Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

THE EFFECT OF RECEIVING REBOUNDING BALLS FROM THE WALL ON THE DEVELOPMENT OF MOTOR SPEED AND THE SKILL OF BALL CONTROL IN YOUNG FOOTBALL PLAYERS

Teacher Dr. **Hiwa Ahmed Qader Abdullah, General Directorate of Education, Diyala Province, Iraq**
Email: Ahmdhywa18@gmail.com
Associate Professor Dr. **Ateef Abdulkhaleq Ahmed Agha, College of Physical Education and Sports Sciences, University of Tikrit, Iraq**
Email: ateefalagasport@tu.edu.iq

Abstract
Football is one of the sports that encompasses a wide variety of skills, physical abilities, strategies, and behaviors throughout the match, across different levels and age groups. This highlights the essential need for players, individually or as a team, to consistently and continuously deliver quality and speed in executing fundamental skills in various competitive situations. Motor speed is a crucial physical capability in modern football, as it provides players with the ability to perform physical, skill-based, or tactical tasks within a time frame that ensures a competitive advantage and ultimately surpasses the opponent. Additionally, the skill of ball control allows players to handle situations optimally by providing good control over the ball, especially when receiving random and fast-moving balls. These two variables, physical and skill-based, are vital for effectively controlling and handling the ball quickly in changing competitive scenarios. This prompted the researcher to study the use of rebound balls from a wall as an independent experimental variable and to examine its impact on young players' motor speed and ball control skills in football, which underscores the importance of the research.
The researcher relied on a sample of young football players from the sports academy in Jalawla, who are preparing to participate in the provincial championship for the 2023-2024 season, totaling 24 players. Four players were excluded from the experiment due to conflicts between their school schedules and the program's application period. The researcher divided the sample into two groups, experimental and control, through random selection. The study concluded that training with rebound balls from a wall led to improvements in motor speed and ball control skills among the experimental group. The researcher provided recommendations specific to the topic of the research.
Keywords: suppression, Rebound balls from the wall, motor speed

1. Research Definition

1.1. Research Introduction and Importance:

Football is a global sport that has seen significant advancements in recent years, mainly through progress in player preparation and training by utilizing various sciences, methods, and training ideas. These approaches encompass skill, physical, and tactical training elements, or a combination of these, intertwining their performance to achieve training objectives. This integrated training enhances the performance of team players in competitive situations, leading to highly proficient individual and collective skills that contribute to cohesive teamwork and, ultimately, to victory in matches.
Ball control and motor speed are essential technical and physical components that greatly impact the safe possession and transfer of the ball among team players, aligning with the team's strategic plans to win both friendly and official matches.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Applying scientific principles and foundations in sports training is particularly important for developing the performance levels of football players. As stated by Ahmed Yusuf Mutib Al-Hasnawi (2014), "It is essential to design training programs based on variety and diversity in training location, timing, content, and methods."[1] The researchers aimed to use exercises in this study that differ fundamentally from the classic exercises typically employed for skill or physical development in football players. This is achieved by using the ball and wall at varying distances and heights, as well as utilizing a partner and different directions. The exercise involves the player or a partner hitting the ball towards the wall; upon its rebound, the player suppresses and controls it, aiming to develop the physical and skill aspects of rapid response to the rebounding ball and control over it (suppressing it). This is the core significance of this research. Repeatedly receiving rebounding balls from the wall, at different speeds, positions, and distances, will enhance the player's sense of the direction and speed of the ball in relation to their body. This compels the central and peripheral nervous systems to quickly interpret stimuli and make swift, correct decisions, ensuring the appropriate body part is placed in the ball's path to receive and control it with minimal time and fewest touches.

