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# The Effect of a Proposed Integrated Training Program on Developing Transitional Speed and Some Offensive Skills among Football Players (12-14 years)

# آثر برنامج مقترح بالتدريب المدمج في تطوير صفة السرعة الانتقالية وبعض المهارات الهجومية لدى لاعبي كرة القدم (12-14 سنة).

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**Abstract :** The study aimed to investigate The Effect of a Proposed Integrated Training Program on Developing Transitional Speed and Some Offensive Skills among Football Players (12-14 years).

Using the experimental method with a single-group design.

The experimental research sample consisted of 16 male subjects aged between 12-14 years who train regularly, selected using the purposive sampling method.

To achieve the study objectives, the researcher conducted a series of physical and skill tests.

The results showed a development in transitional speed by 0.66%, which was statistically significant. The development rate in ball dribbling reached 0.04%, which was not statistically significant. The development rate in passing accuracy reached 32.61% and shooting accuracy 22.82%, both statistically significant.

**Keywords:** Integrated training, Transitional speed, Ball passing, Ball dribbling, Ball shooting.

**الملخص:** هدفت الدراسة الى بحث آثر برنامج مقترح بالتدريب المدمج في تطوير صفة السرعة الانتقالية وبعض المهارات الهجومية لدى لاعبي كرة القدم (12-14 سنة)، مستخدما في ذلك المنهج التجريبي بتصميم المجموعة الواحدة،تمثلت عينة البحث في 16 فرد من جنس ذكر تتراوح أعمارهم بين 12-14سنة يتدربون بصفة منتظمة، تم اختيارهم بالطريقة العمدية.

ولتحقيق اهداف الدراسة قام الباحث بمجموعة من الاختبارات البدنية والمهارية.

وقد أسفرت النتائج على تطور صفة السرعة الانتقالية بنسبة 0.66% وهذا التطور دال احصائيا، في حين بلغت نسبة التطور في قيادة الكرة 0.04 % وهذا التطور غير دال احصائيا، في حين بلغت نسبة التطور في دقة التمرير الكرة 32.61 %ودقة التصويب 22.82 % وهذا التطور دال احصائيا.

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- **الكلمات المفتاحية :** التدريب المدمج، السرعة الانتقالية، تمرير الكرة، قيادة الكرة، تصويب الكرة.

## 1. INTRODUCTION AND RESEARCH PROBLEM

Interest in football has been on the rise across all demographics, including younger and older generations, as well as between the sexes, making it the most watched sport in the globe. Its rise to prominence and widespread adoption were not accidental but rather the product of concerted effort by experts in fields as diverse as anatomy, psychology, sociology, and others who worked together to improve athletes' training and performance on the field. This can only be accomplished with the help of properly trained training personnel using appropriate scientific approaches.

Players in today's game need certain physical attributes. To excel at any given talent, one needs to be in peak physical condition, have mastered the proper technique for performing that skill, and be able to adapt to challenging situations, such as matches, where one's opponent exerts pressure **(Hanafi Mukhtar, 1998, p. 65).**

When it comes to modern team sports, training is seen as a methodical, scientifically-based educational process with the end goal of producing the kind of top-tier, highly-developed, lightning-fast performance that every national team in the world strives for (Muf**ti Hammad Ibrahim, 1997, p. 8).**

Delay in the onset of exhaustion and high-intensity performances are two physical manifestations of how this contemporary trend in sports training has helped elevate football play. In terms of technique, it showed itself most clearly

when the player had complete command of the ball and moved with ease (Moham**ed Hassan Allawi, 1992, p. 85).**

An essential component of fundamental training, this performance is the product of well-thought-out training programming and preparation. Weineck (1986) argues that top-level sports practice has proven that success in later years is impossible without laying a strong groundwork in youth, which necessitates methodical, long-term training planning (Weineck, 1986, p. 309). This approach is ide**al for training elite athletes.**

Winning and achieving great outcomes, according to Weineck (1997), is dependent on maximising one's physical, skill, tactical, and intellectual capacities. Consequently, sports training needs to be planned in a methodical and organised manner.

