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The effect of special exercises on developing the field of vision for shot skill of young football players

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Abstract

The purpose of this paper is to identifying the effect of special exercises on developing the field of vision for shot skill of young football players. The researchers used the experimental method by designing the experimental and control groups to suit the nature of the research. The researchers chose the research sample intentionally, Al-Khalis Sports Club football players in Diyala Governorate, who numbered (20) for the year (2022-2023). The sample was divided into two experimental and control groups by drawing a lottery. There are (10) players per group and the goalkeepers are excluded. After completing the tests, appropriate statistical treatments were used to obtain the results, after which the results were presented, analyzed and discussed. The researchers reached the most important conclusions that special field-of-vision exercises for the shot skill have an impact in increasing the shot skill of young football players. The most important recommendations were the necessity of paying attention to activating the role of the special exercises used in the current study: Because the positive results have proven in developing football-shot skills, it is necessary to conduct more research and studies that address the effect of special exercises in other sports events and games and on different samples.

Keywords: Special exercises, shot skill, football players

Introduction

Each game or event has its own characteristics and is dealt with within the training units and in light of the controls and laws of the event or game itself. The coach trains the players on physical, skill and tactical performance, in order to achieve error-free performance, especially for sports games and events that lead to competition, and competition requires a process. Engagement with the presence of the playing device. In the game of football, the ball is the tool that must be preserved and delivered to the opponent's goal to achieve the goal, which results in the result of the match. This depends on the player's ability to perform football-specific skills, as well as on some of the abilities required by the game of football, such as physical qualities. And the movement and physical characteristics of the players, which requires the player on the field to focus his attention and direct all his senses to obtain a complete perception, at the very least, of the course of play, which serves him to perform the tasks assigned to him. Therefore, he must pay attention and focus on the opponent and his movements, and on the teammate and his movements, in addition to the ball, and because the goal must be scored. The player sees the ball at the appropriate angle by seeing it before shot. Through this, he determines the basic requirements for shot, which are strength, speed, and accuracy. The same goes for the rest of the basic skills, as their success depends on sight (field of vision) to determine the target accurately, quickly, and with the appropriate force. Field of vision can be defined as "range." "The entire environment that we can see without changing the eye's fixation." (Wajih Mahjoub: 2002: 191) [15]. "The goal accuracy of the players of a football team is a weapon that the team possesses and constitutes a threat to the other team, and that a player who is good at shot is a player that other teams fear, and shot goals against the opposing team is achieving the goal of the match, and without shot goals, the match becomes uninteresting, as the goal net trembles." It arouses great excitement in the audience and players, and goal training has become one of the most vital goals of players' diurnal exercise, as the victory of the match depends on one key instant in which the player aims the ball into the rival's goal to shot a goal. There is no doubt that goal training has now taken a prominent place in Daily training and the coach gives sufficient attention to training all players to master and excel at shot, and all technical exercises always end with a shot."

(Hanafi Mahmoud Mukhtar: 1996: 171) [4].

The importance of the research lies in preparing exercises that increase the player’s ability to develop the field of vision on the field and thus direct movements and skills in achieving their goals. Among these skills is the accuracy of shot for young football players, which helps players in shot goals.

Since the researchers are football players, they noticed a weakness in the level performance, in addition to the lack of shots at the opponent’s goal, except in rare cases, most of which are stray or with an unknown target. All of this is attributed by the researchers to the fact that the players do not have a clear vision inside the field without looking at the teammate and the appropriate space. The ability to shoot at the appropriate angle.

Research objective

- Preparing special exercises for the field of vision for shot skills for young football players.
- Identify the effect of field-of-vision special exercises for the shot skill on the results of tests for the variables investigated among members of the research sample.

Research hypotheses

- There are statistically significant differences between the pre- and post-tests in the field of vision for shot skill

for the control and experimental groups, in favor of the post-test.

Research fields

- **Human field:** Al Khalis Sports Club football players in Diyala Governorate.
- **Time field:** (20/12/2022) to (20/3/2023).
- **Spatial field:** Al-Khalis Sports Club Stadium.

Research Methodology

The researchers used the experimental method.

