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Sport and Physical Education Institute معهد التربية البدنية والرياضية

مطبوعة محاضرات

Educational Guidance and Sports Selection



Level: Third Year, license

Field: Sciences and Techniques of Physical and Sports Activities

Specialization: Physical Education and Motor Learning

Prepared by: Dr.NadjibZerouak

Institution: Institute of Physical Education and Sports, University of Algiers



zerouak.nadjib@univ-alger3.dz

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General Information about the Module:

Unit Title: Methodological Teaching Unit

Course Title: Educational Guidance and Sports Selection

Type of Lesson: Lecture

Mode of Study: Discussion-Based

Coefficient: 02

Credits: 03

Weekly Hours: 1.5 hours

Target Group: Third-Year license Students

Learning Objectives:

- Key theoretical knowledge related to the course of Educational Guidance and Sports Selection.
- Enabling students to master methods of selection and guidance in their field of specialization.
- Enhancing the students' cognitive, technical, and strategic competencies.
- Acquiring cognitive concepts and applying them in real-world scenarios.

Prerequisite Knowledge:

- Familiarity with certain concepts and terms related to the course.
- Knowledge in the fields of anthropometric and physiological measurements.
- Understanding of psychomotor sciences.

Evaluation Method: Continuous Monitoring and Examinations

How Learning is Assessed:

1. Written Assessment at the End of the Semester: This assessment covers everything discussed during lectures, including the resources assigned for reading and review. It includes questions on analysis, synthesis, comprehension, and inference.

2. Continuous Assessment: Conducted by the instructor responsible for the guidance activities. The grade for this component accounts for 50% of the overall grade.

Final Passing Grade: A minimum of 10 out of 20.

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Lecture One: Concepts and Generalities of Educational Guidance and Sports Selection

Prerequisite Knowledge for the Lecture:

- ✓ Some definitions related to sports selection.

1. Concepts and Generalities of Educational Guidance and Sports Selection

One of the key challenges and aspirations faced by professionals in the field of physical education is the process of selection and guidance for students with athletic potential. Often, this process is based on subjective criteria, which can have negative consequences for future results and for the individual involved, such as discontinuing participation or lack of commitment. Therefore, incorrect selection does not benefit sports but rather wastes time, effort, and resources. In contrast, effective sports selection and guidance based on objective criteria are among the most important factors for success in school sports.

Undoubtedly, choosing the appropriate sport for an individual from a young age is critical for reaching high levels of achievement. It is difficult, if not impossible, to attain such levels without training from childhood. The selection and guidance of children are no longer left to chance or the passage of time. Today, the process of selection is based on scientific foundations derived from the efforts, opinions, and research of specialists in the field.

The evaluation of a student's suitability for sports is derived from data obtained through educational observation during organized sports activities, alongside medical examinations and physical and skill assessments that allow for predictions regarding the potential for specialization. Generally, the goal of sports selection is to identify athletic talents or specific movement, emotional, biological, and morphological characteristics early on, enabling predictions for future success in various sports disciplines. This facilitates directing the child to the appropriate sport based on these characteristics, along with their interests and aptitudes.

1.1. Some Definitions of Sports Selection:

Sports selection is the process of choosing the most suitable individuals from among young athletes who possess specific aptitudes and abilities that align with the requirements of a particular sport, that is, selecting those who have the potential to excel in that activity (Ibrahim Mufti, 1998, p. 310).

Sports selection is a highly complex process with various physical, morphological, physiological, and psychological aspects. It is essential to consider the scientific foundations of all these factors when

organizing and conducting selection procedures. The challenge, therefore, lies in how to identify gifted individuals who possess a unique blend of these qualities—qualities that are rarely found in one person and are simultaneously aligned with the demands of a given sport.

It is a process of testing, measuring, and evaluating the physical, skill, physiological, and psychological abilities of beginners in sports activities. The selection of the best athletes is conducted over multiple stages, and the theory of selection represents a scientific approach and well-planned method for identifying promising individuals for future success. Regardless of available resources, they are ineffective unless channeled toward individuals likely to succeed. Otherwise, the investment of time, effort, and money would be wasted (Marwan Abdul, 2001, pp. 333-334).

According to Yahya Said Ismail Al-Hawi, sports selection is a process through which individuals with certain characteristics, traits, or abilities required by a specific sport are chosen based on standardized tests and measurements.

According to Huda Mohamed El-Khodary, sports selection is the process of selecting the best male and female athletes from the available group through a study of all factors influencing athletic performance, relying on sound scientific principles and methods (Huda Mohamed El-Khodary, 2004, p. 19).

Weinek defines selection as a decision-making process about forming an athlete or participating in a competition in a specific sport for a limited period.

Azeddine defines sports selection as the process of choosing the best athletes over multiple stages based on different phases of athletic preparation.

According to Drs. Inayat Faraj and Faten Al-Batal, sports selection is a process that involves exploration and is characterized by continuous dynamism. Its goal is to choose the best individuals who possess certain attributes, whether inherited or acquired, that represent the prerequisites for success in specialized sports activities. Sports selection, therefore, guarantees refinement, technique, reinforcement, and guidance through successive phases via structured training to build champions in a given sport (Marwan Abdul, 2001, pp. 333-334).

Sports selection means the selection of the best athletes from an available group through an in-depth study of all aspects influencing athletic performance, based on scientific principles and methods (Ibrahim Mufti, 1998, p. 309).

Mohamed Lotfi Taha defines sports selection as "the process of choosing the most suitable individuals from among young athletes who possess specific abilities and capacities that align with the requirements of a sport, thus allowing predictions about their future success in that sport."

Volkov defines selection as "the process of determining how well the athlete's aptitudes align with the specific characteristics of a sport." In this sense, selection is a form of scientific prediction that helps us understand an athlete's potential, determining their capabilities to achieve high performance in the future.

From all the above definitions, we can conclude that sports selection is a continuous and dynamic process aimed at choosing the best athletes with special abilities from the available pool. It is based on a set of physiological, anthropometric, psychological, educational, and physical criteria. The process of selection occurs in several stages to ultimately achieve high performance levels.

Selecting gifted athletes means choosing individuals by matching their aptitudes for a specific sport at an early age with a set of factors that determine the ability to reach high-level performance in that sport (Emad El-Din, 2005, p. 17).

Sports selection refers to the discovery of physical abilities and physiological traits that distinguish each individual, then guiding them toward a specific activity or sport that matches their characteristics, ensuring progress toward the required levels while saving time, effort, and resources.

Sports selection is the process of choosing the best athletes who possess certain inherited or acquired characteristics and capabilities, enabling them to join a specific sport and predicting how the training process will influence their future abilities and potential for success in that sport.

In summary, sports selection is the process of diagnosing individuals with high potential for competitive sports, based on how their morphologic and physiological traits align with the demands of a given sport, and how their capabilities can develop through training. This highlights the urgent need for sports selection, as it ensures the identification of the best athletes based on their physical, mental, and psychological characteristics.

Thus, sports selection is a critical, sensitive process aimed at choosing the most suitable athletes from a pool, based on their special abilities and their potential to excel in a given sport. This process is complex and involves multiple factors, such as physical, morphological, physiological, and psychological considerations, all of which must be taken into account during the selection procedure.

1.2. Discovery:

It refers to identifying what is hidden in order to determine whether certain individuals have the potential to achieve high-level performance. This means that they possess a chance to develop their abilities, depending on the sport they engage in. An individual with talent can be distinguished by their potential for development, especially if they receive proper attention and care. (Joudat Izzat, 1999, p. 11).

1.3. Sports Talent:

According to (Cazorla), sports talent is represented by a combination of high-level competencies and skills, whether natural or acquired, in a specific activity and by a particular individual. These abilities can be observed in athletes at a young age, which allows for a high probability of predicting the achievement of elite performance at an early stage, provided that the individual possesses sufficient willpower and the appropriate conditions for training are available (Joudat Izzat, 1999, p. 12).

Lecture assessment

Q1: Provide three definitions of sports selection.