In order for a player to perform at their peak in every way—physically, technically, tactically, and psychologically—the state of their training is directly related to the degree to which its components have matured; an athlete's motor skills improve in direct correlation to the rate of development of these components, which must be coordinated with the demands of competition **(Amr Allah Al-Basati, 1998, p. 18).**

One of the most effective training trends right now is integrated training, which mimics the conditions and dynamics of real competitions as closely as possible through the use of small-sided games, tactical combinations, and game circumstances. This training strategy is great for people of all ages and skill levels, and its value in building basic sports excellence components through a single

exercise is obvious.

It is evident from the above that integrated training is crucial for the development of football players, particularly those in the youth categories. The findings were corroborated by Jones (2007), who identified its features in game scenarios and small-sided tactical games as a means for players to adjust to the wide range of challenges they face in competitive settings. Additionally, they aid in the development of physical, functional, and coordination skills; they facilitate the improvement of both on- and off-ball methods; and they contribute to the maturation of players' ability to reason through complicated scenarios.

An individual's physical and talent attributes, as well as their capacity to carry out offensive and defensive tactical responsibilities, are strongly associated with how well they perform position and line duties in football, according to Mohammed (1994). Despite the fact that players in a given position or line must be skilled at the demands of that position due to the quick and sudden changes from defence to attack and back again during matches, there are still specific physical quality specifications that players in that position must have. This allows for the objective and systematic evaluation of players' weaknesses, which in turn helps them improve.

As Munther Hashem (2000) points out, speed is a crucial physical attribute for high-level success and effectiveness. In football, for example, it can make all the difference when constructing attacks during play or duels, or when trying to surprise the other team, stop their counter-attack, or **even just narrow their field.** One of the most crucial aspects of modern play and a crucial physical attribute in

football specific training is speed, according to Al-Saffar and others (1987). If a player lacks the necessary inherent abilities, it is extremely challenging to build play speed to an above-average level. You can only push your players to the limits of their own skills when it comes to improving their beginning and running speeds. There is a huge window of opportunity for players between the ages of 12 and 14 to hone their speed.

According to Sharab (2012), speed is seen as a natural talent that can be enhanced by training, but only up to the player's current level of skill. One component of speed development that is influenced by genetics is the amount of fast-contracting fibres that a player possesses.

One of the most crucial aspects of football success is offensive skill, since it has a significant impact on the outcome of games. The capacity of the coach to adequately choose scientific methods and means that are acceptable for juvenile categories is crucial in modern sports training.

One of the most crucial reasons for team dominance in football, according to Mahmoud (2008), is accurate passing in relation to the necessary strength, speed, and precision. Players in modern football need to be quick on their feet, strong, and accurate with their passes if they want to launch an offensive. Since more than 80% of the time when players acquire the ball, they pass it on, Ibrahim (1994) says that passing is the most used throughout playing time. As Sha'lan and Afifi (2001) confirmed, ball dribbling is an offensive skill that helps with ball control, which is important for building attacks or when passing or shooting is not an option. It also boosts confidence for the player or team. If

you want to be good at running with the ball, you need to be confident and bold in your movements and know when to change directions and dribble. As confirmed by Kashk and Al-Basati (2000): Shooting is one of the abilities that must be inculcated in the player from the start of his training career. It is a crucial offensive skill that directly impacts match results through goal scoring and should be taught to youths from an early age to boost their confidence. We developed a suggested training program utilising integrated training to enhance the offensive abilities and transitioning speed of football players aged 12–14. This prompted us to ask the following questions:

## 2. RESEARCH QUESTIONS

### 2.1 General Question

Does the proposed integrated training program positively contribute to developing transitional speed and some offensive skills among football players (12-14 years)?

### 2.2 Sub-Questions

- ✓ Are there statistically significant differences between the pre-test and post-test in transitional speed for the research sample?
- ✓ Are there statistically significant differences between the pre-test and post-test in ball dribbling skill for the research sample?
- ✓ Are there statistically significant differences between the pre-test and post-test in passing skill for the research sample?
- ✓ Are there statistically significant differences between the pre-test and post-test in shooting skill for the research sample?