Community and sample research

The researchers chose the research sample in a deliberate manner, namely the players of Al-Khalis Sports Club in football in Diyala Governorate, who numbered (20) for the year (2022-2023). The sample was divided into two experimental and control groups by drawing a lottery, with (10) players per group, and the goalkeepers were excluded (3) Goalkeeper.

Sample equivalence

The researchers conducted an equivalence process between the experimental and control groups to test the field of vision for shot skill, as shown in Table (1).

Table 1: Shows the equality of the sample in the shot accuracy test

| Variables | Groups | Measuring unit | N | Mean | Standard deviation | T value | Error percentage | Type Sig |
|-----------------------------------|--------------------|----------------|----|------|--------------------|---------|------------------|----------|
| Test field of view for shot skill | Experimental group | Second/ degree | 10 | 2.91 | 0.0368 | 1.347 | 0.195 | Non sig |
| | Control group | Second/ degree | 10 | 2.89 | 0.0361 | | | |

From Table (1), it was found that the significance of the differences is not significant. This indicates that the two groups are equivalent in the field of vision for shot skill.

Methods and tools

Arabic sources, observation, tests and measurement, measuring tape, electronic scale, test registration form, football number (10), football field, manual stopwatch, legal goal, whistle, electronic calculator, TOSHIBA laptop calculator.

Search tests

To measure the field of vision for shot skill, the researchers used the following test:

1. Field of vision for shot skill: (Yasser Jaafar Abdullah: 2020: 78)

- **Test name:** Shot towards numbers.
- **The aim of the test:** To measure the field of vision of the goal during shot.
- **Tools used:** 6 soccer balls, whistle.
- **Performance method:** 6 balls are placed on one line, 5 meters away from the shot line, which is 15 meters away from the goal, and the distance between one ball and another is 50 cm. Then we divide the goal into 6 sections, as shown in the figure below, provided that the numbers are not in sequential order, i.e. the first may be number 4, the second is number 2, and the third is number 1. The tester stands on the line that is 5 meters from the goal line and the direction of the tester is opposite the direction of the goal. When the whistle is heard, the player rolls ball number one in the

opposite direction so that it is heading towards the goal and continues rolling until it reaches the goal line shot: Then he performs the shot process according to the fixed numbers and starts with the number one, and then the experimenter runs quickly towards the ball number (2) and rolls it towards the goal numbered (1-6) in an unorganized manner, and the shot is towards the number (2), and then heads Towards the third ball, the shot is towards the number (3), and so on for the rest of the six balls, as speedily as likely, as shown in Figure (1).

- **Recording method:** Calculating the time taken from the instruction and start until the moment the sixth ball reaches the goal or touches the goal crossbar or the imaginary line of the goal by (1/100) of a second, in addition to calculating one score for each goal scored towards the specified number, and in the event of inaccuracy, the goal is scored towards the specified number. The specified number gives a zero score, and then we add the scores to express the degree of accuracy in shot, and then we apply the following equation (Mohammed Matar Al-Ajili: 2017: 80) [14].

The skill level of the field of vision for the shot skill =

$$\frac{\text{Total accuracy score}}{\text{Performance time}} \times 30 \text{ seconds}$$

Note

- Ensuring the correctness of physical and skill performance according to the test instructions.

- The laboratory must perform the test as quickly as possible.

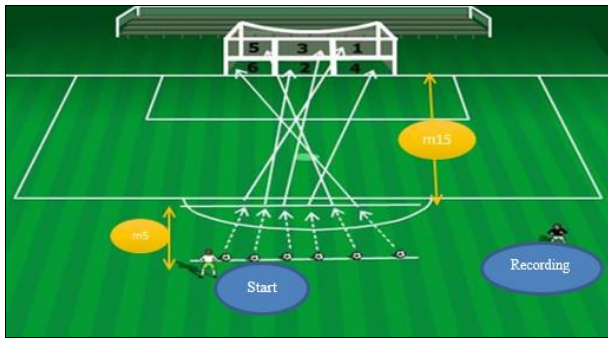


Fig 1: Shows the shot towards numbers

Exploratory experiments

1. First exploratory experiment: The researchers led the investigative trial on (7/1/2023) on Saturday with (4) players representing the Habheb Sports Club in football, as they were among the research community and on the field of the Habheb Sports Club stadium. The target of the trial was to identify on how perform the field of view test for the aiming accuracy skill in a good and accurate manner, knowing the time the test takes, and having the supporting work team obtain sufficient information about the method of performing the test and identifying the obstacles that the researchers may face.

