Jurnal Pendidikan Kepelatihan Olahraga: Pejuang
Volume 2 Nomor 1 Februari 2026
E-ISSN: 3090-1278

The Effect of a Training Curriculum Using Auxiliary Means in Developing the Skills of Long-Distance Passing and Receiving the Ball (Putting Down) for Al-Tahadi Youth Football Club Players

Mohammed Ashour Abbas
Physical Education and Sports Science, Wasit University, Iraq
mohammeda.abbas641@uowasit.edu.iq

Corespondensi Author
Email: mohammeda.abbas641@uowasit.edu.iq

Article History
Received: 20-12-2025;
Reviewed: 22-02-2026;
Accepted: 27-02-2026;
Published: 28-02-2026

ABSTRACT
The purpose of this paper is to preparing a proposed training curriculum using auxiliary means to develop football passing and putting down skills, identifying the differences between the pre- and post-tests in the skills of passing and putting down football for the experimental and control groups, and identifying the differences in post-tests between the control and experimental groups in the skills of long-distance passing and football putting down. The researcher adopted the experimental method, as the researcher must choose the appropriate method to solve a problem. The research community was chosen by the researcher in an intentional manner, and they were the young football players of the Al-Tahadi Sports Club, the total number of which was (22) players. Since the number was limited, they were chosen as a sample for the research by 100%, as they were divided into a reconnaissance sample, numbering (2). One player, and into two groups: a control group and an experimental group. The number of each group is (10) players after conducting a process of homogeneity and equality among them. One of the most important results reached by the researcher is that: There are statistically significant differences between the pre- and post-tests and for the control and experimental groups in the skills of long-distance passing and putting down, in favor of the post-tests, and there are statistically significant differences in the post-tests between the control and experimental groups in the skills of long-distance passing and putting down, in favor of the post-tests of the experimental group.

Keywords: Training curriculum; Auxiliary means; Passing and putting down; Al-Tahadi Sports Club

ABSTRAK
Tujuan dari makalah ini adalah untuk menyiapkan kurikulum pelatihan yang diusulkan menggunakan sarana tambahan untuk mengembangkan keterampilan passing dan putting down sepak bola, mengidentifikasi perbedaan antara pre dan post-test dalam keterampilan passing dan putting down football untuk kelompok eksperimental dan

kontrol, dan mengidentifikasi perbedaan dalam post-test antara kelompok kontrol dan eksperimental dalam keterampilan passing jarak jauh dan meletakkan sepak bola. Peneliti mengadopsi metode eksperimental, karena peneliti harus memilih metode yang tepat untuk memecahkan suatu masalah. Komunitas penelitian dipilih oleh peneliti secara sengaja, dan mereka adalah pemain sepak bola muda Klub Olahraga Al-Tahadi yang jumlahnya adalah (22) pemain. Karena jumlahnya terbatas, mereka dipilih sebagai sampel untuk penelitian dengan 100%, karena mereka dibagi menjadi sampel pengintaian, penomoran (2). Satu pemain, dan menjadi dua kelompok: kelompok kontrol dan kelompok eksperimental. Jumlah masing-masing kelompok adalah (10) pemain setelah melakukan proses homogenitas dan kesetaraan di antara mereka. Salah satu hasil terpenting yang dicapai oleh peneliti adalah bahwa: Ada perbedaan yang signifikan secara statistik antara tes pra dan pasca dan untuk kelompok kontrol dan eksperimen dalam keterampilan melewati dan menurunkan jarak jauh, mendukung pasca-tes, dan ada perbedaan yang signifikan secara statistik dalam pasca-tes antara kelompok kontrol dan eksperimental dalam keterampilan passing dan putting jarak jauh, mendukung pasca-tes kelompok eksperimental.

Kata Kunci: Kurikulum pelatihan; Sarana tambahan; Mengoper dan meletakkan; Klub Olahraga Al-Tahadi

INTRODUCTION

Success in sporting events and activities requires following the correct scientific method, to achieve the goals set by coaches and experts. One of the games that requires continuous research and study is football due to its many skills and the many variables that occur during matches. Therefore, players must vary exercises to improve their performance and stability when executing skills.