Lecture 2: Sports Selection (Types, Objectives, and Methods)

Prerequisite Knowledge for the Lecture:

Concept of sports selection
Some objectives of sports selection

Model Answer for the assessment from the Previous Lecture

Q1:

Sports selection is the process of choosing the most suitable individuals from among athletes who possess specific talents and abilities that align with the requirements of a particular sport, and where their potential for success in that sport can be predicted. Therefore, it is a challenging and sensitive process. (Mohamed Lotfi Taha, 2002, p. 13)

Sports selection is a process aimed at choosing individuals who possess significant characteristics, traits, abilities, and aptitudes required for their sport. It involves determining the suitability of these individuals to engage in that specific sport. (Mohamed Hassan Alawi and Mohamed Nasr El-Din Radwan, 1988, p. 93)

Gallagher states that talented children are those recognized by qualified individuals who have the potential for high performance and require specialized educational programs and additional services beyond what is provided in regular school programs.

2. Sports Selection (Types, Objectives, and Methods)

2.1 Types of Sports Selection: Based on the previous definitions and the significant importance of sports selection, it has been divided into several types:

2.1.1 According to "Poljakova" (1986), sports selection is divided into four types:

2.1.1.1 Selection for Determining the Suitable Sport for Beginners:

In this type, Poljakova focuses on providing children with the opportunity to engage in a variety of sports activities, both individual and team-based.

2.1.1.2 Selection for Specific Game Skills in Children:

This selection occurs during the early stages of long-term preparation.

2.1.1.3 Selection for Forming a Sports Team for Competitions as a Homogeneous Group:

This type of selection helps avoid many problems related to psychological compatibility. (Mohamed Lotfi Taha, 2002, p. 18)

2.1.1.4 Selection for Forming High-Level National Teams from a Group of High-Level Athletes:

This type aims at selecting athletes for high-performance teams.

2.1.2 According to "Akramouv", sports selection is divided into three types:

2.1.2.1 Experimental Selection:

This is the most commonly used method by educators through pedagogical research or experimental division. Experimentation plays an essential role for educators who compare the athletes to known models at the global level. This is the most common type of selection and represents pedagogical research or evaluative testing, relying on the coach's experiences and expertise in selecting youth talents.

2.1.2.2 Automatic Selection:

This type of selection starts early when an interest in a specific sport emerges. The selection is made during individual training sessions and unorganized matches. The process involves comparing the results of players against each other and evaluating their characteristics against known sports models.

2.1.2.3 Composite Selection:

This type of selection involves the participation of the coach, doctor, and psychologist, conducting a unified analysis of numerous studies and tests that more effectively predict the future development of the talented athlete. Therefore, it can be concluded that achieving good results regarding the players' level should focus on the composite type of selection, as it encompasses all factors surrounding the athlete. (Akramouv, 1990, p. 42)

2.2. Objectives of Sports Selection (Translation):

Since the selection process involves exploration and is characterized by continuous dynamism, its primary aim is to choose individuals with specific qualities—whether innate or acquired—that represent the potential for success in a specialized sports activity. This process includes refining, filtering, and consolidating talent through successive stages shaped by systematic training, ultimately leading to the development of a high-level athlete in a particular sport. The specific objectives of sports selection include:

Early detection of talent:

Identifying young athletes with exceptional abilities in various sports activities and predicting the future development of these abilities.

(Huda Mohamed Mohamed El-Khodary, 2004, p. 19)

Defining ideal characteristics:

Specifying the physical, psychological, technical, and tactical attributes required for different sports to establish the precise criteria necessary for success in a particular activity.

(Omar Abdullah Absh, 2011, p. 17)

Guiding individuals to suitable activities:

Directing those interested in sports toward fields that align with their interests, inclinations, aptitudes, and capabilities.

Maximizing resource efficiency:

Concentrating efforts, time, and financial resources on educating and training individuals who are expected to achieve high levels of performance in the future.

Focusing on athletic excellence:

Channeling sports training efforts toward the development of individual qualities that contribute to superior athletic performance.

Conserving resources:

Saving effort, cost, and time through an effective selection process.

Preventing talent loss:

Addressing youth talent retention through various means to ensure their development into elite athletes.

(Omar Abdullah Absh, 2011, p. 17)

➤ The above objectives can be achieved through:

Defining model attributes:

Determining the physical, technical, and tactical features required for various sports, supported by recent studies that have created profiles of the best athletes based on analyses of talented individuals during their peak performance stages.

Predicting potential:

While prediction is a fundamental aspect of selection, it remains a challenge due to its frequent reliance on subjective judgments based on experience. Its effectiveness improves when grounded in objective methods.

Enhancing the selection process:

Improving the effectiveness and organization of sports selection through scientific studies, enabling the discovery of optimal strategies and methods for achieving the best outcomes.

(Huda Mohamed Mohamed El-Khodary, 2004, pp. 22–23)

2.3. Methods of Sports Selection:

Sports selection methods encompass all approaches used to measure criteria in the field of selection. The following methods are commonly utilized:

Experimental Selection Method:

This involves using experimental approaches, often relying on pedagogical research and practical testing to assess and compare athletes.

Spontaneous Selection Method:

This method focuses on natural selection processes, observing athletes during informal or unstructured activities to identify potential talent.

Complex (Composite) Selection Method:

A comprehensive approach that integrates inputs from coaches, medical professionals, and psychologists, combining multiple analyses and tests to predict an athlete's future development more accurately.

2.3.1. Experimental Selection Method:

This is the most commonly used method by coaches, involving pedagogical research or experimental evaluation. Experience plays a crucial role for the coach, who compares the athlete to a model or a well-known player on a global scale. The nature of this type of selection relies primarily on the coach's knowledge, expertise, and perspective. Additionally, it employs tests, measurements, and statistical analysis to support the selection process.

2.3.2. Spontaneous Selection Method:

This method begins early, as soon as an individual shows interest and inclination toward sports. The selection is carried out through the improvement of basic movements during training or matches, leading to increased enthusiasm for sports, particularly with achievements like winning. Players are typically

selected by comparing them to one another or to a renowned athlete. This method also allows room for the coach's subjective judgment in the selection process.

2.3.3. The Combined Selection Method:

This is the most complex and objective method in terms of results. It allows for a comprehensive evaluation of the individual from all aspects. When conducting the selection process, it is essential to ensure that it integrates various approaches, including pedagogical, medical, physiological, and psychological methods.

2.3.3.1. The Pedagogical Method:

This method focuses on categorizing the athlete's personal characteristics, including the level of motor function development, physical attributes, motor abilities, coordination skills, technical and tactical proficiency, and the stability of work capacity within the chosen specialization.

2.3.3.2. The Biological-Medical Method:

This method involves examining the athlete's morphological and functional individualities, assessing the condition of vital systems, and evaluating the overall health of the athlete.

2.3.3.3. The Physiological Method:

This method allows for the study and evaluation of changes and the potential analysis of body systems and functions, as well as motor coordination under the influence of physical activity. (K.K Platonov, 1972, P74)

2.3.3.4. The Psychological Method:

This method allows for the study of the human characteristics of the athlete, which influence individual or team motivation, endurance, and sports competition. This is achieved by successfully executing tactical plans, facilitated by motor processes.

Through these three types of selection, we observe that the final method, the complex selection, is the one that enables the evaluation and highlighting of various aspects for a precise determination of the practical factors in sports selection. (K.K Platonov, 1972, P74)

2.4. The Importance of Selection in Sports:

Selection is considered a highly significant process, especially in the field of sports, as it is one of the exceptional activities characterized by challenging situations. These situations require practitioners to have special preparations for persistence and excellence.

According to both "Volkov" (1997) and "Bolgakova" (1985), the importance of the selection process in sports activity is due to the following reasons:

2.4.1. The importance of good selection in enhancing the effectiveness of training and sports competitions:

Success in any sport depends on three key factors: selection, training, and competition. Without proper selection, achieving high results is impossible. However, when the selection process is conducted with careful organization based on sound scientific principles, it positively impacts both the training and competition processes, improving their efficiency. As a result, optimal performance can be achieved in less time and with less effort.

2.4.2. Reducing the effective sporting career span of the athlete:

Many studies have shown that the period of active participation in an athlete's career is relatively short, typically ranging from 5 to 10 years, depending on the sport. When the selection process is based on solid scientific principles and the best candidates are chosen early, this period, although brief, can be more productive, ensuring the athlete reaches optimal performance levels.

2.4.3. Individual differences among youth in terms of specific preparation:

Individual differences among youth, both physically and psychologically, mean not all will achieve the desired athletic results within the available time. For example, among a thousand children starting swimming, only three may achieve high international performance levels. Through the selection process, these differences and genetic predispositions can be identified to choose those most suitable for a given sport.