## 3. RESEARCH HYPOTHESES

### 3.1 General Hypothesis

The proposed integrated training program positively contributes to developing transitional speed and some offensive skills among football players (12-14 years).

### 3.2 Partial Hypotheses

- ✓ There are statistically significant differences between the pre-test and post-test in transitional speed for the research sample in favor of the post-test.
- ✓ There are statistically significant differences between the pre-test and post-test in ball dribbling skill for the research sample in favor of the post-test.
- ✓ There are statistically significant differences between the pre-test and post-test in passing skill for the research sample in favor of the post-test.
- ✓ There are statistically significant differences between the pre-test and post-test in shooting skill for the research sample in favor of the post-test.

## 4. RESEARCH OBJECTIVES

- ✓ Improve transitional speed among football players (12-14 years)
- ✓ Develop some offensive skills (ball dribbling, passing accuracy, shooting accuracy) among football players (12-14 years)
- ✓ Understand integrated training and how to control it through training load components for football players under 15 years

## 5. DEFINITION OF RESEARCH TERMS

### Integrated Training

Michel Richard defined it as "training that links physical, technical, tactical, and psychological work. The concept of integration means a synonym for improving physical qualities through games and exercises with the ball."

Eric Mombaerts and Andre Monno defined it as "incorporating all developmental and training-educational objectives in each exercise or game,

including physical, technical, tactical, theoretical, and psychological aspects in the same competitive formula."

**Transitional Speed**

It is the ability to move or transfer from one place to another at maximum possible speed, which means it is an attempt to overcome a certain distance in the shortest possible time (Mohamed Hassan Abu Jamous, 2012, p. 391).

**Offensive Skills**

They are all necessary purposeful movements performed for a specific purpose within the framework of football law, whether these skills are with or without the ball (Hanafi Mukhtar, 1995, p. 38).

It is a set of some offensive skills addressed in the study, represented by (ball passing, ball dribbling, ball shooting).

**Age Group**

It is an age period concurrent with early adolescence, divided as a training and competitive category according to physiological, functional, and psychological developments.

A category of foundational training groups whose ages range between 12 and 14 years.

**6. FIELD RESEARCH PROCEDURES**

**Research Methodology**

The experimental method is considered appropriate for our study, as Maurice Angers defines it as the most accurate scientific research that can affect the relationship between the independent variable and the dependent variable in the experiment (Angers, 2004, p. 97). In this study, we used a one-group design in which one experimental group is used, where the researcher observes research subjects before and after the experiment and measures the amount of change occurring in the dependent variable, which is assumed to be affected as a

result of introducing the independent variable (Ikhlas Mohammed, Mustafa Mohammed, 2002, p. 113).

**Research Sample**

The research sample was selected using the purposive sampling method to serve the purposes of the study and consisted of 16 male participants aged between 12 and 14 years who train regularly, in order to avoid the appearance of extraneous factors and results. Sample homogeneity was verified in the variables of age, height, and weight.

**Tools and Equipment Used in Research**

**Physical Tests**

**30-meter sprint test** (MAXIMIENKO, 1980)

- ✓ **Test objective:** Measure speed
- ✓ **Equipment:** Stopwatch
- ✓ **Specifications:** Two parallel lines are drawn with a distance of 30 meters between them
- ✓ **Performance method**: From a high starting position, the subject runs upon hearing the start signal from the starting line to the finish line at 30 m

**Recording:**

- ✓ The subject performs two attempts
- ✓ The time taken from the start signal until the athlete reaches the finish line is recorded
- ✓ The best attempt for the subject is counted

**Technical Skill Tests**

**Ball Dribbling Test (Figure-8 Pattern)**

- ✓ Test objective: Measure the player's ability to dribble the ball through a figure-8 path

**Educational equipment used in the test:**

- ✓ Field to conduct the test
- ✓ Cones to define test features
- ✓ Notebook to record results
- ✓ Whistle
- ✓ Footballs
- ✓ Measuring tape
- ✓ Stopwatch

**Test description:** From a stationary position, the player stands in front of the ball placed on the ground. At the whistle signal, the player takes the ball without assistance and dribbles it with freedom to use the right or left foot in a figure-8 pattern, then ends by stopping the ball at the test starting point.