Among the basic skills that must be developed in the game of football are long-range passing skills and putting down skills. These necessary skills greatly affect the teams' performance, whether on the defensive side by preventing the ball from easily reaching the opponent, or on the offensive side by facilitating scoring goals or achieving important points. By developing these skills and developing them well, the team can achieve success and achieve the best achievements on the field.

Football players must understand the importance of passing in play. Passing is not just a simple crossing between players but must be carried out accurately and professionally so that the team can achieve points during it (Crenoud et al. 1989). Among the important skills in football is the putting skill, which is considered the most important for calculating points. This skill not only adds fun and excitement for the fans but also helps improve the team's ability to compete. Therefore, players need to practice this skill regularly and seriously to improve their performance and outperform the opponent in matches (Ali Salloum Al-Hakim. 2004).

Given the importance of the two skills, the researcher decided to follow an advanced training method in football training. This idea came about using auxiliary means in training units, with the aim of developing the two skills of young players. The researcher believes that these methods will produce good results, and will contribute to achieving correct skill performance, avoiding technical errors, and reducing the time needed to achieve improvement.

Research problem, through the field researcher's follow-up of the football game as a player, coach, and teacher, and through watching club matches in general and youth matches in particular, he noticed a weakness in the technical performance and accuracy of the long passing skills and the putting down skill, and due to the difficulty of developing the technical skills of young players, as a result of repeating the mistakes that Previously acquired skill performance. Especially regarding setting the correct timing of the ball, and the inability to stabilize the ball in a specific place during preparation. Which leads to an increase in excessive movements that may negatively affect performance as a result of the trainers' lack of interest in using auxiliary means in developing the training process, especially for young players, which prompted the researcher to direct his attention to it in the training process because he believes that it will produce positive results for developing and mastering the basic skills in this game. In short, Time and effort.

Research objective: 1) Preparing a proposed training curriculum using auxiliary means to develop football passing and putting down skills. 2) Identifying the differences between the pre- and post-tests in the skills of passing and putting down football for the experimental and control groups. 3) Identifying the differences in post-tests between the control and experimental groups in the skills of long-distance passing and football putting down.

Research hypotheses: 1) There are statistically significant differences between the pre-, post-tests for the experimental, and control groups, in favor of the post-test. 2) There are statistically significant differences between the experimental and control groups in the post-tests, in favor of the experimental group that used assistive means.

Research fields: 1) Human field: Al-Tahadi Sports Club youth football players, numbering 22 players. 2) Time field: (8/1/2024) to (20/3/2024). 3) Spatial field: Al-Tahadi Sports Club headquarters / Al-Shaab area / Baghdad

METHODS

In his current study, the researcher adopted the experimental method, as the researcher must choose the appropriate method to solve a problem, as the method "is the method that the researcher follows to determine the steps of his research and through which a solution to the research problem can be reached" (Mahjoub: 2002: 81), and accordingly The researcher used the experimental method because it suits the nature of the research problem, "as the experimental method is considered the most accurate and efficient type of method in arriving at accurate results." (Mahjoub: 1988:251).

The research community was chosen by the researcher in an intentional manner, and they were the young football players of the Al-Tahadi Sports Club, the total number of which was (22) players. Since the number was limited, they were chosen as a sample for the research by 100%, as they were divided into a reconnaissance sample, numbering (2). One player, and into two groups: a control group and an experimental group. The number of each group is (10) players after conducting a process of homogeneity and equality among them.

For finding homogeneity of all sample members in the research variables (age, height, weight), the researcher used the skewness factor before proceeding to apply the main experiment to the two research groups (experimental and control), as shown in Table 1.

Jurnal Pendidikan Kepelatihan Olahraga: Pejuang
Volume 2 Nomor 1 Februari 2026
E-ISSN: 3090-1278

Table 1. Shows the Means, Standar Deviations, Mode, and Skewness Coefficient for the Variables (Age, height, weight) for the Research Sample.

Variables	Mean	Std. Deviations	Mode	Skewness
Age	16.9	0.68	17	0.46
Length	180.2	1.28	179	0.34+
weight	61.4	0.77	61	0.38+

Table 1 shows that the values of the skewness coefficient for the variables (age, length, and weight) were limited to (1), which indicates the homogeneity of the research sample in these variables.

