



---

**IMPACT OF EXERCISES ACCORDING TO TOLMAN'S THEORY IN  
DEVELOPING FOOTBALL STRATEGIES FOR JUNIOR****Qamar Lafta Safi**

Basrah Education Directorate, qamarlafta2@gmail.com

**Dr. Montather Majeed Ali**

Faculty of Physical Education and Sports Sciences/ Basrah University

montader.ali@uobasrah.edu.iq

**Abstract**

Researcher found that it is necessary to use exercises that are appropriate in developing playing strategies better and these exercises have their own and influencing features in developing the level of play performance. Hence the importance of research in the use of exercises according to Tuelman theory in developing playing football strategies for juniors, while research problem lies in lack of use of educational exercises on the foundations and modern educational theories and theories of modern educational in stages of developing playing strategies for football players, and this is reflected negatively on the level of play performance and plans and psychological performance, which affects the team's results. In developing play strategies. research aims to identify the impact of exercises according to the Tuman theory in developing football strategies for young players. Behavior) researcher concluded that the use of exercises according to Tuelman theory in developing playing strategies has an active and influential role in changing the behavior of educated individual, and the researcher recommended necessity of choosing exercises and appropriate method for capabilities of learners and developing the plans and knowledge side

**Keywords ;** Tolman's Theory ; Football Strategies ; Junior .**1- Introduction and Importance of Research:**

Importance of research and the need for it is highlighted by preparing educational exercises according to the Tolman's theory to develop playing strategies (level of play performance) in football for Junior players in order to contribute effectively to upgrading the level of skill and planning performance for Junior players in football works on a real forecast that leads to identification and absorbing a movement (Competitors, ball, colleagues, the effectiveness of the team's performance) These are complex moves and cannot be predicted in different parts of the square and the correct decision -making except through the development of perception and deep understanding of the gam.

**Research problem:1- 2**

We see that some players have high skills, but they cannot apply play strategies and vice versa that there are players who have weak skills and can perform some advanced plans tactics and therefore the researchers has adopted that he addresses this problem according to a significant scientific theory, which is the Tolman's theory that indicates tracking functional signs that can To facilitate the process of knowledge and perception, the player and thus accelerate the learning process and realize the positions, and here the researchers resorted to

adopting exercises according to Tolman's theory in developing football strategies for the juniors.

**1-3 Research Aime:**

- 1- Learn about the effect of exercises according to Tolman's theory in developing football strategies.
- 2- Preparing a proposed educational exercise curriculum according to Tolman's theory in developing playing strategies

**1-4 Research Hypothese:**

- 1- Exercises according to Tolman's theory are better than traditional curriculum in developing football strategies.

**1-5 Research Fields:**

- 1-5-1 Human field. : Al -Deir Sports Academy players.
- 1-5-2 Spatial field:Al- Deir Sports Academy Stadium.
- 1-5-3 Time field: the period from 10 /7 /2022 to 1 /9 / 2022.

**Research methodology and field procedures-2**

**Research Approach:-12**

The curriculum: “It is the way that leads to a certain reality, and that the nature of the problem determines the researcher by choosing the appropriate approach to this problem” (Maysa Latif: 2021).

Researchers used the experimental curriculum in the style of the two equal groups, due to its suitability nature of research.

**2 -1- 1 Society and Research sample:**

Research community was chosen in a comprehensive inventory of players from the Al-Dair Sports Academy of Football (Junior Category), who numbered (60) players with ages (14-15) years. Celsius of (40%) of the research community, and they were randomly divided into lottery into two groups by (12) twelve players for each group, so the first group has used exercises according to the Tolman's theory and is subject to the practice of proposed educational curriculum and second group uses traditional curriculum and is subject to the practice of the curriculum the coach.

**2-2 Devices, Tools and Means of Collecting information used in Research**

Arab and foreign references and sources. Tests Forms Assessment of Playing Cases. The information network. The sample information form. Time watch (3). Football stadium, a leather measuring tape (50 m). Plastic faces (24). Zera (6). Pakistan -made Adidas soccer number (20). Colorful adhesive tapes, colored cartoons, Draon cameras 2 .