2.4.4. Variation in the starting age depending on the type of sport:

Determining the appropriate age to start practicing a sport is crucial during selection, as each sport has specific age requirements. Starting too early or too late may negatively impact training effectiveness and

later results. The selection process can help ensure athletes start their training at the right age, overcoming issues like the discrepancy between chronological age and biological age, which can cause variations in the rate of development of physical attributes or abilities.

Further evidence of the importance of selection in football:

As one of the most popular sports worldwide, football requires significant efforts to develop youth teams based on clear scientific principles. Studies analyzing players' performances in initial stages and international tournaments show that high performance is linked to physical talent, high skill levels, strong willpower, and high morale. Therefore, these factors are critical when selecting youth players,

which is why extensive research on effective football player selection has been conducted in recent years.

Past studies on football player selection:

Studies have shown that youth football selection, even today, relies heavily on personal experience, with coaches often selecting players based on agility in their movements rather than objective criteria. Studies by Tabak (1963), Fadiushin (1968), and Akramov (1982) explored this subject.

Lecture Assessment

Q1: Answer with (True) or (False). The following methods are used to measure criteria in the field of sports selection:

- a) Experimental selection method:
- b) Periodic selection method:
- c) Spontaneous selection method:
- d) Alternating selection method:
- e) Complex (composite) selection method:
- f) Sensory selection method:

Lecture 3: Determinants, Key Criteria, and Scientific Foundations of Sports Selection

Prerequisite Knowledge for the Lecture:

- ✓ Sports Selection Methods
- ✓ Importance of Selection in the Sports Field

Model Answer for the assessment from the Previous Lecture

Q1 – Answer with (True) or (False):

To assess criteria in the field of sports selection, the following methods are used:

- a) Experimental selection method. (True)
- b) Periodic selection method. (False)
- c) Spontaneous selection method. (True)
- d) Alternating selection method. (False)
- e) Complex (composite) selection method. (True)
- f) Sensory selection method. (False)

3 - Key Determinants, Basic Criteria, and Scientific Principles of Sports Selection

3.1 - Key Determinants of Selection:

The ability of young athletes to achieve high sports performance depends on several factors. Some of these factors directly influence the athlete's performance level, while others have an indirect effect. The key determinants of selection include:

3.1.1 - Biological Determinants:

Biological factors play a crucial role in sports training, selection, and orientation, as well as in developing future training programs based on the biological capabilities of the candidates. These include:

3.1.1.1 - Chronological Age and Biological Age:

Each sport has a specific chronological age at which training should ideally begin, depending on the athlete's interest and passion for the sport. Similarly, biological age influences the readiness of the body's systems to handle physical exertion. For example, weightlifting requires a different starting age compared to gymnastics or swimming.

According to Abdulrahman and Abdulhamid Zahir, there are two key aspects to consider:

Determining the appropriate age for starting each sport and the required years of training to achieve elite performance.

Assessing the physical development and fitness levels needed to meet the sport's demands. (Loay Ghanem, 1991, p. 210).

3.1.1.2 - Sensitive Periods of Growth:

These periods are critical for aligning growth and physical abilities with the requirements of the chosen sport. They do not only focus on growth in terms of height and weight but also consider the body's responsiveness and ability to adapt to the sport's physical demands.

Sensitive growth periods are closely associated with the best times to develop physical attributes such as muscular strength, speed, agility, and reaction time. Studies on growth stages help determine the ideal age

for developing these physical characteristics and achieving optimal performance while considering individual differences and the years of preparation required. (Loay Ghanem, 1991, p. 210).

3.1.1.3 - Genetic Traits:

This includes inherited characteristics such as genes, physical structure, and morphological composition, all of which significantly influence an athlete's potential and performance.

3.1.1.4 - Morphological Characteristics:

Physical measurements are considered individual traits that are, to some extent, linked to achieving high levels of athletic performance. Each sport requires specific physical attributes such as height, chest circumference, arm and thigh girth, shoulder width, torso length, body type, weight, body part proportions, body fat percentage, and vital capacity.

Anthropometric measurements are crucial as they provide valuable indicators for predicting athletic potential and performance. These measurements are among the individual characteristics closely correlated with achieving elite sports levels and provide opportunities for excellence.

Scientific studies have indicated that anthropometric measurements vary according to geographical environment due to the influence of environmental factors on body shape and composition. (Mohamed Al-Hama, 2000, p. 06).

3.1.1.5 - Physiological Characteristics:

According to Adel Abdel Basir, it is essential to study, test, and measure the efficiency of the body's functional systems. This can be done by assessing various physiological indicators such as resting and post-exercise heart rate, maximum oxygen consumption (VO₂ max), physical fitness index, and relative heart size.

3.1.2 Morphological Attributes:

Anthropometric measurements are considered individual characteristics that play a significant role in achieving high athletic performance. The type of physical activity demands specific physical traits such as height, chest circumference, arm and thigh girth, shoulder width, trunk length, body composition, weight, body part proportions, body fat percentage, and vital capacity. These measurements are crucial as they serve as indicators for predicting potential athletic achievements. Scientific studies have indicated that

anthropometric characteristics vary based on geographical environment due to its influence on body structure and composition. (Mohammed Al-Hama, 2000, p. 06).

3.1.3 Physiological Attributes:

According to Adel Abdel Basir, assessing and measuring the functional efficiency of bodily systems is essential. This can be achieved by evaluating factors such as resting and post-exercise heart rate, maximum oxygen consumption (VO2 max), physical fitness index, and relative heart volume.

3.2 Fundamental Physical Determinants:

Physical attributes are the primary factor enabling an individual to perform various motor skills required by a particular sport. Consequently, the fundamental physical characteristics necessary for excellence in each sport must be identified to facilitate the selection of athletes based on the specific requirements of the sport. Assessing the growth rate and level of these physical characteristics is crucial for predicting future potential.

These capabilities include speed, muscular strength, flexibility, cardiovascular endurance, agility, and balance. In this context, Bastawisi Ahmed emphasizes that each sports skill is linked to specific physical abilities that positively impact performance levels. For example, sports requiring muscular strength demand that athletes possess this trait, making strength assessments essential during selection. The same principle applies to other attributes like speed, endurance, agility, and flexibility, whether individually or in combination, such as speed-endurance or power-speed.

Each attribute has specific tests and measurements to ensure the correct athlete is selected for the appropriate sport or skill. For instance, sprinters require speed and explosive strength, while soccer players need speed and agility. These physical characteristics can be determined through various testing and evaluation procedures. (Adel Abdel Basir, 2004, p. 513). Selecting athletes for a specific sport involves evaluation tests focusing on physical traits, with diverse exercises employed to develop motor abilities such as balance, speed-endurance, strength, flexibility, and coordination. Success in selecting young athletes with the right physical and mental capabilities relies on analyzing the specific demands of each sport and identifying the essential physical traits required for success.

3.3 Psychological Determinants:

From a psychological perspective, engaging in sports activities necessitates various cognitive and emotional attributes to enable an individual to respond appropriately to changing situations during performance. Adel Abdel Basir, citing Mohammed Allawi (1967), states that an athlete must be capable of adapting to different circumstances, a factor that significantly influences performance and competition outcomes.

Owais Al-Jabali highlights the importance of motivation, special aptitudes, and social factors in the selection process. Psychological determinants encompass personality traits such as cognitive, dynamic, and temperamental characteristics, as well as psychological variables that shape an athlete's performance.

During the selection process, Claude Minot emphasizes the importance of considering an athlete's enthusiasm for the sport, mental and emotional engagement, and the extent of their passion for the chosen discipline. (Owais Al-Jabali, 2001, p. 41).

Studies have shown that courage and determination are essential attributes in the selection process, often evaluated through psychological tests, questionnaires, and personal interviews.

Behavioral reinforcements, including personality traits, ambition levels, and perseverance, form the foundation upon which physical characteristics and training methods are built. Psychological attributes include mental and perceptual abilities as well as emotional characteristics.

Intellectual traits refer to factors such as learning speed, problem-solving ability, decision-making skills, and the capacity to anticipate opponents' actions. Research has demonstrated a positive correlation between cognitive abilities and athletic excellence, as well as between intelligence and certain physical fitness components.

Perceptual abilities involve interpreting sensory stimuli from the environment, with attention being a crucial factor influencing skill accuracy and performance efficiency. Additionally, perceptual speed and motor awareness help athletes differentiate between similar and different situations during gameplay, enabling timely decision-making and movement execution.

Emotional traits include temperamental and moral characteristics such as perseverance, self-discipline, respect, and overcoming fear. Long-term psychological preparation and proper guidance can help identify and nurture these traits.

