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THE EFFECT OF SPECIAL PHYSICAL EXERCISES USING THE (EMOM) METHOD ON SOME PHYSICAL AND COGNITIVE FIELD VARIABLES FOR NEW FUTSAL REFEREES IN DIWANIYAH GOVERNORATE

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Abstract.
The use of exercises using the (Emom) method as a training tool to develop some of the physical and cognitive field abilities of new futsal referees may contribute to improving their abilities, including physical, skill and cognitive, in order to reach the best levels. Therefore, the researcher wanted to delve into this experiment, as the research problem was represented in whether the (Emom) method has an effect on the physical abilities and physical abilities of referees. The study aimed to prepare physical exercises using the (Emom) method on some of the physical abilities and cognitive abilities of new futsal referees. The research community was the new futsal referees in Diwaniyah Governorate. The experimental method was used with two groups, the control and the experimental, to suit the nature of the research problem. The researcher concluded that there were significant differences between the pre- and post-tests of the experimental group in the effect of physical exercises using the (Emom) method and some of the physical abilities and cognitive abilities of new futsal referees in favor of the post-tests. Also, the use of special video clips and various display methods had a positive effect in developing the cognitive abilities of futsal referees, which leads to the development of Speed in decision making. The researcher recommended following the selection of physical exercises using the (emom) method that are similar to the performance or similar to physical tests in terms of agility, speed and high-intensity strength..

1.1. Introduction

Futsal has become increasingly important to those concerned and responsible for it, as it is one of the most popular, exciting and enjoyable games for its practitioners and followers in the world. It has witnessed great development in recent years and on a wide international scale in all physical, skill, tactical and psychological aspects. This is evident from scientific research that has covered these fields. Therefore, it has become necessary to pay attention to this game in terms of paying attention to the refereeing aspect, which is the major factor in the success of this game and producing the match in a beautiful way that is not marred by objection to the referee's decisions. The referee must always be with the events of the game on the field, and this requires knowing its nature in order to be able to adapt to it, to invest in it to achieve justice in order to reach accuracy in decision-making, and to manage the events of the match from beginning to end with neutrality, justice and sound decisions, which requires him to bear all the circumstances that occur within the match. This bearing does not come from a vacuum, but rather through good preparation at all cognitive, psychological, physical and health levels, in keeping with the development of the course of modern futsal play, which is characterized by By quickly building attacks, and investing the match time to the maximum degree by exerting their utmost physical and field knowledge capabilities in order to make the right decision by following the best angle and ideal positioning. The multiplicity of methods and training methods has become of great importance for

Proximus Journal of Sports Science and Physical Education
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ISSN (E): 2942-9943

developing referees through which they actually choose the most appropriate of these methods and ways according to the nature of the game. Thus, the researcher came up with this method because of its utmost importance in developing the physical capabilities of referees, which is also supported by the field knowledge that directs the referee in fractions of a second in making the most appropriate, optimal and most acceptable decisions from all capabilities. Thus, the researcher headed to prepare physical exercises using the (EMOM) method in some bio-kinetic and cognitive abilities of first-class futsal referees.

1-2 Research problem:

When we seek and search for the best methods to develop a specific category, including futsal referees, it must be at a high level in preparing those exercises that aim to develop the physical field, and this is what the referee actually requires in the match. This takes us to a good focus and angle of vision that enables him to make the right decision, so he must be physically at a high level as well as excellent field knowledge that leads us to the most appropriate decision. The researcher deliberately made his research problem in the form of a question?

Do physical exercises using the (EMOM) method have an effect on some bio-kinetic and field cognitive abilities of new futsal referees?

1-3 Research objectives:

1-Preparing exercises using the (EMOM) method on some bio-kinetic and field cognitive abilities of new futsal referees.

2- Identifying the effect of EMOM exercises on some bio-motor and field cognitive abilities of new futsal referees.

1-4Research hypotheses:

1-There is a positive effect of physical exercises using the EMOM method on some bio-motor and field cognitive abilities of new futsal referees.

2-There are statistically significant differences between the post-tests of bio-motor and field cognitive abilities of the control and experimental groups in favor of the experimental group.

