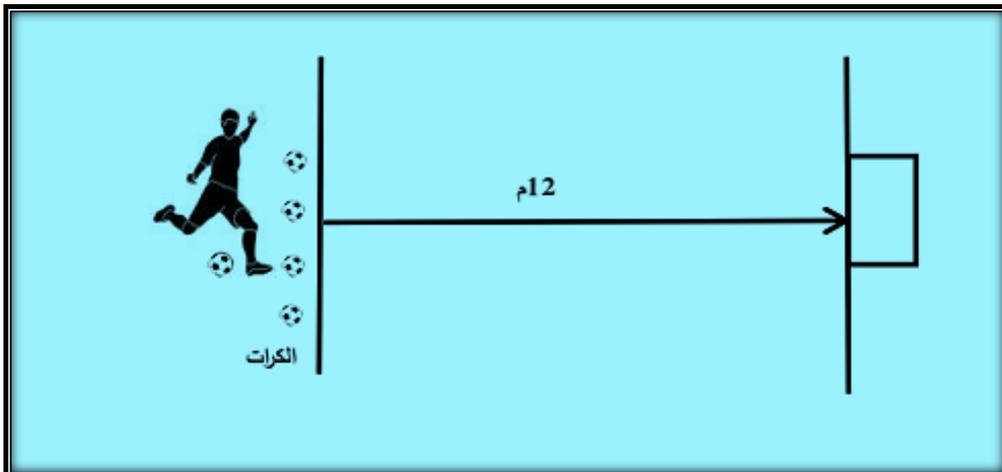
**Determining the skills tests**

**First: Football passing skill test**

- Name of the test: Passing towards the target is small (12) meters away.
- Objective of the test: to measure the accuracy of passing.
- The tools used: (5) footballs, a small target (110 x 63) cm, tape measure, Burke, evaluation form.
- Test procedures: A starting line is drawn with a length of (1) meters and a distance of (12) meters from the small target, and stationary balls are placed on the starting line.
- Performance specifications: the player stands behind the starting line directed at the small target, and starts when the signal is given by passing the balls towards the target to enter it, and each player (5) is given successive attempts.

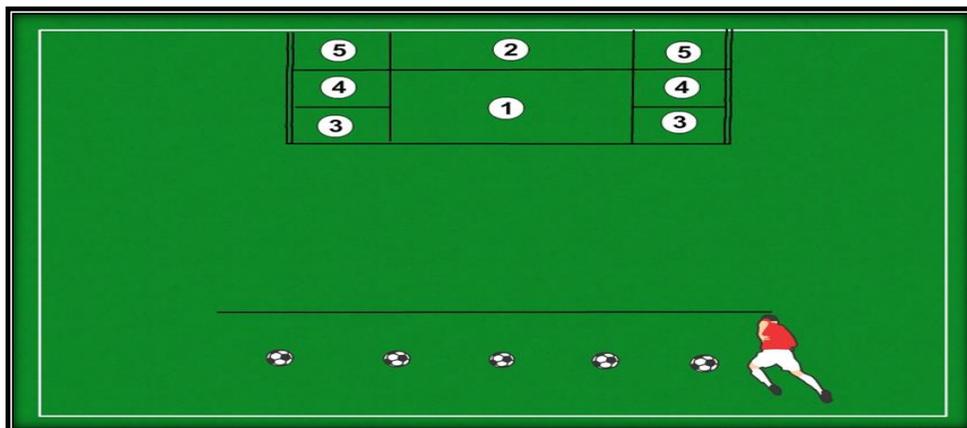
Recording method: the score is calculated by the total score obtained by the player from passing the five balls, as follows4

1. Two scores for each correct attempt to enter the small target.
2. A score if he hit the upright or crossbar and did not enter the goal.
3. Zero in the event of a ball out of the small goal.
4. The total score for the test is (10), as shown in Figure (1).



**Figure 1:** The Passing Test shows a Small Target a Distance of 12 Meters

**Scoring skill test**



**Figure 2:** The Accuracy test Demonstrates the Football Scoring Skill

- Name of the test: Scoring on goal divided into squares.
- The goal of the test: To measure the accuracy of the football scoring performance.
- The tools used: a football field, a tape to determine the scoring area for the test, (5) football balls are placed in specific places of the penalty area, an evaluation form.
- Performance specifications: The player stands behind the ball No. (1) and when the starting signal is given, the ball is aimed at the goal with a face, inside or outside the front foot, then repeats the ball (No. 2) and so on until he finishes scoring the ball No. (5) that the player takes Sufficient time to score.
- Method of registration: the score is calculated by the total score obtained by the player from scoring the five balls so that every attempt to score the specified degree in each region to which the ball goes to that the division lines are calculated within the region the highest score is calculated, and if the scoring is outside the boundaries of the goal is zero degree .
- The total score for the test is (25), as shown in Figure (2).