According to Zaki Mohammed Hassan, selection criteria include:

Anthropometric Measurements:

Height, weight, body composition, and body proportions.

Physiological Measurements:

Maximum oxygen uptake, heart rate, respiratory rate, and oxygen pulse.

Physical Foundations:

Aerobic and anaerobic endurance, static and dynamic strength, movement speed, reaction speed, and flexibility.

Motor Abilities:

Balance, spatial awareness, and motor coordination, assessed through specific tests.

Psychological Factors:

Perseverance, psychological stability, and the ability to handle stress and anxiety, assessed via questionnaires.

Cognitive Abilities:

Focus, intelligence, and creativity, assessed through psychological tests.

Social Elements:

The ability to assume multiple roles and integrate within a team. (Zaki Mohammed, 2006, pp. 207-211).

3.3.2 Selection Criteria:

Selection criteria in sports are fundamental principles used to evaluate an athlete's potential, such as speed, which is a crucial factor in team sports. They are classified into:

Predispositions:

Anatomical, psychological, and innate traits acquired during early life stages.

Capabilities:

A set of personal attributes that enable success within a specific scope.

Abilities:

Individual traits shaped by genetics, learning, and environmental factors.

3.3.3 Advantages of Scientific Selection:

Applying a scientific approach in selecting talented youth offers several advantages:

- ✓ Reduces the time required for an athlete to reach their optimal performance level.
- ✓ Helps coaches identify and work with the most talented athletes.
- ✓ Provides young athletes with opportunities to train with top-tier coaches.
- ✓ Enhances their chances of reaching elite levels.
- ✓ Instills greater confidence, positively impacting training and performance.

3.3.4 Principles of Scientific Selection:

Melnikov (1987) outlines key principles for scientific selection:

Scientific Foundation:

A thorough understanding of diagnostic and measurement methods.

Comprehensive Approach:

Considering all aspects—physical, morphological, physiological, and psychological.

Continuous Assessment:

Regular evaluation to refine and improve athletic performance.

Flexibility of Selection Criteria:

Adaptable standards to meet evolving competitive demands.

Educational Value:

Using results to enhance training programs.

Human-Centered Approach:

Protecting athletes from physical and psychological stress.

Practical Application:

Cost-effective procedures ensuring sustainability and ongoing assessment. (Mohammed Lotfi Taha, 2002, p. 24).

Lecture assessment

Question 1:What are the physiological measurements that can be used as reliable indicators for selecting top-performing youth athletes?

Lecture 4: Stages of Sports Selection

Prerequisite Knowledge for the Lecture:

- ✓ Some selection criteria
- ✓ Some basic determinants of selection

The model answer for the lecture assessment from the previous lecture:

Q1:Some of the physiological measurements that can be used as reliable indicators for selecting top-performing youth athletes are: A- Maximum oxygen uptake.

- a. Heart rate.
- b. Respiratory rate per minute.
- c. Tidal volume per minute.
- d. Oxygen pulse.

04 - Stages of Sports Selection

The process of selection is a continuous and long-term process that does not end with the initial tests to determine the suitability of a youth athlete. It requires the ongoing tracking of their performance in later stages of their athletic life to ensure the stability of these results. Many studies have shown that some youth athletes who achieved high scores in certain attributes initially had low results in the same traits when retested later. Conversely, many athletes who had high results in some traits during the initial tests showed a decline in those same traits later on. Therefore, the selection process does not end with the initial tests but continues throughout the athlete's career with further stages of evaluation.

The stages of sports selection are divided into four phases:

4-1-1 - Phase One: Initial Selection Phase

This stage aims at the preliminary or initial selection, seeking to attract as many children and youth as possible who have the potential to engage in sports activities. This is done through sports competitions and initial tests of the athlete's health, functional status, physical and skill development, and psychological state. During this stage, a large number of applicants are usually filtered out through basic selection methods, such as observation, tests, studies, and medical check-ups. Key points in this phase include:

Selecting children who show higher endurance to physical loads and those who demonstrate better learning abilities, activity, energy, and motivation compared to their peers.

The focus is on assessing the child's general suitability for sports practice, not necessarily a specific sport.

Excluding youth who show clear signs of being unsuitable for practice due to health issues.

Considering the biological age in addition to chronological age to avoid the issue of misalignment between chronological and biological age.

Preparing training groups for more in-depth practice during the early training units, usually by selecting youth from elementary schools.

4-1-2 - Phase Two: Specialized Selection

This phase begins with the start of sports specialization. Its goal is to identify the athlete's specific readiness and abilities and direct them towards a sport that suits their capabilities and potential. This can only be achieved after they have actively engaged in the sport, which helps develop their skills in that specific activity. In this phase, athletes who do not meet the necessary standards in competitions or tests should be excluded, as keeping them in the selection process can negatively affect the achievements of more capable athletes.

4-1-3 - Phase Three: Qualification Selection

This phase is the final direction towards precise specialization. It involves extensive, continuous studies and assessments of athletes to finalize their specific sport specialization. The focus in this stage is on detailed studies of the athlete's potential, psychological characteristics, and readiness. This phase is crucial for disciplines like swimming and gymnastics. The key factors in this phase include:

Psychological traits of the athlete.

Specialized activities or positions.

In some team sports like football, the specialization can also be determined after thorough evaluation of the athlete's abilities.

4-1-4 - Phase Four: Formation of National Teams

After confirming the athlete's performance level in their clubs or training centers, preparation for national teams begins. This includes regional teams, training center teams, and teams representing the country in international competitions. Before joining these teams, the athlete must undergo morphological, physiological, psychological, and health tests. The results of these tests are compared with the standards set for joining the national teams. The importance of these assessments is to determine the physical load on the athlete and decide the recovery period needed to restore them to normal condition.

Additional Stages (According to Marwan Abdel Majid Ibrahim):

4-2-1 - First Stage

This phase aims to assess the development of physical traits and motor skills in youth athletes. The general health of the athlete is also assessed through medical tests. Specific assessments of motor skills and

morphological and functional characteristics are carried out. This stage lasts between 3 to 6 months and is critical for observation. The key aspects of this stage include:

- Correct posture and absence of deformities.
- Morphological indicators.
- Ensuring physical maturity to perform natural movements.
- General health, including heart function and vision.

4-2-2 - Second Stage

During this stage, primary specialization begins based on the athlete's abilities and interests, which were identified in the first stage. This phase typically lasts between 2 to 4 years. Coaches use this period to predict potential outcomes based on the athlete's progress. The second stage includes:

- Basic skill assessments.
- Tactical and gameplay strategies tests.
- Psychological tests (personality traits).
- Laboratory tests (blood analysis, bone X-rays).
- General fitness assessments.

4-2-3 - Third Stage

The final selection phase (13-16 years) involves precise specialization and detailed qualification tests. This stage focuses on comprehensive training plans to assess the athlete's adaptation to intense training. Key components include:

- Specific fitness assessments.
- Physiological and psychological tests.
- Skill-based tests, including tactical and gameplay strategies.
- Evaluation of readiness for international competition levels.
- This final stage is crucial for determining whether the athlete has the potential to reach elite competition levels.

Lecture assessment

"The selection process does not end with the initial tests, as some may think. Instead, it is a continuous process with later stages throughout the athlete's career. The stages of sports selection are divided into four phases."

Lecture 5: Discovering Talented Youth Athletes

Prerequisite Knowledge for the Lecture:

- ✓ Some stages of sports selection

Model Answer for the lecture assessment from the Previous Lecture:

Phase Four (Formation of National Teams):

After confirming the level of technical and skill performance of these youth athletes within their clubs or training centers, the preparation for the different national teams begins. This includes regional teams, training center teams, and teams for representing the country in international competitions and championships. It is important to note that before joining these teams, it is necessary to conduct morphological, physiological, psychological, and health tests. The results of these tests are compared with the standards and levels set as a condition for joining these teams. The significance of these physical, natural, and physiological assessments lies in determining the physical loads placed on the youth athlete, and subsequently determining the necessary time to recover (return to the normal condition).

5. Discovering Talented Youth

5-1: Role of Clubs and Educational Institutions in Discovering Talented Youth:

Huda Mohamed mentions that the duties of clubs or educational institutions include identifying and discovering talented youth, as well as extracting the maximum potential from these abilities and talents. There are several points that can contribute to discovering and nurturing talented youth in sports. One of these points is avoiding dedicating too much time to a large number of children on a single activity with one coach, as this makes it difficult to control and provide proper guidance. In this regard, the family's role in identifying the talents of their children at an early age through continuous observation is also essential for tracking their development and talent across different stages. Furthermore, providing the necessary and appropriate resources for nurturing their potential is key.