1.2 Research Problem:

Given the researchers' practical experience as football coaches in clubs and sports academies for many years, in addition to their analysis of numerous friendly and official matches for these teams, they observed considerable slowness in player movement with or without the ball, alongside a deficiency in performing basic skills, notably ball suppression. This often leads to continuous loss of possession and an inability to display individual efficiency in executing this essential skill at the required level, thereby causing the team to lose one of the key methods for individual ball possession during football matches. Through reviewing and analyzing several training units for this age group, the researchers found that the exercises chosen for ball suppression skills were simple and rudimentary, failing to align with the conditions of modern play and not involving rebounding ball exercises from the wall, making the training environment relatively static and unable to meet the training goals for rapid and secure ball suppression. Therefore, the research problem revolves around the following question:

- Will training on receiving rebounding balls from the wall enhance the movement speed and suppression skill of young football players?

1.3 Research Objectives:

- To develop training situations where the ball is hit towards the wall, and upon its rebound, the player suppresses it using various body parts, placing it under control within the regulations of football.
- To identify the significance of the differences between the pre- and post-test results of both the experimental and control groups in the development of movement speed and ball suppression skill in young football players.
- To reveal the significance of differences between the post-test results of both groups in developing movement speed and ball suppression skill in young football players.

1.4 Research Hypotheses:

- There are statistically significant differences between the pre- and post-test results of the experimental and control groups in the development of movement speed and ball suppression skill among young football players.
- There are statistically significant differences between the post-test results of the experimental and control groups in the development of movement speed and ball suppression skill among young football players.

[1] Ahmed Yusuf Mutib; *Skills of Sports Training*, 1st Edition (Amman: Dar Safa for Publishing and Distribution, 2014), p. 32.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

1.5 Research Domains:

1.5.1 Human Domain:

Young football players at the Sports Academy in Jalawlaa, aged 15-16, for the 2023-2024 season.

1.5.2 Time Domain:

From February 1, 2024, to April 1, 2024.

1.5.3 Spatial Domain:

Captain Rafid's field, Jalawlaa.

3. Research Methodology and Field Procedures:

3.1 Research Method:

The experimental method was used in this study, with an experimental design involving both an experimental group and a control group, each undergoing pre- and post-tests, suitable for the nature of the research problem.

3.2 Research Sample:

The research sample was intentionally selected, comprising young football players at the Sports Academy in Jalawlaa, preparing for the provincial championship for the 2023-2024 season, totaling 24 players. Four players were excluded from the experiment due to school attendance conflicts with the program implementation period. The researchers divided the remaining players equally into two groups, with each group containing 10 players. The groups (experimental and control) were assigned by lottery.

3.3 Homogeneity and Equality of the Research Sample:

- **Sample Homogeneity:**

  The researcher conducted the homogeneity process for the research sample as follows:

Table (1) shows the homogeneity of the research sample.

Research Variables	Unit of Measurement	Mean	Standard Deviation	Mode	Skewness Coefficient
Age	Years	15.715	0.516	16	-0.552
Height	cm	168.850	5.353	169	-0.028
Weight	kg	61.700	5.629	58	0.657

It is evident from Table (1) that the research sample is homogeneous in terms of age, height, and weight, as the skewness coefficients were -0.552, -0.028, and 0.657, respectively. These values fall within the range of -3 to +3, indicating the homogeneity of the sample members.

Equality:

The equality of the research sample, for both the experimental and control groups, included the variables under study. **Table (2)** illustrates this:

Table (2) shows the equality of the means, standard deviations, calculated and tabulated (T) values, and the significance of the differences between the pre-test results of the experimental and control groups for the variables under study.

Test	Unit of Measurement	Group	Mean	Standard Deviation	Calculated T Value	Significance Level (sig)
Suppression	Score	Experimental	2.800	1.686	0.268	0.791
		Control	2.800	1.646		
Movement Speed	Repetitions	Experimental	12.800	1.619	0.586	0.566
		Control	12.400	1.429		

The tabulated T value is 2.12 at a degree of freedom of 18 and a significance level of ≤ 0.05.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

It is evident from Table (2) that there are no significant differences between the pre-test results of the experimental and control groups in the variables under study, as the calculated T values were smaller than the tabulated T value of 2.12 at a degree of freedom of 18 and a significance level of 0.05. This indicates the equivalence of the experimental and control groups.

