

THE GUIDING PRACTICES PERCEIVED BY THE TECHNICAL STAFF TO NURTURE TALENTED PLAYERS IN FOOTBALL SPECIALIZED SCHOOLS FROM THE PLAYERS' POINT OF VIEW

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ABSTRACT

The current study aimed to identify the perceived guiding practices of the technical staff in football in specialized schools from the point of view of talented players in the governorates of the Middle Euphrates, as well as to identify the weighted and relative mean of the items of the questionnaire prepared by the researcher, in addition to identifying the significance of differences in the responses of players according to the variable of training age. The descriptive approach was used in the style of correlational relations, a specific community and its research sample, who are the players of the specialized school in football in the governorates of the Middle Euphrates for the 2017-2018 season, who numbered 100 players, and with the help of the research tools, which is the questionnaire prepared to know the guiding practices of the members of the technical staff. The researcher reached the results that state that the items The weak performance of the coaches is of a procedural nature in the sense that doing them requires procedures and activities that the coach carries out inside or outside the specialized football school. He may need procedures and activities carried out by the coach inside or outside the school, and he may need financial support, and this indicates the weakness of some of the coaches' skills in these aspects, or he has little knowledge of the counseling duties required of him and he is not ready to exert more effort in caring for the talented players, which may not indicate A strong positive trend for the coach towards his profession in the sports field.

Keywords: *Guiding practices; coaching staff; talented football players.*

RESEARCH LIMITS

Talented players are the special category that is characterized by vitality and high ability in sports performance, especially as they need special training and mentoring programs that differ from those offered to ordinary players, with the aim of helping them exploit and develop their abilities and achieve the desired benefit from that for their own benefit or for the benefit of the sports community. Since sports training is a process of discovering the talents of talented players and their capabilities for the purpose of developing and benefiting from them for the benefit of the

player and the one team group, which is preparing the player's sound mind and paying attention to all its aspects in order to reach the desired goals and bring about the required change in the player's behavior. The successful method helps the technical staff to reach the goals. In the least time and the least effort, while arousing the interest of the talented players and motivating them to work positively and actively participate in the counseling process without getting them mentally wandering about everything that the different conditions of the match contain. Therefore, the importance of solving problems among talented players makes them able to assume responsibilities and spread the spirit of cooperation among them in achieving common goals, which teaches them to face difficulties and instills in them self-confidence and reliance on their physical, skill, tactical and psychological capabilities. Therefore, the coach must deal with the talented players by taking a specific path with them according to the competence that the coach enjoys, which can provide him with practical applications and expand his theoretical guidance dimensions. Since the talented players, after completing the normal training work, we find them looking forward to a kind of challenge. In order for the successful coach to face this challenge for the talented players, he must provide them with mentoring programs in his specialized school in cooperation with his fellow coaches. He has the time for such training care and organizing the curriculum to take care of the talented players. The proper counseling process positively affects the level of athletic achievement for the talented players, and it also reduces anxiety and tension before the match. As the knowledge of the entire system of preparation components for the football game and its practice motivates the talented players to reach the training summit and the duty to know it, and it also has an impact on consolidating the information and reaching better learning with the least possible effort in the match. Therefore, the technical staff must strive as much as possible to reach the highest level of guiding practices in order to achieve the goals of educational and sports guidance. Indeed, some of them who love their profession work to develop them and strive to elevate guiding practices to the level of the best model in achieving their guiding practices. While the counseling process has encountered practical difficulties, and to face these difficulties, workers in the field of sports training must take into account the extension practices and their efficiency in the educational and counseling system by improving them according to a technique that is compatible with the new reality of the extension training environment, whether in terms of training or social. As any failure in the development of counseling practices will naturally lead to a low level of coaches and their distance from achieving the goals of their counseling training function, which was adopted by the training process to be a basis for activating its role in spreading counseling practices or solving educational and sports problems, since the football game is affected by several thorny variables towards its content. Changing match conditions.