**Passing Accuracy Test**

**Objective:** The test aims to measure passing accuracy

**Target sample:** Age group 12-14 years

**Educational equipment used in the test:**

- ✓ Field to conduct the test
- ✓ Cones to define test features
- ✓ Notebook to record results
- ✓ Whistle
- ✓ Footballs
- ✓ Measuring tape
- ✓ Stopwatch

**Test description:** From a distance of 15 meters, 4 targets (B, C, D, E) are defined, each target width between 70-100 cm. A ball is placed 2 meters from (A) facing each small goal. The player stands at point (A), and at the start signal, the player advances towards the ball and passes it accurately towards the designated target.

Recording: The player is given a point for each correct pass between the cones (Hanafi Mahmoud Mukhtar, 1997, p. 322).

**Shooting Accuracy Test on Goal**

**Objective:** The test aims to measure shooting accuracy on goal

**Target sample:** Age group 12-14 years

**Educational equipment used in the test:**

- ✓ Field to conduct the test
- ✓ Cones to define test features
- ✓ Notebook to record results
- ✓ Whistle
- ✓ Footballs
- ✓ Measuring tape
- ✓ Stopwatch

**Test description:** From a distance of 12 meters, 6 targets are defined on a wall across the goal width. The player advances and shoots the six balls towards the six zones divided on the wall, and the player kicks the ball with any part of the foot.

Recording: The player is given a point for each ball that reaches the required area (Hanafi Mahmoud Mukhtar, 1997, p. 46).

**Scientific Basis for Tests**

Table (01) the reliability and self-validity coefficients for physical and skill tests.

| No. | Tests | Test Objective | Reliability | Self-Validity |
|---|---|---|---|---|
| 1 | Speed Test | Measure maximum speed | 0.742 | 0.850 |
| 2 | Ball Dribbling | Measure ball dribbling ability | 0.792 | 0.889 |
| 3 | Ball Passing | Measure passing accuracy | 0.643 | 0.801 |
| 4 | Ball Shooting | Measure shooting accuracy | 0.885 | 0.940 |

From Table (01), it is clear that all Pearson correlation coefficients are positive and high, ranging between <0.643 - 0.885>, and their square roots range between <0.801 - 0.940>, indicating the reliability and validity of the tests used.

**Main Study**

It extended from 06/01/2025 to 14/03/2025 and included the application of the proposed training program, as well as the pre-test and post-test.

**Proposed Training Program**

After reviewing previous studies, consulting various specialized scientific books in sports training, and consulting a group of professors with extensive experience in sports training, we concluded to establish our program on the following:

- ✓ It should be appropriate for the research sample characteristics

Consider safety and security precautions.

- ✓ The program should be flexible and capable of increase and decrease
- ✓ It should be progressive in load
- ✓ Transition from easy to more difficult exercises
- ✓ It should achieve research objectives

After distributing the nomination form to professors and experts to nominate the program duration, training methods, and exercises, the program came as follows:

- ✓ The program consists of 10 weeks
- ✓ Each week consists of 3 sessions
- ✓ Using integrated training method
- ✓ Load is regulated according to session objective and age group
- ✓ Varied exercises that directly serve research objectives and are carefully selected
- ✓ Session duration 60-80 minutes

## 7. STATISTICAL TREATMENT

The statistical methods used in the study consisted of the arithmetic mean, standard deviation, percentage, simple correlation coefficient (R), the t-test to determine the significance of differences for normally distributed data, and the Wilcoxon test for non-normally distributed data.

