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THE EFFECT OF SPECIFIC EXERCISES TARGETING SPECIFIC AREAS ON THE SKILL AND TACTICAL PERFORMANCE DEVELOPMENT OF YOUNG SOCCER PLAYERS

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ABSTRACT

Research Objectives:

The research aims to prepare specific exercises targeting specific areas to enhance the skill and tactical performance of young soccer players. It also seeks to determine the impact of these specific exercises on the development of skill performance in young soccer players. The research adopted an experimental approach and followed the experimental design for both control and experimental groups with pre-test and post-test assessments. The research sample consisted of 14 players from Mosul Sports Club in the youth category, selected purposefully. The experiment was conducted over 12 weeks, with four training sessions per week, totaling 48 units.

This third chapter includes the devices and tools used in the research, data collection methods, the two survey experiments, and the tests used in the research. It also covers the scientific principles of the tests, the pre-test and post-test, the main experiment, and the statistical methods used for data analysis.

The researchers summarized their findings and recommendations, including:

1. Specific exercises targeting specific areas have a positive impact on the development of skill and tactical performance in young soccer players.
2. Incorporating specific exercises targeting specific areas into the training curriculum during the specialized preparation phase effectively enhances skill and tactical performance.

Based on the results, the researchers recommend the following:

1. Incorporate specific exercises targeting specific areas into the specialized training curricula for youth soccer players.
2. Emphasize the use of specific exercises targeting specific areas as they effectively aid players in skill and tactical development.

Keyword: Special exercises, skill performance, tactical performance, football.

1- Research Definition:

1-1 Research Introduction and Importance:

The training process in the field of sports has become fundamentally reliant on scientific research to achieve high levels of performance. Sports scientists have conducted new research that has significantly contributed to the development of various sports activities and the abilities of athletes. The game of soccer and its players have benefited greatly from these research findings, leading to notable advancements in the game's techniques in recent years. This was affirmed by Hanfi Mukhtar, who stated that modern training is an educational process

built on sound scientific principles that aim to enable players to achieve peak athletic performance in soccer, ultimately resulting in victory in matches.

One of the most important methods used to enhance the abilities of soccer players is training in specific areas and small spaces. Playing in such confined spaces imposes demands on players like those encountered in official matches, such as quick decision-making, correct actions, handling opponent pressure, and other crucial technical aspects. This training method holds significant importance and plays a prominent role in developing teams' capabilities in various aspects, with skill development being one of the most critical. Through our observation of local and international soccer team training sessions, we have noticed a significant difference in the level of play. Global teams place high importance on this type of training as they perceive it to enhance the physical, skill, and tactical abilities of players.

The rapid development of soccer has opened new horizons for coaches to explore the latest techniques in training basic skills and tactics for soccer players of all age groups, including children, youth, and adults. Coaches have increasingly focused on these age groups by introducing modern training methods aimed at elevating their players to the highest levels of performance. Among these methods are specialized exercises designed to improve both skill and tactical performance, which are two fundamental components of soccer, alongside other aspects. Hence, the research's importance lies in the need to study and understand the impact of specific exercises targeting specific areas on the development of skill and tactical performance in young soccer players.

1.2 Research Problem:

Through the researchers' modest field experience, being both players and coaches in the field of soccer, they have observed a weakness in the level of skill performance and the execution of tactical duties by young players during matches. Therefore, the researchers found it necessary to address this problem by preparing specific exercises targeting specific areas to enhance both skill and tactical performance.

1.3 Research Objectives:

1. Prepare specific exercises targeting specific areas to enhance skill and tactical performance in young soccer players.
2. Determine the impact of specific exercises targeting specific areas on the development of skill performance in young soccer players.
3. Determine the impact of specific exercises targeting specific areas on the development of tactical performance in young soccer players.

1.4 Research Hypotheses:

1. There are statistically significant differences in tactical skill performance between the pre-test and post-test for both experimental and control groups, in favor of the post-test for the experimental group.
2. There are statistically significant differences in both skill and tactical performance between the post-tests for the control and experimental groups, in favor of the experimental group.