RESEARCH PROBLEM

Since the interest in developing and directing human energies is one of the most vital demands in this era, so the talented players constitute enormous energies that must be nurtured and benefited

from because of this group's essential role in building and advancing society. Therefore, the necessity imposes on this society the care of talented players and the development of their abilities to keep pace with the progress in all sports fields, including the football game in particular, as the problem of talented players is more serious than the problem of untalented players because energy. If it is not optimally exploited in the service of the player and the sports community, it remains buried and cannot be shown alone. There must be educational guidance, follow-up and early discovery of the talented players by the technical staff so that they can actively contribute to changing the one-team group for the better. The problems that the talented player suffers from are Poor adaptation and his urgent need for proper guidance towards the guiding behaviors and practices that the player is subject to in the match. And since the player has multiple needs, if the coach does not realize them, there is no doubt that his task within the training field for the match will be more difficult and complex, so that the goal of the technical staff is not just to teach ready-made information, but to work to provide talented players with methods to solve problems in addition to content, curiosity, and even prestigious athletic achievement. He acquires guiding practices that enable him to deal with the reality surrounding him and with what can become a reality in the near sports future, so that he will be able to produce knowledge, not just save and consume it, and this is the path of talented players.

RESEARCH OBJECTIVES

1. Identifying the perceived guidance practices of the football technical staff in specialized schools from the point of view of talented players in the central Euphrates governorates.
2. Identifying the weighted and relative mean of the questionnaire items, the indicative practices that the technical staff is aware of.
3. Identifying the significance of the differences in the responses of the players to the questionnaire of the guiding practices of the technical staff, according to the variable of the training age.

RESEARCH LIMITS

1. **Human limits:**
 - A. The specialized schools to which the football technical staff belongs in the middle Euphrates schools for the year (2017-2018).
 - B. Talented players in football specialized schools at Al-Furat Al-Awsat School for the year (2017-2018).
2. **Spatial borders:** playgrounds and halls of specialized schools with football, Middle Euphrates schools.
3. **Temporal limits:** for the period from (20-11-2017 to 23-2-2018).

THE MAIN RESEARCH PROCEDURES:**First: The Research Community and Its Sample:**

The community represents all the elements and vocabulary of the problem or phenomenon under study, and the research sample is that part that represents the original research community or the model on which the researcher conducts his entire work. (Allawi, Ratib: 1999, 132), since the original community for the current research consisted of all the specialized schools in football to which the technical staff belongs within the boundaries of the Directorate and Youth Sports of the Middle Euphrates governorates in football, and they are (Diwaniyah, Najaf, Karbala, Babel) and the number of them (321) players of all ages. The basic research sample was drawn from the talented players in the specialized schools, as they numbered (100) players to which the technical staff belongs from the training cadres of the research on the talented players. As the specialized schools represent the research sample and those who answered the scale tool, which represents approximately (31%) of the total targeted specialized schools. For the purpose of knowing the guiding practices in the specialized schools for talented players and knowing what the technical staff is doing in terms of educational guidelines in order to care for the talented players for the year (2017-2018).

Second: Research Tool

Among the objectives of the current research is to build a measure of the indicative practices of the training cadres of the specialized schools. Appreciation of the talented player for the work of the coach in terms of guidance and education, sports in the subject of research under study, and in order to measure the variables of the current research, the scale was prepared and the following presentation shows the steps for building these two scales:

1- Measurement of indicative practices for talented soccer players:

For scientific integrity, the scale of extension practices has been adapted from a study (Al Majmai, 2010), which includes its transfer from the educational field to the sports field. In order to prepare a scale of indicative practices for gifted players in specialized football schools, the researcher took the following steps:

- The researcher aims to reach answers that will benefit him in building the items of the indicative list, so the experience of the technical staff was benefited by identifying the players who represent the exploratory sample with an explanation of the objectives of the current research, as the specific players were met and explained to them the importance of the subject and the possibility of benefiting from their opinions and points of view for the purpose of preparing list in its initial form.

- Through reviewing previous studies and literature and the findings of the exploratory study, it reached the numbers of (32) items. After unifying the similar items and excluding the items far from the coach's work, and after completing the preparation of the list in its initial form, according to the objectives required for the current research, it was presented to experts and specialists in the field of educational and psychological sciences and the sports field to find out the validity period of the prepared items and to extract the psychometric characteristics.