1-5Research areas:

1-5-1For the human field: -New futsal referees (2021-2022)

1-5-2 Spatial field: -Al-Ettifaq Sports Club Stadium in Diwaniyah Governorate

1-5-3 Temporal field: - (5/3/2022 to 5/5/2022)

1-6Keywords (Emom Method): (https://www.nbcnews.com/better/amp/ncna1125681)

EMOM workouts are a type of high-intensity interval training (HIIT), and EMOM stands for “Every Minute on the Minute.” Where you alternate short periods of intense exercise with low-intensity recovery periods, with EMOM exercises, the work is one minute to complete a certain number of repetitions for a specific exercise

2-Research methodology and field procedures:

2-1 Research methodology: The researcher used the experimental method in the two-group method (experimental and control) to suit the nature of the research

2-2 Research community and sample: The researcher defined his research community as first-class indoor football referees registered in the records of the Iraqi Central Federation and the Indoor Referees Committee for the year 2021-2022, and a sample was chosen intentionally, which is the players of the Diwaniyah

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Education Basketball Team, numbering (20) players, where they were divided into two groups with (10) players for each group..

Table (1)

shows the research community and sample and the percentage

otal number of research community	%Percentage	Number	Research sample	ت
20	%50	10	Experimental group	1
	%50	10	Control group	2

1.2. -Homogeneity and equivalence of the research sample individuals:

1.2.1. Homogeneity of the research sample individuals: The researcher conducted homogeneity in some variables for the individuals of the control and experimental groups in each of the variables (code (agility), law test, video test, maximum speed test, 30m transition speed test, power characterized by speed) and then statistical treatments were conducted for these variables, using the skewness coefficient, and thus the individuals of the same group were homogeneous as shown in Table (2)

Table (2)

shows the homogeneity and equivalence of the individuals of the research sample

significance level	Levin	significance level	t Calculated	Experimental group		Control group		Variables	ت
				ع	س	ع	س		
0.195	2.046	0.099	1.927	1.115	11.033	1.905	13.000	Code (agility)	1
0.364	1.098	0.790	0.395	0.062	2.940	0.086	2.987	Speed test 20m free	2
0.183	2.879	0.281	1.298	0.340	4.783	0.599	5.100	30m run/sec	3
0.511	0.600	0.798	0.299	0.298	11.092	0.497	12.050	Speed power	4
0.787	0.179	0.898	0.199	1.688	11.999	1.817	12.500	Theoretical test	5
0.876	0.059	0.877	0.198	1.673	11.833	1.902	13.000	video test	6

2-4-1 Data collection methods:

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

-4-1 Data collection methods: Arabic and foreign sources and references, the Internet, personal interviews, questionnaire form, experimentation. 2-4-2 Tools and devices used: (legal football field - footballs, number (8) whistle - indicators - as a video camera 3- computer type (Lenovo) .. display screen, and other tools that serve the research.

3-1 Field research procedures:

3-1 Pre-test

The researcher conducted the pre-test for the research sample for the control and experimental groups on Tuesday morning for the cognitive test and evening for the biomotor tests corresponding to 3/1/2022

3-1-1 Tests of some physical abilities of futsal referees:

By the researcher reviewing most of the sources and scientific research related to futsal referees, he took the recommendations of the scientific committee to approve the topic, the most important physical abilities were chosen in consultation with the supervisor and some experts and specialists.

3-1-2 Running test (30 m) from a high start: (Marwan Abdel Majeed, 2001, p. 139)

Purpose of the test: measuring transitional speed.

Needed tools: Stopwatch, whistle, marking two parallel lines (30m apart), the first line represents the starting line and the other represents the finish line.

Performance specifications: The tester stands behind the starting line from the high starting position, and when the starter whistle is heard, the tester starts to run, at the highest possible speed until crossing the starting line. The tester is given only one attempt, as shown in Figure (1).

Recording: The time taken by the tester from the starting line to the finish line is calculated in seconds..

