The Effect Of Interfering Attacking Physical Exercises In Developing The Aggressive Attacking Behavior Of Football Young Players

1Khalid Mohammed Ridha, 2Mohammed Bachay Atiyah, 3Karrar Mohammed Mohsin.

1University of Kerbala, College of Sports Education and Sport Science
2Alsafwa university College/Department of Physical Education and Sport Science
3General Directorate of Education, Najaf Governorate, Ashraf

*Corresponding author: Khalidmsport@gmail.com (Ridha)

Abstract: The research goals to achieved which preparing these exercises and identifying their effect in developing the research variables, the researcher assumed that the planned exercises had a positive effect on the research variables, and the study research community included Karbala club players for the youth category for the sports season 2018 - 2019, The research sample was chosen by random method (Draw), the researcher used the experimental research approach and the two equal groups method so that the research sample was divided into two equal groups, a control group and an experimental group, the training lasted for a period of 8 weeks and by 3 training units per week. Through the work, the researcher reached several conclusions, among them, that the combined attacking exercises according to the miniature areas had a positive effect in developing the level of aggressive attacking behavior as a result of the practical applications that were applied to the players.

Keywords: Football, youth category, training, Experimental group, Exploratory Experience

How to cite this article: Ridha KM, Atiyah MB, Mohsin KM (2020): The effect of interfering attacking physical exercises in developing the aggressive behavior of football young players, Ann Trop Med & Public Health; 23(S11): SP231145. DOI: http://doi.org/10.36295/ASRO.2020.231145

1. Introduction

The field of football training has witnessed in recent years a huge development in attacking of training and caring of various aspects which affect the advancement of all aspects that affect achievement significantly, so that workers in the game field look to a brighter future by finding successful solutions through the modern training means and methods which has a decisive impact on sports results. This important development, it should have been various, codified training programs or curricula based on scientific and practical foundations that should be appropriate and in harmony with the modern game concepts, which are characterized by diversity and multiplicity in covering the multiple aspects of defensive and aggressive playing principles, and where the attacking side is one of important and main factors of superiority in the game besides the integration of the physical elements of the player, whatever the player possesses of these capabilities and qualities, it will be limited to achieving the required superiority and the level of sports unless he had a distinct ability to understand the attacking aspects related to the game and utilization that knowledge and the ability for the team benefit, which achieves the excellence and success.

The attacking behavior or thinking of football is one of the capabilities that reflect the reality of the team applying aggressive or defensive skills, which is reflected in the players' possession of physical, skill, and
high attacking capabilities and the high level of their psychological and intellectual preparation, and this is evident in the collective clear performance and dynamic movements of them with the ball and without a ball, which appears the team's ability to group thinking and the well attacking perform in aggressive and defensive playing positions during matches. The researcher considers that whenever the player has a high level of physical, psychological and cognitive readiness, he is more prepared to achieve the game's attacking requirements and the more able to understand and implement it. Hence the research importance, by using the researcher physical exercises interfering in the development of aggressive attacking behavior and knowledge this impact of these exercises in all those areas.

2. The Problem of the study

The researchers noted that there is a disparity between the football players within the same team in having the ability to think, act and the speed of making the right decision at the right time, which is reflected in the level of proper attacking behavior in the game, hence, the coaches always put various play plans according to the players' possession of this ability to reach high levels of attacking behavior consistent with this ability, whenever higher the thinking level of the player, he has more the ability to show smart attacking behavior in different playing positions. The researchers found that a number of coaches lack their training curricula to focus on the attacking and physical aspects related to the physical aspect, particularly in the youth category, which constitutes the cornerstone of the desired superiority events, but focus or care on other aspects, such as focusing on the physical aspects, depending on the physical capabilities and enthusiasm of the players, or focusing on the educational, disciplinary, and other aspects, and since the attacking aspect of football training constitute an important aspect in determining the teams levels and helps them to achieve distinctive results and makes the attacking capabilities of the players at a high level when moving to the levels of the applicants less than the required from the player when he reaches these levels so the researcher saw the preparation of interfering attacking physical exercises in developing the aggressive attacking behavior of young football players, so that to can find practical solutions to this problem, which is important for achieving progress in the levels of the football game and upgrading it for the better, reaching the regional and international levels.