1.5 Research Scope:

1.5.1 Human Scope: Youth players from Mosul Sports Club's soccer team.
1.5.2 Temporal Scope: From February 14, 2023, to August 1, 2023.
1.5.3 Spatial Scope: Mosul Sports Club's soccer field.
3. Research Methodology and Field Procedures:
3.1 Research Method:
The researchers employed an experimental approach with pre-test and post-test assessments, which aligns with the nature of the research. They followed the design of two groups with pre-test and post-test measurements.
3.2 Research Population and Sample:
The researchers conducted their study using a sample of young soccer players aged between 17 and 18 years, totaling 28 players (experimental and control groups). These players were selected through systematic random sampling from Mosul Sports Club, representing 12.73% of the total population of 220 players from various clubs in the Mosul province. The experimental group consisted of 14 players, making up 50% of the total sample of 28 players.

3.3 Data Collection Tools and Methods:
3.3.1 Data Collection Methods:
1. Arabic and foreign sources.
2. Personal interviews.
3. Soccer skill performance assessment form.
4. Soccer tactical performance assessment form.
5. Observation and experimentation.

3.3.2 Research Tools and Equipment:
Equipment:
- Electronic calculator.
- Two timing watches.
- Sony video camera.

Among these tools:
- Soccer (size 5), quantity: 20.
- Cones, quantity: 30.
- Disc markers, quantity: 50.
- Whistles, quantity: 3.
- Bibs (vests), quantity: 14.
- Illustrated notebook.
- Whiteboard.
- Ropes.
- Hurdles.
- Plastic columns with a height of 1.5 meters.

3.4 Research Procedures:

3.4.1 Sample Equivalence in Research Variables:

Table (1)

Values of Arithmetic Means, Standard Deviations, Calculated t-Value, and Tabulated t-Value for Skill Performance and Equivalence of the Control and Experimental Groups.

No.	Skills	Unit	Control		experimental		Calculated t-Value	Tabulated t-Value	Sig
			M	SD	M	SD			
1	pass	point	2,0000	0,43853	1,8571	0,30562	1,000	1,7	Sig
2	Receive & control	point	1,9643	0,36502	2,0000	0,33968	1,268		unsig
3	scoring	point	1,7857	0,25678	1,6786	0,24862	1,122		unsig
4	Running with the ball	point	2,3929	0,34965	2,2143	0,25678	1,540		unsig
5	Skill performance	point	15,7857	1,62569	15,9286	0,82874	1,293		unsig

Table (2)

Values of the Arithmetic Means, Standard Deviations, Calculated t-Value, and Tabulated t-Value for Tactical Performance and Equivalence of the Control and Experimental Groups.

No.	Skills	Unit	Control		experimental		Calculated t-Value	Tabulated t-Value	Sig
			M	SD	M	SD			
1	Decision Making	degree	1,1786	0,24862	1,2500	0,25944	0,744	1,7	unsig
2	Skill Execution	degree	1,3571	0,23440	1,1429	0,23440	1,00		unsig
3	Allocation	degree	1,1786	0,24862	1,1071	0,21291	0,816		unsig
4	Correct Movement	degree	1,1429	0,23440	1,1786	0,24862	0,391		unsig
5	Gap Closing	degree	1,1786	0,24862	1,2143	0,25678	0,374		unsig
6	Protection	degree	1,2857	0,25678	1,2857	0,25678	0,366		unsig
7	Tactical Performance Level	degree	15,0000	1,35873	14,5000	0,85485	1,165		unsig

3.4.2 Skill Performance Assessment Form:

The researchers adopted a skill performance assessment form prepared by (Muthna Star)[1] with some modifications. The form was then presented to a group of experts and specialists in the fields of sports training, soccer, and testing and measurement*. The researchers conducted the scientific foundations of the form, including its validity, reliability, and objectivity. This assessment form included items related to dribbling, passing accuracy, receiving, and controlling the ball, and shooting. During the field research procedures, two experts were enlisted to evaluate skill performance.