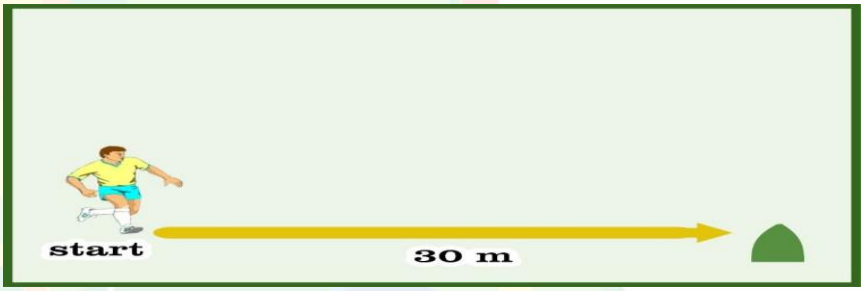

Figure 1 The 30m running test from a high start

3 – 1 – 3 20m speed test (2016/12/FIFA-Fitness-tests-for-Referees-version).

- The referee must stand with his front foot on the starting line, once the electronic timing gates are set and equipped, the test official gives a signal to the referee and the referee is free to start running, as shown in Figure (2).

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

- The referees have a maximum of 90 seconds (i.e. one and a half minutes) to rest between the two 20m x 2 speed tests, and during the rest period (90 seconds) the referee must walk back to the starting line.

- If the referee fails or falls, he is given another additional attempt (one attempt = 1 x 20m), and if he fails or falls in one attempt out of two attempts, he is given a third attempt immediately after the second attempt, but if he fails or falls in two attempts out of three attempts, he is considered to have failed the test, and Figure (2) illustrates this.

Grade:

The pass is 3.30 seconds per attempt for international judges and other grade judges.

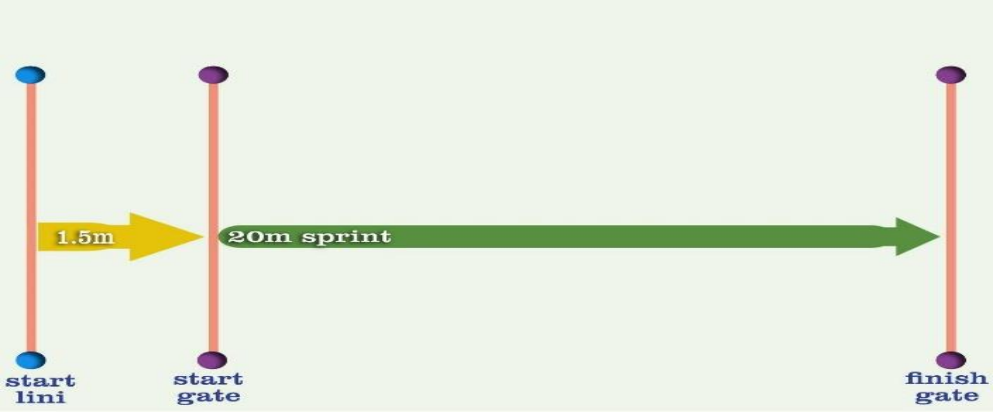

Figure (2)

Speed test (20m)

3 – 1 – 3 CODA test for agility and change of direction (2016/12/FIFA-Fitness-tests-for-Referees-version)

Procedure

Electronic timing gates (photocells) can be used to time the CODA. This is done by installing the timing gates at a height not exceeding 100 cm from the ground. If electronic timing gates are not available, an experienced fitness trainer must time each attempt using a manual stopwatch.

- The markers must be placed as shown in Figure (3), with the distance between marker A and B being 2 metres. The distance between marker B and C is 8 metres.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

- Only one timing gate is required for the CODA test A. The starting line marker must be placed 0.5 metres before timing gate A.

- The referee must stand with his front foot on the starting line. Once the electronic timing gates are set and ready, the test official gives a signal to the referee. The referee is free to start running.

- The referee runs 10 meters forward (from A to C), touches the C line, then runs sideways for 8 meters to the left (from C to B), and returns again running sideways for 8 meters to the right (from B to C), and after touching the C line, he returns and runs quickly forward for 10 meters (from C to A) to the A line.