2. Second exploratory experiment: The second investigative trial was conducted on (11/1/2023), on Wednesday, at the Habheb Sports Club stadium, with (4) players representing the Habheb Sports Club in football, as they were within the research community to learn how to perform special exercises. In developing the field of vision for shot skill, the coach and the assistant staff learn how to perform the exercises and know the time to make apiece exercise.

Pre-tests

Pre-tests were conducted on the research sample on Monday, January 16, 2023, at exactly 3:00 pm at Al-Khalis Sports Club stadium. The researchers sought to establish the circumstances related to the test in terms of place, time, tools used, the method by which the test is carried out, and the supporting work team. In order to control all conditions as much as possible and provide the same settings when directing the post-test.

Main experiment

The main experiment was implemented on (18/1/2023) until (18/3/2023) using special exercises to develop field of vision for shot skill prepared by the researchers. The number of training units reached (24) units, at a rate of three training units per week. One (Saturday, Monday, Wednesday). The duration of the exercises in the main section was between (40-50) minutes at an intensity of 80% to 100%, and in the method of repetitive training, and the time of units was (8) weeks.

Post-tests

The post-test was conducted on the research sample after completing the exercises on Monday, 20/3/2023, at (3) pm, at the Al-Khalis Sports Club stadium. The researchers, with the help of the assistant work team, tried to provide the same conditions in which the pre-test was conducted to obtain highly dependable results.

Statistical methods

Use the (SPSS).

Results and Discussion

Presentation of the results of the test (pre-post) to test the field of view of the shot skill for the experimental group

Table 2: Shows the results of the tests (pre-post) for the experimental group

| No. | Variable | N | Mean | | Std. Deviations | | Standard error | |
|-----|-----------------------------------|----|------|------|-----------------|-------|----------------|-------|
| | | | Pre | Post | Pre | Post | Pre | Post |
| 1 | Test field of view for shot skill | 10 | 2.91 | 4.87 | 0.036 | 0.302 | 0.011 | 0.095 |

Table 3: Statistical parameters T-value for the pre- and post-tests of field of view for shot skill for the experimental group

| No. | Variable | Measuring unit | Mean difference | Standard deviation of differences | T value calculated | Level Sig | Type Sig |
|-----|-----------------------------------|-----------------|-----------------|-----------------------------------|--------------------|-----------|----------|
| 1 | Test field of view for shot skill | Degree / second | 1.957- | 0.290 | 21.324 | 0.000 | Sig |

*Degree of freedom (10-1=9) with significance level (0.05).

As for the discussion results of the experimental group, it looks from Table (3) that there are significant differences in the field of vision for shot skill, and the researchers attribute the reason for these significant differences between the test results. Pre-post (pre-post) and in favor of the post-test to test the field of view of the aiming skill, the effectiveness of using special exercises that the researchers used over a period of two months and applied to the research sample, and their impact was clear on the results of the experimental group because they had specific goals, and the exercises were graduated from easy to difficult with a choice of time. Performing from the shortest to the longest, if it was appropriate for the sample as well as the goal for which it

was developed. When performing, the focus must be on seeing the specific goals and directing the balls towards them. That is, there are exercises for different stimuli in order for the player to have varied responses, and this is the same method that the player must follow in order to move correctly and accurately and direct. Balls to targets and specific places, and this was inveterate by everyone (Abu Al-Ala Abdel Fattah and Muhammad Nasr Al-Din Radwan: 1993: 76) ^[1] that “continuous training in performing any skill, clarifying the correct performance, and correcting errors leads to its performance becoming automatic and accurate without thinking about its parts.” This is what was mentioned by (Sabri Al-Adawi: 1997:53) ^[10].” The player

