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## **"Effect of qualitative exercises on some compound offensive skills for futsal female players"**

**Basim Ali Farhan<sup>1</sup>, Alaa Mohammad Kadhim Aljubory<sup>2</sup>**

<sup>1, 2</sup> **Babylon Education Department**

**Abstract**

The researchers used qualitative exercises dealing with mental processes because the game of futsal requires a mental effort in addition to physical and emotional effort, which affects the level of performance of the components offensive skills during the games, Since the players require increased efforts to improve the performance of the skills, these exercises increased the enthusiasm of the players in addition to the factor of thrill and excitement and after the researchers chose the experimental approach in the method of the two equal groups and apply exercises to the experimental group, Tests were performed to determine the effect of the experimental research sample. Here, the researchers recommended the need to adopt qualitative exercises because of their impact on the level of compound offensive skill performance.

**Keywords:** qualitative exercises, futsal.



## 1- Introduction

The development that took place in the level of futsal was not coincidental, rather it came as a result of the efforts of specialists and experts in the field of the game relying on various sciences and that achieving levels in futsal depends on the use of scientific foundations and planning and preparation for the physical, skill, written, psychological and cognitive aspects in addition to other auxiliary factors.

It is known that the game of futsal is one of the games that requires a lot of physical effort and is characterized by many changes in the size and level of the basic attacking skills that the player exerts during the course of the match, because the player's performance and effort are different according to the different playing situations and the level of the opposing team, and the modern requirements in this game have created a great need for high physical preparation of the players, so we see the defender participating effectively in the attack and the defender retreating to defend his team's goal, and the player occupies more than one position in the team, despite the player enduring this high effort, he must maintain his physical competence throughout the time of the match (40-50) minutes, and this indicates that the futsal player is exposed during the course of the match to various physical efforts and as a result of these efforts signs of fatigue appear and this is reflected in her skill level, planning and psychological.

Based on the above, the female player who possession a high physical fitness helps her to bear the physical requirements of the game as well as maintaining the skill and planning ability during the two halves of the match, which enables the player to “perform all the kinetic requirements of futsal while making good use of his potential energy to perform better and more efficiently and effectively throughout I walked the match without showing fatigue, with his general ability to adapt and respond to physical efforts to face good performance throughout the match.

Training the players according to specific qualitative exercises helps them to do the right behavior and make the right decision at the right time, as the futsal game performs its skills in a combined or individual manner, and therefore the performance of compound offensive skills in conditions similar to what happens in the match is more difficult than performing it alone because training is to master These compound offensive skills and linking them together provide us with situations similar to what is happening in the match.

On this basis, qualitative exercises similar to the performance of playing in the match are an important and more effective means of achieving good performance and reaching the confirmation and mastery of the compound offensive skills under similar circumstances or close to the match and the changes in the competitive nature are among the most important reasons that make it necessary for coaches to use new exercises and training methods and apply them in conditions similar to those of the match. Hence the importance of research through the development of specific exercises in different areas, which aim to develop the basic attacking skills of female futsal players.

During the follow-up to the training of the female players of the sports Albaladi club in futsal, the researchers noted that there is a weakness in the level of basic offensive skills, which affects the level of the player and leads to a slow



recovery state, early fatigue, lack of focus, and thus a decrease in the level of the basic offensive skills, which appears through play randomness, dispersal of balls, frequent interrupted maneuvers, and slow defensive and offensive activities. Therefore, the two researchers decided to use different specific exercises and create conditions and exercises close to the actual competition during the match that can be adopted to achieve a high level of functional efficiency, which is directly reflected in the level of the basic offensive skills.

Present study aims to know the reality of the skillful performance of the skills researched for female futsal players for the 2017-2018 season and preparing qualitative exercises and identifying their effect on the skillful performance of female futsal players, moreover, the study will identify the differences between the pre and post-tests of the experimental and control research groups in the performance of the searched compound offensive skills.

## 2. Methodology:

The two researchers used the experimental method in the manner of equal groups, as it is the appropriate approach to solve the research problem and achieve its objectives, as experimentation searches for the cause and how it occurs and reveals the causal relationships between phenomena.<sup>(1: 327)</sup>

### 2.1 Sample of the Study:

The two researchers identified their research community from the 20 female athletes of the Baladi Sports Club and the 2018-2019 sports season, and they were randomly divided into two groups (control - experimental) as each group included ten players. The variables that may affect the results of the study (height - weight - age, skill performance) and as shown in Table (1).