3-4 Methods of Data Collection and Equipment Used in the Research:

3-4-1 Data Collection Methods:

- Arabic and foreign sources.
- Registration form and data entry form.

3-4-2 Equipment Used:

- Electronic medical scale (1 unit).
- Electronic calculator (HP) (1 unit).
- Stopwatch (2 units).

3-4-3 Tools Used:

- Block wall with a height of 3 meters and width of 5 meters (2 units).
- Measuring tape (1 unit).
- Adhesive tape (2 inches width) (3 units).
- Wooden platform, 3 meters long and 50 cm wide (1 unit).
- Footballs (30 units) with official weight.

3-5 Tests Used in the Research:

First: Measuring Movement Speed:

- **Test Name**: Return Pass to Platform for 30 Seconds (2)[2]
- **Objective of the Test**: To measure movement speed in passing the ball to the platform for 30 seconds.
- **Tools and Equipment Used**: Whistle, platform, football, measuring tape, stopwatch.
- **Method of Performance**: The player, upon hearing the whistle, kicks the ball from a distance of 3 meters toward a platform that is 3 meters wide. The player continues passing the ball after it rebounds for a duration of 30 seconds. **Figure (1)** illustrates this procedure.
- **Recording**: The number of successful passes performed by the player during the 30 seconds is recorded.

Figure (1) illustrates the **Movement Speed Test** (passing to the platform for 30 seconds).

[2] **Wameed Shamiel Kamil.** "The Effect of Special Exercises on the Development of Speed, Agility, and Movement Speed and Their Relationship with Some Basic Skills in Football." Unpublished Master's Thesis, University of Baghdad, College of Physical Education, 2004, p. 46.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Second: Measuring Ball Control Skill (Suppression)

- **Test Name**: Stopping the Ball (Suppression) within a 2x2 Meter Square[3]
- **Objective of the Test**: To measure the accuracy in stopping the ball and regaining control using the foot, thigh, chest, or head.
- **Tools Used**: 5 legal footballs, measuring tape.
- **Test Procedures**: The player stands behind the designated testing area. The referee, holding the ball, is positioned at line (A). Upon receiving the starting signal, the referee throws the ball high into the air, and the player advances from the starting line to the testing area, attempting to stop the ball using any part of the body, except the arms. After stopping the ball, the player must return to the starting line and proceed again. The player repeats the following attempts:
    - The ball must be stopped within the designated area, and one of the player's feet must be inside the testing area.
    - If the referee makes a mistake while throwing the ball, the attempt is repeated and not counted.

The attempt is considered invalid in the following cases:

- If the player fails to stop the ball or crosses any line in the area with more than one foot.
- If the ball is stopped in an illegal manner.

- **Recording**: Two points are awarded for each correct attempt out of the five trials. **Figure (2)** illustrates this procedure.

Figure (2) illustrates the **Ball Control Skill Test (Suppression) within a 2x2 Meter Square**.

3-6 Main Experiment Procedures:

3-6-1 Pre-Test: The pre-test for the sample group was conducted to assess their movement speed and ball control skill within a 2x2 meter square on the Captain Rafd Field in Jalawla at 10:00 AM on Wednesday, 31/1/2024.

3-6-2 Main Experiment: The researcher prepared **16 exercises** for the ball control skill test, focusing on controlling the rebound from the wall. These exercises were distributed over the weeks of the training program, with two exercises per week. These exercises were repeated three times per week, with the number of repetitions and the distance at which the player receives the ball from the wall changing each week. In the first

[3] **Zuhair Al-Khashab, Moataz Younis.** *Football Skills Tests and Laws.* Mosul: Dar Bin Al-Athir, 2005, p. 55.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

week, the distance between the player and the wall was **12 meters**, and in the last week, it was reduced to **5 meters**. Each week, the player would move 1 meter closer to the wall, making the exercises increasingly difficult.