## 8. PRESENTATION AND ANALYSIS OF RESULTS

### 8.1 Presentation and Analysis of First Partial Hypothesis Results - Speed

Table (02) shows the significance of differences between pre-test and post-test for 30-meter speed test

| Statistical Parameters / Tests | Mean | Standard Deviation | Mean Difference | Calculated T-value | SIG | Development Rate | Significance Level |
|---|---|---|---|---|---|---|---|
| **Pre-test** | 6.02 | 0.449 | 0.04 | 2.923 | 0.010 | 0.66% | Significant |
| **Post-test** | 5.98 | 0.458 | | | | | |

From the table, we observe that the mean and standard deviation values for the pre-test of speed quality reached (6.02, 0.449) respectively, and the mean and standard deviation values for the post-test of speed quality reached (5.98, 0.458) respectively. The difference between the two means was (0.04) in favor of the post-test. The calculated T-value was (2.923) with a development rate of 0.66%. The SIG value was (0.010), which is less than 0.05, and therefore there are statistically significant differences between the tests in favor of the post-test.

### 8.2 Presentation and Analysis of Second Partial Hypothesis Results - Ball Dribbling

Table (03) shows the significance of differences between pre-test and post-test for ball dribbling test

| Statistical Parameters / Tests | Mean | Standard Deviation | Mean Difference | Calculated T-value | SIG | Development Rate | Significance Level |
|---|---|---|---|---|---|---|---|
| **Pre-test** | 20.04 | 1.824 | 0.01 | 0.031 | 0.976 | 0.04% | Not significant |
| **Post-test** | 20.03 | 1.345 | | | | | |

From the table, we observe that the mean and standard deviation values for the pre-test of ball dribbling skill reached (20.04, 1.824) respectively, and the mean and standard deviation values for the post-test of ball dribbling reached (20.03, 1.345) respectively. The difference between the two means was (0.01) in favor of the post-test. The calculated T-value was (0.031) with a development rate of 0.04%. The SIG value was (0.976), which is greater than 0.05, and therefore there are no statistically significant differences between the pre-test and post-test.

### 8.3 Presentation and Analysis of Third Partial Hypothesis Results - Passing Skill

Table (04) shows the significance of differences between pre-test and post-test for passing skill test

| Statistical Parameters / Tests | Mean | Standard Deviation | Mean Difference | Calculated Z-value | SIG | Development Rate | Significance Level |
|---|---|---|---|---|---|---|---|
| **Pre-test** | 2.19 | 1.04 | 1.06 | 3.314 | 0.001 | 32.61% | Significant |
| **Post-test** | 3.25 | 0.683 | | | | | |

From the table, we observe that the mean and standard deviation values for the pre-test of passing skill reached (2.19, 1.04) respectively, and the mean and standard deviation values for the post-test of passing skill reached (3.25, 0.683) respectively. The difference between the two means was (1.06) in favor of the post-test. The calculated Z-value was (3.314) with a development rate of 32.61%. The SIG value was (0.001), which is less than 0.05, and therefore there are statistically significant differences between the tests in favor of the post-test.

**8.4 Presentation and Analysis of Fourth Partial Hypothesis Results - Shooting**

Table (05) shows the significance of differences between pre-test and post-test for shooting test

| Statistical Parameters / Tests | Mean | Standard Deviation | Mean Difference | Calculated Z-value | SIG | Development Rate | Significance Level |
|---|---|---|---|---|---|---|---|
| **Pre-test** | 2.94 | 1.340 | 0.87 | 3.276 | 0.001 | 22.83% | Significant |
| **Post-test** | 3.81 | 1.223 | | | | | |

From the table, we observe that the mean and standard deviation values for the pre-test of shooting skill reached (2.94, 1.340) respectively, and the mean and standard deviation values for the post-test of shooting skill reached (3.81, 1.223) respectively. The difference between the two means was (0.87) in favor of the post-test. The calculated Z-value was (3.276) with a development rate of 22.83%. The SIG value was (0.001), which is less than 0.05, and therefore there are statistically significant differences between the tests in favor of the post-test.

