IMPROVING COORDINATION SKILLS IN YOUNG FOOTBALL PLAYERS AGED 8-10 YEARS

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Abstract. *The assumptions underlying the current direction of research have been determined by both the decreasing level of the football game in the investigated age group and the failure to exploit the impressive skills that a child aged 8-10 years is able to develop as a result of proper training. In our country, the current game of football for children aged between 8 and 10 years does not focus on the development of their creativity and coordination skills, but predominantly on the systematic tactical game following various predefined play routes. Taking into account the above, we consider it imperative to optimise the coordination skills of young players. The purpose of this research is to improve the level of coordination skills in a team of children aged 8-10 years through means specific to the game of football. During the research, two assessments were performed to determine the level of coordination skills by using the Agility T-Test (BlazePod technology) and Adams Test, which are specific for the assessment of these qualities. The research includes 42 male players aged between 8 and 10 years, as members of two football clubs, namely FC Chelsea Bucharest and FC Tineretul Bucharest. The research methods used are: documentation, experiment, recording, conversation, mathematical statistics and graphical representation. The statistically significant differences allow us to say that the improvements achieved are not random but are also due to the exercise programme intervention. As regards the T-Test specific to coordination skills, an improvement of 0.12 sec is noted for the experimental group and an improvement of only 0.05 sec for the control group.*

Keywords: *children, coordination skills, football.*

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Introduction

The game of football is increasingly privileged at all levels of society. This sport can be played by younger and older people, both men and women. According to Rein and Memmert (2016), football is a complex game with a multitude of technical and tactical facets. "Every player should be able to master the basic techniques of playing football" (Burhaein et al., 2020, p. 265).

Football is one of the most popular sports in the world, with over 200 million professional players (Stojanovic & Ostojic, 2011). Football players need special technical and tactical skills and good fitness to achieve superior performance (Hoff, 2007).

"Dribble is influenced by coordination, sensory acuity, speed of movement, feeling of movement and movement technique it self." (Armando & Rahman, 2020, p. 127). Educating the components of coordination skills at the right time is crucial for the development of the future football player, given their influence on performance factors (Stoica, 2013).

All the discoveries of science in the technological, medical, functional, video-IT and methodological fields have been dedicated to professional football coaches to make their road to progress smoother (Stoica & Blejan, 2012). In order to achieve the desired football performance, the highest scientific achievements in both the field concerned and related sciences are exploited. The use of science in football should be permanent and systematic.

Based on the literature review, Liakh and Vitkovskij (2010) state that existing studies about the improvement of coordination skills in sport are not sufficiently addressed, especially in sports games.

Cojocaru et al. (2015) conducted a research on intersegmental coordination in junior football players. The purpose of their study was to analyse correlations between intersegmental coordination and sports performance. The RCMV test included in the Psiselteva battery (developed by RQ Plus) was used to assess intersegmental coordination, expressed through psychomotor parameters. The study participants were 24 junior football players from the Dinamo Bucharest Sports Club. Using the Spearman correlation, important relationships were highlighted between the perceptual-motor learning coefficient, the time-pressure resistance coefficient and the scores obtained by football players according to their performance on the field.

Coordination as a basic motor ability in the game of football has been assessed in football academies for different age groups, thus highlighting its importance (Gonaus et al., 2019).

Prasetyo et al. (2019) claim that optimal development of eye-foot coordination leads to improved dribbling skills. The game of football is influenced by each player's technical ability. According to Stoica (2000), superior physical factors have an impact on coordination skills, for example, a minimum of power is needed to perform a deceptive movement. Teodorescu and Dănășel (2014) believe that learning can overlap with spontaneous and native reactivity, thus becoming, through repetition or consolidation, an important acquisition in sports games.

Lloyd et al. (2012) say that coaches should be aware of how to develop maximum speed in their players, adding that this can only be achieved by including the learning, consolidation and improvement of coordination skills in the training process.

Burhaein et al. (2020)claim that the motor development of school children is smoother but better coordinated as the child grows in weight and strength. Children seem to be able to properly control and coordinate their limb movements. Their arm and leg muscles begin to get stronger, so various physical activities such as kicking, jumping, throwing, catching and running can be done faster and more accurately.

As methodological indications, the rest between exercises should be long enough to allow athletes to fully recover, and the workload should be relatively small, knowing that childhood, puberty and adolescence are favourable periods for the development of coordination (Gil et al., 2007).