The rationale behind changing the distance is that the greater the distance between the player and the wall, the longer the performance time, giving the brain more time to process the stimulus and make an appropriate decision. As the distance decreased, the performance time was reduced, requiring the central nervous system to adapt to faster stimulus recognition, quicker interpretation, and faster decision-making and execution.

The researcher designed the **microcycle (weekly)** load pattern as a **2:1 low-to-high load ratio**, with low load on one day and high load on two days. For the **medium load cycle**, the pattern was **1:3**, gradually increasing for three weeks, followed by a reduction in load during the fourth week of each medium load cycle.

Training load components were distributed as follows:

1. **Intensity / Ideal Performance**
2. **Volume**: The training load increased progressively, starting at **42%** in the first week, reaching **95%** by the seventh week, and then decreasing to **85%** of the maximum performance in the final week.

The distribution of training components can be seen in **Figure (1)**.

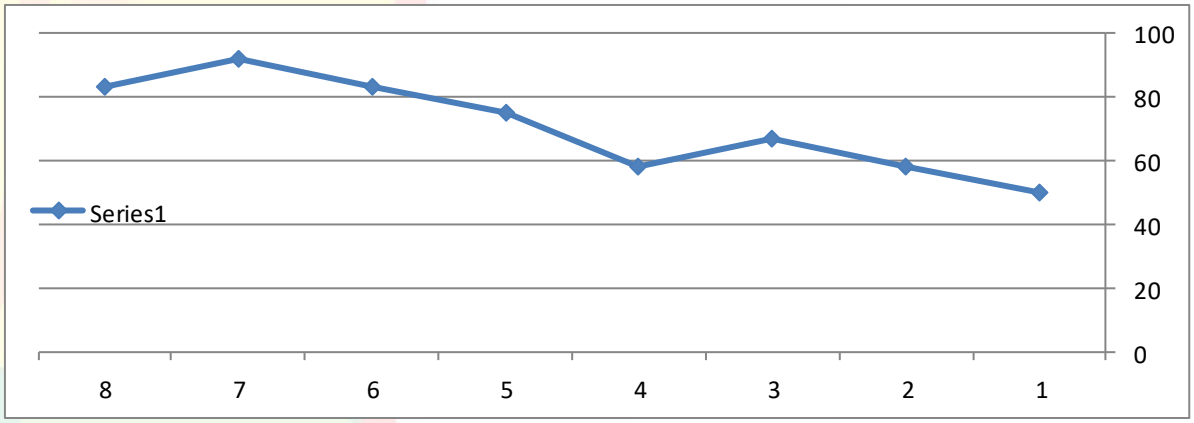

Figure (1) shows the percentage distribution of the training load volume across the weeks of the training cycle.

The researchers determined the number of repetitions for the ball reception exercises from the wall for each training unit, based on the players' maximum performance in the ball strike and reception drill, which was **60 repetitions**. The training load in the first training unit was set at **25 repetitions**, and the repetitions were progressively increased until reaching **60 repetitions**.

The researchers structured the training load in **microcycles** to regulate the process of progression and variation, gradually increasing the load over **8 microcycles**, which, in turn, form **2 medium load cycles**. This approach ensures a balanced and controlled increase in intensity throughout the program.

This progression is visualized in **Figure (2)**.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