5-2: The Role of Genetics and Environment in Selection:

Ibrahim Hamad mentions that although training affects the physiology of the body, genetic factors play a more significant role in the player's level. Therefore, genetics are fundamental in determining talent. Research by Charles Corbin in sports such as volleyball, cycling, weightlifting, marathons, tennis, and swimming emphasizes that the environment greatly influences performance prediction. Examples of environmental influences include family, coaches, training conditions, and the training environment. Risan Khuraybit states that certain genetic traits play an important role in selecting athletes for specific sports, such as height, weight, and body structure. Genetics are also associated with the athlete's intelligence level, which is why many successful athletes come from families of athletes or possess exceptional physical traits. However, even those without these genetic traits can achieve athletic excellence through perseverance and training. Research by Hafliithk confirms that variables related to genetics largely determine future success in sports, with the environment playing a minimal role. At the 1986 Olympic Assembly, Bushon and Malina proposed several recommendations related to predicting future athletic levels, such as:

Genetics significantly affect overall physical fitness, physiology, and health.

The growth of young children under normal conditions, including growth rate, largely depends on genetics.

5-3: The Role of Educators in Selecting Sports Talents:

The educator bears a significant responsibility in discovering and selecting talented students. Often, the educator is criticized despite their efforts and workload. If the school fails to identify talented students, the teacher is held accountable for this failure. However, when dealing with a class of over forty students, it is difficult for the teacher to do more than recognize the potential of the students. Despite their knowledge of talent identification methods, it is not unusual for educators to sometimes fail in this aspect, even when they are familiar with techniques for identifying talent among students with varying personalities and directions. Educators can contribute to identifying talented students by using the following approaches:

Asking targeted questions to the students.

Identifying areas of interest for the talented child.

Observing the talented child within the school group or during breaks. Educators are a valuable source of information about their students, as they interact with them regularly during classes and over the years, making their observations essential in addressing students' issues, modifying their behavior, and recognizing their successes, failures, and personal traits.

5-3-1: The Role of Educators in Guiding Talented Youth:

Guiding talented students is an important and challenging responsibility for educators. It requires teachers who can motivate students, awaken their talents, and satisfy their interests, which often revolve around unfamiliar tasks or challenges. The educator must be prepared to balance performance with aspirations to successfully nurture talented students. The educator plays a crucial role in identifying children at different levels, particularly those they interact with daily. They work to develop these students' special talents and provide guidance. As talented students have characteristics and capabilities beyond those of ordinary students, it is essential that those who teach them meet specific qualifications. Additionally, the educator's role is to help the talented student choose the sport that aligns with their abilities, inclinations, and tendencies, and to guide them based on those capabilities.

5-4: Age for Competition and the Process of Selecting and Nurturing Exceptional Youth:

One of the most critical factors to consider when selecting and nurturing young athletes is the age for competition. By understanding the age for competition and the duration of preparation needed for each activity to reach a competitive level, we can determine the minimum age to start training. Since the age for competition varies across different sports, Abdul Maqsood mentions that the age at which a child should begin training differs between sports activities. He clarifies the following facts about the selection process and the necessary traits for children to be selected:

- Children who are above average in performance, evident from their participation in activities or free play.
- Children who show above-average activity levels during class or free time, indicating their interest, eagerness, and dedication to training.
- Children who can handle higher training loads, as evidenced by their ability to perform more intense and longer training sessions than others.

5-5: The Appropriate Age for Selection in Football:

For various reasons, the most appropriate age for selection and beginning training for talented youth in football is between 10 and 12 years old. The selection process at this age helps identify those with high abilities, subjecting them to several cognitive and performance assessments. It is important to note that to create a world-class athlete, at least 6 to 8 years of training is required. According to this statistical indicator, athletes in this age group tend to have the best skills. However, before this age, children need additional developmental support. Some experts suggest that the ideal age for selection in football is between 9 and 12 years old, while others recommend ages 10 to 12, as this age range allows children to master basic football skills.

5-6: Monitoring After Sports Selection:

All selected athletes for higher-level sports must undergo integrated training. Any training without follow-up is often a waste of time, money, and energy. Therefore, the selection process for athletes should include continuous monitoring across various sports until the age of 18 to 20 years. For athletes with the potential to compete in international competitions, their training should continue for 8 to 10 years. This means that

the initial selection must be made at an early age, and a serious follow-up is required across all aspects during this phase.

5-6-1: Biological Follow-up:

This follow-up involves precise biological monitoring, which requires a team of biologists, sports technicians, and experts in the field. They ensure the monitoring of factors such as fatigue, anemia, and deficiencies related to medical aspects, requiring basic training in modern biological techniques and their requirements.

5-6-2: Psychological Follow-up:

Like biological monitoring, psychological follow-up is challenging, but it is possible to request psychological intervention from the coach to improve team dynamics or understand deep motivations of certain athletes. This is necessary to reduce or eliminate individual or team-related stress and maintain a positive atmosphere within the group.

5-6-3: Medical Follow-up:

Every sport requires medical monitoring. Therefore, medical follow-up is essential and mandatory for young athletes undergoing serious training to prevent injuries and ensure immediate treatment when injuries occur.

5-6-4: Monitoring Performance Development:

Finally, it is important not to forget to track the development of performance over time. This is achieved by comparing the results obtained during official competitions or field tests, ensuring that these results are accurate, objective, and consistent. The coach must consider and record these results whenever the test is repeated, forming a graph to track the athlete's level over different periods. Monitoring goes beyond just performance improvement; it is also a method of encouraging talent. Encouraging talent involves taking steps that contribute to enhancing technical proficiency in a sport, especially for talented youth.

5-7: Guidelines for Selecting Talented Youth:

5-7-1: First Principle:

Selection of talented youth is fundamentally based on long-term performance predictions.

5-7-2: Second Principle:

Selection of talented youth is not a goal in itself but a means to achieve the greater goal of developing sports talents. Thus, talent identification involves several processes, including selection.

5-7-3: Third Principle:

The selection process should be closely tied to genetic factors.

5-7-4: Fourth Principle:

The selection process must consider the specific sports requirements.

5-7-5: Fifth Principle:

Since athletic performance is influenced by various factors, the selection process must be multifaceted.

5-7-6: Sixth Principle:

The dynamic aspects of performance must be considered during selection. Examples include the factors influencing performance ability at different ages and the development of performance capabilities through training.

Lecture assessment

Q1 –What are the areas in which the educator can contribute to identifying gifted students?

Lecture 6: Models of Sports Selection and Their Relation to Some Scientific Principles

Prerequisite Knowledge for the Lecture:

- ✓ The role of the club and educational institutions in selection
- ✓ The role of genetics and environment in selection
- ✓ The role of the educator in selection

Some theories and scientific principles such as individual differences, preparedness, prediction, the stability rate of abilities, and classification.

Model Answer for the lecture assessment from the Previous Lecture:

Q1 -The key areas where the educator can contribute to identifying gifted students are:

- ✓ Asking distinguished questions to the students.
- ✓ Identifying the areas of interest of the gifted child.
- ✓ Observing the gifted child within the school group and its environment.
- ✓ Educators are considered the best source of information about students, as they are in direct contact with them during lessons and over the years. Therefore, their observations and insights are important when it comes to the students' issues, ways of modifying them, their successes, failures, and personal traits.

6- Models of Sports Selection:

There are various perspectives on designing programs for selecting talented young athletes. Some standardized selection programs can be applied across all sports. Below, we present different scientific perspectives on general sports selection programs.

6-1- Hara's Model for Selecting Young Athletes:

Hara believes that it is possible to determine whether young athletes can succeed or excel in sports through several steps, which include their continued participation in training. These steps are as follows:

Subjecting young athletes to training programs while considering the social environment, which Hara views as a crucial factor in the selection process.

The selection of talented young athletes occurs in two stages:

6-1-1- General Stage:

At this stage, talented young athletes are selected based on their overall athletic abilities. This includes testing key performance capacities such as speed, running endurance, and coordination. Reports and observations from competitions are also considered.