3. Objectives

- Preparing the interfering attacking physical exercises in developing aggressive attacking behavior of young football players.
- Identifying the effect of interfering attacking physical exercises in developing aggressive attacking behavior of young football players.
- Identifying the preference of the two groups in developing the aggressive attacking behavior of young football players.

3.1 Hypotheses:

- There is an effect of interfering attacking physical exercises in developing aggressive attacking behavior of young soccer players.
- There is rewards with effective of interfering attacking physical exercises involved in developing aggressive attacking behavior for young football players between the experimental and control groups in the post-test and in favor of the experimental group.

4. Methodology

Despite the multiplicity of scientific research methods, but the researcher used the experimental approach in the manner of two equal groups to his belief that it is the best and appropriate way to solve the presented problem in the research.
Table (1) Shows the experimental design used in the research

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Experimental Interact</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>Aggressive attacking</td>
<td>Interlaced, planned exercises + prepared curriculum of</td>
<td>Aggressive attacking</td>
</tr>
<tr>
<td>group</td>
<td>behavior test</td>
<td>the trainer</td>
<td>behavior test</td>
</tr>
<tr>
<td>Control group</td>
<td>Aggressive attacking</td>
<td>prepared curriculum of the trainer</td>
<td>Aggressive attacking</td>
</tr>
<tr>
<td></td>
<td>behavior test</td>
<td></td>
<td>behavior test</td>
</tr>
</tbody>
</table>

4.1 Sampling

The research community included young football players of Karbala Governorate clubs for the sports season 2018 - 2019 (and there are 10 clubs) with (220) players officially registered within the Football Sub-Union statements in the governorate, and the researcher selected the research sample randomly and by draw, and the researcher's sample section in two groups in the same way, an experimental group with (10 players) and a control group with (10 players) and the sample was homogeneous.

4.2 Instruments

The researcher used the following means, devices and tools:

- The questionnaire.
- Observation.
- Testing and Measurement
- Personal interview.
- Social media (Facebook - WhatsApp - Telegram)
- Number of (5) Electronic Stopwatch (D-Ziner) brand.
- Sony Japanese Camera (120 photos).
- Korean computer (dill) brand.
- Pull H7 ) device to measure the pulse oximeter (Chinese-made).
- Medical scale.
- A cotton tape 10 meters in length.
- 20 plastic signs and funnels with different sizes.
- Football field.
- Whistle (2).
- Casio calculator (Chinese-made).
- (20) legal soccer balls.

4.3 Procedures:

Through the researchers' extensive review of many Arab and foreign scientific sources, and clearing many messages and theses that having the research variables, experience, and field experience that researchers possess as a result of practicing the game for a long time and interviewing many experts and specialists in the training field, the researchers see that the research tests should be determined, which is the aggressive attacking behavior test Imad Odeh (1)

4.5 Scoring

1- If your answer is the first choice, put a sign (✔) on the first choice.
2- If your answer is the second choice, put a sign (✔) on the second choice.
3- If your answer is the third choice, put a sign (✔) on the third choice.

The answers scores chosen for each individual of each group are grouped according to the correction keys and for each individual position (the unit of degree measurement) As in the following example:
Figure (1) attacking behavior test

Table (2) Shows correction keys for attacking behaviors

<table>
<thead>
<tr>
<th>Positions</th>
<th>Fist test</th>
<th>Second test</th>
<th>Third test</th>
</tr>
</thead>
<tbody>
<tr>
<td>First position</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Second position</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Third position</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Fourth position</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Fifth position</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sixth position</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Seventh position</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Eighth position</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Ninth position</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Tenth position</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

4.6 Exploratory Experience

Experimental research requires conducting exploratory experiments to ensure the scientific conditions and characteristics of the tests, as well as to ensure the tests validity and exercises that will be applied in the research, as follows, the researchers conducted two exploratory experiments to confirm all aspects that may affect the research variables.