In the game of football, players rely on eye-foot and eye-body coordination, which are essential to achieving performance (Marques et al., 2013).

The tests used in research studies focus on several components of coordination skills, including dynamic balance. Burhaein et al. (2020) indicate that there is a relationship between coordination and shooting ability but also between balance and shooting ability.

Coordination incorporates there forms of manifestation: general, specific and coupled with other motor qualities (Șandor, 2008):

- General –in which the performance of all motor acts or actions involves more or less the existence of this form of coordination;
- Specific – is the result of a particular specialisation in a certain activity;
- Coupled with other motor qualities – when it can be efficiently combined with other motor qualities, resulting in the increase of the activity area in different fields.

Research purpose

The research aims to apply a specific Coerver Coaching programme to children aged 8-10 years in order to improve their motor skills.

Research hypothesis

The research *hypothesis* is that the specific Coerver Coaching programme influences the level of coordination skills.

Methodology

Participants and procedure

The research was conducted on 42 children aged between 8 and 10 years, as members of two football clubs, namely FC Chelsea Bucharest and FC Tineretul Bucharest, from 15.11.2021 (initial testing) to 25.01.2022 (final testing). We received the consent of the clubs and coaches for the proposed research directions. We mention that the informed consent was obtained from their parents, and data confidentiality was ensured.

Methods

The research methods used are: documentation, experiment, recording, conversation, mathematical statistics and graphical representation.

Instruments

- Agility T-Test

Description: Four markers (BlazePods) are placed in the shape of the letter “T” (A, B, C, D). The athlete starts from BlazePod A. When indicated by the software, the athlete sprints to BlazePod B and touches its base with the right hand. Then, through lateral running to the left with added steps, the athlete moves to BlazePod C and touches its base with the left hand. By

using the same run, the athlete returns to BlazePod B and touches its base with the right hand. This is followed by lateral running to the right with added steps and touching BlazePod D, after which the athlete returns to BlazePod B and touches it with the left hand. Finally, the athlete runs backwards to BlazePod A, and the route ends when touching it.

Figure 1 shows an example of data obtained in the initial Agility T-Test using BlazePod sensors. We present the times achieved by one of the athletes during two attempts, namely 14.05 sec and 14.99 sec. The best time is taken into account.

Figure 1. An example of data obtained in the initial Agility T-Test using BlazePod sensors

BlazePods as well as adata recording sequence are shown in Figure 2. According to BlazePod (2022), sensors are meant to record the speed and quality of reactions to different signals. Powerful water-resistant and UV-protected LEDs with 8 colour options are controlled by the application installed on one's own smartphone. Communication is done via Bluetooth signal by association with the smartphone, having a range of up to 40 meters from the device to the Pod. Given that it provides a lot of sports and settings, many forms of data recording can beused through various tests for reaction, agility, decision-making and concentration skills. The BlazePod application tracks and analyses the results automatically, giving the evaluator more freedom to focus on the activity, the athlete, etc.

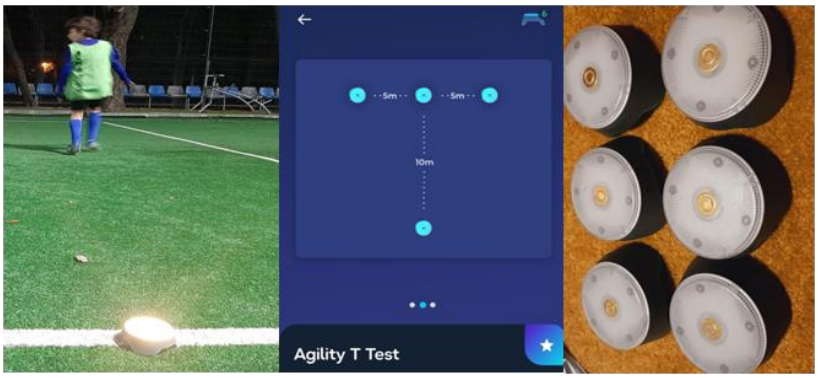

Figure 2. BlazePods + T-Test + a data recording sequence

According to Coerver® Coaching (2022), the Coerver Method involves structured pyramidal progress in the football player's technique, starting from the basic elements of ball mastery to the collective tactical attack. Wiel Coerver developed a training technique (called the Coerver Method) by analysing the videos of great players, including Pele, and designed a new football concept based on the idea that the football-specific ability could be fully transmitted academically. We will use this method to develop the player's technique but especially coordination skills.