6-1-2- Specialized Stage (Specific Selection Phase):

In this stage, talented young athletes are selected based on specialized abilities. Hara emphasized the importance of considering the following points during the selection process:

- The selection process should be based on essential criteria while considering genetic factors.
- The athlete's characteristics and abilities should be evaluated in relation to their biological development level.
- Selection should be based on visible physical abilities, psychological traits, and social variables using the following indicators:
 - Measuring the performance level attained by young athletes after training.
 - Measuring the rate of performance improvement.

- Measuring athletes' responses to training requirements.
- These indicators are measured through participation in specialized sports training programs. At the end of the training program, predictions can be made regarding the athlete's potential to achieve excellence in high-level sports performance.

6-2- Havlicek's Model for Selecting Young Athletes:

Havlicek and others proposed a set of principles that should be followed during the selection process, including:

- Ensuring that selected young athletes are genuinely talented and capable of continuing training in the chosen sport.
- Avoiding early specialization in a single sport; instead, young athletes should engage in multiple sports.
- Selecting athletes based on genetic influence, growth rate, development, and stability.
- Selecting talented athletes from a large pool of candidates.
- Using carefully chosen information based on scientifically designed tests and measurements.
- Selecting talented athletes through extensive competition over long periods.

6-3- Gimbel's Model for Selecting Young Athletes:

The German researcher Gimbel highlighted the importance of analyzing young athletes based on three factors: physiological and morphological measurements, trainability, and motivation. He also emphasized the influence of internal and external factors:

6-3-1- Internal Factors:

These include studying the genetic characteristics of young athletes.

6-3-2- External Factors:

These involve environmental conditions, social factors, and training circumstances.

Gimbel proposed the following steps for the selection of talented athletes:

Identifying physiological, morphological, and physical elements that influence sports performance across multiple sports.

Implementing an educational program for specialized sports lasting between 12-24 months, during which athletes undergo tests to track progress.

Conducting predictive studies for each athlete to determine future success probabilities based on both positive and negative indicators derived from the study.

6-4- Bompa's Model for Selecting Young Athletes:

Bompa outlined three steps for selecting young athletes:

6-4-1- First Step:

Assessing cognitive, motor, endurance, muscular strength, and skill capabilities.

6-4-2- Second Step:

Evaluating physiological traits, which refer to the efficiency of the body's systems and their ability to perform physical activities.

6-4-3- Third Step:

Conducting morphological measurements. Bompa emphasized that selection should involve comparing athletes based on the measurements taken in the previous three steps against elite levels in specialized sports.

6-5- Bar-Or's Model for Selecting Young Athletes:

Bar-Or suggested that the selection process should follow these steps:

Categorizing athletes based on morphological, physiological, psychological traits, and performance variables.

Comparing athletes' weights and heights to biological age growth charts.

Subjecting athletes to intensive short-term training programs and analyzing their responses.

Evaluating the family background of each athlete regarding height and sports participation.

Conducting a scientific analysis of the four previous steps using performance models.

6-6- Derke's Model:

Derke proposed three steps for sports selection:

6-6-1- First Step:

Conducting interpretative measurements in the following areas: academic achievement, social conditions, social adaptation, body type, and mental ability.

6-6-2- Second Step (Organization Phase):

Comparing the body characteristics and composition of young athletes with those required in specialized sports and general sports characteristics.

6-6-3- Third Step:

Developing a training program before the season begins, tracking young athletes' performance across all aspects, monitoring their adaptation to training, and conducting an evaluation to facilitate the selection process.

6-7- The Relationship Between Selection and Scientific Principles:

The issue of selection is linked to several scientific theories and principles, such as individual differences, aptitude, prediction, ability stability, and classification. These principles are crucial to the selection process, necessitating an in-depth discussion.

6-7-1- Relationship Between Selection and Guidance:

Selection and guidance in sports are two sides of the same coin. Directing young athletes toward activities that match their abilities enhances their chances of reaching elite levels. Therefore, the term "selection" inherently includes the concept of guidance, as selection involves choosing the best athletes and guiding them towards appropriate sports activities and training for different preparation stages to achieve high-level performance.

6-7-2- Relationship Between Selection and Individual Differences:

Individual differences significantly impact human life, leading to efforts in studying and utilizing them for selecting and guiding individuals in various fields, including sports. Sports, with its diverse disciplines and

activities, is highly sensitive to individual differences, especially in competitive sports. Differences in physical abilities, tendencies, and orientations necessitate diverse activities tailored to each athlete's capabilities.

6-7-3- Relationship Between Selection and Prediction:

The early selection of athletes allows for assessing their physical and athletic potential. However, predicting future abilities is a key goal of selection, as it helps determine young athletes' prospects and expected achievements.

6-7-4- Relationship Between Selection and Classification:

Classification aims to group individuals with similar abilities to tailor specific programs for them. This serves several purposes:

6-7-4-1- Increasing Participation:

Grouping athletes into homogeneous teams enhances engagement and achievement in sports activities.

6-7-4-2- Enhancing Competition:

When competition levels are balanced, the competitive spirit among individuals and teams increases.

6-7-4-3- Ensuring Fairness:

Reducing individual differences ensures fair outcomes and equal opportunities.

6-7-4-4- Motivation:

Balanced levels among athletes enhance motivation toward training and participation.

6-7-4-5- Training Approach:

A homogeneous group allows for more effective training programs. Research shows that using a single classification criterion may not be sufficient; thus, experts suggest using multiple criteria such as height, weight, age, and physical fitness to develop valid classification methods.

Knowledge Assessment from the Lecture

Q1 –Answer with (True) or (False), then correct the false statements.

Hara's model for selecting talented young athletes consists of three stages. (.....)

.....

One of the principles in Havlicek's model states that talented young athletes should be selected from a large pool of candidates. (.....)

.....

Gimbel's model for talent identification is based on three fundamental elements. (.....)

.....

Bompa's model outlines four steps for selecting young athletes. (.....)

.....

Lecture 7: Talent in Sports

Prerequisite Knowledge for the Lecture:

- ✓ Definition of Sports Talent
- ✓ Characteristics of Talented Athletes
- ✓ Types of Talent in Sports

the model answer for the assessment from the previous lecture:

Q1 -Answer with (True) or (False), then correct the false statements:

Hara's model for selecting talented young athletes consists of three stages. (False)

Correction: It consists of two stages – the general stage and the specialized selection stage.

One of the principles in Havlicek's model is that talented young athletes should be selected from a large group. (True)

Gimbel's model for selecting young athletes indicates that talent analysis is based on three key elements. (true)

7- Talent in the Sports Field

7-1 Concept Definition

7-1-1 Definition of Talent:

Talent refers to a unique state of innate aptitude in an individual, which may manifest in one or multiple domains. Initially, these abilities exist in a raw form or as fundamental components necessary for achieving excellence later through training and exposure to influential factors that contribute to talent development. An individual cannot attain excellence without first possessing talent. However, a talented person may not necessarily reach the stage of excellence if the essential factors for talent development are not provided (Faiz Al-Juhani, 2010, p. 25). Youssef Mikhael Saad defines a talented individual as a child who visibly demonstrates clear competence in a particular area of human activity, effectively utilizing intelligence to enhance personal responsibility and optimize their potential (Youssef Mikhael Saad, 1971, p. 32).

7-1-2 The Role of Innateness (Genetics) in Talent:

Genetic traits play a crucial role in the process of selecting talented individuals, particularly during the early stages. Athletic achievements result from the interaction between genetic and environmental factors. Research and studies examining the influence of genetics on sports participation and performance levels indicate that genetics significantly impacts:

- Morphological characteristics of the body.
- Motor and functional abilities. The extent to which potential abilities and predispositions are developed into actual skills depends on environmental factors and investment in training (Qasim Hassan Hussein & Fathi Al-Mahshash Yusuf, 1999, p. 74).

7-1-3 Aptitude in Talent Development:

Individual differences in aptitude arise from both genetic and environmental factors. However, genetic predisposition plays a deeper role in determining talent. Only a small number of individuals exhibit innate potential in sports activities. Consequently, talent must be refined through education and training to realize its full effect.

7-1-4 Definition of Ability in Talent:

Some scholars equate talent with ability, which represents relatively stable achievement traits in an individual. These abilities provide a historical framework for structuring different forms of human activity with varying levels of efficiency. The interplay between ability and psychological traits significantly influences sports performance requirements, including adaptability and readiness for new challenges. The general concept of ability encompasses the following:

- General ability: participation across all human activities, including the degree of flexibility in thinking and abstract reasoning skills.
- Specific ability: competency in a specialized domain that requires unique cognitive and perceptual attributes, such as spatial visualization, auditory perception, and numerical or qualitative reasoning, essential for athletic performance execution. An individual may possess various abilities, distinguishing them from others based on their general and specific abilities (Qasim Hassan Hussein & Fathi Al-Mahshash Yusuf, 1999, p. 68).