Table (1) shows the homogeneity of the two groups

Variable	Experimental group				Control group			
	M	Med	SD	SC	M	Med	SD	SC
age	77,20	19	1.962	2.70	19.33	18	1.56	2.55
T High	8,164	163.5	3.534	1.103	165.2	161	5.53	2.27
Weight	69.5	65.5	5.87	2.44	67.2	64.5	4.71	1.72

### 2.2 Tests of compound offensive skills:

The two researchers wanted to benefit from the tests designed by (Haydar Jaber Hasan) for the offensive composite offensive skills. They worked on presenting the tests to a group of experts to show the suitability of the tests for the current work, and the results were very encouraging, and on these results the validity of the experts was approved.

Table (2) shows tests and their validity

Compound offensive skills	Tests	agree	disagree	Chi-square value	Significant
Scroll and receive	Passing and receiving towards the wall within (20) seconds and from a distance of (3m)	11	1	8.33	S



Compound offensive skills	Tests	agree	disagree	Chi-square value	Significant
<b>Dribbling, Dribbling and Scoring</b>	The rolling, dribbling and scoring test between (5 marks) and the distance (14 meters)	10	2	5.32	S
<b>Passing, receiving and scoring</b>	Passing, receiving and scoring test from (7 m) and the total distance (12 m)	10	2	5.32	S

**First test:**

- Passing and receiving futsal football.
- The objective of the test: To measure the speed and accuracy of passing and receiving in Futsal.
- Necessary tools:
  - Futsal field.
  - A smooth wall and placed on top of three small targets in size (50 cm length by 50 cm width) and a line in front of the wall is located at a distance of (3 m).
  - Balls numbering (3).
  - Electronic stopwatch count (1).

**Test mechanism:**

A recorder calls out names first and records the number of the performance times second.

Timer / gives the start and end signal and notes the correct performance of the test.

**Performance specifications:**

After hearing the start signal, the player standing behind the starting line hits the ball on small targets and hits it again after bouncing off the wall and so on until the test period ends.

**Test conditions:**

- don't hit the ball that has rebounded off the wall is only hit behind a starting line.
- If the ball goes out of the player's control, she takes one of the balls without stopping
- The ball can be hit with any foot and any part of it.
- The ball is not counted outside the three goals.

**Scoring:**

Score the number of correct ball hits towards the goal painted on the wall 50 \* 50 through 20 - Test target: Measure rolling, dribbling and scoring - Tools used: Futsal field, an official goal, (2) hall balls, a whistle, an electronic stopwatch, number (1) and signs Number (4) - Performance specifications: a futsal goal divided into three equal rectangles, the first and the third, divided into two parts, with degrees and a distance of 14 meters, the total distance (2 meters away from the starting line), rolling and dribbling at a distance of (5 meters) and scoring from a distance of (7 meters) as well. Explained in Figure (3).



**Method of performance:**

The tested player stands behind the starting line with the ball that is (2 m) away from the first marker, and the distance between the signs is (1 m). And then scoring from the scoring mark.

**Second Test:**

Rolling, Dribbling and Scoring:

- Two attempts are given to each laboratory.
- It must be rolled between the halos for a distance of (5 m), after which it is necessary to dodge and score.
- The female athlete uses her favorite foot when rolling, dribbling and scoring.
- If you cross the scoring line and aim, it will not be scored.
- If the ball is not rolled the required distance and it aims, it is not considered a score.

**Registration:**

- 1 The closest time is calculated 1/10 of a second for a distance of (7 meters) and the time for the best attempt.
  - 2 A player is given a score of 3 if the ball enters the upper square from both sides.
  - 3 A player is given a score of 2 if the ball enters the lower square on both sides.
  - 4 The player is given a score of 1 if the ball enters the middle rectangle.
  - 5 No score is given if you go too far from the target.
- Calculating the score (rating): \* The time is calculated from the time the tested player rolled the ball until the end of the attempt after kicking the ball.
  - Divide the time by (60 seconds). \* Collect scores for successful attempts.
  - Overall (final) score: dividing the accuracy score over time.

Third test:

Passing, Receiving and Scoring Test.

The objective of the test: To measure the speed of passing, receiving and scoring skill.

The tools used: stadium halls, a target, balls (5), a stopwatch, a tape measure, a whistle, signs to determine the beginning and the end.

Performance specifications: Specifically for the total distance of the test from the starting point to the end, which is (12 m).

**Method of performance:**

The player stands at the beginning of the distance with the ball, and upon hearing the start signal, the tested player handles the ball to the left side and then receives the ball from the player herself to perform the scoring process from the assigned mark again.

**Test conditions:**

- Each player is given two attempts.
- The ball must be handled to the player on the left.
- The female athlete uses her favorite foot when making a pass, receiving and scoring.

**Register :**

- The time spent for the player during the test distance is calculated.
- Is given to the player (4) if the ball enters the upper square from both sides.