can become automatic in the skill upon regular training with the ball and frequent repetition of special specific exercises, in addition to the time of performance from the shortest to the longest, and that it is appropriate to the sample and the goal for which it was developed, in addition to its comprehensiveness. When performing, the focus was on the primacy of seeing the goal, that is, There is eye training from different stimuli in order for the player to have accurate responses in dealing with the situation, and it is the same method that must be followed by the player, seeing movement targets before hitting them or directing the ball to the appropriate place, and this is what he pointed out. (Al-Durrah, 2001: 41) [3]. “These exercises are important for players in various sporting events, as they must be practiced without exception, especially eye exercises, because the clear image of the player comes through the eye by shifting the pupil of the eye to the right and left to see the movement of fellow players and competitors to execute a skill.” The researchers believe that the gradual progression in the components of the training load throughout the training period, which amounts to (8) weeks and at (3) units per week, contributed significantly to raising the efficiency of the players, and thus there was a clear and significant impact on the results of the members of the research sample, and this was confirmed by (Mohamed Reda: 2008): 88) [13]. “All components of the training load must grow in balance

with the athlete's advancement. That is, the more elevated the level of advancement of the athlete, the greater the need to increase the components of the training load.” The researchers attribute the reason for the presence of significant differences in the results of the shot accuracy skill test to the use of special exercises, as the increase The number of repetitions during the training process contributed to the development of the players in this skill, as well as the type of exercises in the shot skill that simulated the conditions that the player might go through during the match, which led to the players being under the influence of a strong incentive, which is to perform the skill correctly, as he had to hit the set targets. For each of the exercises with high accuracy, correct performance with correct movement paths with few errors and repetition will lead the players to reach the exemplary performance of performing the shot skill, and the automatic result of performance as a result of repetition is that they have experience in how to act in different and changing situations during matches, this was confirmed by (Saleh Radi Amish: 1990: 74) [9]. “The more experienced a player becomes, the more he will be able to shoot the goal in the right place and with the right force.”

Presentation of the results of the test (pre-post) to test field of view for shot skill for the control group

Table 4: Shows the results between the test (pre-post) and the control group

| No. | Variable | N | Mean | | Std. Deviations | | Standard error | |
|-----|-----------------------------------|----|------|------|-----------------|-------|----------------|-------|
| | | | Pre | Post | Pre | Post | Pre | Post |
| 1 | Test field of view for shot skill | 10 | 2.89 | 3.40 | 0.036 | 0.159 | 0.011 | 0.050 |

Table 5: Shows the statistical parameters for the pre- and post-tests field of view for shot skill for the control group

| No. | Variable | Measuring unit | Mean difference | Standard deviation of differences | T value calculated | Level Sig | Type Sig |
|-----|-----------------------------------|-----------------|-----------------|-----------------------------------|--------------------|-----------|----------|
| 1 | Test field of view for shot skill | Degree / second | 0.515- | 0.171 | 9.486 | 0.000 | Sig |

* Degree of freedom (10-1=9) with significance level (0.05).

Through Table (5), which shows the differences in the arithmetic means, the calculated (t) value, and the percentage of error between the tests (pre-post) for the field of vision for shot skill of the control group, this table showed that the value of the percentage of error between the two measurements (pre-post) was less. The level of significance is (0.05), which means that the calculated (t) value has a significant value between the two measurements (pre-post), and therefore there are differences between the pre- and post-measurements, in favor of the post-test. As for the discussion results of the control group, it emerges from Table (5) that there are significant differences in the field of vision for shot skill. The investigators attribute the cause for these influential differences between the results of the test (pre-post) and in favour of the post-test to the effectiveness of using the curriculum prepared by

the trainer, as the curriculum Used by the coach, as it was prepared in a sound scientific manner. The coach took into account the players' levels, abilities, and abilities, through the process of choosing the correct and appropriate method in dealing with the players, as the gradation from easy to difficult was used in applying the approach. This is what was confirmed by (Muhammad Subhi Hassanein: 1995: 267). “It is noted that reaching exemplary performance with a small percentage of errors comes through effective and appropriate training, as the learner reaches fast and accurate performance, and this is one of the signs of mastery of learning and reaching the automatic stage in performance.”