7-1-5 Competence and Its Acquisition in Talent:

Harry defines competence as the acquisition of abilities and aptitudes that serve as reliable indicators for predicting potential success. Competence also determines the likelihood of successfully training a talented athlete to excel in specific sports. Through systematic training, athletes can:

- Attain high-performance levels, assessed by physical ability, movement execution, and strategic planning in specific sports.
- Improve their performance rapidly.
- Maintain consistent performance over time.

7-1-6 Definition of Sports Talent:

Sports talent describes an athlete who stands out from peers in the same discipline due to superior physical, cognitive, and emotional attributes, enabling them to achieve distinguished athletic performance. Research on structural and functional aspects of sports performance has identified several key physical traits that distinguish talented athletes in various sports. However, psychological research on sports talent remains limited, making it difficult to draw general conclusions. There is an increasing need

for research that explores the psychological and social variables crucial to sports talent in competitive settings (Ahmed Amin Fawzi & Buthaina Mohammed Fadel, 2005, p. 101).

7-1-7 The Nature of Talent in Sports:

Identifying talent in sports depends on various factors. One theoretical approach to talent selection, particularly in elementary school students, focuses on predicting future success based on systematic training over several years. This process involves enhancing both general and specific athletic abilities, refining skills, and evaluating progress based on expert predictions for each stage of training. Amtmann suggests that sports talent comprises three distinct components:

- Performance and physical fitness attributes.
- Execution of movement skills.
- Strategic performance components (Qasim Hassan Hussein & Fathi Al-Mahshash Yusuf, 1999, p. 66). According to Erwin Hahn, a talented athlete demonstrates above-average abilities across all sports disciplines (Erwin Hahn, 1987, p. 98). Jurgen Weink defines sports talent as the capability to surpass average athletic competencies while demonstrating comprehensive development. He emphasizes that a talented athlete possesses various skills and attributes that contribute to outstanding sports performance (Jurgen Weink, 1989, p. 386). Similarly, Yahya El-Sayed El-Hawi defines a talented athlete as an individual with innate and acquired abilities that provide them with a competitive edge in a specific sport (Yahya El-Sayed Ismail El-Hawi, 2004, p. 36).

7-2 Identifying Talented Children:

Identifying talented children is a complex process requiring multiple assessment tools. This complexity arises due to the various dimensions that define talent, including cognitive ability, creativity, academic achievement, specialized skills, personality traits, and psychological attributes (Abdel Hafiz Al-Salama, 2002, pp. 11-12).

7-3 Types of Talent in Sports:

Since sports involve structured movements governed by specific rules, talent in sports is inherently linked to motor skills. Talent can be classified into three main categories:

7-3-1 General Motor Talent:

Eid Ali defines this as the ability to learn sports movements quickly and efficiently.

7-3-2 Sports-Specific Motor Talent:

According to Routing, this type of talent involves above-average aptitudes that enable an individual to achieve exceptional results in sports.

7-3-3 Specialized Talent for a Specific Sport:

Ham asserts that this form of talent is characterized by physical and psychological attributes that enable an athlete to achieve record-breaking performances in a specific sport, ultimately allowing them to join the elite ranks (Eid Ali, 1980, p. 210).

7-4 Characteristics of Talented Athletes:

Researchers have examined the distinguishing characteristics of talented athletes, emphasizing early identification as a key factor in maximizing human potential. Identifying talent is challenging, and to avoid errors in selection, it is essential to learn from leading countries in this field. Edgard suggests that talent identification involves three levels:

- Morphological and physiological fundamentals.
- Trainability potential.
- Motivation (Edgard H., 1985, p. 153). Some experts highlight the significant influence of genetic factors in determining talent characteristics (Erwin Hahn, 1987, p. 99).

7-5 Talent Identification in Sports:

Talent identification aims to uncover hidden potential in individuals who may develop the necessary capabilities for achieving elite performance. The process requires time, depending on the sport practiced. A talented athlete exhibits the potential for continuous improvement, provided they receive adequate support. Kazola defines sports talent as a set of high-level natural or acquired competencies within a specific activity. These abilities are often observable at an early age, allowing for high predictive accuracy regarding future success—provided the individual has the motivation and favorable conditions for development (G. Cazola, 1993, p. 141). According to Josh, only 3% of athletes demonstrate genuine talent.

Talent identification must be conducted with precision, selecting the optimal age range (6-12 years) and implementing long-term training programs to maximize athletic potential (Joudat Izzat Abdel-Hadi, 1999, p. 11).

Knowledge Assessment from the Lecture

Q1:According to "Edgard," identifying a gifted child can be achieved through three levels. What are they?

Lecture 8: Identifying Talent in the Sports Field

Prerequisite Knowledge for the Lecture:

- ✓ Types of Talent in the Sports Field
- ✓ Characteristics and Traits of Talented Athletes
- ✓ Sports Talent Identification

Model Answer for the Knowledge Assessment from the Previous Lecture

Q1: To identify a gifted child, Edgard suggests that talent can be recognized through three levels:

- Morphological and physiological fundamentals
- Trainability potential
- Motivation

8- Factors, Stages, and Determinants of Talent Identification in Sports

8-1 Key Factors for Identifying Sports Talent

According to Hahn, identifying sports talent must take into account multiple factors and characteristics that determine future results. The most important of these factors are:

8-1-1 Anthropometric Factors:

These include height, weight, body density, the ratio of muscle tissue to fat tissue, and the body's center of gravity.

8-1-2 Physical Fitness Characteristics:

These involve aerobic endurance, static and dynamic strength, reaction speed, movement speed, agility, flexibility, etc.

8-1-3 Technical and Motor Skills:

These include balance, the ability to assess fitness levels, rhythm, movement control, and motor coordination.

8-1-4 Learning and Comprehension Ability:

This refers to ease of acquisition, observation skills, analysis, learning capability, and evaluation.

8-1-5 Preparation and Readiness:

This involves discipline in training and preparations to equip the body with the appropriate capacity.

8-1-6 Mental Monitoring:

This includes concentration, motor intelligence, creativity, and tactical ability, which are cognitive and perceptual skills related to the nature of the sport.

8-1-7 Psychological Factors:

Psychological stability, readiness for competition, resistance to external pressures, and the ability to manage stress and anxiety.

8-1-8 Social Factors:

These include acceptance of roles in team play and cooperation with teammates (Jurjen Weinek, 1999, p. 90-9).

8-2 Stages of Identifying Talented Athletes through a Multi-Simulation Approach

The process of identifying gifted children using the multi-simulation approach follows three stages:

- Exploration, nomination, and filtering.
- Testing and measurement.
- Selection and recruitment.

Tannenbaum identified three stages:

screening, selection, and distinction. Meanwhile, Al-Quraity (2005) proposed a five-stage process:

- Initial screening and sorting.
- Diagnosis and evaluation.
- Needs assessment.
- Selection of an appropriate program.
- Final assessment and review. (Mostafa Nouri Qumash, 2011, p. 165).

8-3 Simulation of Sports Talent Identification

Once a sports talent is identified, selection processes should focus on young athletes in schools, sports clubs, youth centers, and community playgrounds. Experts in physical education and sports should conduct specialized tests to assess the following aspects:

- Structural requirements of the sport.

- Demands and characteristics of the selected sport.
- Chronological age of the child.
- Training age.
- Psychological profile.
- Motor development.
- Specific motor skills.
- Physical fitness levels.
- Genetic predispositions. (Amr Abu Al-Majd & Jamal Ismail Al-Namki, 1997, p. 107).

8-4 Determinants of Sports Talent

8-4-1 Fixed Determinants:

- The athlete's general ability level.
- The social environment that provides opportunities for talent emergence and development.
- The athlete's intrinsic motivation.
- The final performance results achieved by the athlete.

8-4-2 Dynamic Determinants:

- The progressive and effective development of technical skills.
- Continuous monitoring and improvement of techniques.
- General pedagogical follow-up.
- Based on these fixed and dynamic concepts, Weinek defines talent as a set of developmental processes that can be conceptualized as:

"Talent consists of distinctive abilities and skills in sports performance, which reach their highest level through continuous monitoring and pedagogical supervision."