## 9. DISCUSSION OF RESULTS

### 9.1 The Primary Theory

Resulting in the conclusion that the post-test had a significantly faster transition speed than the pre-test.

The results of the post-test, indicating the improvement of this physical quality following the experiment, are statistically significantly different from the pre-test (Table 02), demonstrating the efficacy of the suggested training program. The average speed time improved by 0.66 percentage points, going from 6.02 seconds in the pre-test to 5.98 seconds in the post-test. Given the nature of this physical attribute, in which heredity has a large role, and the period of program execution, the small development rate is nonetheless seen as beneficial. The success of the applied training program, which was based on scientific principles and lessons learnt from earlier study, is largely responsible for this improvement, according to the researcher. The program lasted 12 weeks and consisted of 3 sessions per week. Each session included a set of exercises chosen using scientific methods to develop these physical qualities. The experimental sample was very disciplined during the experiment, and the participants put in a lot of effort and focused when performing.

This aligns with the research conducted by Ahmed Faraj Ismail (2003), Hajjar Khirfan Mohammed (2011), Msaliti Lakhdar (2012), Senoussi Abdelkarim (2013), and others on the topic of small-sided game training, speed and agility development for youth football, and the effects of a proposed integrated physical training program on developing physical qualities and basic skills for footballers aged 16–18.

### 9.2 Hypothesis No. 2

Which means that the sample under study showed statistically significant improvement in ball dribbling after the intervention.

According to Table (03) there were no statistically significant changes in ball dribbling skill between the pre- and post-tests, indicating that the suggested training program was ineffective in enhancing this talent.

Based on past research and expert opinion, this can be explained by: Ball dribbling, according to Al-Rubaie Kazem and Mowaffaq Al-Mawla (1988), necessitates rapid, powerful muscular contractions that mix plyometric and eccentric movements simultaneously, which aids in neuromuscular coordination.

This is the consensus, and it holds true that even though we programmed some activities to build muscle, the focus was on improving shooting ability rather than ball dribbling. The long distance of the path, which tends to maintain speed, and the variations in supports and direction changes required by the ball dribbling path are the reasons behind this. Consequently, we agree that there was no statistical significance regarding the suggested integrated training program.

According to Ibrahim Sha'lan and Amr Abu Al-Majd, abilities that demand the capacity to attain distance, coordination, sensation, and control take less time to develop than technical performance that demands speed, precision, balance, and direction shift.

Looking at the pre- and post-test results for ball dribbling, we can see that there was just a minor improvement of 0.04%, which means that the allotted time to improve this skill was insufficient to achieve statistical significance. Because of the groundwork laid, it is possible to assume that individual player variances were the cause of the discrepancy.

According to Hamdaoui Al-Tahami's (2021) research on football players less than fifteen years old, this is in line with the results of an integrated training project focussing on certain aspects of sports excellence throughout the training

phase.

**9.3 Hypothesis No. 3**

The results show that the sample's passing ability changed significantly between the pre- and post-tests.

The results of the post-test were statistically significantly different from the pre-test, as shown in Table (04).

The passing skill decreased at a rate of 32.61% from a pre-test mean of 2.19 to a post-test mean of 3.25.

This improvement can be attributed to the training process, which played a significant role in enhancing passing skill, as well as the program's efficacy through well-planned program units, application sequence, and appropriate training methods based on regulated scientific principles that take individual differences into account.

In their 1989 study, Taha Ismail and colleagues discovered that "sports training in football must be done through good organisation and planning process on scientific foundations that work on development and positive impact on the level of football players."

This is consistent with the study of Hajjar Khirfan Mohammed (2011) "The Effect of a Proposed Training Program in Small-Sided Games on Developing Physical Qualities and Basic Skills for Football Youth," in addition to the study of Issam Hajab (2019) "Effectiveness of a Training Program Based on Small-Sided Games in Developing Physical Qualities and Basic Skills for Football Players Under 17 Years," the study of Jaghdim Ben Dahabia (2013) "The Effect of Using Training on Small-Sided Games in Improving the Physical and Skill Aspect of Football Players Participating in School Sports Teams," the study of Ahmed Faraj Ismail (2003) "The Effect of Small-Sided Games Training on Some Physical and Skill Aspects of Football Players Under 18 Years," and the study of Benshaada Yassin (2016).