2- Validity of the tool:

The validity of the content was followed and in order to verify the validity of the items contained in the tool for the guiding practices in terms of the accuracy and clarity required of the technical staff (coaches) towards the talented players in the specialized schools in football, the list was presented to experts and specialists in educational and psychological sciences and the sports field. The lists are received from the opinions of the arbitrators, as items (32) have become items after modification and addition, and Table (1) shows this.

Table (1) The opinions of the referees on the validity of the items of the guiding practices scale for talented football players

<i>Item No.</i>	<i>Number of Referees</i>			<i>Percentage</i>	<i>Chi Square Value</i>		<i>Statistical significance at the level (0.05)</i>
	<i>Total</i>	<i>Agreed</i>	<i>Disagreed</i>		<i>Calculated</i>	<i>Tabulated</i>	
1.2.3.4.5.6.9.10.11.12. 13.17.18.19.20.21.22. .23.30.31.32	15	15	0	%100	15.0	3.84	<i>Significant</i>
8.16.24.28.29	15	14	1	%93.3	11.3	3.84	<i>Significant</i>
14.26.27	15	13	2	%86.7	8.1	3.84	<i>Significant</i>
7.15.25	15	12	3	%80.0	5.4	3.84	

3- Analysis of the items of the indicative practices scale for talented football players:

Statistically analyzing items is one of the basic requirements for constructing psychological measures because the logical analysis of them may not reveal their validity or validity in an accurate manner (Ebel, 1972:408). Suitable for statistical analysis (Imam, 114:1990). In order to

analyze the items of the guiding practices scale for talented players according to this method, the scale of (32) items was applied to the research sample of (100) players, then the scores of the answers to the scale items were collected to extract the total score for each player from the sample and arranged in descending order, starting with the highest score and ending Then (27%) of the questionnaires with the highest scores were chosen, and it was (27) forms and called the upper group, and (27%) of the forms with the lowest degrees were chosen, and it was (27) forms as well, with the aim of identifying two groups that are characterized by the largest size and the maximum possible contrast (Anastasi, 1976: 208). And by using the t-test for two independent samples to test the significance of the differences between the means of the upper and lower groups for each paragraph, it appeared that the t-value calculated for all items of this scale when compared with the tabular value was distinct at the level of significance (0.05).

4- The internal consistency of the items of the indicative practices scale for talented football players:

This method provides a reliable standard for finding the relationship between the scores of the players for each paragraph and the total score of the scale, and the correlation coefficient here refers to the level of measurement of the paragraph of the concept that is measured by the total score of the scale, that is, each paragraph goes in the same path as the whole scale. (Issawi, 51:1985). And by using the Pearson correlation coefficient to extract the correlation coefficient between the degree of each paragraph and the total score of the scale, where the forms subject to analysis in this way were (100) forms showing that all correlation coefficients were statistically significant at the level (0.05) and with a degree of freedom (108), where the critical tabular value of the significance of the coefficient Correlation (0.19).

5- Consistency:

The consistency of the research tool was verified by distributing the questionnaire to a specific sample of talented players, and for the purpose of verifying the stability of the list, the following steps were followed:

First. The method of retesting: since the extraction of the stability coefficient in this way is done by re-applying the list in a specific period of time on the same group of players and it is called the stability coefficient, and the method of using the retest is one of the most important methods of stability and reveals to us the relationship of the stability coefficient to the results with the existence of a time interval and it was The first application is the survey application, with a two-week deadline. The same tool was re-applied on a sample of 30 players from the specialized school in Diwanayah, and the correlation coefficient (Pearson) was used to calculate the correlation coefficient between the scores of the examinees in the first application and the second application. It is acceptable.

Second. Cronbach's Alpha Method: The results of the second application were relied upon by the first procedure to extract stability in this way, as the value of the Cronbach's Alpha coefficient was (0.85017). And after obtaining the questionnaire in its final form, with the presence of the amendment of the items, the responses of the respondents were relied upon to extract the results of the current research.

6- Statistical means: The statistical bag for social sciences of the (SPSS) system was used to address the statistical laws of the research.