**-1 Determine Tests to Measure level of Playing Football--22**

Researchers has set up a playing football performance level for junior football on knowing level of play and how to determine degree for each player for all behavior paragraphs..

Linda L. Griffin and Other: 1997) ( **Play performance Evaluation test2-2- 2**

Researchers used the performance evaluation system prepared by (Griffin and Others 1997) and this system is characterized by using the playing and evaluation performance analysis

form, and it is to suit individual or difference open games, and at the same time it may not suit all games and can be used in football, basketball, plane, feather and tennis games.

He added that the researcher or the observer can change, modify or add some paragraphs or cancel some of them in a way that suits the requirements of the playing status, and to perform honesty and steadfastness operations on them. Linda L. Griffin and Other: 1997)(

### **2- 3 Exploration Experiences:**

1-5-3 first Exploration experience: researchers conducted to evaluate the level of play performance (play strategy) on Saturday on 18/6/2022 on a group of players belonging to the Al-Deir Sports Academy, which number (12) players, at a rate of (20%) Their choice is randomly, and the researcher made a football match between the players of the Al -Deir Sports Academy and from outside research sample .

### **2-4 Field Research Procedures**

#### **Tribal Tests:-142-**

tribal test was conducted to evaluate the performance of the experimental group on Thursday 7/7/2022 at the Der Sports Academy Stadium in a match between experimental group and Sports Agriculture Academy

Likewise, a tribal test was held to evaluate the play performance of control group on Saturday 9/7/2022 AD in a match between the control group and the Al -Bomsheh Sports Academy at Al -Deir Sports Academy stadium, and that was after research sample members identified its two experimental groups that work on theory. Traditional

#### **2-4-2 Applying Proposed Educational Curriculum:**

“ Raising level of the learner’s absorption and understanding of educational materials, which leads to the acceleration of the learning process (Muhannad Karim & Ahmed Abdel Aziz: 2019)

After conducting exploratory experience and ensuring the integrity of procedures followed and testing and the method of implementing the curriculum, the application of the main experience was initiated by starting to implement educational units. The researchers has applied proposed educational exercises according to the Tuelman theory to members of the experimental group for the period from 10/7/2022 m to 1/ 9/2022 AD in the Square of the Al -Deir Sports Academy stadium for a period of (8) eight weeks and at (3) three educational units per week, as the time of the educational unit was (90) minutes, and the curriculum units were applied in the days of Sunday, Tuesday and Thursday of each week

The researchers were designed by the educational curriculum according to Tolman's theory, as most of the proposed exercises were included in the three basic rules of the Tuelman theory, as follows

First: : Suggested exercises according to spatial learning of Tolman's.

Second: Suggested exercises according to learning by expecting Tolman's.

Third: Suggested exercises according to inherent learning of Oman

#### **2-4-3 Post- Tests:**

post test was held to evaluate the performance performance of the experimental group on Saturday 3/9/2022 AD at the Stadium of Sports Academy in a match between the experimental group and the Sports Agricultural Academy Also, the post test for evaluating the play

performance of the control group on Sunday 4/9/2022 in a match between the control group and the Al -Bomsheh Sports Academy at the Al -Deir Sports Academy stadium

**-5 statistical means used 2**

researchers used the statistical program (SPSS -Ve 17) to process data

**View Results3-**

display, analysis and discussion of results of level of play performance.3-1

**3-1-1-** display results of the variables, the behavior paragraphs of tribal and post tests of experimental group and their analysis.