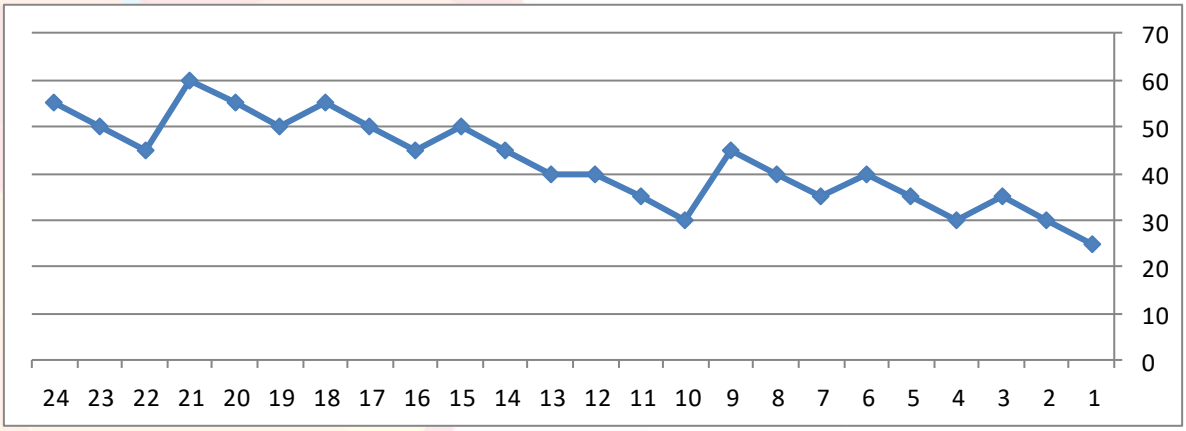

Figure (2) shows the distribution of training load across the days and weeks of the training cycle.

3- **Rest Periods:** The rest period between repetitions in the first training unit of each week was set at **30 seconds**. However, the rest period between repetitions in the second and third training units of the same week was **45 seconds** due to the increased number of repetitions. On **1/2/2024**, the exercises for receiving the ball rebounded from the wall were applied as part of the main section of the training unit for **eight weeks** in **24 training units**, with **three training units per week**.

3-6-3 **Post-Test:** The post-tests for the sample group in terms of **movement speed** and **ball control skill** (stopping the ball inside the 2x2 m square) were conducted on **Monday, 1/4/2024**, under the supervision of the same team and using the same devices and tools as in the pre-tests, under identical conditions for all participants.

3-7 **Statistical Methods:** The researchers used the **SPSS statistical program** to process and analyze the data from the movement speed test and the ball control skill test (stopping the ball within the square) for both the experimental and control groups, comparing pre- and post-test results using the appropriate statistical methods to draw conclusions from the research.

4. Display and Analysis of Results and Discussion:

4-1 **Display and Analysis of Pre-Test and Post-Test Results for the Control Group:**

Table (3) shows the mean, standard deviations, **T-values**, and significance levels between the pre-test and post-test results for the control group in the **movement speed test** and the **ball control skill (stopping the ball) test** under study:

N.	Variables	Unit	Pre		Post		T Value	)sig(	SIG
			SD	M	SD	M			
1	Speed	Degree	12,400	1,429	13,500	1,333	3,973	0,003	Sig
2	Suppression	Rep.	2,800	1,646	4,000	0,849	4,583	0,001	Sig
T-table value = 2.26 at 9 degrees of freedom and a significance level of 0.05.									

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

Table (3) shows the results of the control group in the pre-test and post-test for the tests used in this research. The findings are as follows:

Test of **Movement Speed**:

It is clear from **Table (3)** that there is a significant difference between the pre-test and post-test results for the control group. The mean score for the pre-test was **12.400** with a standard deviation of **1.429**, while the mean score for the post-test was **13.500** with a standard deviation of **1.333**. By calculating the **T-value**, which was **3.973**, it is greater than the **T-table value** of **2.26** at 9 degrees of freedom and a significance level of **0.05**. The **sig** value was **0.003**, which is less than **0.05**, indicating a significant difference between the pre-test and post-test results for the control group. [4]

Test of Ball Control (Stopping the Ball) Inside 2x2m Square:

From **Table (3)**, it is evident that there is a significant difference between the pre-test and post-test results for the control group. The mean score for the pre-test was **2.88** with a standard deviation of **1.646**, while the mean score for the post-test was **4.000** with a standard deviation of **0.849**. The calculated **T-value** was **4.583**, which is greater than the **T-table value** of **2.26** at 9 degrees of freedom and a significance level of **0.05**. The **sig** value was **0.001**, which is less than **0.05**, indicating significant differences between the pre-test and post-test results for the control group.