7- Analyzing and interpreting the research results:

To answer the objectives of the current research, the results of the statistical analysis were relied upon to extract and answer the objectives of the research, which are as follows:

1. Identifying the perceived guiding practices of the football technical staff in specialized schools from the point of view of talented players in the central Euphrates governorates.

Table (2): Frequencies of respondents' responses to the prepared questionnaire

No.	Items	Frequencies for Sample 100			Total Frequencies
		exercise	Sometimes Exercises	Does not exercise	
F1	The talented player stands out for his performance of various technical skills in the match.	68	19	13	100
F2	Puts pictures of talented players and their names on their own board.	66	18	16	100
F3	He introduces talented players to the opportunities that await them in the sporting future	60	29	11	100
F4	He exchanges opinions with talented players in solving their problems.	58	25	17	100
F5	Assists talented players in organizing match schedules and coaching duties	52	28	20	100
F6	Encourages talented players to participate in sports tournaments.	46	35	19	100
F7	Encourages talented players to cooperate and teamwork in the game.	41	36	23	100
F8	He visits the talented players in their homes to find out about their family conditions	28	49	23	100

F9	He follows the training curriculum for talented players.	26	52	22	100
F10	He cooperates with the parents of talented players in overcoming the difficulties they face	29	44	27	100
F11	Talented players are asked about their tendencies and interest in different playing positions	27	43	30	100
F12	Encourages talented players to seek guiding help when needed.	26	41	33	100
F13	Talented players are encouraged to compete honestly with each other in the training units.	60	30	10	100
F14	Develops a programmed plan to give educational materials related to the sciences of sports training in agreement with the technical staff.	60	26	14	100
F15	Follows the behavior of talented players during the course of the match.	52	34	14	100
F16	He praises the achievements of the talented players in the meeting of the Football School Board of Directors and coaches.	50	26	24	100
F17	Encourages talented players to take leadership roles in the game	40	36	24	100
F18	Organizes sports visits for talented players to sports clubs and institutions.	28	52	20	100
F19	Encourages talented players to visit sports and public libraries.	30	30	40	100
F20	Encourages talented players to pursue modern game plans	23	35	42	100
F21	Guides talented players on how to determine their future goals in the national teams.	12	35	53	100
F22	Encourages talented players to take responsibility in the game	6	28	66	100
F23	Encourages talented players to enter modern training curricula to develop the skillful and specialized side of the game.	68	19	13	100

F24	Encourages talented players to think positively about changing match conditions.	66	18	16	100
F25	Distributes gifts of appreciation to players who are talented in winning matches.	60	29	11	100
F26	Talented players are encouraged to have freedom of criticism and expression in one-team group counseling sessions.	58	25	17	100
F27	He guides talented players to make good choices in different life situations and sports.	52	28	20	100
F28	Guides talented players on how to make the right decisions about what is involved in changing match conditions.	46	35	19	100
F29	Talented players are encouraged to participate in the age group league.	41	36	23	100
F30	Instructs talented players on how to de-stress the match.	28	49	23	100
F31	Organizes counseling meetings between the football school administration and the talented players.	26	52	22	100
F32	He reminds the talented players that they are a source of strength and giving to their country and their families.	29	44	27	100

2. Identifying the weighted and relative mean of the questionnaire items, the guiding practices that the technical staff is aware of from the players' point of view.

Table (3) The weighted mean and relative weight of the extension practices questionnaire items

No.	Items	Total Frequencies	Values	
			Weighted Mean	Relative Weight
F1	Distributes gifts of appreciation to players who are talented in winning matches.	255	2.55	85%
F2	Guides talented players on how to determine their future goals in the national teams.	250	2.5	83%