- If the referee fails or falls, he is given another additional attempt. If he fails or falls in his attempt, he is given another attempt. If he fails or falls in two attempts, he is considered to have failed the test. Figure (3) explains this.

Score:

The pass is 10.00 seconds, maximum for each attempt for international referees, first-class referees and new referees 10.10.

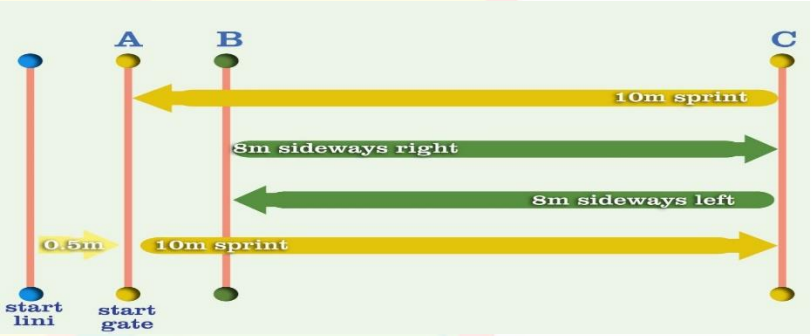

Figure (3)

CODA test 36 m for agility and change of direction

3 – 1 – 4 Speed characteristic strength test:

Hop on one leg for a distance of 36 m, going (18) m on the right leg and returning on the left leg) :(Kazem Al-Rubaie and Muwaffaq Al-Mawla, 1988, 129)

The aim of the test: to measure the speed characteristic strength of the leg muscles.

The tools used: The test area is defined by two lines, one for the start and the other (18) m for the finish, an electronic stopwatch, a whistle, a measuring tape

Test description: The referee hoops on one foot from standing at the starting line, and upon hearing the signal, he hoops for a distance of (18) m to the finish line, and returns on the other leg to the starting line and calculates the time to the nearest second. Figure (5) illustrates this.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Figure (5)

Exhibits the strength test characterized by speed

3-2 Cognitive aspect tests and video test for the Futsal Law 2022/21 FIFA-Fitness-test)

The researcher developed a program that includes explaining the paragraphs of the International Futsal Law and its articles during the training units followed within the physical curriculum. He also developed some theoretical questions related to the laws of the game, through a careful review of the laws of the game, as the process of presenting the questions was specific to important cases in the matches, to develop the cognitive aspect of the game's referees. Then the researcher presented some video clips related to the arbitration cases, and these clips come after the explanation process for the cognitive aspect, in order to develop the mental abilities related to the laws of the game. 3-3 Scientific foundations of tests:

3-3-1 Test stability:

The researcher used the test-retest method, which is one of the methods for finding the stability coefficient for the test, and this was confirmed by (Mustafa Bahi 1999) that "this method can repeat the research tool on the same sample twice or more under similar conditions as much as possible: (Mustafa Bahi, 1999, p. 7)

The researcher conducted the first test on Tuesday 2/1/2022 at four o'clock in the afternoon on judges from the research community, numbering (6) judges, and the same test was repeated again on Tuesday 2/8/2022.

The researcher calculated the simple correlation coefficient (Pearson) between the results of the two tests, and the statistical results showed that there is a high correlation in the selected tests under study, which confirms the stability of the tests.

Table (3)

shows the stability and objectivity coefficient of the tests used

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Objectivity	Consistency	Tests	ت
0.97	**0.94**	Run (30m) from a high start	**1**
0.96	**0.93**	Speed 20m	**2**
0.98	**0.91**	CODA for agility and change of direction	**3**
0.97	**0.93**	Partridge on one leg for a distance of 36m	**5**

3-4 Main experiment:

3-4-1 Pre-tests:

The pre-test was conducted over two days with the assistant work team and under the supervision of the researcher on Saturday 5/7/2022 for physical tests (30m) and the strength test characterized by speed at Al-Ettifaq Club stadium. On Monday 5/9/2022, the 20m speed test, the code test (agility) and the theoretical test were conducted at Al-Ettifaq Club stadium as well.