4-1-1-1 Discussion of the Pre-Test and Post-Test Results for the Control Group:

Analyzing the results of the ball control test (target accuracy) for the control group in the pre-test and post-test (Table 4) shows a significant difference for the two variables investigated in this study, confirming the first hypothesis for the control group.

The researchers attribute the presence of significant differences in the results of the pre-test and post-test for the control group to the fair distribution of the sample and the good physical and skill-related abilities of the control group members. However, the exercises applied to the control group mainly focused on foot control from a stationary position and on balls thrown by hand, which were not aligned with the level and precision of the skills required in modern football.

According to **Amrallah Ahmed Al-Basati (1998)**, "In order for a composite training unit to achieve its goals, the coach must consider the principles and conditions of developing each component of the training unit according to its impact on the vital aspect to ensure greater effectiveness."[5] This is confirmed by **Jamal Saleh Hassan (2001)**, who stated, "Training programs should be designed according to the players' abilities and should address their interests and desires in a systematic and directed way to develop their motor skills."[6]

4-1-2 **Presentation and Analysis of Pre-Test and Post-Test Results for the Experimental Group in Movement Speed and Ball Control Skills**:

Table (4) shows the means, standard deviations, T-values, and significance levels (sig) between the pre-test and post-test for the experimental group in the motor speed test and the ball control skill test under study.

N.	Variables	Unit	Pre	Post	T Value	)sig(	SIG

[4] **Rafid Aboud Hindi** / Coach
Rahman Jassem Hamada / Coach
Akam Mohammed Said / Physical Education Teacher

[5] **Amrallah Ahmed Al-Basati**; *Qawa'id wa Asas al-Tadrib al-Riyadi wa Tatbiqatuh* (Rules and Principles of Sports Training and Its Applications) (Alexandria, Al-Ma'arif Printing Press, 1998), p. 139.

[6] **Jamal Saleh Hassan**; *Madaris Kora Al-Qadam: Al-Baramij Al-Ta'leemiyya Li-A'amar 8-11 Sana* (Football Schools: Educational Programs for Ages 8-11) (Dubai, Dar Al-Salam for Printing and Publishing, 2011), p. 42.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

			SD	M	SD	M			
1	Speed	Degree	12,800	1,619	20,500	2,273	11,000	0,000	Sig
2	Suppression	Rep.	2,800	1,686	9,000	1,054	13,286	0,000	Sig
The critical value of (T) = 2.26 at 9 degrees of freedom and a significance level of 0.05.									

Table (4) shows the results of the experimental group in the pre-test and post-test used in the study, as follows:

- **Speed Measurement Test:** From Table (4), it can be seen that there is a significant difference between the pre-test and post-test results, favoring the post-test for the experimental group. The mean score in the pre-test was 12.800, with a standard deviation of 1.619. In the post-test, the mean score was 20.500, with a standard deviation of 2.273. The calculated T-value was 11.000, which is greater than the tabular T-value of 2.26 at 9 degrees of freedom and a significance level of 0.05. The significance value (sig) was 0.000, which is less than 0.05, indicating significant differences between the pre-test and post-test results, favoring the post-test for the experimental group.
- **Skill Measurement (Ball Reception within a 2x2m Square):** From Table (5), it can be observed that there is a significant difference between the pre-test and post-test results, favoring the post-test for the experimental group. The mean score in the pre-test was 2.800, with a standard deviation of 1.686. In the post-test, the mean score was 9.000, with a standard deviation of 1.054. The calculated T-value was 13.286, which is greater than the tabular T-value of 2.26 at 9 degrees of freedom and a significance level of 0.05. The significance value (sig) was 0.000, which is less than 0.05, indicating significant differences between the pre-test and post-test results, favoring the post-test for the experimental group.
- **4-1-2-1 Discussion of Pre-Test and Post-Test Results for the Experimental Group:**
- Upon analyzing the results of the speed test and ball reception test within the square for the experimental group in both the pre-test and post-test (Table 5), it is evident that there is a significant difference in the variables investigated in this study. This confirms the first hypothesis of the study for the experimental group.
- The researchers attribute the improvement in the skill of ball reception for the experimental group to the type of wall rebound exercises prepared by the researcher. These exercises focused on providing variation and change in the positions of performing the reception skill. When the ball was struck toward the wall by a partner, the player was more focused on the ball and its rebound from the wall, aiming to control it. In this case, the player's task was to determine the ball's speed and direction and receive it. On the other hand, when the ball was sent toward the wall by the player themselves, their task changed. The player focused on striking the ball toward the wall and then shifted their attention to the ball as it rebounded from the wall, sending necessary information to the brain and making decisions to direct the nervous signals to the body parts and muscles involved in the action to receive the ball and bring it under control. This requires quick attention to the process of striking the ball and redirecting attention to the ball as it rebounds from the wall.
- This concept is supported by Hanfy Mahmoud Mukhtar (1994), who emphasized that "repeated interaction with the ball, such as looking at it and then receiving it, will increase the player's sensitivity to the ball, establishing a strong 'friendship' between the player and the ball. This 'friendship'