F3	Guides talented players on how to make the right decisions about what is involved in changing match conditions.	249	2.49	83%
F4	Organizes counseling meetings between the football school administration and the talented players	241	2.41	80%
F5	Organizes sports visits for talented players to sports clubs and institutions.	232	2.32	77%
F6	He introduces talented players to the opportunities that await them in the sporting future.	227	2.27	76%
F7	Puts pictures of talented players and their names on their own board.	218	2.18	73%
F8	Develops a programmed plan to give educational materials related to the sciences of sports training in agreement with the technical staff.	205	2.05	68%
F9	He praises the achievements of the talented players in the meeting of the Football School Board of Directors and coaches.	204	2.04	68%
F10	Encourages talented players to pursue modern game plans.	202	2.02	67%
F11	Encourages talented players to seek guiding help when needed.	197	1.97	66%
F12	Encourages talented players to visit sports and public libraries.	193	1.93	64%
F13	Talented players are encouraged to have freedom of criticism and expression in one-team group counseling sessions.	250	2.5	83%
F14	Encourages talented players to take responsibility in the game.	246	2.46	82%
F15	Talented players are encouraged to participate in the age group league.	238	2.38	79%
F16	Encourages talented players to enter modern training curricula to develop the skillful and specialized side of the game.	226	2.26	75%
F17	Encourages talented players to cooperate and teamwork in the game.	216	2.16	72%
F18	Encourages talented players to take leadership roles in the game.	208	2.08	69%
F19	Talented players are asked about their tendencies and interest in different playing positions	190	1.9	63%
F20	Assists talented players in organizing match schedules and coaching duties.	181	1.81	60%

F21	He visits the talented players in their homes to find out about their family conditions	159	1.59	53%
F22	Instructs talented players on how to de-stress the match.	140	1.4	47%
F23	He guides talented players to make good choices in different life situations and sports	245	2.45	82%
F24	He reminds the talented players that they are a source of strength and giving to their country and their families.	239	2.39	80%
F25	Encourages talented players to think positively about changing match conditions.	237	2.37	79%
F26	Encourages talented players to participate in sports tournaments.	232	2.32	77%
F27	Talented players are encouraged to compete honestly with each other in the training units.	227	2.27	76%
F28	He cooperates with the parents of talented players in overcoming the difficulties they face.	203	2.03	68%
F29	He exchanges opinions with talented players in solving their problems.	194	1.94	65%
F30	Follows the behavior of talented players during the course of the match	163	1.63	54%
F31	He follows the training curriculum for talented players.	152	1.52	51%
F32	The talented player stands out for his performance of various technical skills in the match.	142	1.42	47%

It is clear from the above table that (3) shows the number of existing paragraphs of (32) paragraphs. The relative weight of it is (85% -80%), while the relative weights of the paragraphs were (15, 25, 5, 26, 6, 27, 16, 27, 7, 17), if the relative weights ranged from (79% - 72%)) As for the paragraphs (18, 8, 9, 28, 10, 11, 29, 12, 20), the relative weights ranged from (69% - 60%), and finally the relative weights of the paragraphs were (30, 21, 31, 22, 32) It ranged between (54% - 47%), and the reason may be due to the weakness of the coaches in practicing this paragraph and that it needs practical measures and material requirements that the coach may not obtain from the management of the specialized school in football, and this may be a result of the poor performance of the coach in this aspect. Or the lack or lack of sports activities and participations in which the coach can direct the talented players to take a leading role in these intellectual activities, and some of the reasons may be due to the fact that these discretionary duties require sums of money for talented players that may not be available to some of them, encouraging talented players to be free to criticize And the expression in group counseling sessions for one team group and some other

reasons lead to a weak level of self-confidence in the one team group or that the coach himself is not interested in this subject, and some of them may require time that the coach allocates to train his players during the training unit or after the training times while There are some specialized schools that do not have such an opportunity for a trainer. This is due to the lack of tendency to visit sports and public libraries, or to the large amount of homework for the players. This paragraph is related to the approval of the specialized school director and their response to the coach more than it is related to the personal efforts of the coach) between the management of the football school and the talented players and strengthening it with guidance programs concerned with the ethical, educational and sports aspects that serve the game of football. There is a significant weakness of the technical staff of coaches in providing specialized schools with sports guides and bulletins that introduce players to the training curriculum and throughout the year, while we see that psychological counseling for football players is an important field of sports psychology if it is applied properly and given sufficient attention in The process of psychological preparation because it is able to intervene in the development of many aspects, such as enhancing performance, intervention skills in psychological crisis such as meditation, communication skills, stress management, setting goals, and others. (Nazim, 2008, 30, 14) indicates that this type of guidance does not wait for the occurrence of a crisis and then seeks treatment, but anticipates problems at an early stage and deals with them before they reach the point that requires intervention.