4.7 Pre-test

The researcher conducted the pre-tests on Friday and Saturday 4/5/1/2018 on the experimental and control groups, so that the aggressive attacking behavior tests were on Saturday 5/1/2018.

5. The main experience

After completing the implementation of the pre-tests, the researchers reviewed the scientific references and previous theoretical studies that having the attacking training approaches, so the researchers prepared the physical exercises and the interfering attacking within the ten positions included in the allocated attacking behavior test at the beginning of the main section of the training unit and within the specifications required for the purpose of developing portability aggressive attacking behavior in
proportion to the football game, the experimental group applied the exercises that were prepared to develop the aggressive attacking behavior while the control group applied the prepared curriculum for it by its trainer. The training included (24) training units by using the various areas and distances, the training took (8) weeks of (3) training units per week, each unit included (3) exercises, and the researcher took into account the following when applying the exercises:

- The training exercises duration (8) weeks was within the different preparation periods, (6) week of special preparation, (2) week preparation before the competition.
- The implementation of training curriculum continued for a period of (8) weeks, for a total of (24) training units.
- The training days were (Saturday - Monday - Wednesday).
- The used intensity in the exercises ranged from 80% to 90%.
- Training time for the training unit ranged from 50 to 60 minutes from the beginning of the main part of the training unit, time ranged from (90 - 95 minutes).
- The researcher used part of the main section of the training unit to carry out the exercises he prepared.
- The researcher used the method of high intensity, interval training method and repetitive training.
- The researcher relied on the pulse and the number of heart beats in determining the rest period between repetitions or even groups using the Pull H7 device to determine the pulse.
- The implementation of the exercises ended on Wednesday 14/3/2018.

5.1 Post- tests:

The researcher conducted the post-test on the research sample after completing the vocabulary of the training on Friday and Saturday (16-17 / 3/2018), taking into account providing the same conditions and conditions that were in the pre- tests as possible.

6. Results

Table (3)

shows the values of the Arithmetic mean, the standard deviation, the average difference, the standard deviation of the differences, the calculated(t) value and its statistical significance for the pre and post-test for both groups.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scale unit</th>
<th>group</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>H - V</th>
<th>calculate d(t) value</th>
<th>Significance level</th>
<th>Significance type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attacking behavior</td>
<td>Degree</td>
<td>Experimental</td>
<td>15.700</td>
<td>21.000</td>
<td>-5.300</td>
<td>0.775</td>
<td>-6.836</td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>15.900</td>
<td>17.800</td>
<td>1.900</td>
<td>0.752</td>
<td>-2.526</td>
<td>0.032</td>
</tr>
</tbody>
</table>

The (t) value is below underfreedom degree (9) at the significance level (0.05) = 2.262

Table (3) shows the statistical indicators of the results of the pre- and post-tests of the aggressive attacking behavior variable which the research members subjects in the experimental and control groups,
where the results showed that the values of the arithmetic mean were higher in the post-test than the pre-

test and there was a significant change between the two tests in favor of the post-test, the reason of the
development that occurred for the mental and attacking capabilities of this group through their use of the
proposed exercises during the training units, which showed a positive impact on them, as well as the good
organization that was used during the training units and is represented by the number of repetitions in one
attacking position and the number of positions for each player, this helped the experimental group
members to raise the level of motor control and the motor performance level that was reflected in their
positive performance in a positive way and that the increase in repetitions during the performance
gradually during the succession of the training units is evidence of the ability of the experimental
individuals to become positive in implementing the plans and activating the memory and sufficiency in
the process Attention, awareness and observation.

The researchers attribute the development in the attacking behavior positions to the good application of
the attacking exercises in the training units that helped to increase psychological stability and to
understand the vocabulary of the applied training plan and its aim and the effect of this on increasing the
effectiveness of mental capabilities through time, number of repetitions and the number of chains used
that helped activate Cognitive abilities. The attacking exercises used by the researchers that aimed to
develop aggressive attacking behavior were characterized by the presence of attacking cases similar to the
positions of the planned attacking positions which forced the player to use several aspects of attention, the
most important of which is distributing attention when performing these positions and when answering
instances of attacking behavior as a test, this was a major reason for the development of this mental
ability, which is also linked to the applied moto reaction that was applied during the exercises and when
answering the of attacking behavior test by approving the ten.