3-4-2 Post-tests: After the researcher finished implementing the training program and with the help of the trainer and assistant staff, the researcher conducted the post-test for the research sample (experimental and control) taking into account the same conditions for conducting the pre-test.

5-3 Statistical methods: The researcher used the statistical package SPSS

4-1 Presenting, analyzing and discussing some of the physical abilities and cognitive abilities of futsal referees:

4-1-1 Presenting, analyzing and discussing the results of some of the physical abilities and cognitive abilities of futsal referees for the control group:

Table (4)

shows the differences between the pre- and post-tests of some physical abilities and cognitive abilities of futsal referees for the control group

Significance level	T Calculated	A f	A f	Post-test		Pre-test		Unit of measurement	Variable	ت
				a	s	a	s			

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

0.014	**4.030**	**1.739**	**2.111**	**0.156**	**9.970**	**1.895**	**12.080**	Second	Code (agility)	**1**
0.031	**4.000**	**0.079**	**0.001**	**0.098**	**2.841**	**0.099**	**2.987**	Second	20m speed test	**2**
0.050	**2.691**	**0.122**	**0.420**	**0.388**	**4.668**	**0.510**	**5.088**	Second	30m run/sec	**3**
0.020	**3.899**	**0.031**	**0.211**	**0.458**	**10.888**	**0.427**	**11.099**	Second	Power at speed	**4**
0.000	**12.992**	**0.638**	**4.907**	**1.099**	**16.897**	**1.737**	**11.990**	Second	Theory test	**5**
0.003	**6.887**	**0.904**	**5.108**	**1.093**	**16.997**	**1.997**	**11.889**	Degree	video test	**6**

Through the extracted data, as shown in Table (4), we notice that there are significant differences between the pre-test and post-test in the variables of physical abilities (code agility, 20m speed test, 30m transition speed test, and strength characterized by speed), and as shown in the numbers and their mean differences and deviations in Table No. (4), there are also significant differences in the cognitive abilities specific to the referee, which are (the theoretical legal test for referees, and the video test), and as shown in the mean differences and deviations in Table No. (4), so that the researcher attributes the reason for this slight development to the control sample undergoing training within the old physical and cognitive curriculum that lacks modern training methods, as well as field cognitive training that provides the referee with a prior picture of the nature of the case and how to deal with it within sound scientific planning. This is what Muhammad Redha Al-Madamagh (2008) confirmed by saying, “Planning in the field of sports training is considered one of the predictive procedures, and improving the level of work of the functional devices, including the physical And the plan to reach the highest levels of sports development through the use of specific exercises" (Mohammad Reda Al-Madamagh, 2008, p. 217). Nawal Mahdi and Fatima Al-Maliki (2008) also confirmed it in "raising the athlete's level as high as possible in an activity or game in which the individual specializes in purposeful and direct methods and approaches in order to reach the required highest level" (Nawal Mahdi and Fatima Al-Maliki, 2008, p. 11)

4-1-2 Presenting the results of some physical abilities, analyzing and discussing them, and cognitive abilities of futsal referees for the experimental group:

Table (5)

shows the differences between the pre- and post-tests in some physical abilities and cognitive abilities of futsal referees for the experimental group

	T	**A f**	**A f**	**Post-test**	**Pre-test**		Variable	ت

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Significance level	Calculated			a	s	a	s	Unit of measurement		
0.010	**4.003**	**0.279**	**1.295**	**0.721**	**9.660**	**1.000**	**10.955**	Second	Code(agility)	**1**
0.000	**10.111**	**0.035**	**0.221**	**0.013**	**2.620**	**0.048**	**2.841**	Second	Speed test 20m	**2**
0.010	**3.760**	**0.113**	**0.423**	**0.101**	**4.000**	**0.214**	**4.423**	Second	30m run/s	**4**
0.001	**7.337**	**0.139**	**0.871**	**0.102**	**10.001**	**0.241**	**10.872**	Second	Speed characteristic power	**6**
0.000	**8.010**	**0.571**	**7.002-**	**1.062**	**19.001**	**1.633**	**11.999**	Second	Theoretical test	**7**
0.000	**9.260**	**0.518**	**6.263-**	**0.812**	**18.245**	**1.330**	**11.982**	Degree	**video test**	**8**

