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Building standard levels of tactical behavior in the attacking third to assess the tactical training status of Premier League club players for the 2022/2023 sports season researcher

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Abstract

Chapter One: Introduction to the research and its importance

The football game is one of the games that has received increasing global interest in all countries of the world, as it has witnessed a tremendous development in preparing players, Organizing their tactical movements, and on the basis of that the correct tactical behavior is implemented in every situation of the match, The motivation that the player possesses is all that is high, the player is effective in training and in the match, and therefore it is important for the player to have a special motivation to improve his skill, tactical and mental level, You can reach it by observing the different positions during the match, The research objectives were:

1. Preparing criteria for tactical behavior in the offensive third of the research sample individuals.
2. Setting standard levels for the tactical behavior of the offensive third of the research sample individuals

As for the second chapter: the researcher used the descriptive approach due to its suitability to the nature of the problem. As for the most important conclusions and recommendations: This chapter included a set of conclusions that the researcher reached, the most important of which are.

1. Most of the sample enjoyed tactical behavior with an offensive third of the research sample.
2. The most important recommendations were.
3. They used the computerized tactical behavior test periodically to express the extent of the development of the research sample in tactical behavior.

Keywords: Standard levels, tactical behavior, computerized, attacking third, training case

Introduction

Introduction to the research and its importance

The football game is one of the games that has received increasing global interest in all countries of the world, as it has witnessed a tremendous development in preparing players, organizing their tactical movements, On the basis of this, the correct tactical behavior is implemented in every situation of the match. The motivation that the player possesses, the higher the player is, the more effective the player is in training and in the match. Therefore, it is important for the player to have a special motivation to improve his skill, tactical and mental level. Football is a decision-making game. It is quick, just as the player is quick in movement, and the speed of action requires the ability of the player to digest the information that reaches him by observing the different situations during the match.

The more the player is able to act quickly and notice the information that reaches him and understand it, he will be able to think quickly, deducing what must be done, executing the required move at the right time, as compound exercises have a clear effect on the development of performance during matches, and this indicates that tactical skill performance is affected. The factor of place or area on the field, where it requires the player to make quick and appropriate decisions according to the type of performance and in line with the requirements of the team's game plans, whether in the defensive third, middle or attack, (2:89) In football, there are many situations and changing situations during the game, which requires the player to focus his attention to notice the situation and then realize the positions of his fellow players and competitors, which results in his appropriate tactical behavior.

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Good athleticism, reaction speed and willpower. Hence the importance of research in building standards for tactical behavior in the offensive third to evaluate the training status of Premier League club players.

Research Problem

Through the long experience of the researcher in the game of football, being like all the junior, youth, Olympic and national national teams, and currently an analyst on TV channels for league matches, he found that most of the players are weak in tactical behavior, especially in the offensive third, because most of the coaches when they put the exercises do not care about the tactical behavior of the players because their exercises flow into Places are limited in the playground and are not distributed in the play areas and how to link them together. Through the foregoing, the researcher generates the following question:

1. Do the coaches use, in their training, tactical positions similar to the conditions of the match that make them able to find solutions in matches, especially in the attacking third?

Research objectives

1. Setting special standards for tactical behavior in the offensive third to assess the training status of Premier League club players for the 2022/2023 sports season.
2. Setting standard levels for tactical behavior in the attacking third to assess the training status of Premier

League club players for the 2022/2023 sports season.

Areas of research

Human Field: Premier League club players for the 2022/2023 sports season.

Time range: The period from 1/12/2022 to 15/6/2023

The spatial field: The halls of the clubs participating in the Premier League.

Chapter two

Research methodology and field procedures

Research Methodology

The researcher relied on the descriptive survey method due to its suitability to the nature of the problem as the most appropriate and easiest method to achieve the objectives of the study.

The research community and its sample

The researcher chose the research community from the players of the Premier League clubs for the 2022/2023 sports season, whose number is (600) players distributed among (20) clubs, with (30) players for each club registered in the Central Football Association, and the research sample was chosen by the intentional method, whose number is (300). Players who occupy the midfield and attack positions, as each club represents (15) players only, as shown in Table (1).