The Coerver pyramid includes six levels that are closely related to each other, namely:

- Foundation, control/touches and trust, which affect every other part of the pyramid
- Receiving and passing
- Individual skills to keep possession and create space and time for dribbling, passing or finishing
- Mental and physical speed with and without the ball
- Synchronisation, concentration and responsibility skills
- Combined play, small group defence, fast play, teamwork

The level of exercises will gradually increase and their complexity will become higher and higher in compliance with the rule of progressive practice that involves the transition from easy to difficult, from simple to complex and from known to unknown.

- Adams Test

Description: Intersecting lines with a length of 1 m are drawn on the ground, and the four spaces created in the upper part are numbered with 2 and 4, while in the lower part, they are numbered with 1 and 3. The athlete starts from space 1 by performing double-foot jumps in the order of numbers with the purpose of doing as many jumps as possible with in 15 seconds. Touching the line or not touching the ground with both feet is considered a mistake.

Training exercises used to develop attention during game play

Means:

1.Running at a 50% pace around the field→ 5 repetitions / 30 sec. pause between repetition.

2.Ladder coordination (footwork into each square for 2 seconds)+3-4 m sprint → 5 repetitions / 30 sec. pause between repetition.

3.Ladder coordination (double cross step) + 3-4 m sprint→ 5 repetitions / 30 sec. pause between repetition.

4.Ladder coordination (back-and-forth footwork performed to the side of the ladder)+3-4 m sprint → 5 repetitions / 30 sec. pause between repetition.

5.Ladder coordination (quickly stepping into each square) + 3-4 m sprint → 5 repetitions / 30 sec. pause between repetition.

6.Dynamic game – "Freeze Tag with ball at the foot". Two players are tagged and can freeze other children by touching them. A player can only be unfrozen by another child who passes the ball between the frozen player's legs → 3 repetitions/5 minutes, 1-minute break

7.Dribbling around cones with the right foot and the left foot→ 5 repetitions/5 minutes, 1-minute break

8.Leading the ball around cones of different colours placed into the large square, each colour indicating the technique used (e.g.: white-outside; red-inside) → 5 repetitions/6 minutes, 1-minute break

9.4 students in two columns of 2 students each, with the columns placed 10-12m apart, pass the ball and sprint to the partner who takes possession, perform a deceptive kick to overtake the sprinting colleague, pass and sprint towards the next player→ 6 repetitions/7 minutes, 1-minute break

10. In a rectangle 10 m long and 6m wide, 1 vs. 1 and finishing at the small goals placed across the width of the rectangle. Emphasis is put on using deceptive kicks (while turning, dribbling forward) → 6 repetitions/7 minutes, 1-minute break

11. Two-by-two, one player with the back to the goal and the other facing the goal, are placed 5m apart, perform speed dribbling and finishing while the opponent is semi-active. Subsequently, they change roles→ 4 repetitions/8 minutes, 1-minute break

12. In teams of 3 against 2 opponents on half of the field, players are allowed to finish only after performing a deceptive kick. The one who scores a goal becomes a striker in the team that was initially in defence to keep the rule of 3 vs. 2 → 1 repetition/10 minutes, 1-minute break

13. Walking with breathing movements → 2 minutes

14. Relaxation exercises→ 3-5 minutes

Other specific means used during training:

1. Behind a starting line, at the beep, sprinting with a lunge step while passing the ball between one's legs at each step until reaching the finish line placed 30 meters away → 2x 30 m/ 1-minute break

2. From standing, at the beep, throwing the ball up, clapping in front of the body and behind the back, then catching the ball → 3x 30 seconds/ 1-minute break

3. Each player has two balls, one in the left hand and the other in the right hand. The balls are alternately thrown against the wall and caught.→ 2x 3 minutes/ 1-minute break

4. Each player has a ball and runs while throwing it up, and then catches it from the goal line of the field to the 9 m line of the opposing field.→ 3x 2 minutes/ 1-minute break

5. Facing the coordination ladder, at the beep, footwork run while stepping into each square and handling the ball around the hips→ 3x 2 minutes/ 1-minute break

6. Facing the coordination ladder, at the beep, running while stepping into each square of the ladder → 3x 2 minutes/ 1-minute break