**Table (1)**

**shows mathematical medium, standard deviation, standard error of differences, calculated value (T) and potential value For results of tribal and post-test research variables of experimental group**

Verbal	M/U	Tribal Test		Post-Test		Standar d error	T collecte d	probabili ty value	indicati on
		M	S	M	S				
Bace	degr ee	31.83 3	5.74 9	49.4 16	12.6 59	2.975	5.909	0.000	<b>Moral</b>
Right move	degr ee	28.08 3	9.04 9	41.5 00	6.12 7	2.261	5.933	0.000	<b>Moral</b>
Make decision	degr ee	29.25 0	8.01 2	35.9 16	3.52 8	2.484	2.684	0.021	<b>Moral</b>
Skill implementation	degr ee	28.08 3	7.14 0	35.4 16	2.67 8	2.023	3.623	0.004	<b>Moral</b>
Preparing and preparing	degr ee	27.02 5	7.02 5	34.5 00	6.89 5	2.404	2.946	0.013	<b>Moral</b>
Void	degr ee	26.25 0	7.46 0	33.2 50	1.71 2	2.026	3.455	0.005	<b>Moral</b>
<b>(Protection)guard ing and moving</b>	degr ee	24.41 6	6.43 0	32.5 00	3.60 5	1.982	4.077	0.002	<b>Moral</b>

**Table (1) shows results of research sample in behavior variables of tribal and post tests of experimental group**

through above table it confirms the moral differences between the computational circles and indicates the existence of moral differences between the tribal and post test of the experimental group in all variables and in favor of the post -test test.

3-1-2 display the results of the variables, behavior paragraphs of tribal and post tests the control group and their analysis

**Table (2)**

**Mathematical meadum standard deviation, standard error of differences, calculated value (T) and potential value of results tribal and post -test research variables of control group**

Verbal	M/U	Tribal Test		Post-Test		Standar d error	T collecte d	probabili ty value	indicati on
		M	S	M	S				
Bace	degre e	29.41 6	6.41 6	36.0 00	10.6 77	3.236	2.034	0.067	<b>Moral</b>
Right move	degre e	26.50 0	5.28 2	33.8 33	5.18 4	2.046	3.584	0.004	<b>Moral</b>
Make decision	degre e	26.75 0	6.45 4	32.1 66	4.52 9	2.284	2.371	0.037	<b>Moral</b>
Skill implementation	degre e	28.66 6	6.40 0	31.7 50	4.55 5	2.079	1.483	0.166	<b>Rando m</b>
Preparing and preparing	degre e	25.66 6	6.56 8	27.1 66	5.90 5	2.893	0.518	0.614	<b>Rando m</b>
Void	degre e	25.41 6	5.69 6	27.8 33	4.32 4	1.997	1.210	0.252	<b>Rando m</b>
(Protection)guard ing and moving	degre e	22.75 0	5.89 4	28.1 66	4.83 9	1.689	3.206	0.008	<b>Moral</b>

Table (2) shows the results of the research sample in the behavior variables of the tribal and post tests of the control group .

Through above table, it confirms moral differences between mathematical circles and indicates existence of moral differences between tribal and post test of group control group in all variables and in favor of post -test

**Table (3)**

**Explains statistical results to assess degrees of appropriate and inappropriate cases according to scale of (post-tests) and experimental and control groups**

Behavioral paragraphs	Experimenta group					Control group				
	Appropriate cases		Incomitable cases		Evaluation playing performance	Appropriate cases		Incomitable cases		Evaluation playing level performance
	repeti tion	deg ree	repeti tion	deg ree		repeti tion	deg ree	repeti tion	deg ree	
Bace	215	559	34	34	16,44	155	397	35	35	11,34
Right move	174	462	36	36	12,83	141	369	37	37	9,97
Make decision	153	399	29	29	13,75	131	346	31	31	11,16
Skill implementati on	149	385	26	26	14,80	134	352	29	29	11,13
Preparing and preparing	148	386	28	28	13,78	113	295	31	31	9,51
Void	128	377	24	24	14,04	116	307	27	27	11,37
(Protection)g uarding and moving	132	399	22	22	15,40	119	307	26	26	11,80
Total	1099	2867	199	199	101,04	155	2373	216	216	76,28