3.4.3 Tactical Performance Assessment Form:

The researchers adopted a tactical performance assessment form prepared by (Diaa Munir Fadel)[2] with some modifications. The form was then presented to a group of experts and specialists in the fields of sports training, soccer, and testing and measurement. The researchers conducted the scientific foundations of the form, including its validity, reliability, and objectivity. This assessment form included items related to allocation, correct movement, decision-making, skill execution, gap closing (covering), and protection (goalkeeping) to assess tactical performance.

3.5 The First Exploratory Experiment:

This experiment was conducted on Tuesday, February 21, 2023, during a match between the Martyr Arkan team and the Mosul Sports Club. In this experiment, the player's number and position were added to the skill performance assessment form instead of just passing. The same was done for the tactical performance assessment form. Through this experiment, the following objectives were achieved:

1. Identifying the difficulties and challenges faced by the researchers.
2. Assessing the suitability of the devices and tools used.
3. Ensuring the appropriateness of the assessment forms for the research sample.
4. Evaluating the efficiency of the assistance team.

Through this experiment, the researchers found the following:

1. The devices and tools used were suitable for the main experiment.
2. The skill and tactical performance assessment forms were suitable for the research sample.
3. The grading method was objective and free from bias.

3.6 Scientific Foundations of the Tests:

3.6.1 Scientific Foundations of Skill Performance:

1. Validity: The researchers established the validity of the tests by obtaining expert opinions, which helped ensure their reliability.
2. Reliability: The researchers calculated the reliability coefficient using the correlation relationship between the grades assigned by the judges to determine the test's stability, as shown in Table (3).

[1] Muthna Star Hussein; "The Impact of a Training Program Using the Fartlek Method on Developing Some Basic Skills and Technical Performance of Youth Football Players," Master's Thesis, University of Diyala, College of Basic Education, 2011, p. 77.

[2] Diaa Munir Fadel; "The Impact of Educational Tactical Exercises Using the Game Method on Learning, Retention, and Evaluation of Performance in Some Football Skills for Students," Doctoral Dissertation, University of Baghdad, 2006, p. 56.

Skill Performance	Examiners	Correlation Coefficient	Statistical Significance
Running	First and second	0.559	Statistically Significant
Passing Accuracy	First and second	0.519	Statistically Significant
Receiving and Control	First and second	0.750	Statistically Significant
Scoring	First and second	0.730	Statistically Significant

3- Objectivity:

Since the correlation coefficient between the judges' scores for the overall skill performance level is statistically significant at a level of 0.741 upwards, the assessment form exhibits good objectivity.

3-6-2 Scientific Basis for Tactical Performance:

1- Validity Coefficient:

The researchers used apparent validity after presenting the tactical performance assessment form for youth soccer to a group of experts and specialists in the field of soccer. They confirmed that the form is suitable for measuring tactical performance levels.

2- Reliability Coefficient:

To calculate the reliability coefficient for measuring tactical performance on the research sample, the researchers conducted a match between the Martyr Arkan Sports Club team and the Mosul Sports Club team (the research sample) on Thursday, February 23, 2023, using two referees with expertise in the field of soccer. The correlation coefficient between the referees' scores is calculated, as shown in Table (4).

No.	Skill	Examiners	Correlation Coefficient	Significance
1	Attribution	First and second	0.730	Significant
2	Proper Movement	First and second	0.576	Significant
3	Decision-Making	First and second	0.866	Significant
4	Skill Execution	First and second	0.745	Significant
5	Coverage	First and second	0.577	Significant
6	Protection	First and second	0.559	Significant

3- Objectivity:

Since the correlation coefficient between the total scores of the examiners for the strategic performance level is statistically significant at a level of 0.660 upwards, the questionnaire exhibits good objectivity.

3-7 Exercise Preparation:

Through the field experience of the two researchers, who have spent more than 30 years as players and coaches in soccer, and through their participation in local and international coaching courses in soccer, as well as their review of relevant theses, dissertations, and books

on soccer coaching, they were able to develop specialized exercises to enhance the skill and strategic performance of young soccer players. These exercises were prepared based on well-founded scientific principles.