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

strengthens as the player becomes more familiar with the ball's secrets, making it easier to control, whether on the ground, in the air, or coming from the right, left, front, back, or any position the player takes."[7]

4-1-3 **Presentation and Analysis of the Post-Test Results for the Experimental and Control Groups:**

Table (5) shows the mean values, standard deviations, calculated T-values, and significance levels (sig) for the post-test results of the experimental and control groups in the motor speed and ball suppression skill tests under study.

N.	Variables	Unit	Experimental		Control		T Value	)sig(
			SD	M	SD	M		
1	Speed		9,000	1,054	4,000	1,333	9,303	0,000
2	Suppression		20,500	2,273	13,500	0,849	9,122	0,000

The critical T-value = (2.12) at degrees of freedom (18) and significance level (0.05).
Table (6) shows the results of the control and experimental group participants in the post-test of the test used in the research. The results are as follows:

- **Shooting Accuracy Test:** It appears from Table (6) that there is a significant difference between the post-test results for both the control and experimental groups, in favor of the experimental group. The mean score of the control group participants in the post-test was (7) points with a standard deviation of (2), while the mean score for the experimental group participants in the post-test was (17.7) points with a standard deviation of (1.76). When calculating the (T) value, it was found to be (12.67), which is higher than the table value of (2.12) at 18 degrees of freedom and a significance level of (0.05). The significance value (sig) was (0.005), which is less than (0.05), indicating that there are significant differences between the post-test results, in favor of the experimental group.

4-1-3-1 Discussion of the Post-Test Results for the Control and Experimental Groups: When analyzing the results of the shooting accuracy test, where the goal was divided into squares, for both the control and experimental groups in the post-test presented in Table (6), it is evident that there is a significant difference in the research variable, in favor of the experimental group. This supports the second hypothesis of the study.
The development of motor speed means the development of the body's functional (physiological) efficiency, and this development only comes through the precise selection of exercises used in training and their correct application, as well as regulating the training load for these exercises. This leads to the necessary adaptations in the functioning of the nervous-muscular system, coupled with the development of energy systems that work on performing movement tasks that require speed and accuracy. The researchers built a training program for exercises that involve receiving the ball rebound from the wall, using appropriate training tools for youth according to their (physiological) characteristics. This program serves as a means to achieve training goals that can enhance and develop this efficiency.

[7] Hanfy Mahmoud Mukhtar; *The Scientific Foundations in Football Training* (Cairo, Dar Al-Fikr Al-Arabi, 1994), p. 103.

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

The researchers believe that the repetition of striking the ball against the wall and receiving it will increase the efficiency of the eyes in perceiving various movement stimuli and the ability of the central nervous system to receive, analyze these stimuli, make appropriate decisions, and send them to the muscle groups responsible for executing them, with a focus on the successful execution of the damping process and putting the ball under the player's control. Executing the damping skill this way will face many difficulties at first because the movement task is new. However, as the central and peripheral nervous systems become familiar with these tasks and with regular practice, and then as these exercises are developed and their difficulty increases, it will force the different functional systems to work at the required speed and accuracy to complete the movement task successfully.