Through the data that were extracted and as shown in Table (5), we notice that there are significant differences between the pre-test and post-test in the variables of physical abilities (the agility code, the 20m speed test, the 30m transition speed test, and the strength characterized by speed), and as the numbers and their mean differences and deviations are shown in Table No. (5), there are also significant differences in the cognitive abilities specific to the referee, which are (the theoretical legal test for referees, and the video test), and as their mean differences and deviations are shown in Table No. (4), so that the researcher attributes the reason for this development to the fact that the training group was subjected to a high-intensity physical training program with short rest periods within standardized times within the level of field performance specific to the game through the (Emom) method, which performs physical preparation that serves the performance, which the control group was not subjected to, and this is confirmed by (Mohammed Hassan Alawi 1994) when he said, "Every successful physical and skill performance In any sporting activity, physical abilities are preceded by those related to the extent of readiness for these abilities and perform their functions in an interconnected manner according to a sequential system that ultimately contributes to achieving better performance" (Muhammad Hassan Alawi, 1994, p. 423). The researcher believed that the gradual application of the curriculum in terms of specific knowledge, then physical and field knowledge led us to arm the referee with the physical and field knowledge aspects, and this is what (Zuhair Qasim Al-Khashab and others, 1999) came up with, saying "The gradual application to reach the best level of performance has become an important rule of training, and the gradual application means the training plan proceeds in a manner from easy to difficult and from simple to complex" (Zuhair Qasim Al-Khashab and others, 1999, p. 142). 4-1-3 Presentation, analysis and discussion of the results of some physical abilities and cognitive abilities of futsal referees, analysis and discussion of the control and experimental groups:

Table (6)

shows the differences between the control and experimental groups in the post-test in some physical abilities and cognitive abilities of futsal referees

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Significance level	T Calculated	Experimental group		Control group		Variables	ت
		a	s	a	s		
0.000	**6.761**	**0.131**	**9.207**	**0.116**	**9.830**	Code(agility)	**1**
0.027	**2.440**	**0.016**	**2.631**	**0.092**	**2.885**	Speed test20m free	**2**
0.005	**3.534**	**0.114**	**4.104**	**0.355**	**4.750**	30m run/sec	**4**
0.013	**2.858**	**0.121**	**10.029**	**0.432**	**10.902**	Speed power	**5**
0.004	**3.390**	**1.095**	**18.987**	**1.033**	**15.697**	Theory test	**6**
0.006	**3.109**	**0.837**	**18.900**	**1.033**	**16.770**	**video test**	**7**

Through the extracted data, as shown in Table (4), we notice that there are significant differences between the pre-test and post-test in the variables of physical abilities (code agility, 20m speed test, 30m transition speed test, and strength characterized by speed), and as the numbers and their mean differences and deviations are shown in Table No. (4), there are also significant differences in the cognitive abilities specific to the referee, which are (the theoretical legal test for referees, and the video test), and as their mean differences and deviations are shown in Table No. (4), so that the researcher attributes the reason for this development that occurred to the experimental group to the application of the physical curriculum in a way that serves the referee and the extent of the requirements of the indoor game in terms of centering and decision-making, and the referee's exposure to cognitive and physical intermediate tests to determine the real and effective level, and this was confirmed by Nawal Mahdi and Fatima Al-Maliki (2008) in their saying: "Knowing the level through measurements and tests to work through them the training requirements in a way that suits the requirements of the activity." (Nawal Mahdi and Fatima Al-Maliki, previously mentioned source, p. 15)

The researcher confirms another reason, which is that the research sample has a high desire for development, learning and acquisition, whether physical or cognitive, especially field cognitive, because it contains high excitement in the referee's display of his skill in decision-making, and this is what Nawal Mahdi and Fatima Al-Maliki (2008) stressed to "the importance of strengthening the relationship between the coach, in order for the referee to reach the highest levels, it requires him to strengthen the relationship between the athlete, which appears in the direct relationship between them, as well as the process of desire and orientation towards training, which is one of the most important duties of the coach, which requires him to produce training in a way that achieves the desired in an exciting and enjoyable manner." (Nawal Mahdi and Fatima Al-Maliki, previously mentioned source, p. 11)