- Is given to the player (3) if the ball enters the lower square from both sides.
- Is given to the player (2 degrees) if the ball hits the shaft of the upper small goal.
- Is given to the player (2 degrees) if the ball hit the column of the lower small goal.
- Is given to the player (1 score) if the ball enters the middle rectangle.
- The player is given a score of zero if she goes too far from the goal.
- Calculating the score (rating):
  - The time is calculated from the time the tested player rolled the ball until the end of the attempt after kicking the ball.
  - Divide the time by (60 seconds).
  - Collect scores for successful attempts.
  - Overall (final) score: dividing the accuracy result over time.

### **2.3 Pre – tests:**

The two researchers conducted pre-tests for the research sample, which included skill performance tests. All variables were adjusted in terms of time, tools and devices, as well as the auxiliary work team applied after the exercises.

### **2.4 Qualitative Exercises:**

The two researchers prepared the vocabulary of specific exercises for the development of performance. The specific exercises included several things, the most important of which are the following:

- 1 The researchers take into account the principle of diversity and progression in the exercises used, and the players not feeling bored as a result of the exercises that the players were exposed to.
- 2 The duration of applying specific exercises was (12) weeks at the rate of (3) doses per week (Saturday, Monday, and Wednesday), so the total number of training units were 36 units.

### **2.5 Post – tests:**

The two researchers conducted skill performance tests using the same conditions and mechanism as possible in which the pre-measurements were made.

### **2.6 Statistical Analysis:**

SPSS was used to analyze of present study results.



### 3. Results discussion:

#### 3.1 Presenting, analyzing and discussing the results of pre and post-tests combined offensive skills with futsal for the control group.

Table (3) shows pre and post- tests of compound offensive skills for female futsal players of control group

Variables	M U	Pre-test		Post-test		T	Significant
		M	SD	M	SD		
Passing and receiving towards the wall within (20) seconds and from a distance of (3m)	N/S	2,33	1,37	6,33	2,10	6,03	<b>100S</b>
The rolling, dribbling and scoring test between (5 marks) and the distance (14 meters)	Degree	16,2	5,37	20,4	5,62	7,83	<b>S</b>
Passing, receiving and scoring test from (7 m) and the total distance (12 m)	N/S	34,1	13,1	40,0	9,24	6,24	<b>S</b>

Table (3) shows, the results of the tests the compound offensive skills of the tests (passing and receiving, rolling and dribbling and scoring, passing and receiving and scoring) of the control group for the pre and post-tests, the appearance of the significant differences between them in favor of the post tests, which can be attributed to the training mechanism used in the training units and the performance of some offensive skills installed in futsal. The researcher attributes this development to the regularity of the players in training that lasted for a period of (12) weeks in which the players practiced what the coach required of the duties. In addition, the exercises used if they contain an element of effectiveness are an effective and important means and effectively affect the training process, and that the training phase helped to develop the level of performance and increase their mental perception through their use of the acquired experiences in new applications within the relationships and links between concepts and skills, which is what It increased the rate of development of the control group in these skills and in favor of the post-tests.

The researcher also attributes these moral differences between the results of the pre and post-tests of the control group to the effectiveness of the training carried out by the coach according to the approach followed, in addition, the type of exercises used to develop the compound offensive skills chosen by the researcher to include the muscle groups that contribute to the development of rolling, passing, receiving and scoring, and according to the requirements of the game and the level of the players, this agrees with Hare's opinion, as he says, "In order to obtain the benefit, there must be attempts from practicing the exercise and that the most important variable is the kinetic practice and the exercise itself."<sup>(2: 88)</sup> Therefore, the moral differences appeared.



### 3.2 Presenting, analyzing and discussing the results of pre and post-tests compound offensive skills with futsal for the experimental group.

Table (4) shows pre and post- tests of compound offensive skills for female futsal players of experimental group

Variables	M U	Pre-test		Post-test		T	Significant
		M	SD	M	SD		
Passing and receiving towards the wall within (20) seconds and from a distance of (3m)	N/S	2,79	1,48	7,59	1,77	7,11	<b>101S</b>
The rolling, dribbling and scoring test between (5 marks) and the distance (14 meters)	Degree	19,2	7,81	25,6	14,7	4,65	<b>S</b>
Passing, receiving and scoring test from (7 m) and the total distance (12 m)	N/S	41,3	11,9	49,4	11,9	6,67	<b>S</b>

From the data of Table (4), which showed the results of the significant differences for female players with qualitative exercises, to the positive development that led to the encouragement of the players through the application and that the gradual increase appropriate to the group of attempts in the exercise may draw the performance and establish it in the mind of the athlete, thus enhancing the development of performance and mastery, the explanation, presentation, and exercise of these skills and their sequence, knowing that the diversification in the exercise and the mechanism confirms the performance in the mind of the female player, which enhances the development of the skillful performance, and the correct perception of the movement of rolling, passing or scoring for the futsal game worked to build self-confidence and reluctance during performance, which increases the players' ability to understand the skill as quickly as possible.