7. At the beep, alternating jumps from one foot to the other into 5 hoops placed on the ground, which are 15 cm in diameter. After the last hoop, there is a ball that must be picked up by the player, who will dribble alternately around 4 cones with the left foot and the right foot, and then will stop and send the ball to a fixed target.→ 3x 2 minutes/ 1-minute break

8. Laterally, facing the coordination ladder, footwork while steeping into and out of each square simultaneously with throwing and catching and the ball sent by a partner→ 3x 2 minutes/ 1-minute break

9. Facing the coordination ladder, jumping from both feet to both feet inside it and landing outside it→ 3x 2 minutes/ 1-minute break

10. Facing the coordination ladder, running while stepping inside it and performing a 360-degree turn at half distance→ 3x 2 minutes/ 1-minute break

11. 20 m relay while carrying two balls in balance with arms outstretched sideways → 3x 2 minutes/ 1-minute break

12. From standing between two cones placed 5 m apart (Figure 5), the player drives the ball with the right foot towards a cone, and then makes a short and clear turn on the same right foot. Immediately after the turn, the player starts driving the ball with the left foot towards the next cone, making another turn on the left foot. After each turn, the player moves the tennis ball from one hand to the other only if the coach smiles because otherwise the ball will not be moved. The child must also name the colour(s) that the coach raises above the shoulder, namely red, yellow, green or blue.

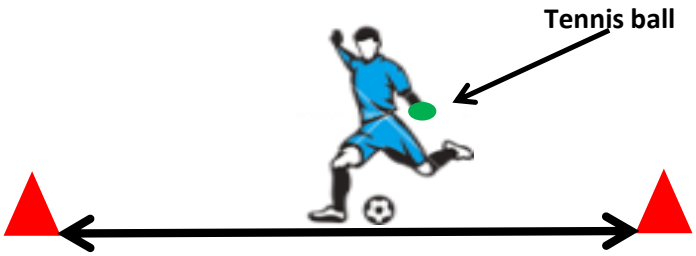

Figure 3. Example of means specific to the game of football

Results

Table 1. *T-Test results for coordination skills using BlazePod sensors and improvements recorded by the experiment and control groups between the initial and final tests*

Experiment group		**Initial T-Test**	**Final T-Test**	**T-Test improvements**
No.	Participants	Time (seconds)	Time (seconds)	Time (seconds)
1	Player 1	13.02	12.55	0.47
2	Player 2	13.26	13.12	0.14
3	Player 3	13.31	13.2	0.11
4	Player 4	14.51	14.45	0.06
5	Player 5	14.19	14.14	0.05
6	Player 6	13.32	13.25	0.07
7	Player 7	14.63	14.57	0.06
8	Player 8	14.13	14.05	0.08
9	Player 9	13.28	13.22	0.06
10	Player 10	15.61	15.54	0.07
11	Player 11	14.79	14.71	0.08
12	Player 12	14.58	14.51	0.07
13	Player 13	15.56	15.47	0.09
14	Player 14	13.1	12.91	0.19
15	Player 15	14.88	14.74	0.14
16	Player 16	16.03	15.87	0.16
17	Player 17	14.34	14.25	0.09
18	Player 18	14.44	14.31	0.13
19	Player 19	14.16	14.05	0.11
20	Player 20	14.99	14.71	0.28
21	Player 21	13.62	13.51	0.11
22	Player 22	14.05	14.02	0.03

23	Player 23	13.13	13.11	0.02
24	Player 24	14.99	14.79	0.2
25	Player 25	13.19	13.17	0.02
26	Player 26	15.2	15.1	0.1
27	Player 27	12.76	12.74	0.02
28	Player 28	17.76	17.74	0.02
29	Player 29	14.89	14.87	0.02
30	Player 30	13.73	13.71	0.02
31	Player 31	12.46	12.45	0.01
32	Player 32	14.86	14.86	0
33	Player 33	13.62	13.58	0.04
34	Player 34	15.57	15.55	0.02
35	Player 35	13.14	13.11	0.03
36	Player 36	13.9	13.7	0.2
37	Player 37	13.3	13.1	0.2
38	Player 38	16.59	16.56	0.03
39	Player 39	15.14	15.11	0.03
40	Player 40	15.33	15.29	0.04
41	Player 41	13.73	13.69	0.04
42	Player 42	14.79	14.75	0.04