Conclusion:

1- There are significant differences between the pre- and post-tests of the experimental group in the effect of physical exercises using the (emom) method and some physical abilities and cognitive abilities of new indoor soccer referees, in favor of the post-tests.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 9, September 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

2- Physical exercises using the (emom) method prepared for the experimental group had a positive effect on developing the physical fitness of futsal referees. 3- The use of special video clips and various display methods had a positive effect on developing the cognitive abilities of futsal referees, which leads to developing the speed of decision-making.

Recommendations

1-Choosing physical exercises using the (emom) method that are similar to the performance or similar to physical tests in terms of agility, speed and high-intensity strength.

3- Using cognitive exercises that are similar to the referee's performance during the match to help him make the right decision for the rest of the other games.

4- It is necessary to follow the cognitive approach from the beginning of the training curriculum and the cognitive aspect is the important part of that.

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Model of training units and exercises used in weekly training units

Week: First Day: Saturday

Training unit: (1) Date: 3/5/2022

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Venue: Al-Ettifaq Club Stadium in Diwaniyah Governorate

Exercise time: 48.116 minutes

Objective: Develop agility and speed

Notes	Total exercise time	The Rest		Repetition	Repetition time rate	intensity	Exercises used	.1.2.1
		Between workouts	Between repetitions					
	480 sec	120 sec	60 sec	3	60 sec	%90-85	Level 1 Exercise	1
	480 sec	120 sec	60 sec	3	60 sec		Level 2 Exercise	2
	700 sec	90 sec	45 sec	4	40 sec		Level 3 Exercise	3
	450 sec	60 sec	30 sec	3	60 sec		Field Cognitive Exercise No. 1	4
	432 sec	60 sec	30 sec	4	45 sec		Field Cognitive Exercise No. 2	5
	345 sec	54 sec	20 sec	3	50 sec		Field Cognitive Exercise No. 3	6

A model of physical exercises used in the research

A- Exercise to develop speed using the (Emom) method, first level: A square with a side length of (4) m, each two opposite sides of the square is concerned with developing the lateral movement of the referee as well as the forward and backward movement with short and quick steps. When the referee moves from the side designated for lateral movement by entering between the signs, he moves to the side adjacent to it and the movement between the signs forward and backward. At the end of the cycle on the square, the referee enters the middle of the square with the presence of two small stations of four signs inside the square. The referee begins the first station by jumping between the signs with one foot and then switches by jumping with both feet between the signs (4) jumps for each side and then moves to the last station inside the square, which is jumping forward and backward between the signs (5) jumps and then ends the exercise.

B- Second level: The researcher deliberately changed the lengths of the sides of the square to increase the duration of the exercise and thus increase or decrease the intensity within a minute of work on the exercise. The second level was the length of the side of the square (6) m.

T- Third level: The length of the side of the square at this level is (8) m. Appendix (3)

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A model of cognitive exercises for hall referees

1- Field cognitive exercise in which the referee sets up 5 cones vertically by running sideways facing the field, then the coach blows his whistle to open a screen containing a similar situation and the appropriate decision is made. Here we follow the referee's movement and decision

2- The referee runs freely to watch a real situation with distracting sound effects for the referee, and then a real game between the two Al-Ettifaq youth teams, who, by prior agreement, create a complex situation of holding and pushing for more than one position that requires a decision from the referee

3- A quick counter-play from Team A to Team B and making a foul in Team B's goal requires a high physical and cognitive effort from the referee to make the correct decision

4- Field cognitive exercise to follow the penalty area and give a decision after the end of the refereeing situation designated for interference between players for more than one position

5- Visual cognitive exercise through the display screen and the referee follows the situation, and when the complex situation of more than one foul ends, the referee gives his decision with a focus on the transfer of play from Team (A) to Team (B)