Presentation of the results of the test (post-posttest) of the field of view for shot skill for the experimental and control groups

Table 6: Shows the statistical parameters for the post-tests field of view for shot skill for the experimental and control groups

| No. | Variable | Measuring unit | Experimental group | | Control group | | T value calculated | Level Sig | Type Sig |
|-----|-----------------------------------|-----------------|--------------------|-----------------|---------------|-----------------|--------------------|-----------|----------|
| | | | Mean | Std. Deviations | Mean | Std. Deviations | | | |
| 1 | Test field of view for shot skill | degree / second | 4.87 | 0.302 | 3.40 | 0.159 | 13.515 | 0.000 | Sig |

* Degree of freedom (10-1=9) with significance level (0.05).

As for the discussion of the results, it appears from Table (6) that there are significant differences in the field of vision

for shot skill. The researchers attribute the reason for these significant differences between the test results and in favor

of the experimental group in the field of vision for shot skill to the effectiveness of the use of special exercises by the experimental group that were developed. According to sound scientific foundations that were appropriate to the abilities and characteristics of the sample, a gradual approach was used in applying the exercises from easy to difficult, and controlling repetitions and rest periods, as mentioned (Saad Moneim Al-Sheikhly: 2002: 63) ^[6]. "The training process opposes success and grows the level of the sportsperson who is bare to schedules to scientific, and these differences come as a consequence of a promise to the basic principles of training science, and one of those values is the rule of incremental, and the rule that suits the training load with the powers and ability of the athlete," and that using regular exercise has assisted in the emergence of evolution in the level of players by creating physiological adaptations for the players and thus improving the physical and skill level, and this is what was approved by (Muhammad Hassan Allawi and Abu Al-Ala Ahmed: 1984: 22) ^[12].

"The training load is the main means of inducing physiological effects on the body, which improves responses, and then adapts the body's systems and raises the level. Therefore, it is considered one of the most important factors for the success of the training program and thus improving the level." The exercises were prepared in accordance with the theories of sports training science from Where the progression from easy to difficult and the change in the work of muscle groups as well as training physical and motor abilities because they are closely related to skill performance, as the skill requires different movements. This means that the skill has its own compatibility, which requires precise work of the neuromuscular system, and this is what was confirmed. (Coerver: 2011: 27) ^[17]. "Distinctive skill performance occurs with precise nervous and muscular coordination in terms of acceleration and deceleration of the parts of the body that make up the movement and according to the tactical behavior accompanying that situation, and this is what was mentioned by (Hassan Al-Sayyid Abu Abdo: 2014: 79) ^[2]. To ensure mastery of skills and work to stabilize and diversify them during competition, the athlete must spend time. To another by performing these skills under different conditions characterized by an increased degree of difficulty factor. This is what was confirmed (Saad Moneim Al-Sheikhly: 2000: 137)" ^[8]. The football training process is a long-term process and has its own characteristics. The main reliance is on improving the physical fitness of the players. Although physical fitness is not the primary goal, this factor is decisive for developing other factors. Physical fitness means adapting bodily functions to suit a wide range of external requirements. The internal factors that affect the individual are that this special and appropriate adaptation is related to the ability to perform, and that modern football requires a high level of physical fitness and skill, which requires physical and functional requirements, which requires a broad training curriculum to enhance capabilities, muscular endurance, and cardiovascular efficiency."

The objective of the process is to grow all aspects, especially the basic skills of in general and the shot skill in particular, as it is "It includes an essential aspect of the daily unit based on the principle that fundamental skills are the basis of the game of football, as robbed of them the player cannot share the tactical duties given to him. A football

player can be a good player if he learns the basic skills and heads them in the required manner." Thus, the most important exercise duty is to work to bring the players to the highest level of training status (Saad Moneim Al-Sheikhly: 2019: 265) ^[7]. The process of controlling repetitions and the rest period between repetitions and between exercises has been developed scientifically, allowing the player to regain energy to perform the next exercise. This is what was mentioned by (Abdul Rahman Abd al-Hamid: 2000: 251) ^[11]. "The rest should not be too long so that it does not lead to complete recovery, nor should it be too short so that it does not lead to fatigue and a decreased level of performance."