Table 2. *Statistical analysis of initial and final T-Test results for coordination skills– Experiment group*

Experiment group	**Initial T-Test for coordination skills**	**Final T-Test for coordination skills**
MIN	13.02	12.55
MAX	16.03	15.87
DIF	3.01	3.32
Mean	14.27380952	14.14904762

The statistical analysis of initial and final T-Test results obtained by the experiment group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of14.27 sec, with a minimum of 13.02 sec and a maximum of 16.03 sec. The final test shows changes in the mathematical and statistical indicators, highlighting a mean of 14.14 sec, with a minimum of 12.55 sec and a maximum of 15.58 sec.

Table 3. *Statistical analysis of initial and final T-Test results for coordination skills– Control group*

Control group	**Initial T-Test for coordination skills**	**Final T-Test for coordination skills**
MIN	12.46	12.45
MAX	17.76	17.74
DIF	5.3	5.29
Mean	14.38714286	14.33333333

The statistical analysis of initial and final T-Test results obtained by the control group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of 14.38 sec, with a minimum of 12.46 sec and a maximum of 17.76 sec. The final test shows changes in the mathematical and

statistical indicators, highlighting a mean of 14.33 sec, with a minimum of 12.45 sec and a maximum of 17.74 sec.

Table 4. *Comparison between initial and final T-Test results for coordination skills– Experiment group*

Experiment group-T-Test		
	Initial	Final
Mean	14.27380952	14.1490476
Variance	0.762564762	0.81026905
Observations	21	21
Pearson Correlation	0.994623414	
Hypothesized Mean Difference	0	
Df	20	
t-Stat	5.968434526	
P(T<=t) one-tail	3.8819E-06	
t-Critical one-tail	1.724718218	
P(T<=t) two-tail	7.7638E-06	
t-Critical two-tail	2.085963441	

A comparison between initial and final T-Test results for coordination skills – experiment group highlights the following (Table4):

The t-Stat value is 5.9684, while the t-Critical two-tail has the value 2.0859 relative to Fisher's Table for $p < 0.05$ at n-1 and a 95% confidence interval.

The statistically significant differences allow us to say that the improvements achieved are not random but are also due to the exercise programme intervention.

Table5.*Comparison between initial and final T-Test results for coordination skills– Control group*

Control group - T-Test		
	Initial	Final
Mean	14.38714286	14.3333333
Variance	1.733101429	1.74599333
Observations	21	21
Pearson Correlation	0.998827021	
Hypothesized Mean Difference	0	
Df	20	
t-Stat	3.848795274	
P(T<=t) one-tail	0.000500842	
t-Critical one-tail	1.724718218	
P(T<=t) two-tail	0.001001685	
t-Critical two-tail	2.085963441	

A comparison between initial and final T-Test results for coordination skills – control group highlights the following (Table5):

The t-Stat value is 3.84879, while the t-Critical two-tail has the value 2.0859 relative to Fisher's Table for $p < 0.05$ at n-1 and a 95% confidence interval.

Figure 3 shows the average improvement of T-Test times for both the experiment and control groups. It can be seen that the mean of the experiment group is 0.1247 sec, while the mean of the control group is 0.0538 sec.

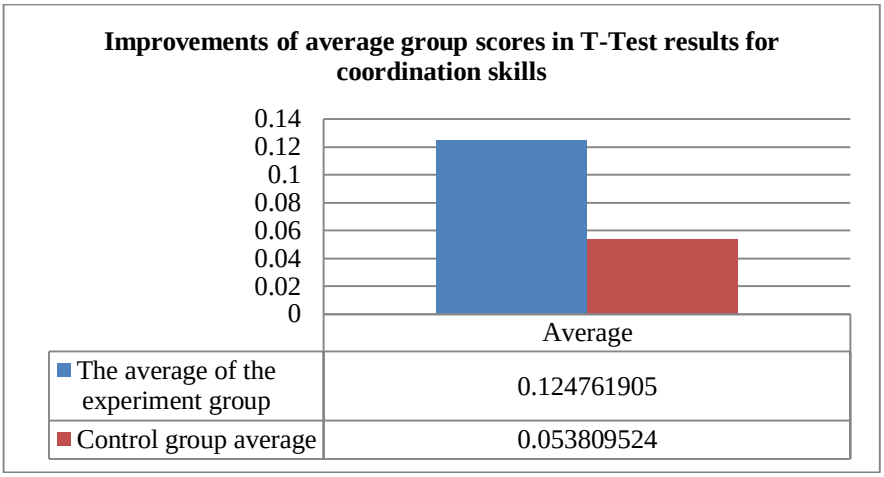

Figure 4. Improvements of average group scores in T-Test results for coordination skills