### **III. THE MAIN EXPERIENCE**

#### **Pre-test**

Pretest tests for skills (passing, scoring) in football were conducted on the research sample (control and experimental groups) on 12/21/2019 at 3:00 pm in the football field of the Sports Talent School in the Babylon Governorate Center, and these tests were done with the assistance of a team Auxiliary work.

#### **Implementing vocabulary (cognitive-skill) exercises**

The researchers prepared vocabulary (cognitive-skill) exercises, and the vocabulary implementation was as follows

1. The cognitive-skill vocabulary exercises began to be applied on 27/12/2019 during training units and in the main section only and ended on 18/2/2020, in the football field of the Sports Talent School in the Babylon Governorate Center.
2. The total implementation period is (8) weeks.
3. The number of units per week (2) and two units.
4. The number of the total units is (16) training units.
5. The training unit time (60 minutes).
6. The researchers followed the cognitive-skill exercises with the experimental group.
7. Follow the players of the control group, the training method followed by the team coach \* himself, and the number of training units themselves and the time of the educational unit as well.
8. The training days are Friday and Tuesday.
9. In the training units, the following steps were followed in their application:

#### **A. Preparatory department: it has a duration of (10) minutes and consists of**

Introduction: The trainer records the attendance and creates the necessary tools.

- General and special warm-up: General warm-up is a general setting for all parts of the body, and a special warm-up is a special setting for serving the training unit parts.

#### **B. The Main section: it reached a duration of (40) minutes and consists of**

- The educational activity: It is the part in which football skills are displayed and its duration is (10) minutes after the completion of the preparatory part and the coach provides the skills to the young players. The educational activity is applied after the completion of the preparatory part, and the players stand as a square minus a rib.
- The coach explains and displays the required skill, and listens to the players 'questions about the skill and answers to it, after which the trainer distributes the players to groups according to the nature of cognitive-skill exercises.
- Applied activity: Cubs players apply the skills that were shown to them in the applied activity of a period of (30) minutes, as in this group players are divided into groups according to the nature of cognitive-skill exercises, and skill is applied by using these exercises.

**C. The Final section**

It has a duration of (10) minutes. In this part of the training unit, the trainer gives calming exercises and small games, after which the Cubs players are allowed to leave.

**Post tests**

Pretest tests for skills (passing, scoring) in football were conducted on the research sample (control and experimental groups) on 22/2/2020 at 3:00 pm at the football field of the Sports Talent School in the Babil Governorate Center, and these tests were done with the assistance of a team Auxiliary work.

**Statistical methods**

The researchers relied on the following statistical means

1. Mean.
2. Standard deviation.
3. Law (t) for symmetrical and independent samples.
4. Presenting, analyzing and discussing the results.

**IV. RESULTS**

**Table 1:** Shows the Mean, Standard Deviations, and Calculated Value (t) between Pre and Post Tests for the Football Passing Skill of the Control and Experimental Groups

Groups	Variables	Units	Pretest		Posttest		Value of (t) Calculated	Type indication
			Mean	SD	Mean	SD		
Control	Passing	Degree	4.49	1.09	5.89	0.98	4.96	moral
Experimental	Passing	Degree	7.533	0.498	8.021	0.35	7.056	moral

Table (t) value (2.77), significance level (0.05), and freedom (4)

**Table 2:** Shows the Mean, the Standard Deviations, and the Calculated Value (t) between the Pre and Posttests of Football Scoring Skill for the Control and Experimental Groups

Groups	Variable	Units	Pretest		Posttest		Value of (t) Calculated	Type indication
			Mean	SD	Mean	SD		
Control	Passing	Degree	10.95	1.48	15.29	1.26	4.34	moral
Experimental	Passing	Degree	11.83	1.42	18.67	1.13	5.67	moral

Table (t) value (2.77), significance level (0.05), and freedom (4)

**V. DISCUSSION**

Through the results presented in tables (1 and 2) that show the existence of significant differences between the pre and post tests for the skills (passing, scoring) in football for the control and experimental groups and for the benefit of the post tests,6 the researchers attribute the cause of these differences in the results within the control group and all the skills to the coach’s method He has demonstrated sufficiency and influence through a set of exercises implemented in the training units and the organization in terms of time allotted and repetition, as it is natural for the training process to have an evolution in skill performance as long as the trainer follows the steps and sound foundations of the training process and exercise on the correct skill performance and focus on it Until it is firmly established and established,7 and through iterative attempts it depends on steps that begin from explanation and presentation of the skill to be learned and then the skills exercise is in the form of iterative attempts and these attempts accompany the feedback to the young players individually or collectively in light of their performance, and the gradual increase of the group of attempts in the exercise Iterative has charted the performance and held it in the mind of the young alum, which promotes performance development and mastery, as well as p The explanation, presentation, and training of these skills and their sequence according to the principle of progression and feedback came in line with the method of the followed trainer, and thus "a very important principle has been achieved from the principles of training is the principle of progression in learning from acquisition to retention to stability and this is the natural development of motor learning" .8