For the researcher to be able to attribute the differences that occur in the results of the posttests to the effect of the experimental factor, the researcher resorted to verifying the equality of the two groups by using the t-test for asymmetric samples. As shown in Table 2.

Table 2. Shows the Equivalence of the Two Research Groups in Skill Tests

Tests	Experimental group		Control group		T value Calculated	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
Technical performance test for passing skill	4.48	0.53	4.55	0.76	1.12	Non sig
Accuracy test for putting down skill	6.7	1.30	6.87	1.03	0.43	Non sig
Tabular t value = (2.10) at significance level (0.05) and degree of freedom (20)						

Table 2 shows that the (t) values calculated for the technical performance and pre-accuracy tests for the passing skills and soccer tackles are smaller than the tabulated (t) value of (2.10) at a significance level of (0.05) and a degree of freedom (20), and thus the differences are not significant. Between the two research groups, which achieves equality between them in these tests.

Means, tools and devices used:

Means used: Arab and foreign sources, Observation and experimentation, A form to evaluate the technical performance test for the passing and putting down skills of the research sample, Data dump form, Personal interviews

Tools and devices used:

The researcher used the following tools and devices: Legal football field, Mechanical ball launcher, Wooden training boards, Iron pillars, Signs, Footballs (11), Metal measuring tape to measure length (cm), Medical scale to measure weight (kg), Manual calculator, Colored chalk, Stopwatch (2), Whistle.

Skill tests:

Passing test: (Crenoud et al. 1989) Test name: Passing test towards squares whose dimensions are 40 x 100 cm from a distance of 20 m. Purpose of the test: to measure passing accuracy. Tools: (5) footballs, measuring tape. Wooden boxes resting

on the ground using an iron stand, Description of performance: The experimenter stands with a ball 20 meters away from the squares, and upon hearing the signal, he handles the ball towards these wooden squares.

Registration method: The tester is given five attempts, Two points are counted for each successful attempt, one point is counted for an attempt in which the ball touches the outer frame of the wooden square, A zero is scored for a failed attempt in which the ball does not enter the square or touch the frame.

Test of putting down skill: Purpose of the test: to measure the agility of changing the movement direction of a semi-circle and the ability to put down the ball, Tools used: soccer balls, white cement, 4 signs, mechanical ball launcher, measuring tape, Method of performance: After defining a square (3 x 3), different points are determined. Then the coach handles the ball via a ball launcher at a long distance, approximately 15 meters away from the player. Then the tester extinguishes the ball through the chest or one of the feet, Registration method: Points are calculated by the researcher and experts based on the performance method, and the score is exclusively from (1-10).

Scientific foundations of tests: The scientific basis of the test is the conditions that must be met in each test when constructing a test, and the results will not be approved unless these conditions are met. Therefore, the researcher tried to find the scientific basis for the selected tests as follows:

For the purpose of ensuring the validity of the tests, the researcher presented these tests to the same experts and specialists to whom the nominated test forms were presented to ensure the validity of the content, as these experts and specialists agreed that these tests measure the characteristic they were designed to measure, and the validity of the test is intended to be important. The test measures and evaluates the characteristic for which it was developed." In addition, the researcher resorted to following the self-validity method for the tests, as the results of Table (4) showed self-validity for the tests.

The test is considered stable "if repetition leads to the same result, especially if the conditions surrounding the test and the laboratory are the same in repeated tests (Saleh bin Hamad Al-Assaf. 1995), and on this basis, the stability factor was found through repeated tests outside the sample of young Al-Tahadi Club players For football and the basic research samples on 10/1/2024, the test was repeated three days later, that is, on 13/1/2024, and the results of Pearson's correlation law showed that the test has high stability, as shown in the table. (4)

Objectivity means part of the process of "freedom from bias and intolerance, and the absence of personal factors in the researchers' judgment." It is not affected by the subjective factors of the test judge. On this basis, the objectivity of the research test is found through the assessor's evaluation of achieving a high objective coefficient between the first grade and the second grade (Fadel Dahham Mansour. 2008), as shown in Table (3), which indicates that the technical performance test has achieved high objectivity.