Table 6. *Initial and final Adams Test results for coordination skills – Experiment and control groups*

	No.	Participants	Initial Adams Test Execution errors	Final Adams Test Execution errors
Experiment	1	Player 1	7	5
	2	Player 2	2	2
	3	Player 3	11	6
	4	Player 4	9	5
	5	Player 5	12	5
	6	Player 6	15	6
	7	Player 7	9	4
	8	Player 8	14	6
	9	Player 9	8	5
	10	Player 10	4	3
	11	Player 11	7	5
	12	Player 12	9	4
	13	Player 13	8	2
	14	Player 14	7	3
	15	Player 15	6	3
	16	Player 16	11	4
	17	Player 17	8	1
	18	Player 18	9	2
	19	Player 19	11	2
	20	Player 20	9	1
	21	Player 21	8	2
	22	Player 22	8	7
	23	Player 23	4	3
Control	24	Player 24	10	10
	25	Player 25	11	9
	26	Player 26	10	8
	27	Player 27	14	13
	28	Player 28	10	8
	29	Player 29	8	7

30	Player 30	7	7
31	Player 31	9	6
32	Player 32	11	7
33	Player 33	14	11
34	Player 34	16	12
35	Player 35	14	10
36	Player 36	12	10
37	Player 37	10	8
38	Player 38	9	6
39	Player 39	11	6
40	Player 40	10	7
41	Player 41	12	7
42	Player 42	10	5

Table 7. *Statistical analysis of initial and final Adams Test results for coordination skills– Experiment group*

Experiment group	Initial AdamsTest	Final AdamsTest
MIN	2	1
MAX	15	6
DIF	13	5
Mean	8.761904762	3.619047619

The statistical analysis of initial and final Adams Test results obtained by the experiment group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of 8.76 errors, with a minimum of 2 errors and a maximum of 15 errors. The final test shows changes in the mathematical and statistical indicators, highlighting a mean of 3.61 errors, with a minimum of 1 error and a maximum of 6 errors.

Table 8. *Statistical analysis of initial and final Adams Test results for coordination skills– Control group*

Control group	Initial AdamsTest	Final AdamsTest
MIN	4	3
MAX	16	13
DIF	12	10
Mean	10.47619048	7.952380952

The statistical analysis of initial and final Adams Test results obtained by the control group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of 10.47 errors, with a minimum of 4 errors and a maximum of 16 errors. The final test shows changes in the mathematical and statistical indicators, highlighting a mean of 7.95 errors, with a minimum of 3 errors and a maximum of 13 errors.

Figure 4 shows the average decrease in errors made in Adams Test for coordination skills by the experiment and control groups. It can be seen that the mean of the experiment group is 5.14, so there are 5.14 fewer errors in the final test compared to the initial test. The mean of the control group is 2.52, so there are 2.52 fewer errors in the final test compared to the initial test. Therefore, the experimental group has achieved a significant improvement.