As for the results of the experimental group, the researchers attribute the reason for the differences between the pre and post tests to the effectiveness of the cognitive skill exercises that you followed during the training units allocated to them, as the nature of the cognitive skills exercises prepared by the researchers led to the encouragement of the cub player and his training through the use of diversity in these exercises. During the practical application of skills, which made the training process interesting and enjoyable,<sup>9</sup> so that the state of boredom and boredom to which the player might be exposed when using the method followed with him, and who turns away from suspense and excitement, is eliminated, as there are "several methods to arouse the learner's motives towards effectiveness or The game is to learn its skills and practice, and among these methods is to facilitate motor learning opportunities and clarity of the appropriate goal for learning and developing the skill, as well as the balance in satisfying the needs of the learner. "Because the motivation is a necessary condition for learning the skill, the more strong the motivation for the learner, the closer to good performance that does not need To a great effort and time, and this was confirmed in that "organizing skillful exercises and their diversity and increasing the number of their attempts contribute to adding c And new raises for the learner a kind of pleasure and impulse towards performing these exercises and repeating them without raising feelings of boredom or boredom.<sup>10</sup>

The researchers also attribute the reason for the significance of the differences between the pre-test and the pre-test and in the benefit of the dimension to the positive cognitive skill exercises, as their use within the training units contributed an effective contribution to the development of skills performance, because these exercises are one of the modern scientific methods in which the learner is the focus of the educational process, which increases It is his motivation towards the learning process, in addition to providing sufficient time to implement and provide information and correct errors, which provided a greater opportunity for skill training. <sup>11</sup> Moreover, cognitive exercises provided the cub to the player with information sufficient to ensure that he obtained valuable experience and that ensures his trends in his use of his abilities, and this is consistent with what was mentioned in cognitive exercises is "one of the important means of learning and skill performance, and its importance appears through the player's sense of movement of parts His body and the instrument (the ball), and the extent of control over the change of the body's position with the ball or without a ball according to what the motor duty requires, As the working muscles in each of their skills require a certain strength of motor performance according to the muscle contractions and the sense of muscle effort, speed of movement and balance. In addition to the changing situations in football and the fast paced game, it requires a wide awareness of the nature of the game, such as distances, times, location, speed of rolling, passing power, scoring and accuracy.<sup>12</sup>

By noting the results of tables (1 and 2) that show the existence of significant differences in the results of the post-tests of football skills (passing, scoring) for the control and experimental groups, as the preference was in favor of the experimental group, and the researchers attribute this to the fact that the cognitive skill exercises gave the cub the adequate opportunities for accreditation On himself in skillful performance, and all of this depends on the integrity of the senses, because most of them play an important role in learning mathematical motor skills, whether during their learning or training on them, and they overlap and participate together to complete the proper motor development, as "learning the motor skills and developing their performance is greatly affected by the integrity of the senses. Its unity, in order for the learner or player to exercise a certain skill, he must be well aware of it in order to stand on its sides and minutes, and awareness is only a translation of the senses. The more the visual, auditory and sensory senses are sound movement, the awareness is accurate and therefore the practice is correct and the learning is effective.<sup>13</sup>

The researchers also attribute the reason for the preference of the experimental group to the appropriateness of cognitive-skill exercises, which helped the members of a group to understand and understand the minute details of the skills and their application by referring to the criteria and duties of each skill to reach the proper skill performance for each of them depending on the principle of self-feedback, so that the player has Cub fully aware of the details of the skill and this is consistent with what has been mentioned in that "the senses play an important role in the motor compatibility of the skill and coordination between the muscular and nervous system which provides a sense of effort and resistance when performing the skill and that the identification of treatment contributes to the ease and flow of the motor performance of the skill", as well as "The sense of touch provides information about the various forms of materials, their sizes and surface quality, and balance devices provide important information for physical exercises that include inclination and rotation around different body axes." <sup>14</sup>

**VI. CONCLUSIONS**

1. The (cognitive-skill) exercises play an effective and influential role in developing the skill of football passing for the Cubs.
2. Exercise (cognitive-skill) has an effective and influential role in developing the scoring skill of football for cubs.
3. The experimental group achieved superiority in the post tests in passing and scoring skills at the expense of the control group members.

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