It is clear from Table (3) that there is a great excellence in evaluating the degrees of appropriate cases to perform the play at the experimental group than in the officer group (2867, 2373). In inappropriate cases, the exact opposite of that was the exact opposite. (199, 216). This indicates that the experimental group that practiced skills teaching cases using exercises according to the Tuelman theory with changing playing cases has excelled in its evaluation of the level of play performance and this indicates the importance of the player's planning knowledge and is known as "a set of ideas and prior planning by individuals or specialists who lead The educational process for a group of players who have basic experiences and skills in the field of the game and are able to implement these ideas on the field and put solutions through analysis and exploration during the match to address the problems they face during the competition (Hazem Nuri and Ahmed Abdel Aziz: 2020). For the purpose of completing statistical treatments Specialized in this system, the researcher used the equation to assess the level of play performance, so the trial group excelled over the control group (14,43, 10,89)

**total evaluation of the playing level = Total play performance degrees for each paragraph**

**number of paragraphs behavior**

101.04

total evaluation of the playing level of experimental group = ----- = 14.43

7

76.28

total evaluation of the playing level of control group = ----- = 14.43

7

To find out a comparison to assess the level of play performance and find the moral differences indicating two experimental and control groups, table (4) shows the (T) test between two groups.

**Table (4)**

**mathematical medium, standard deviation, and calculated (T) value of results research variables dimension of experimental and controlled groups**

Verbal	M/U	Experimental group		Control group		T collected	Sig. (2-tailed)	indication
		M	S	M	S			
<b>Bace</b>	degree	49.416	12.659	36.000	36.000	2.806	0.01	<b>Moral</b>
<b>Right move</b>	degree	41.500	6.127	33.833	33.833	3.309	0.003	<b>Moral</b>
<b>Make decision</b>	degree	35.916	3.528	32.166	32.166	2.263	0.034	<b>Moral</b>
<b>Skill implementation</b>	degree	35.416	2.678	31.750	31.750	2.404	0.025	<b>Moral</b>
<b>Preparing and preparing</b>	degree	34.500	6.895	27.166	27.166	0.798	0.01	<b>Moral</b>
<b>Void</b>	degree	33.250	1.712	27.833	27.833	4.035	0.001	<b>Moral</b>
<b>(Protection)guarding and moving</b>	degree	32.500	3.605	28.166	28.166	2.487	0.021	<b>Moral</b>

It is clear through Table (4), as there is a moral difference between the mathematical circles and indicates the existence of moral differences between the dimensional measurements of the individuals of the two groups of all variables and in favor of the experimental group.

### **3-2 Discuss the Results :**

#### **3-2-1 Discussion of the results and cases of performance performance evaluation experimental and control groups**

It was evident through the tables (10,8,6) there are statistically significant differences between tribal and dimensional tests in behavioral variables (the rule, the right move, a decision, the implementation of skill, preparation and preparation, bridge the vacuum, protection guarding and moving) and for the benefit of the tests The dimension of the experimental group. As for the control group, there were statistically significant differences between tribal and dimensional tests in behavioral variables ((the right move, decision -making, protection (guarding and moving) and this is due to the nature of behavior and its correspondence with the curriculum prepared by the trainer at the Monastery Sports Academy (The traditional curriculum), as well as it is clear from the statistical processors data to the absence of statistical differences between the tribal and post test of the group controlling in the behavior of (the rule, the implementation of skill, preparation and preparation, bridge the voi) This development is the result of the application of skill and planning dates according to the Tuelman theory (Magill, 1998) confirms that changing the skill performance requires the learner to generalize the motor program in various tables and at different levels of overlap and will have a positive impact on keeping and moving to the state of real play (Magill. A.R.M: `1998) Therefore, the role of exercises is very large and important, as“ organizing exercises in a variety or variable is more influential in learning from exercises in a steady manner. In that process (Amer Abbas & Amjad Shaker: 2020), as well as freedom of thinking and behavior of players, he works to develop the player skillfully and planning.