The researchers emphasize that these exercises are designed according to age group and their training level. These exercises have various features, including diversity in the mechanics of each exercise, both skill-related and strategic. Particularly in skill-related exercises, each exercise includes multiple variations, according to the researchers' opinion. The duration of the exercises varies from 1 minute to 35 minutes (for team play), with rest periods that differ from one exercise to another, typically consisting of a 30-second rest within each exercise and a 10-minute rest between exercises. Additionally, the number of players involved in each exercise can range from 14 to 22 players at most. Furthermore, physical exercises can be incorporated into such sessions.

3-8 Second Survey Experiment for the Training Unit:

The researchers prepared their own exercises using the high-intensity interval training method, considering the development of both strategic and skill-related aspects in all exercises. They employed a wide range of exercises that achieve the desired objectives according to the training curriculum. This experiment took place on Thursday, February 23, 2023, with a sample of 14 players from the Martyr Arkan Soccer Club at the Mosul Sports Club Stadium. The objectives of this experiment were as follows:

- To ensure the execution of the training unit within the specified time.
- To verify the timing set by the researchers for the execution of the exercises in the training unit.
- To verify the inter-repetition rest period set by the researchers.
- To assess the intensity of the exercises by measuring the heart rate of the research sample and measuring the time from work to rest, which is a key indicator for post-exercise intensity.
- To identify any obstacles that the coach may encounter during the training unit and address any errors.

3-9 Curriculum Development:

The curriculum was applied to the experimental research sample during their training units, on designated days and times. There was a total of 48 training units, with 4 training units per week, distributed over 12 weeks. Each training unit had a duration of 120 minutes. The specialized exercises were conducted during the specific preparation phase and in the main section of the training unit, which lasted for 80 minutes. The total time for the exercises was 4560 minutes. The exercise duration varied from 1 minute to 35 minutes (for team play), and the rest periods differed between exercises, with a 30-second rest within each exercise and a 10-minute rest between exercises.

3-10 Pre-Testing:

Pre-testing for the research sample was conducted after all conditions, including location, timing, and tools used, were determined, and finalized. The research team, including assistants, captured a match between the Youth Mosul Sports Club and Baaquba Club. The recorded match footage was sent to experts and specialists for the purpose of evaluating both skill-related and strategic performance. This pre-testing took place on Monday, March 5, 2023.

3-11 Main Experiment:

The main experiment was conducted on Wednesday, March 7, 2023, and concluded on Monday, May 28, 2023.

3-12 post-Testing:

Post-testing for the research sample was conducted after all conditions, including location, timing, and tools used, were determined, and finalized. The research team, including assistants, captured a match between the Youth Mosul Sports Club and Baaquba Club. The recorded match footage was sent to experts and specialists for the purpose of evaluating both skill-related and strategic performance. This post-testing took place on Friday, June 1, 2012.

3-13 Statistical Methods:

The researchers used appropriate statistical methods to process the data obtained from both pre-testing and post-testing, utilizing the SPSS (Statistical Package for the Social Sciences) system.

4-1 Presentation of Skill Test Results, Analysis, and Discussion:

4-1-1 Presentation of Arithmetic Means, Standard Deviations, and Standard Errors for Skill Tests in the Pre- and Post-Measurements of the Control Group and Their Analysis:

Table (5) displays the arithmetic means, standard deviations, and standard errors for the skill tests in the pre- and post-measurements of the control group.

No.	skills	skill tests	M	SD	standard errors
1	Passing	pre	2,0000	0,43853	0,11720
		post	3,3571	0,36314	0,09705
2	Receiving and Control	pre	1,9643	0,36502	0,09756
		post	3,1429	0,41271	0,11030
3	Scoring	pre	1,7857	0,25678	0,06863
		post	3,4643	0,57057	0,15249
4	Ball Dribbling	pre	2,3929	0,34965	0,09345
		post	3,4286	0,47463	0,12685
5	Skill Performance	pre	15,7857	1,62569	0,43448
		post	26,7857	2,91359	0,77869

4-1-2 Presentation of Arithmetic Means, Standard Deviations, Calculated (t) Value, and Tabulated (t) Value Between Pre- and Post-Measurements of the Control Group and Their Analysis:

Table (6) shows the arithmetic mean differences, standard deviations, calculated (t) values, and tabulated (t) values between the pre- and post-measurements of the control group.