3- Identifying the significance of the differences in the responses of the players to the scale of guiding practices that the technical readiness perceives from the point of view of the players according to the variable of the training age. The researcher analyzed the results using the chi-square as follows:

Table (4): Total iterations and the calculated chi-square value

No.	Items	Total Frequencies	The training age of 100 players		Chi-Calculated Value	Significance*
			1-5 Years	6 Years		
F1	Distributes gifts of appreciation to players who are talented in winning matches.	255	101	155	5.300	Significant
F2	Guides talented players on how to determine their future goals in the national teams.	250	98	152	5.250	Significant
F3	Guides talented players on how to make the right decisions	249	98	152	5.240	Significant

	about what is involved in changing match conditions.					
F4	Organizes counseling meetings between the football school administration and the talented players.	241	94	148	5.160	Significant
F5	Organizes sports visits for talented players to sports clubs and institutions.	232	89	143	5.070	Significant
F6	He introduces talented players to the opportunities that await them in the sporting future.	227	87	141	5.020	Significant
F7	Puts pictures of talented players and their names on their own board.	218	82	136	4.930	Significant
F8	Develops a programmed plan to give educational materials related to the sciences of sports training in agreement with the technical staff.	205	76	130	4.800	Significant
F9	He praises the achievements of the talented players in the meeting of the Football School Board of Directors and coaches.	204	75	129	4.790	Significant
F10	Encourages talented players to pursue modern game plans.	202	74	128	4.770	Significant
F11	Encourages talented players to seek guiding help when needed.	197	72	126	4.720	Significant
F12	Encourages talented players to visit sports and public libraries.	193	70	124	4.680	Significant
F13	Talented players are encouraged to have freedom of criticism and expression in one-team group counseling sessions.	250	98	152	5.250	Significant
F14	Encourages talented players to take responsibility in the game.	246	96	150	5.210	Significant
F15	Talented players are encouraged to participate in the age group league.	238	92	146	5.130	Significant

F16	Encourages talented players to enter modern training curricula to develop the skillful and specialized side of the game.	226	86	140	5.010	Significant
F17	Encourages talented players to cooperate and teamwork in the game.	216	81	135	4.910	Significant
F18	Encourages talented players to take leadership roles in the game.	208	77	131	4.830	Significant
F19	Talented players are asked about their tendencies and interest in different playing positions.	190	68	122	4.650	Significant
F20	Assists talented players in organizing match schedules and coaching duties.	181	64	118	4.560	Significant
F21	He visits the talented players in their homes to find out about their family conditions	159	53	107	4.340	Significant
F22	Instructs talented players on how to de-stress the match.	140	43	97	4.150	Significant
F23	He guides talented players to make good choices in different life situations and sports.	245	96	150	5.200	Significant
F24	He reminds the talented players that they are a source of strength and giving to their country and their families.	239	93	147	5.140	Significant
F25	Encourages talented players to think positively about changing match conditions.	237	92	146	5.120	Significant
F26	Encourages talented players to participate in sports tournaments.	232	89	143	5.070	Significant
F27	Talented players are encouraged to compete honestly with each other in the training units.	227	87	141	5.020	Significant
F28	He cooperates with the parents of talented players in	203	75	129	4.780	Significant

	overcoming the difficulties they face.					
F29	He exchanges opinions with talented players in solving their problems.	194	70	124	4.690	Significant
F30	Follows the behavior of talented players during the course of the match.	163	55	109	4.380	Significant
F31	He follows the training curriculum for talented players.	152	44	98	4.270	Significant
F32	The talented player stands out for his performance of various technical skills in the match.	142	43	99	4.180	Significant