Table 1: Shows the specifications of the community and the research sample

	The clubs	العدد الكلي	الاندية
1	Police	30	15
2	Air Force	30	15
3	Al-Zawraa	30	15
4	Altlbaa	30	15
5	Alkhrbaa	30	15
6	Najaf	30	15
7	Karkh	30	15
8	Nowruz	30	15
9	Erbil	30	15
10	Maysan Oil	30	15
11	Alkasem	30	15
12	Zakho	30	15
13	Basra Oil	30	15
14	Karbala	30	15
15	Oil	30	15
16	Missan Oil	30	15
17	alhdood	30	15
18	Duhok	30	15
19	saanaa	30	15
20	Diwanayah	30	15
The total		600	300

Research Tools

Research tools are the means by which the two researchers can collect data and solve the problem to achieve the research objectives, whatever those tools are of data, samples and devices (9:218). The researcher has used the following means and devices:

Data collection Methods

Arabic and foreign sources and references:
The International Network (Internet).

Devices and tools used in the research (auxiliary means)

The researcher used the following devices and tools:

- Calculator number (5) type hp.
- Closed hall.

Schematic behavior test (computerized)

Name of the test: Tactical behavior in the attacking third of soccer players (6:86):

The aim of the test: To measure the tactical behavior of each player.

Tools: calculator, closed room.

Performance method: The player sits in front of a table and in front of him is an HP calculator, where the coach displays the positions of the tactical behavior of the player, where the player presses the start button, so that the program displays

the positions successively, each position for seven seconds, and the number of positions is 70 positions.

Instructions: Distributing the grade is based on four options, the highest option is (4) degrees and the lowest option is (1) degrees.

Registration: The total number of correct scores obtained by the player is calculated, knowing that the highest score obtained by the player is 280 degrees.

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Exploratory experience

The researcher conducted an exploratory experiment on 12/5/2022 on a sample of (10) players, and after conducting the experiment, they were excluded from the sample with its results. The aim of the experiment was:

1. Ensure the validity of the test.
2. Identify the expected errors and obstacles in the implementation of the test.
3. Ensure that the computers used are valid.
4. Know the time it takes to take the test.

Scientific foundations of the test

The validity of the test

The researcher extracted the validity of the test as he used the validity of the content or content by presenting the test to experts and specialists to seek their opinions about the validity of the test, as "we can consider the test valid if it is presented to a number of specialists or experts in the field that the test measures and they judge that it measures what set to measure it sufficiently" (10:148)

The stability of the test

The researcher conducted the tests from (10/12/2022) and after seven days had passed, the test was repeated on 17/12/2022) and then treated the results of the two tests statistically, using Pearson's law of correlation. The results

came out that all correlation coefficients (stability coefficient) are good as in the table (2).

Objectivity of tests

The researcher extracted the objectivity of the tactical behavior test by recording the results of the degrees of two judgments (*), and processing the results statistically using the simple correlation coefficient (Pearson) between the degrees of the first judgment and the second judgment.

Table 2: Shows the coefficient of reliability and objectivity of the candidate tests

The test	Constancy	Objectivity
Schematic action	0.89	0.91

The main and basic experience of the research: -

The researcher conducted the main experiment on 12/15/2022 on the players of the Premier League football clubs for the 2022/2023 sports season, as the test took each club for two days due to the pressure of the matches and the travel of the players, as well as taking into account the rest after the match.

The statistical methods used in the research:

The researcher used the ready-made program (SPSS) in the statistical bag to process the data and obtain the results.

Chapter Three

View the results

Statistical description of the distribution of the test on the sample: The researcher extracted the arithmetic mean, standard deviation, median, and skewness coefficient to identify how the test was distributed when applied to the sample. Table (3) shows the descriptive statistics of the test.

Table 3: Descriptive statistics for the tactical behavior test

The test	Mean	Standard Deviation	Mediator	Torsion Modulus
Schematic action	195.25	17.74	192.50	0.23

Standards

After conducting the steps for applying the test of the tactical behavior variables to the sample, the results were obtained, which came in raw degrees, and to achieve the objectives of the research represented in finding the status of the standard scores for the tactical behavior, as "obtaining the raw scores is one of the easy matters in relation to the measurement, but the difficulty lies in the interpretation These grades and give them a meaning and significance, due to the different means of

measurement from one test to another, and to reach the standards, the raw grades must be converted into standard grades, which is a means to determine the relative status of the raw grades. Then these scores can be interpreted and their results evaluated" (9:129), including the use of the Standard Score modified by the sequential method as one of the standard means for evaluating the numbers recorded by the players (9:36), noting that its values range from (100 - zero). i.e. from highest to lowest, as shown in Table (4).