No.	Statistical characteristics / Skills	Unit	Mean Difference	Square of Difference Deviation	T-value		significance
					calculated	tabulated	
1	Passing	degree	1,35714	0,66299	7,659	1.77	Sig
2	Receiving and Control	degree	1,17857	0,57536	7,664		Sig
3	Scoring	degree	1,67857	0,57536	10,916		Sig
4	Ball Dribbling	degree	1,03571	0,69238	5,597		Sig
5	Skill Performance	degree	11,00000	3,53009	11,659		Sig

The degrees of freedom are 13 at a significance level of 0.05.

4-1-3 Presentation of the Arithmetic Means, Standard Deviations, and Standard Errors for Skill Tests in the Pre-test and Post-test Standards of the Experimental Group and their Analysis:
Table (7)
Arithmetic Means, Standard Deviations, and Standard Errors for Skill Tests in the Pre-test and Post-test Standards of the Experimental Group and their Analysis.

No.	skills	tests	M	SD	S-error
1	passing	pre	1,8571	0,30562	0, 08168
		post	4,2857	0,25678	0,06863
2	Receive and control.	pre	2,2143	0,25678	0,06863
		post	3,9643	0,36502	0,09756
3	scoring	pre	1,6786	0,24862	0, 06645
		post	4,0000	0,62017	0,16575
4	Ball Running	pre	2,2143	0,25678	0,06863
		post	4,2857	0,25678	0,06863
5	Skill performance	pre	15,9286	0,82874	0,022149
		post	33,0714	1,94004	0,051850

4-1-4 Presentation of the Arithmetic Means, Standard Deviation, and Calculated (t) and Tabular Values in Some Skill Performance Tests between the Pre-test and Post-test for the Experimental Group and Their Analysis:

Table (8)

This table shows the arithmetic mean of the differences, the standard deviation of the differences, the calculated (t) value, and the tabular (t) value in some skill performance tests between the pre-test and post-test for the experimental group.

No.	Statistical characteristics / skills	Unit	Mean Difference	Square of Difference Deviation	T-value		significance
					Calculated	tabulated	
1	passing	degree	2,42857	0,33150	27,412	1.77	Sig
2	Receive and control.	degree	1,75000	0,42743	15,319		Sig
3	scoring	degree	2,32143	0,66815	13,000		Sig
4	Ball running	degree	2,07143	0,33150	23,381		Sig
5	Skill performance	degree	17,142	0,2248	28,529		Sig

The tabular (t) value, which is 77.1, is below the significance level of 0.05 with 13 degrees of freedom.

4-1-5 Presentation of the Arithmetic Means, Standard Deviations for the Pre-test, and Post-test, and the Calculated (T) and Tabular Values, and Significance for Skill Tests and Their Analysis for the Control and Experimental Groups:

Table (9)

This table shows the arithmetic means, standard deviations for the control and experimental groups for the pre-test and post-test, along with the calculated (T) and tabular values, and significance for the skill tests.

No.	Skills	Unit	control		experimental		Calculated T-value	Tabulated T-value	Sig
			M	SD	M	SD			
1	passing	degree	3,3571	0,36314	4,2857	0,25678	7,812	1.7	Sig
2	Receive and control.	degree	3,1429	0,41271	3,9643	0,36502	5,578		Sig
3	scoring	degree	3,4643	0,57057	4,0000	0,62017	2,379		Sig
4	Ball running	degree	3,4286	0,47463	4,2857	0,25678	5,943		Sig
5	Skill performance	degree	26,7857	2,91359	33,0714	1,94004	6,719		Sig

The tabulated (T) value at significance level (0.05) with degrees of freedom (26) is (7.1).

4-1-6 Skill Performance Discussion:

The significance of the meaningful differences between the post-test results of the control and experimental groups in favor of the experimental group becomes evident. The researchers attribute the reasons for these differences and for all the variables to the fact that the goal of skill development is to acquire and master all the basic skills required for the game. Good skill application helps in preparing with less effort and avoiding failures. In the game of soccer, a player can only execute the skill performance as required by mastering all aspects of the skill. This, in turn, affects the players' tactical and physical readiness. This is confirmed through training on skill performance or giving sufficient time to master it properly, as Saad Munim Al-Sheikhli and Hah Fal Khoury (2012) stated, "Skill preparation is the foundation for tactical application, so each skill should be developed in the way it is used in these specific tactical situations. Therefore, skill preparation and tactical planning are an integrated unit, and the work in which all team members and their groups participate according to their skill capabilities." [3].