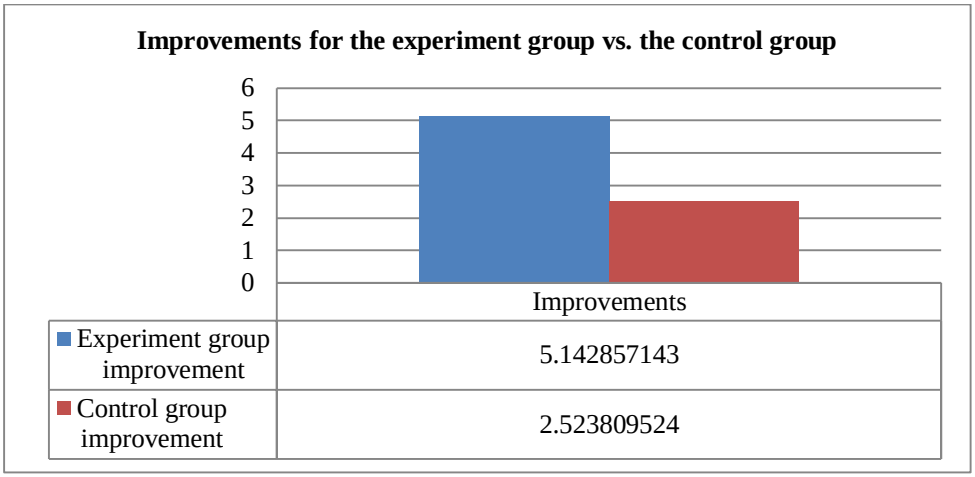

Figure 5. Improvements for the experiment group vs. the control group in Adams Test for coordination skills

Table 9. *T-Test for initial and final Adams Test– Results of the experiment and control groups for coordination skills*

T-Test Experiment group, Adams Test			**T-Test Control group, Adams Test**		
	Initial	Final		Initial	Final
Mean	8.761904762	3.619047619	Mean	10.47619048	7.952380952
Variance	8.99047619	2.747619048	Variance	7.261904762	5.747619048
Observations	21	21	Observations	21	21
Pearson Correlation	0.493900844		Pearson Correlation	0.816310115	
Hypothesized Mean Difference	0		Hypothesized Mean Difference	0	
Df	20		df	20	
t-Stat	9.018808798		t-Stat	7.371071061	
P(T<=t) one-tail	8.71983E-09		P(T<=t) one-tail	2.01613E-07	
t-Critical one-tail	1.724718218		T-Critical one-tail	1.724718218	
P(T<=t) two-tail	1.74397E-08		P(T<=t) two-tail	4.03227E-07	
t-Critical two-tail	2.085963441		t-Critical two-tail	2.085963441	

A comparison between initial and final Adams Test results for coordination skills – experiment group highlights the following (Table 9):

The t-Stat value is 9.0188, while the t-Critical two-tail has the value 2.0859 relative to Fisher's Table for $p < 0.05$ at n-1 and a 95% confidence interval.

The statistically significant differences allow us to say that the improvements achieved are not random but are also due to the exercise programme intervention.

The same table shows that, for the control group, the T-Stat value is 7.37107, while the T-Critical two-tail is 2.0859 relative to Fisher's Table for $p < 0.05$ at n-1 and a 95% confidence interval.

Discussion and Conclusion

The research hypothesis that the specific Coerver Coaching programme influences the level of coordination skills is confirmed.

- As regards the T-Test specific to coordination skills, an improvement of 0.12 sec is noted for the experimental group and an improvement of only 0.05 sec for the control group. The statistically significant differences allow us to say that the improvements achieved are not random but are also due to the exercise programme intervention.
- The statistical analysis of initial and final Adams Test results obtained by the experiment group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of 8.76 errors, with a minimum of 2 errors and a maximum of 15 errors. The final test shows changes in the mathematical and statistical indicators, highlighting a mean of 3.61 errors, with a minimum of 1 error and a maximum of 6 errors.
- The statistical analysis of initial and final Adams Test results obtained by the control group for coordination skills allows us to make more clarifications regarding the mathematical and statistical indicators. Thus, the initial test indicates a mean of 10.47 errors, with a minimum of 4 errors and a maximum of 16 errors. The final test shows changes in the mathematical and statistical indicators, highlighting a mean of 7.95 errors, with a minimum of 3 errors and a maximum of 13 errors.
- We consider that the optimal period for obtaining maximum results in the direction we approach is 6 months.
- As regards the same Adams test, it can be seen that the mean of the experiment group is 5.14, so there are 5.14 fewer errors in the final test compared to the initial test. The mean of the control group is 2.52, so there are 2.52 fewer errors in the final test compared to the initial test. Therefore, the experimental group has achieved a significant improvement. The statistically significant differences allow us to say that the improvements achieved are not random but are also due to the exercise programme intervention.

It is obvious that training the coordination ability components at the right time is decisive for the development of the future football player, considering the influence of coordination skills on performance factors (Stoica, 2013). Ali (2011) highlights the importance of the coordination ability for athletes, especially football players, who must be in perfect harmony with the ball; more precisely, it is about the harmony between the body, body movements and the ball.

Armando and Rahman (2020) state that gifted player scan also be identified by their ability to dribble the ball past opposing players. An influencing factor for the dribble itself is the level of coordination skills reached by a player.

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