This was confirmed by Mohammed Reda Ismail (2008), who stated, "Training adaptation is the sum of the changes that occur through the repeated practice of exercises in an organized manner. The changes in the athlete's body parts and systems result from the specific demands that physical efforts place on their bodies through the exercises they perform, based on the volume, intensity, and frequency of training."

This confirms the researchers' decision to choose exercises for receiving the ball rebounds from the wall to develop speed and damping skills, which increases the player's ability to perform rapid thinking and control with body parts responsible for damping balls coming from a teammate or opponent, regardless of whether they are difficult or random. This ensures the player successfully performs the damping process and gains complete control over the ball, achieving the study's goal.

5. Conclusions and Recommendations:

5-1 Conclusions:

- Receiving ball rebounds from the wall has a significant positive impact on developing motor speed and damping skills for youth football players.
- The training program used for receiving ball rebounds from the wall, developed by the researcher, improved motor speed and the researched damping skill as it included effective exercises that gradually increased in difficulty, fitting the skill level of youth football players in the Iraqi context.

5-2 Recommendations: Based on the conclusions above, the researcher recommends the following:

1. Emphasizing the use of exercises for receiving ball rebounds from the wall with youth football players, focusing on exercises that improve their physical and skill levels.
2. Using the ball rebound exercises from the wall in two or three training sessions per week, with a 48-hour break between each session.
3. It is essential to apply the training program for receiving ball rebounds from the wall, as developed by the researcher, to football clubs and academies in Iraq due to its beneficial effects on developing motor speed and damping skills among youth football players.

References

- **Ahmad Yusuf Mut'ib**, *Sport Training Skills*, 1st edition (Amman, Dar Safa for Publishing and Distribution, 2014).
- **Amrallah Ahmad Al-Basati**, *Rules and Foundations of Sports Training and Its Applications* (Alexandria, Ma'arif Printing, 1998).
- **Jamal Saleh Hassan**, *Football Schools: Educational Programs for Ages 8-11* (Dubai, Dar Al-Salam for Printing and Publishing, 2011).
- **Hanafi Mahmoud Mukhtar**, *Scientific Principles in Football Training* (Cairo, Dar Al-Fikr Al-Arabi, 1994).
- **Zuhayr Al-Khashab**, **Mu'taz Younis**, *Football: Skills, Tests, Laws* (Mosul, Dar Ibn Al-Athir, 2005).

Proximus Journal of Sports Science and Physical Education
Volume 1, Issue 11, November 2024
https://proximusjournal.com/index.php/PJSSPE
ISSN (E): 2942-9943

- **Mohammad Reda Ismail**, *Field Application of Athletic Training Theories and Methods* (Baghdad, Dar Al-Jami'ah for Publishing and Printing, 2008).
- **Wameedh Shamil Kamil**, *Effect of Special Exercises on the Development of Speed, Agility, and Motor Speed and Their Relation to Some Basic Football Skills* (Unpublished Master's Thesis, University of Baghdad, College of Physical Education, 2004).

Exercise Models Used in the Research

1. **Exercise Name:** Receiving the Ball from a Teammate After It Bounces Off the Wall
    - **Goal of the Exercise:** Develop motor speed and ball control skills.
    - **Equipment Used:** Football, wall (3 meters high and 3 meters wide), two markers.
    - **Performance Description:** Two players stand 10 meters away from the wall. One player kicks the ball high against the wall, and when it bounces back, the other player controls the ball using any part of the body except the hands, as allowed by the rules.
2. **Exercise Name:** Receiving the Ball Rebounded from the Wall
    - **Goal of the Exercise:** Develop motor speed and ball control skills.
    - **Equipment Used:** Football, wall (3 meters high and 3 meters wide), two markers.
    - **Performance Description:** The player stands 10 meters away from the wall, holding a football. The player kicks the ball high and hard against the wall, and when it bounces back, they control it using any part of the body except the hands, as allowed by the rules.