The researchers attribute the reasons for improvement to the organization of specific exercises according to defined areas. The training process relies on its organization, creating a state of development in the players' performance level through the harmonious alignment of these exercises with the abilities and capabilities of the research sample. As a result, their development is positive.

Kasim Hasan Hussein (1998) defines the training process as "the organized and continuous process that provides an individual with knowledge, skills, abilities, ideas, or opinions for a specific task or achieving a specific goal, in addition to achieving organizational goals and adapting to work. It also provides the individual with specific information, skills, or mental attitudes to deal with organizational issues from an organizational perspective to achieve the desired goals".

The researchers believe that the exercises conducted by the experimental group using high-intensity interval training methods led to a clear superiority in the performance of the experimental group's players. They attribute this to the methodology used in formulating the exercise units in a scientific manner and the correct progression in repeating them, leading to the players mastering skill performance.

The use of training methods provided players with an atmosphere like real gameplay, motivating them more towards training. This aligns with what was mentioned by Al-Balbisi, citing Mokhtar, that "skills training should take place under conditions similar to the game atmosphere. Additionally, reducing the spaces into squares, circles, or any other geometric shape makes all movements performed by the player fall within the focus of perception of all players. In other words, players stand in the same formation they will use in small spaces that act as a substitute for explaining on the board, making the model tangible and perceptible to the players themselves".

[3] Saad Munim Al-Sheikhli and Hah Fal Khoury; Football Training: Principles and Applications, 1st edition (Sulaymaniyah, Yeh Yohand Printing and Publishing Library, 2012, p. 313).

Furthermore, the goal of implementing specific exercises on the experimental group was to enable them to participate seriously in the game and understand a model of technical skill performance through play and tactical knowledge, enabling comprehension.

The researchers further believe that the development can be attributed to the effectiveness of specific exercises, including skill-based exercises within the training units, following a precise scientific approach. "Correct soccer training requires the ball to be the focus of training and the acquisition of technical performance with the ball, as well as the ability to play. This necessitates accurate observation, gradual strengthening of the body in technical and integrated training," they noted.

The exercises chosen by the researchers in the specific training sessions are mostly designed to simulate what happens in a real game. During these exercises, the player is confined to a specific area of the field and is not allowed to deviate from it throughout the training unit. This approach mirrors the dynamics of modern soccer, where a player may be confined to a specific area in the midfield, for example. These exercises are closely linked to speed training and precision, which, in turn, contribute to the development of tactical performance. Tactical performance is considered essential for a soccer player as it enables them to maintain possession of the ball, penetrate the opponent's defense, and create suitable opportunities for themselves and their teammates in the team.

4-2 Presentation of Tactical Performance Test Results, Analysis, and Discussion:

4-2-1 Presentation of the Arithmetic Means and Standard Deviations of Tactical Performance for the Control Group and Their Analysis:

Table (10) displays the arithmetic means, standard deviations, and standard error of tactical performance for the control group.

No.	Skills	Tests	M	SD	Standard error
1	Decision Making Skill Execution	pre	1,1786	0,24862	0,06645
		post	1,4286	0,18157	0,04853
2	Allocation Correct Movement	pre	1,3571	0,23440	0,06265
		post	1,4643	0,13363	0,03571
3	Gap Closing Protection	pre	1,1786	0,24862	0,06645
		post	1,3571	0,23440	0,06265
4	Tactical Performance Level Decision Making	pre	1,4286	0,00000	0,00000
		post	1,5000	0,18157	0,04853
5	Skill Execution Allocation	pre	1,1786	0,24862	0,06645
		post	1,4643	0,13363	0,03571
6	Correct Movement Gap Closing	pre	1,2500	0,25944	0,06934
		post	1,5000	0,19612	0,05241
7	Protection	pre	15,0000	1,35873	0,36314
		post	17,7143	0,91387	0,24424

4-2-2 Presentation of Differences in Arithmetic Means and Standard Deviations, as well as the Calculated (T) Value and the Tabulated (T) Value for Tactical Performance between the Pretest and Posttest for the Control Group, and their Analysis:

Table (11) illustrates the arithmetic mean of the differences in arithmetic means, the standard deviation for these differences, and the calculated and tabulated (T) values for tactical performance between the pretest and posttest for the control group.