From the table above, the results of the third goal showed significant individual differences in the guiding practices perceived by the football technical staff, depending on the training age. It is clear from Table (4) that all paragraphs obtained statistically significant Chi 2 values. The same table, we find that the practice of introducing talented players to the opportunities that await them in the sporting future. The reason may be due to the fact that the talented players have more opportunities for a developed and broad sports future than the players who are not developed with sports talent, and that they are more inquiring about this issue than the talented football players, by virtue of their mixing with the sports community and the sports institutions concerned more than the coaches who do not strongly practice the process of educational guidance and psychological guidance. They have better answers about the future talent of the players, and this is what differentiates their training life process. As for the practice of exchanging opinions with the talented players in solving their problems), it was of moral significance in favor of. Perceivers are stronger than the mentors' relationship with talented players, which makes. More open to talented players. As for the practice (encourages talented players to cooperate and teamwork in the game), it is also of moral significance in favor of. . The reason for this is due to the nature. The talented players within the specialized football schools are closer to cooperation and collective activities for sports than . And talented players. Also, the exercise (asking talented players about their tendencies and interest in different playing positions) turned out to be of significant significance in favor of. . This can be explained by the fact that talented players are more interested than non-talented players in sports competition in general and specifically in the field of football excellence, which makes talented players more interested in sports tendencies than other players, and this leads to increased interest in this topic. That is why the process of psychological counseling has become one of the most important tasks that all talented players must be aware of because of its effective impact on personality building through the formation of multiple viewpoints for the better, given

that the ideal player prefers openness and acceptance and welcomes multiple viewpoints. We also note that the practice (encouraging talented players to visit sports and public libraries) was of moral significance, and the reason for this may be due to the fact that talented players have more care than ordinary players in their commitment to the training curriculum prepared by the technical staff with its sections (physical, skillful, tactical and psychological) and what the modern football game contains. Therefore, he encourages them to develop their training curricula. As for the practice of (encouraging talented players to follow modern play plans), it was of moral significance, and this can be explained by the fact that talented players have time and wide acceptance in their sports training process, and according to their training age they try as much as possible to invest their time in the process of developing and developing talented players with the presence of Various sports training methods. As for the practice of (distributing gifts of appreciation to talented players for winning matches), it was of moral significance. Perhaps the reason for this is that the talented players provide good training levels in the friendly matches and tournaments held for them, which motivates them to present moral and financial gifts in return. As well as the practice (encouraging talented players to freedom of criticism and expression in group counseling sessions for one team group), with moral significance. The reason may be due to the fact that the social and sports relations between the talented players and the players are stronger than they are among the ordinary coaches than the ordinary players, which makes it more open, receptive and encouraging to the views of the talented players in all matters of public life and the game of football in particular. Guidance and counseling in the field of sports. In the training sector, guidance and counseling play an important role, as it is concerned with helping players draw their future plans in light of their capabilities and future outcomes, as well as diagnosing the problems they suffer from, and how to face these problems.

CONCLUSIONS

- The list reached by the researcher contained (32) guiding practices required of coaches to take care of talented players, and this number of practices is in only one aspect of many other aspects that must be included in the training curricula for coaches, and for this reason the researcher concludes that one coach is not sufficient to perform the guiding duties In the soccer school.
- From looking at the difference in practices between the talented players, it seems more active in sponsoring the talented players in their specialized football schools, even in some paragraphs that need to spend some sums of money or activities outside the specialized school. This may indicate that they have stronger motivation than the regular coaches in Finding competition among talented players, and it is also concluded that talented players are more interested in sporting excellence.

- As for the paragraphs in which we do not find clear differences between the adult trainers and the other trainers, they are mostly usual practices recognized even among the other trainers. There are few paragraphs in which the other trainers are equal, and they are of the kind that they paid attention to, and this may be due to their lack of knowledge of the performance of these practices.

RECOMMENDATIONS

In light of the results of the current research, the researcher recommends the following:

- Reconsidering the current practices of coaches in specialized football schools, and this can be benefited from the list of practices that were reached in this research.
- Helping the coaches to perform the current counseling practices prepared by the researcher will facilitate the process of applying them in order to better perform their counseling role towards the talented players in their specialized schools.
- Trainers can be trained on the educational counseling process during the training units, which is an urgent necessity and an essential source in determining the knowledge and skills that should be included in the training curricula for soccer coaches.
- The evaluation measurement tool that was built in this research can be used to evaluate the work of coaches in specialized schools to take care of talented players so that the evaluation process contributes to the development of their performance.
- Coaches developing indicative programs to care for talented players is necessary. The indicative practices that the researcher has reached may be useful in the methods of implementing these programs.

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