Conclusions and Recommendations

Conclusion

Through what happened founded on the results obtained by the researchers, they special exercises for the field of vision for shot skill have an effect in increasing the shot skill of young football players.

Recommendations

Need to pay attention to activating the role of the special exercises used in the current study, as proven by the positive results. To develop the skill of shot in football, it is necessary to conduct more research and studies that address the effect of special exercises in other sports events and sports and on different samples.

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Appendix (1) Shows the exercises used

| No. | Exercises | Notes |
|-----|--|-------|
| 1 | Shot exercise towards a moving target. The player stands on the penalty arc. The fellow player stands on the side outside the penalty area, parallel to the penalty mark. The coach stands behind the player holding tennis balls in his hand. The fellow player (2) hands the ball to the player performing the exercise who is on the penalty arc, who receives the ball and shoots. To the angle in which the ball is thrown by the coach from behind the tested player before receiving the ball. The shot is made directly without putting the ball down. | |
| 2 | Shot exercise towards the numbered circles. The player performing the exercise starts or runs for a distance of 10 metres, and upon reaching the line of performing the shot skill, player (2) performs a short tackle, and then player number (1) scores on the squares in the goal, according to the sequence from (1- 4). | |
| 3 | Shot exercise towards the colored circles: The player performing the exercise starts or runs for a distance of 10 metres, and upon reaching the line of performing the shot skill, player (2) performs a short tackle, and then player number (1) scores on the colored circles in the goal, according to the coach's instructions towards the color. Determined by the trainer. | |
| 4 | Shot exercise towards numbered squares. The player performing the exercise starts or runs for a distance of 10 metres. Upon reaching the line to perform the shot skill, player number (1) shoots the balls on the line, numbered (4). The player scores on the squares in the goal, according to the sequence from (1-4). | |
| 5 | Shot exercise towards numbered circles. The player performing the exercise starts or runs for a distance of 10 metres. Upon reaching the line to perform the shot skill, player number (1) shoots the balls on the line, numbering (6). The player scores on the squares in the goal, according to the sequence from (1-6). | |
| 6 | Shot exercise towards sequentially numbered circles. The player performing the exercise starts or runs for a distance of 10 metres. Upon reaching the line to perform the shot skill, player number (1) shoots the balls on the line, numbered (4). The player scores on the circles in the goal, according to the sequence. From (1-4). | |
| 7 | Shot exercise towards sequentially numbered circles. The player performing the exercise starts or runs for a distance of 10 metres. Upon reaching the line to perform the shot skill, player number (1) shoots the balls on the line, numbering (5). The player scores on the circles in the goal, according to the sequence. From (1-5). | |
| 8 | Shot exercise towards sequentially numbered circles. The player performing the exercise starts or runs for a distance of 10 metres. Upon reaching the line to perform the shot skill, player number (1) shoots the balls on the line, numbering (6). The player scores on the circles in the goal, according to the sequence. From (1-6). | |
| 9 | The exercise of placing a frame in the form of a circle with a width of (50) cm in the four corners of the goal. The exercise begins by playing balls from a distance of (5) meters into the circles. | |
| 10 | Geometric shapes exercise (square - circle) The exercise is performed by kicking balls into geometric shapes that are installed inside the goal (a square at the top right, a circle at the top left, a square at the bottom left, and a circle at the bottom right) from a distance of (10) meters and in front of the goal. | |
| 11 | Geometric shapes exercise (square - circle) The exercise is performed by kicking balls into geometric shapes that are installed inside the goal (a square at the top right, a circle at the top left, a square at the bottom left, and a circle at the bottom right), from the penalty area line and in front of the goal. | |
| 12 | Geometric shapes exercise (square - circle) The exercise is carried out by rolling the ball between (5) markers, then kicking the ball to the geometric shapes that are installed inside the goal (a square at the top right, a circle at the top left, a square at the bottom left, and a circle at the bottom right) from the penalty area line in front of Goal | |