### 9.4 Hypothesis No. 4

The results show that the sample's shooting ability changed significantly between the pre- and post-tests.

The results of the post-test were statistically significantly different from the pre-test, as shown in Table 05.

There was a 22.83% improvement in shooting ability between the pre- and post-test means of 2.94 and 3.81, respectively.

This proves that the integrated training strategy, which is the basis of the suggested training program, improves shooting ability.

The recommended program units were implemented utilising the integrated technique, which allowed for sufficient time to practice and repeat exercises, leading to a development in shooting skill.

"Teachers and coaches are supposed to encourage learners to perform as many practice attempts as possible" (Schmidt, A. Richard and Timothy D. Lee, p. 206), as pointed out by Schmidt (2000), is in agreement with this.

The researcher believes that the reason players' shooting skills improved was because they were allowed to take advantage of good possibilities for shooting without being told specifically how to accomplish so. A key point made by Mufti Ibrahim (2010) was that, "Coaches should encourage players to seize and take advantage of opportunities that allow them to shoot and also urge them to invent different methods that help them do so" (Mufti Ibrahim, p. 166).

One reason why players' shooting skills are improving is because the program incorporates both easy and compound workouts. Players start with the simpler exercises to build their confidence, and then they move on to the more complex ones.

"Shooting is one of the skills that must be instilled in the player from the beginning of the training career such as self-confidence" (Kashk Mohammed and Al-Basati Amr Allah, 2000, p. 64), as stated by Kashk and Al-Basati (2000), lends credence to this idea.

In addition to tying shooting with other skills like running with the ball and the presence of goals and a custodian, the researcher attributes the improvement in shooting skill to the positive impact of the proposed training program for the integrated method. This method uses many similar and analogous situations during training to match conditions from different positions and angles. This is in line with the reasoning put out by Thamer Mohsen and Watheq Naji (1974): "The successful coach always tries to make the player live in training as if he were in competition by providing exercises similar to matches."

Not to mention a plethora of studies like:A study conducted by Belarousi Suleiman in 2009 examined the use of pre-game activities in football youth training programs to foster the development of certain physical attributes and fundamental abilities.Research by Jaghdim Ben Dahabia (2013): How school football teams' physical and ability levels improve when trained utilising small-sided games.Research by Ahmed Faraj Ismail (2003): How practicing with smaller teams affects the physical and technical abilities of youth football players.Research by Benshaada Yassin (2016): How a suggested small-game training program influences the acquisition of fundamental football skills (passing, shooting) among students in the 6–9 age group.

## 10. CONCLUSIONS

According to the study's main conclusions, football players aged 12–14 years old saw a statistically significant improvement in their passing accuracy (32.61%) and shooting accuracy (22.83%), as well as a 0.66% increase in their transitional speed. However, there was no statistically significant improvement in ball dribbling skill, which only saw a 0.04% improvement. The results demonstrate that integrated training is a leading modern training method for developing football players' physical attributes and offensive skills, stress the need of systematic planning in youth foundational training over the long term, call attention to the importance of tailoring training programs to each player's unique needs, and prove that training in a setting mimicking game conditions improves performance and helps athletes reach their full potential.

These findings support the study's recommendations for systematically incorporating integrated training into football training programs across age groups and genders, and they call for more studies along these lines. The report goes on to say that there should be long-term programs tailored to improving dribbling skills, that coaches should be taught how to create and execute integrated training programs, and that studies should be conducted to compare integrated training with more conventional ways of training. In addition to these recommendations, the study suggests further research into the effects of integrated training on other physical and skill variables, the provision of suitable facilities and equipment to carry out such programs, the encouragement of scientific studies pertaining to integrated training in team sports, the incorporation of integrated training principles and practices into sports science courses, and the organisation of seminars and courses for coaches to learn about integrated

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