Table 4: It shows the modified raw and standard scores by the sequential method of the tactical behavior test

The grade is raw	Standard score	The grade is raw	Standard score	The grade is raw	Standard score	The grade is raw	Standard score
149.23	25	193.48	49	237.73	74	281.98	100
147.46	24	191.71	48	235.96	73	280.21	99
145.69	23	189.94	47	234.19	72	278.44	98
143.92	22	188.17	46	232.42	71	276.67	97
142.15	21	186.40	45	230.65	70	274.90	96
140.38	20	184.63	44	228.88	69	273.13	95
138.61	19	182.86	43	227.11	68	271.36	94
136.84	18	181.09	42	225.34	67	269.59	93
135.07	17	179.32	41	223.57	66	267.82	92
133.30	16	177.55	40	221.80	65	266.05	91
131.53	15	175.78	39	220.03	64	264.28	90
129.76	14	174.01	38	218.26	63	262.51	89
127.99	13	172.24	37	216.49	62	260.74	88
126.22	12	170.47	36	214.72	61	258.97	87

124.45	11	168.70	35	212.95	60	257.20	86
122.68	10	166.93	34	211.18	59	255.43	85
120.91	9	165.16	33	209.41	58	253.66	84
119.14	8	163.39	32	207.64	57	251.89	83
117.37	7	161.62	31	205.87	56	250.12	82
115.60	6	159.85	30	204.10	55	248.35	81
113.83	5	158.08	29	202.33	54	246.58	80
112.06	4	156.31	28	200.56	53	244.81	79
110.29	3	154.54	27	198.79	52	243.04	78
108.52	2	152.77	26	197.02	51	241.27	77
106.75	1	151	25	195.25	50	239.50	76

Determine the standard levels

After finding the standard score for the results of the sample in the test, the standard level was determined according to the Gauss curve for the normal distribution, Figure (1), as "most of the traits and characteristics that are measured in physical education are close to the distribution of the normal distribution (3:301) as well (from objective methods In estimating grades, especially if the group on which the measurements are made is large (12:450).

Table 5: The limits of the standard levels of the results of the research sample in the tactical behavior test

Levels	Categories	Repetition	Percentage
Very good	And above -227	10	3.33%
Good	216 – 226	52	17.33%
Middle	205 - 215	78	26%
Acceptable	194 - 204	105	35%
Weak	183 - 193	40	13.33%
Very weak	172 - 182	15	5%
The Total	Categories	300	100%

Discuss the Results

It appears from Table (5) that most of the sample fell into the acceptable and average levels. The researcher attributes this to some of the coaches who focus in their exercises on developing the tactical behavior, and most of them rely on physical and skill exercises, and what is reflected in the tactical behavior of the players, "as many studies have shown that a large percentage Of the players, their success and development in performance depended greatly on the diversity of training in the training unit, which in turn led to the development of tactical behavior on the field" (4:231), This appeared through the difference in the performance level of the players during the match that took place between the two groups. equal and harmonious" (9:159), In addition, the player reaches the mechanism in dealing with the tactical positions inside the stadium through the implementation of the game plans as well as confronting the different positions in the stadium and speeding up the performance and implementation, as the researcher adds that the continuation of the tactical exercises, especially in the attacking third, and in all areas of play will form the players field of vision wide to enable them to choose the best solutions to act within the stadium.

If the importance of the tactical behavior of the players is evident, as (Ibrahim Shaalan) mentioned that the ability to act properly tactically (offensive and defensive) is the decisive factor for winning the match, as the elements of physical fitness and the good technical level of playing skills are completed" (1:133) In addition, the tactical behavior, which is called (tactical intelligence), is closely related to the player's mental abilities and influence in various playing situations, as there are in football a number of changing situations and situations during the game that requires the player to focus

their attention to notice the situation and then realize the positions of his fellow players and competitors, which makes The player thinks about how to move, and his tactical behavior follows from that, "And the tactical behavior is directed to the degree of mastery in accordance with the tactical information, basic skills, the athlete's new condition, his reaction speed, and his will" (2:13) Linda et al. (1997 AD) also clarifies that the goal of the playing style in different areas is to develop the player's ability to solve tactical game problems that may appear during the game and teach him how to choose the appropriate response to it. Technical and tactical performance at the same time helps the player to control the course of the game by linking skills and tactics (10:239).

Chapter four

Conclusions and recommendations

Conclusions

1. The test used is able to distinguish between players who undergo tactical training from players who do not undergo tactical training.
2. The research sample fell at the acceptable and average level, and this indicates that some of the sample members underwent tactical training.

Recommendations

1. The researcher recommends the use of tactical exercises periodically on young players because of its positiveness at the level of tactical behavior.
2. Using the method of diversity in training in order to introduce fun and suspense into the hearts of the players, which generates the players' impulsiveness and will reflect positively on the tactical behavior.

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