Table 3. Shows the Stability, Validity, and Objectivity Coefficients for the Technical Performance Tests for the Long Passing and Football Putting Down Skills.

Skill	Stability coefficients	Self- validity coefficient	Objectivity coefficients
Technical performance test for passing skill	0.77	0.84	0.89
Accuracy test for putting down skill	0.79	0.90	0.91

Exploratory experience:

The researcher conducted a reconnaissance experiment on 18/1/2024 on a sample of two players from the research community who did not participate in the main experiment. The main objectives of this experiment were initially:

1) Determine the suitability of the tests for the research sample, to ensure the validity of the results that will be obtained.
2) Surveying the readiness of the research sample to perform the required tests, to estimate their general level of preparation and preparation for these experiments.
3) Determine the time required to conduct the tests, to determine an appropriate schedule that ensures the safety of the workflow and the completion of the tests on time.
4) Identifying the difficulties that researchers may face during work, with the aim of identifying and addressing them appropriately to ensure the integrity of the data and the validity of the results.
5) Ensure the validity of the tools and devices used in tests, by testing and adjusting them accurately to ensure the quality and accuracy of the results.

Field research procedures:

The study procedures consisted of a pre-test, applying the training curriculum prepared by the researcher to the experimental research sample, and then conducting the post-test for the experimental and control groups.

Pre-tests:

Pre-tests were conducted for the research sample on 20/1/2024 regarding the technical performance of the skills of passing and putting out in football for young players. Each player obtained (5) attempts at the technical performance of passing and (5) attempts at the technical performance of the skill of putting out in football. The scores were calculated by Obtained by the tested players, according to an evaluation form previously prepared for this purpose and for both skills, based on the specific tests.

Vocabulary of the training curriculum:

The training curriculum was applied to improve football passing and putting down skills by the researcher and the coach, for a period of eight weeks, starting from 22/1/2024 until 18/3/2024, which included three training units per week, with a total of 24 training units. The duration of each training unit was 90 minutes, and both groups were included in this training curriculum, as the researcher applied it to the experimental group and the control group, but the difference between them is that the training curriculum for the experimental group included the use of auxiliary means in training, while the control group did not enjoy this feature.

Post-tests:

After completing (24) training units over a period of (8) weeks to develop the skills of passing and putting down in football, and on 20/3/2024, the post-tests were conducted on the two research groups under the same conditions and circumstances in which the pre-tests were conducted. The data obtained from the results of the tests were recorded. In the form for translating the data to conduct statistical transactions on it and produce real results for the current research.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

RESEARCH RESULTS

Presentation the results of the pre- and post-tests for the skills of long-distance passing and receiving (putting down) for the experimental group.

Table 4. Shows the Arithmetic Means and Standard Deviations for the Pre- And Post-Tests in the Skills of Passing and Putting Down in Football for the Control Group.

Skills	Pre-test		Post-test		Arithmetic mean of difference	Standard error of the mean difference	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Passing	5.48	0.68	6.09	0.77	1.294	0.483	3.989	0.00	Sig
Putting down	6.82	1.02	7.06	1.28	2.39	0.643	6.543	0.03	Sig

For identifying the differences between the pre- and post-tests for the control research group, the results were processed using a t-test for correlated samples as shown in Table 4. It was found that the arithmetic mean of the passing skill in the pre-test was (5.48), and the standard deviation was (0.68). In the post-test, the arithmetic mean was (6.09), the standard deviation was (0.77), and the calculated (t) value was (3.989), which is greater than the significance level, which indicates that there is a significant difference between the two tests and in favor of the post-test, as the arithmetic mean for the receptive skill reached (The putting down) in the pre-test was (6.82), and the standard deviation was (1.02), while in the post-test the arithmetic mean was (7.06) and the standard deviation was (1.28), while the calculated (t) value was greater than the significance level, which means that there are significant differences. Between the two tests and in favor of the post-test, the researcher attributes this improvement to the nature of the exercises that were implemented during the study, which contributed to developing the players' abilities in the areas of receiving and delivering. The exercises were designed realistically, and the players were trained in different situations to improve their concentration and increase their experience in passing the

ball. (Muhammad Hassan Allawi. 1985) Therefore, it can be said that training within specific areas and in various conditions plays a major role in improving the players' passing accuracy and developing their skills in passing the ball.