No.	Statistical characteristics / Skills	Unit	Mean Difference	Square of Difference Deviation	T-value		significance
					calculated	tabulated	
1	Decision making	degree	0,25000	0,32522	2,876	1.77	Sig
2	Skill execution	degree	0,10714	0,21291	1,883		Sig
3	Allocation	degree	0,32143	0,24862	4,837		Sig
4	Correct movement	degree	0,28571	0,32310	3,309		Sig
5	Gap closing	degree	0,28571	0,25678	4,163		Sig
6	protection	degree	0,25000	0,25944	3,606		Sig
7	Tactical performance level	degree	2,71429	1,58980	6,388		Sig

The tabulated (T) value, which is (1.77), at a significance level of (0.05) with degrees of freedom (13).

4-2-3 Pretest and Posttest Results for Tactical Performance for the Experimental Group:

Table (12) displays the arithmetic means, standard deviations, and standard error of tactical performance for the experimental group.

Skills	Tests	M	SD	Standard error
Decision making	Pre	1,2500	0,25944	0,06934
	Post	3,0000	0,39223	0,10483
Skill execution	Pre	1,1429	0,23440	0,06265
	Post	3,0714	0,47463	0,12685
Allocation	Pre	1,1071	0,21291	0,05690
	Post	2,3571	0,49725	0,13289
Correct movement	Pre	1,1786	0,24862	0,06645
	Post	2,7143	0,72627	0,19410
Gap closing	Pre	1,2143	0,25678	0,06863
	Post	3,0714	0,47463	0,12685
protection	Pre	1,2857	0,25678	0,06863
	Post	3,1429	0,36314	0,09705
Tactical performance level	Pre	14,5000	0,85485	0,22847
	Post	33,7143	4,28645	1,14560

4-2-4 Presentation of the Arithmetic Means, Differences Between Them, Standard Deviations, the Calculated (T) Value, and the Tabulated (T) Value for Tactical Performance between the Pretest and Posttest for the Experimental Group, and their Analysis:

Table (13) illustrates the arithmetic mean of the differences in arithmetic means, the standard deviation for these differences, and the calculated and tabulated (T) values for tactical performance between the pretest and posttest for the experimental group.

No.	Statistical characteristics / skills	Unit	Mean Difference	Square of Difference Deviation	T-value		significance
					calculated	tabulated	
1	Decision making	degree	1,75000	0,37978	17,241	1.77	Sig
2	Skill execution	degree	1,92857	0,54973	13,127		Sig
3	Allocation	degree	1,25000	0,37978	12,315		Sig
4	Correct movement	degree	1,53571	0,69238	8,299		Sig
5	Gap closing	degree	1,85714	0,49725	13,975		Sig
6	Protection	degree	1,85714	0,53452	13,000		Sig
7	Tactical performance level	degree	19,21429	4,40592	16,317		Sig

The tabulated (T) value, which is (1.77), at a significance level of (0.05) with degrees of freedom (13).

4-2-5 Presentation of the Post-Post Measurements for Tactical Performance for the Control and Experimental Groups and their Analysis:

Table (14) illustrates the arithmetic means, standard deviations, and the calculated (T) value, as well as the tabulated (T) value for tactical performance for both the control and experimental groups.