This is confirmed by Dhafer (2002) that "increasing the independence of the learner and his movements during the performance creates a similar situation to play and within many options and investing the play sites, and this increases the phenomenon of overlap in the learning environment and its impact is better on learning (Dhafer Hashem: 2002) .

And that giving freedom thinking, behaving and insight to the player will give positive results in developing play strategies, by analyzing the results that occur during the matches and analyzing the performance of players and the team in general, and these results can be analyzed to determine the mistakes that were committed and develop solutions to overcome them in the upcoming matches

As the preparation of the typical environment for exercises, their circulation and their organization is the key to building the educational unit that elevates and improves the skill performance that is related directly to the planning performance (Fathi Sabri & others: 2021) and through the analysis of the results, strong points and weakness can be determined in the level of play performance and the development of appropriate strategies to improve Performance level. For example, players 'performance can be analyzed in defensive situations and the development of appropriate strategies to improve the level of defense players, or to analyze players' performance in offensive situations and develop appropriate strategies to improve the attack.



Consequently, it can be said that the Tuelman theory helps in developing football strategies in football, by giving exercises to develop the level of performance playing as well as by analyzing the results and analyzing the performance of players and the team in general, and developing solutions to improve the level of play performance and enhance the basic skills .

#### **4-Conclusions and Recommendations**

##### **4-1 Conclusions:**

In light of the results of the study and to achieve its goals, the following researcher concluded:

1- Educational exercises according to the Toyelman theory have a positive and effective influence in developing junior football strategies.

##### **4-2 Recommendations:**

In light of results reached by the study, according to the conclusions and the results of the study within the limits of (sample), its interpretations and analyzes, the following researcher recommends.

1- The necessity of taking the educational curriculum (exercises) according to the Tuman theory because of its great impact on developing the football strategy for juniors aspect.

##### **References :**

- 1-Dhafer Hashem Ismail( 2002): The intertwining method and its impact on learning and development through the spatial organizational options for the tennis education environment. PhD thesis, Faculty of Physical Education University of Baghdad p. 48.
- 2-Journal of Studies and Research of Physical Education, Basra University -Issue 63 of (2020) Impact of the strategy of singularity of learning according to the Killer plan and the use of multimedia in teaching some basic skills in football, Prof. Dr. Amer Abbas Issa, M. Amjad Shaker, Basra University p 3 .
- 3-Journal of Physical Education Studies and Research, Basra University - Issue 66 of (2021) The effect of complex training in developing physical and skilled performance and planning knowledge for young football players, M. Fathi Sabry - Hamid - Basra Education, Youssef Salman Khalil, Sami Odeh Saleh - University Basra, p. 11.
- 4-Journal of Studies and Research of Physical Education, No. 64 of (2020) The effect of the use of structural learning strategy in developing some cognitive aspects of football for students of the third stage in the Faculty of Physical Education and Sports Sciences, M. Hazem Nuri Katta, Prof. Dr. Ahmed Abdulaziz Obaid, Basra University, P. 3 .
- 5-Journal of Studies and Research of Physical Education, Basra University - No. 60 of( 2019) The effect of the use of the Marzano model in teaching the skills of handling and rolling in football, M. Muhannad Muhammad Karim, Prof. Dr. Ahmed Abdulaziz Obaid, Basra University, p. 2.
- 6-Journal of Physical Education Studies and Research, Basra University -Issue 66 of (2021) mental perception and its relationship to performing basic football skills for emerging players, Prof. Dr. Maysa Latif Salman, College of Political Science, University of Baghdad, p. 4.
- 7-Linda L. griffin &other : (1997) Teaching sport concepts and skill, Atactical games A pprouch, il Human kentics, u.s.a., P 221.

8-Magill. A.R.M. : (1998) motor Learning concept &Application reed, W,M,M,C, Brown publishers, USA,,p 98

McCracken, H.D : ( 1992) Atest of schema theory of discrete Motor Learning\_ Journal of motor behavior, p 201.