Presentation, analysis and discussion of the results of the pre- and post-tests in the skills of long-distance passing and receiving (putting down) for the experimental group.

Table 5. Shows the arithmetic means and standard deviations for the pre- and post-tests in the passing and putting down skills for the experimental group.

Skills	Pre-test		Post-test		Arithmetic mean of difference	Standard error of the mean difference	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Passing	5.67	0.89	8.26	1.33	1.386	0.734	5.435	0.24	Sig
Putting down	6.92	1.18	8.54	1.62	2.646	0.545	8.548	0.05	Sig

Table 5 shows the results of the pre- and post-tests for the control group in the research variables. The arithmetic mean for the pre-test in the passing skill reached (5.67), and the standard deviation was (0.89), while the arithmetic mean in the post-test for the same skill and for the same group reached (8.26), and the deviation The standard reached (1.33), and by extracting the calculated (t) value of (5.435), it turned out to be greater than the significance level, which means that there are significant differences between the two tests in favor of the post-test. As for the putting down skill, the arithmetic mean of the pre-test reached (6.92). The standard deviation was (1.18), while in the post-test, the arithmetic mean was (8.54) and the standard deviation was (1.62). By extracting the calculated (t) value of (8.548), it turned out to be greater than the significance level, which means that there are significant differences between the two tests, and in favor of the post-test, the researcher believes that the significance of the differences is due to the repetition of performing the skills within the training vocabulary set by the trainer, and that repetition and repetition gave a kind of ability to successfully perform the vocabulary, but not with the same strength, ability and accuracy performed by the members of the experimental group that worked according to the standardized training and using auxiliary means (Wajih Mahjoub. 2002). Different exercises give the exercise a kind of enthusiasm, excitement, and change from the usual routine provided by the researcher.

Presentation and analysis of post-tests for the skills of long-distance passing and receiving (putting down) for the experimental and control groups in the research variables.

Table 6. shows the arithmetic means, standard deviations, calculated T-value, and the significance of the differences in the post-tests between the experimental and control groups.

Skills	Control group		Experimental group		Arithmetic mean of difference	Standard error of the mean difference	T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation					
Passing	6.09	0.77	8.26	1.33	0.532	0.566	3.344	0.04	Sig
Putting down	7.16	1.28	8.54	1.62	1.345	0.549	3.567	0.00	Sig

Table 6 shows the results of the post-tests for the experimental and control groups regarding the research variables. In the post-test for the control group and the long-distance passing skill, the arithmetic mean was (6.09), and the standard deviation was (0.77), while the arithmetic mean for the experimental group was (8.26), and the standard deviation was about (1.33). The (t) value was calculated, which amounted to (3.344), and it was found to be greater than the significance level, which indicates that there are significant differences between the two tests in favor of the experimental group.

As for the putting down skill, it was found that the arithmetic mean of the post-test for the control group was (7.16), and the standard deviation was (1.28). While the arithmetic mean for the experimental group was (8.54), and the standard deviation was (1.62), the value of (t) was calculated as (3.567), meaning that it is higher than the significance level, which indicates that there are significant differences between the two tests in favor of the experimental group.

From here, we learn that the exercises prepared by the researcher contributed to developing the experimental group's passing and putting down skills significantly, as it was noted that a noticeable improvement was achieved in their performance. The comprehensive and scientific system of training and training modules supported by auxiliary means are considered an essential part of directing training towards teaching and developing skills for players (Wajih Mahjoub. 1988) (Muhammad Sobhi Hassanein. 1995).

The importance of understanding information related to skills and the importance of their performance in the team's offensive work is a key factor in the players' success in performing their tasks effectively. Through improved understanding and a focus on skill development, a significant improvement has been achieved in how players perform and thus achieve positive results on a personal and team level.