The researcher agrees with (Yarub Khayoun) pointed out: "The process of understanding and visualizing the exercise leads to the connection between the senses to form a clearer picture in the brain of the movement form as it helps to form corrective information about performance that contributes to increasing confidence in performance."<sup>(3: 197)</sup> in addition to using the composite method in an accurate and organized manner and its suitability for the research sample, and its role in highlighting the minute details of skills, which increases the ability of the players to understand the requirements of movement, the composite method provides additional information and gives a clear picture of the skill, recognizes strengths and weaknesses, excludes wrong movements and establishes the correct movements.

This development of the motor performance of the skills has helped in improving the motor perception of skills during the stages of the training curriculum, and then the development of the motor performance worked to reduce errors, and increase the kinematic perception of performance, as a result of fewer errors corrected with the progress of the curriculum, and this is confirmed by (Mohamed Lotfi Al-Sayed Hassanein). The higher the level of motor performance, the better the motor perception of the learner.<sup>(4: 106)</sup>





The researcher attributes these differences between the pre and post-tests to the qualitative exercises prepared by the researcher that positively affected the players with information and linking it to practical performance, and to the use of the principle of gradation from easy to more difficult, as well as organizing the performance of skills according to the allotted time, in addition to the emphasis on increase appropriate with repetitions in the educational curriculum because repetition increases the factor of experience, feeling and accuracy in the skills of rolling, passing and hitting the goal, and this is what was included in the method used, which led to the creation of a kind of excitement, suspense and attraction towards skills by increasing the player's perception of performance. This is what (Essam Abdel-Khaleq) pointed out that "the discussion and guidance that the teacher or trainer performs during the process of displaying and clarifying skills helps increase awareness of the importance and manner of correct performance of the required activity".<sup>(5: 113)</sup>

Organizing performance times with corrections of errors had a positive effect, as this led to the refinement of the motor skill and its consolidation in the mind of the player, spreading the spirit of competition and getting rid of boredom, which is considered to be the qualitative exercises that the players were subjected to.

### 3.3 Presenting, analyzing and discussing the results of the post tests for the control and experimental groups:

Table (5) shows post- tests of compound offensive skills for female futsal players of experimental and control group

Variables	M U	Experimental		Control		T	Significant
		M	SD	M	SD		
Passing and receiving towards the wall within (20) seconds and from a distance of (3m)	N/S	7,59	1,77	6,33	2,10	2,48	<b>102S</b>
The rolling, dribbling and scoring test between (5 marks) and the distance (14 meters)	Degree	25,6	14,7	20,4	5,62	2,54	<b>S</b>
Passing, receiving and scoring test from (7 m) and the total distance (12 m)	N/S	49,4	11,9	40.0	9,24	2,40	<b>S</b>

This table shows the results of the dimensional tests between the two research groups, and the researcher attributes the superiority of the experimental group in testing complex offensive skills to the fact that the exercises dealt with mental processes on an ongoing basis and this work leads to an increase in performance control, which was indicated by (Moayad Abd Ali Al-Tai 2016) it is known that the central nervous system is in a constant state of activity and excitement of the nerve impulses that reach it from the various senses in the body, and that the network formation responsible for attention and wakefulness in the cerebral cortex needs continuously and permanently for those nerve impulses to maintain the level of



attention and in a state Sensory deprivation (partial) resort to emitting internal nerve impulses that increase the level of awareness and attention in an attempt to overcome and compensate for the deficiency in the external senses. <sup>(6: 36)</sup>

All of these factors lead as a result to the development of the level of the female students in the experimental group in these tests, and the researcher attributes the development to the specific exercises that the players were subjected to as they worked on stimulating motivation and stimulating their enthusiasm and their tendencies towards achieving better performance, and this is what (Ahmed Amin and Tarek Mohamed) confirmed as a motivational and directed case. It stimulates the behavior and works to stimulate and enhance the internal psychological energy of the players towards achieving sports achievement. <sup>(7: 202)</sup>

In addition to the foregoing, the athletes' commitment to complete the exercises that occurred within the limits of preparation and application during the time of the experiment and at the rate of (16) educational units used in the main experiment, so it was evident from this that the experimental group developed at the expense of the control group in the post-test, also, the principle of gradualism in giving specific exercises contributed to the development of the level of performance of complex skills, and this is what (Kamal Darwish and others) confirmed, that "in order for the process of adaptation, development and upgrading to the level of the trainee or player to be increased gradually and continuously". <sup>(8)</sup>

#### 4. Conclusion:

Present study concluded that qualitative exercises have positively affected the development of some of the basic compound offensive skills of female futsal players and the players' enthusiasm increased during the implementation of these exercises. Moreover, the players interacted with the qualitative exercises they were subjected to.

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