No.	Skills	Unit	control		experimental		Calculated T-value	Tabulated T-value	Sig
			M	SD	M	SD			
1	Decision making	degree	1,4286	0,18157	3,0000	0,39223	13,604	1.7	Sig
2	Skill execution	degree	1,4643	0,13363	3,0714	0,47463	12,195		Sig
3	Allocation	degree	1,5000	0,00000	2,3571	0,49725	6,450		Sig
4	Correct movement	degree	1,4286	0,18157	1,8157	0,72627	6,426		Sig
5	Gap closing	degree	1,4643	0,13363	3,0714	0,47463	12,195		Sig
6	Protection	degree	1,5000	0,19612	3,1429	0,36314	14,894		Sig
7	Tactical performance level	degree	17,7143	,0 91387	33,7143	4,28645	13,659		Sig

The tabulated (T) value, which is (1.7), at a significance level of (0.05) with degrees of freedom (26).

4-2-6 Discussion of Tactical Performance:

Through the achievement of the research objectives and hypotheses, the researchers observed statistically significant differences between the pretest and posttest tactical performance for both the control and experimental groups. These differences favored the experimental group due to the specific exercises implemented, which were grounded in scientific principles for training. The researchers also employed a periodized training approach, specifying rest intervals, and using a proper scientific progression in the training process, transitioning from easy to difficult and from simple to complex exercises. This approach increased the players' confidence and instilled in them a desire to train rigorously and efficiently. As a result, the players quickly mastered the skills, outperforming their counterparts in the control group.

This is supported by the statement of Youssef Lazem Kamash (1999): "Daily training units work to bring players to a high level of proficiency in tactical motor skills despite their abundance and diversity. Therefore, these skills take up a significant portion of the training unit's time. Tactical execution in soccer is an important aspect of daily training units, based on the principle that rapid tactical preparation and the correct and precise execution of basic skills are the foundation of the game of soccer. Without these, a player cannot fulfill their tactical duties. Thus, the most important duty of training is to bring players to the highest level of training readiness" [4].

The researchers attribute the execution of game plans, which require mastering ball transitions through fast and accurate passes to gain possession, enhance decision-making effectiveness, execute proper movements, and provide support, whether in defense or offense, to implement the devised strategy.

As indicated by Kazem Al-Rubaie and Al-Mashhadani (1991), "The method of ball transition when moving to apply a specific offensive or defensive position is one of the important techniques for gaining playing space in team events and dribbling with the ball. It is an art of using different parts of the foot to roll the ball on the ground under the player's control" [5].

The researchers believe that the exercises they selected simulate what happens in a real game. During these exercises, the player is confined to a specific area of the field and is not allowed to deviate from it throughout the training unit. This closely mirrors the dynamics of modern soccer. Such exercises are considered essential for a soccer player to maintain possession of the ball, move correctly among opponents, and create suitable opportunities for themselves and their teammates within the team.

This aligns with the statement made by Mufti Ibrahim (1994): "A soccer player must have the ability to determine the right place where they can pass the ball at the right time with the required speed, considering the speed and distance of their teammate receiving the ball, as well as assisting the other team" [6].

5- conclusions and recommendations:

5-1 Conclusions:

[4] Youssef Lazem Kamash: "Basic Skills in Football Teaching-Training" (Amman, Gulf Printing House, 1999, p. 16).
[5] Kazem Al-Rubaie and Abdullah Al-Mashhadani: "Youth Training" (Baghdad, University of Baghdad Press, 1991), p. 160.
[6] Mofti Ibrahim: "Defense to Build the Attack in Football" (Cairo, Dar Al-Fikr Al-Arabi, 1994), p. 38.

1. Specialized exercises according to specific zones have a positive impact on the development of both skill and tactical performance in young soccer players.
2. The use of specialized exercises within the training curriculum, particularly in the specific preparation phase, has an effective positive impact on the development of skill and tactical performance.
3. Specialized exercises within specific zones significantly contribute to promoting cohesion, teamwork, and commitment during training sessions.
4. Training age groups, especially youth, using specialized exercises within specific zones, leads to rapid and noticeable development, while also providing enjoyment and excitement during training.

5-2 Recommendations:

Based on the findings, the researchers recommend the following:

1. Coaches and trainers should consider incorporating specialized exercises within specific zones into the training curricula for youth soccer players.
2. Emphasis should be placed on specialized exercises within specific zones as they effectively enhance players' skill development and tactical understanding.
3. Further research and studies should be conducted using specialized exercises within specific zones for other sample groups, including different genders.

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