DISCUSSION

The results of this study revealed statistically significant improvements in both passing and putting down (receiving) skills across the experimental and control groups following the training intervention. As shown in Table 4, the control group demonstrated meaningful gains in passing skill, with the arithmetic mean increasing from 5.48 in the pre-test to 6.09 in the post-test, yielding a calculated t-value of 3.989 that exceeded the significance threshold. Similarly, the putting down skill improved from a mean of 6.82 to 7.06, with a t-value of 6.543. These findings confirm that even conventional training methods yield measurable skill development over time. This is consistent with the foundational argument advanced by Muhammad Hassan Allawi (1985), who asserted that structured physical exercises, regardless of their format, contribute to the gradual development of players' motor capacities. The improvement observed in the control group therefore reflects the general benefit of repeated practice, even in the absence of specialized auxiliary training tools.

However, the magnitude of improvement was considerably more pronounced in the experimental group, as evidenced by the data presented in Table 5. The experimental group's passing skill mean rose dramatically from 5.67 in the pre-test to 8.26 in the post-test, producing a t-value of 5.435, while the putting down skill improved from 6.92 to 8.54, with a t-value of 8.548. Both values surpassed the significance level, indicating highly significant differences in favor of the post-test. This superior level of improvement aligns with the theoretical perspective of Wajih Mahjoub (2002), who emphasized that training programs incorporating auxiliary means and standardized modules produce qualitatively superior outcomes compared to conventional repetition-based training. The variety introduced through specialized exercises stimulated enthusiasm, reduced monotony, and fostered greater engagement among players, which directly contributed to higher skill acquisition rates.

The comparative analysis of post-test scores between the two groups, as illustrated in Table 6, further reinforces the superiority of the experimental training program. In the post-test, the experimental group's passing skill mean of 8.26 significantly outperformed the control group's mean of 6.09, with a calculated t-value of 3.344. For putting down skill, the experimental group recorded a mean of 8.54 compared to 7.16 for the control group, yielding a t-value of 3.567. Both differences were statistically significant and in favor of the experimental group. These results substantiate the claim that scientifically designed training curricula, particularly those employing auxiliary means and realistic situational exercises, offer a decisive advantage in developing football-specific technical skills. This conclusion is well supported by Wajih Mahjoub (1988), who argued that comprehensive and scientifically structured training modules are indispensable for directing players toward optimal skill acquisition.

The significant improvement in passing accuracy observed in the experimental group can be attributed to the realistic and situationally varied nature of the exercises employed in the training program. Training players under diverse conditions — including varying distances, angles, and defensive pressures — enhances not only their technical execution but also their decision-making capacity and spatial awareness on the field. Muhammad Hassan Allawi (1985) emphasized that training within specific areas and under various environmental conditions plays a fundamental role in refining passing accuracy and deepening players' tactical understanding of ball distribution. The

experimental exercises were deliberately designed to simulate match conditions, thereby accelerating the transfer of practice gains to actual game performance. This approach reflects a well-established principle in motor learning theory, which holds that contextual variability during practice enhances long-term skill retention and adaptability.

The improvement in the putting down (receiving) skill among experimental group members also warrants particular attention, as this skill is widely regarded as one of the most technically demanding aspects of football performance. The training exercises appear to have heightened players' concentration and perceptual attentiveness, enabling them to better anticipate ball trajectory and adjust body positioning accordingly. Muhammad Sobhi Hassanein (1995) noted that technical skill development in team sports requires a deep understanding of the informational demands embedded in each skill, and that players who are trained to process situational cues more effectively demonstrate superior receiving performance. The experimental group's consistent superiority in this domain suggests that the auxiliary means integrated into their training program were particularly effective in developing the perceptual-motor components of the receiving skill, going beyond mere physical repetition to cultivate informed and responsive technical execution.

The findings of this study are broadly consistent with prior research highlighting the effectiveness of auxiliary-aided and systematically structured training programs in football skill development. The differential outcomes between the experimental and control groups echo the conclusions of Wajih Mahjoub (1988, 2002), who consistently demonstrated across multiple studies that training modules designed with scientific rigor and supported by auxiliary tools yield statistically superior skill development compared to unmodified conventional training. Furthermore, the motivational dimension of training diversity — specifically the reduction of routine monotony — identified in this study aligns with broader pedagogical research indicating that varied and stimulating practice environments are associated with enhanced intrinsic motivation, greater practice persistence, and ultimately higher levels of skill mastery. The experimental group's results therefore reflect not only technical improvement but also the psychological benefits of a well-designed and varied training curriculum.