**Table (4)**

It shows the values of the Arithmetic mean, standard deviation, mean difference, standard deviation of
differences, calculated (t) value and its statistical significance of post testing for both groups.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Scale unit</th>
<th>Experimental group</th>
<th>Control group</th>
<th>calculated(t) value</th>
<th>Significance level</th>
<th>Significance type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>A-</td>
<td>S</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>Attacking behavior</td>
<td>Degree</td>
<td>21.000</td>
<td>2.404</td>
<td>17.800</td>
<td>1.932</td>
<td>3.281</td>
</tr>
</tbody>
</table>

* The(t) value is below the freedom degree (18) at the significance level (0.05) = 2.101.

Table (4) shows the statistical indicators of the results of the post tests of the aggressive attacking
behavior of the experimental and control research groups, which represent the nature of the performance
of the two groups after the completion of the implementation of the main experiment, Table (4) shows the
statistical indicators of the results of the post tests of the aggressive attacking behavior of the experimental
and control research groups, which represent the nature of the performance of the two groups after the
completion of the implementation of the main experiment, where the results showed that the value of the
mean of the experimental group is higher than the mean of the experimental group and a significant
change occurred in favor of the experimental group.

Here it is clear the effectiveness of these exercises and their apparent effect in the experimental research sample, which showed a clear superiority among the players of this group, which researchers attribute to the methodology they followed in formulating the vocabulary of the exercises within the main part of the training units and on the basis of a scientific method and the correct progression in re-exercises and its repetition, which led to the mastery of the motor skills, providing the players with an atmosphere similar to the real game, while giving his motivation more towards training, moreover, minimizing the spaces makes all the moves that the player performs fall into the focus of all players’ understanding, in other words the players stand in the formation of the same in which they will move in small areas (20 × 10 meters) that work as an alternative to explaining on the blackboard so that the model is embodied and perceived from the players themselves

The researchers believe that the modern attacking programs that are consistent with the intelligence level and moto behavior helps to understand the correct positions, and to identify the causes of errors committed by the player accurately, and therefore the player seeks to develop his mental capabilities and his memory in order to apply the skills and movements in a manner that achieves success with his colleagues and with the least time And effort As is known, the test of attacking behavior must be in accordance with the needs and motives and the extent of their relationship to the activity practiced by the player, as they affect the physical, emotional and mental side, where these plans positions are engines for creating a state of positive thinking, which affects the behavior level of the player and increase self-confidence and the ability to control his actions in positions that provoke his reactions, the researchers believe that each of the ten positions that were included in the test of linear behavior, represents attacking behavior required of the player to perform with a full sense of him in that this position represents the highest states of thinking and control of the movements formed from him in that position, And the extent of his mental and physical readiness to succeed in implementing that position, which would lead to developed the motivation and motivation of them to practicing the training and this thing should be reflected on using these attacking behaviors in matches and the player must decide what kind of plans according to the space in it must be applied and the coach must help his players in making the right decision during the match, as this will contribute to achieving success in representing that in the reality of what is happening in the game, because using a new exercises that the players (the experimental group) did not train led to developed the players capabilities.

7. Conclusion

- Interfering attacking physical exercises had a clear effect on developing aggressive attacking thinking and behavior when applied the various attacking positions according to the specific and reduced spaces.
- The development of the aggressive attacking thinking or behavior level as a result of the practical, attacking applications that were applied to the players.
- There was an improvement in the players’ understanding of the vocabulary of the ten aggressive positions included in the attacking behavior test.
- The exercises that the coaches used were traditional and did not take into account the mental and intellectual capabilities, as well as the lack of developing multi-position attacking exercises that would develop the players’ capabilities in understanding the positions taking place and increasing the players’ ability to make quick decisions.
- Emphasizing the use of training by using miniature areas of the stadium, variable and different distances during the special training units for the other different age groups.

References