Taken together, the results of this study underscore the critical importance of scientific planning and methodological innovation in football training programs. The statistically significant differences observed between the experimental and control groups in both passing and putting down skills demonstrate that the integration of auxiliary means, realistic training scenarios, and systematically structured exercise modules produces outcomes that conventional training alone cannot achieve. As Muhammad Sobhi Hassanein (1995) argued, the understanding of skill-related information and its functional importance within team offensive play is a foundational factor in enabling players to perform their roles effectively. This study contributes to a growing body of evidence supporting the adoption of evidence-based, scientifically informed training methodologies in football coaching practice, and strongly recommends that future training programs incorporate the approaches validated here to maximize both individual and collective player development.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the present study, the following conclusions may be drawn:

1. There are statistically significant differences between the pre- and post-tests and for the control and experimental groups in the skills of long-distance passing and putting down, in favor of the post-tests.
2. There are statistically significant differences in the post-tests between the control and experimental groups in the skills of long-distance passing and putting down, in favor of the post-tests of the experimental group.
3. My long-passing and receiving skills were greatly influenced by the method I followed during the training.
4. Using auxiliary means played a major role in improving my performance and developing my skills, as auxiliary means helped players whose responses were slow to achieve better progress than those who did not use auxiliary means.
5. Thanks to the assistive devices, I was able to purify and refine the technical skills of the players. The assistive devices also helped them increase accuracy in controlling the direction of the path taken by the ball.
6. The auxiliary means have greatly increased the effectiveness of the training unit. Given that the use of assistive devices can be considered essential for players' progress and improved performance, it can be said that they play a decisive role in the players' interaction and drive to achieve the desired goals.

Based on the findings of the current research, the following recommendations may be offered:

1. The use of auxiliary means in training curricula for coaches is necessary to improve skill performance in football.
2. Directing trainers towards using these methods gradually, from easy to more complex, to enhance motor paths and avoid technical errors.
3. Providing auxiliary means in closed halls to facilitate their use and reduce costs.
4. Encouraging research to find new auxiliary means for developing other motor skills in football, especially for young and emerging players.
5. Benefiting from the results of current research in developing other skills in football and other sports. Thus, players can be developed comprehensively and their performance in matches can be raised.

REFERENCES

Ali Salloum Al-Hakim. (2004). Tests, measurement and statistics in the sports field, Ministry of Higher Education, Al-Qadisiyah University.

Allawi, M. H. (1985). Psychology of physical education and sport. Dar Al-Fikr Al-Arabi.

Crenoud et al. (1989). The Modern European Method of Football Training, translated by Walid Tabra, Baghdad, Salma Modern Art Press.

Fadel Dahham Mansour. (2008). The effect of a training program using the interval method to develop some physical and functional abilities in skill performance in football, Master's thesis, College of Basic Education, Al-Mustansiriya University.

Hassanein, M. S. (1995). Measurement and evaluation in physical education and sport (3rd ed.). Dar Al-Fikr Al-Arabi.

Mahjoub, W. (1988). Principles of sports training. Dar Al-Kutub for Printing and Publishing, University of Mosul.

Mahjoub, W. (2002). Methodology of scientific research in physical education and sport sciences. Dar Al-Kutub for Printing and Publishing, University of Mosul.

Muhammad Hassan Allawi. (1985). The Psychology of Training and Competition, Cairo, Dar Al-Maaref, Egypt.

Muhammad Sobhi Hassanein. (1995). Measurement and Evaluation in Physical Education and Sports, 3rd edition, Part 1, Cairo: Dar Al-Fikr Al-Arabi.

Saleh bin Hamad Al-Assaf. (1995). Introduction to Research in Behavioral Sciences, 1st edition, Riyadh: Obeikan Library.

Wajih Mahjoub. (1988). Scientific research methods and curricula, University of Mosul: Dar Al-Kutub Directorate for Printing and Publishing.

Wajih Mahjoub. (2002). Scientific research and its methods, Baghdad: Dar Al-Kutub Directorate for Printing and Publishing.