Furthermore, he suggests that the initial driver of talent in children is a combination of essential traits that can develop under specific conditions in a given sport. These traits may be either innate or acquired. Specifically, sports talent is an exceptional state of technical performance compared to the general population (Jurjen Weinek, 1999, p. 89).

8-5 Scientific Principles for Identifying and Recognizing Talented Athletes

8-5-1 Principle of Support and Advocacy:

Evaluation methods and tools should be diverse and selected based on their effectiveness in identifying different forms and manifestations of talent while meeting the needs of gifted athletes.

8-5-2 Principle of Reliability:

Assessment methods should be chosen based on a thorough review of research findings on talent identification. Each tool should be used for its intended purpose and at the appropriate stage of identification.

8-5-3 Principle of Fairness and Equity:

Evaluations should cover all individuals and groups to ensure equal representation in available talent development programs.

8-5-4 Principle of Diversity:

The identification and evaluation process should be based on a broad understanding of talent and not be limited to intelligence tests alone.

8-5-5 Principle of Comprehensiveness:

The more extensive the talent identification process, the fewer errors in evaluation.

8-5-6 Principle of Scientific Accuracy:

Evaluation tools should be used effectively, considering available resources and the expertise of specialists in talent identification.

8-5-7 Principle of Program Integration:

Evaluation methods should extend beyond simple diagnosis to identify strengths and weaknesses in young athletes and assess their specific needs (Fateh Al-Juhani, 2010, p. 39-40).

Knowledge Assessment Test from the Lecture

Q1: Answer with (True) or (False) – The determinants of sports talent are:

Fixed determinants (.....)

Interactive determinants (.....)

Participatory determinants (.....)

Acquired determinants (.....)

Dynamic determinants (.....)

Lecture 9: Characteristics and Stages of Identifying Talented Individuals

Prerequisite Knowledge for the Lecture:

- ✓ Fundamental factors in discovering sports talent
- ✓ Determinants of sports talent
 - ✓ Scientific principles for identifying and recognizing talented individuals

Model Answer for the Knowledge Assessment from the Previous Lecture

Q1-Answer with (True) or (False): The determinants of sports talent are:

Fixed determinants **(True)**

Interactive determinants **(False)**

Participatory determinants **(False)**

Acquired determinants **(False)**

Dynamic determinants **(True)**

9. Characteristics and Stages of Identifying Talented Individuals

9.1 Characteristics of Gifted Individuals

9.1.1 Cognitive Characteristics:

- Fast learners with strong memory, comprehension, and retention skills
- Persistent, focused, attentive, and capable of purposeful thinking for extended periods
- Quick responders with sharp intuition, broad perspective, analytical reasoning, and the ability to connect past and present experiences
- Naturally curious with intellectual inquisitiveness reflected in frequent questioning
- Produces new and organized ideas, capable of articulating them in proper language
- High levels of intelligence, innovation, and creativity, with academic achievement surpassing the average by approximately 34%
- Abstract and objective thinking, often showing eagerness to learn before reaching school age (Abdel Hafiz Salama, 2013, p. 14)

9.1.2 Physical Characteristics:

- Strong physical health, good nutrition, and overall fitness
- Gifted children tend to be taller and heavier than their peers
- Exhibit superior physical development, growth rate, and motor activity
- Free from neurological disorders
- High energy levels and rapid overall growth
- Naturally inclined towards sports and outdoor activities
- Physically resilient, enduring hardships
- Short sleep duration with excessive energy and vitality (Mustafa Nouri Qamish, 2011, p. 95)
- 9.1.3 Emotional and Personality Characteristics:
- Higher levels of psychological adjustment and well-being compared to peers
- Easily adapts to changes and new situations
- Exhibits high emotional stability and remains composed in the face of challenges
- Quick to recover from anger

- Strives for perfection and becomes more harmonious in maturity
- Does not suffer from severe emotional problems
- Strong willpower, resilience, patience, and tolerance (Majid Al-Sayed Obeid, 2011, p. 38)

9.1.4 Cognitive Traits:

- Exceptional ability to store and recall large amounts of information
- Quick response time
- Broad range of interests and extraordinary curiosity
- Advanced linguistic development and verbal abilities
- High ability to recognize relationships between ideas and topics
- Early capacity to form and use conceptual frameworks
- Ability to generate ideas and solve problems
- Early development of self-evaluation and critical thinking towards others
- Exceptional focus and perseverance in tasks or activities (Abdel Hafiz Salama, 2013, pp. 15-16)

9.1.5 Behavioral Characteristics:

- Inquisitive and eager to explore
- Highly aware of surroundings
- Possesses strong verbal persuasion skills
- Sensitive to injustice at all levels
- Natural leadership qualities across various fields
- Generates multiple, seemingly unrelated ideas (Mustafa Nouri Qamish, 2013, p. 91)

9.1.6 Social Characteristics:

- Values personal freedom and resists social pressure and interference
- Takes initiative and is willing to exert effort, helping others and being reliable
- Easily makes friends, preferring the company of older individuals and other gifted peers
- Ambitious, self-confident, and highly independent
- Assumes responsibility, possesses leadership skills, and has a strong desire to excel over peers

- Enjoys popularity and affection among peers
- Prefers solitude and avoids forming deep social connections
- Does not seek positions of authority or engage in self-promotion (Abdel Hafiz Salama, 2013, p. 18)

9.2 Personality and Interests of Gifted Individuals

- Educational research suggests that well-adjusted gifted individuals possess physical strength, social adaptability, quick comprehension, and alertness. They tend to excel in all traits—intellectual, social, emotional, and physical. Their interests and hobbies play a crucial role in identifying them, characterized by:
 - Rich and diverse interests and hobbies
 - Engagement in theater, religious activities, scouting, and sports competitions
 - Wide-ranging reading preferences
 - A keen interest in adult literature and subjects beyond their age group
 - Preference for complex games involving rules and strategic thinking
 - Superior intellectual and social inclinations compared to peers (Majid Al-Sayed Obeid, 2011, p. 40)

9.3 Methods of Identifying Sports Talent

There are two main methods for identifying sports talent:

9.3.1 The Natural Method:

Based on simple observation

9.3.2 The Scientific Method:

Developed by the Polish researcher "Bleek," consisting of three stages:

Coaches and teachers invite young children to join beginner training groups to learn fundamental sports skills.

Through training, suitable talents emerge based on biological age, health, intelligence, and personality traits (discipline, responsibility, etc.), as well as social background. These children are then grouped for specialized training.

The final selection is based on high-performance indicators, considering:

Personal characteristics such as enthusiasm, determination, psychological stability, and sport-specific physiological and morphological traits

Speed of skill acquisition and adaptation

Functional work capacity

While opinions vary on the best selection methods and ideal specialization age, researchers generally agree on the following:

Selection should be well-planned and strategic

Physical abilities should be assessed based on biological age

Inherent genetic traits play a crucial role

Passion, motivation, and the desire to win must be considered alongside physical abilities (Issam Helmy & Mohammed Jaber Breqa, 1997, pp. 286-287)

9.4 Methods and Principles for Encouraging Sports Talent

9.4.1 Encouraging and Developing Sports Talent:

Involves measures to enhance competencies and techniques, especially among young and emerging athletes

9.4.2 Methods of Encouraging and Developing Sports Talent:

According to "Weinik," different approaches include:

Allowing Talent to Develop Autonomously:

This method relies on naturally occurring talents in sports such as football, basketball, and handball, where children improve their skills independently, often rapidly.

Restricting Freedom Margins:

"Moker" describes imposing high training loads to accelerate biological development while ensuring natural progression. Persistence in training, increased volume, and age-appropriate skill acquisition are crucial, especially in technically demanding sports like gymnastics and diving.

Adopting a Multiplicity Approach in Talent Development:

A structured approach aimed at maximizing technical and motor skill advancement to achieve optimal results across disciplines, transitioning from general to specialized training (Weinik, 1999, p. 9)

9.4.3 Principles for Encouraging and Developing Sports Talent:

- Dynamic training and precise diagnosis of prominent elements without intermediary selection
- Continuous training as a core component of talent encouragement
- Development of talent should consider not only technical performance but also personal attributes like intelligence, fitness, and social integration
- Improving athletes' social conditions through material rewards to enhance motivation
- Establishing early talent identification programs (ages 6-12) and providing structured guidance
- Coaches should actively encourage gifted athletes by highlighting hidden capabilities through intensive training while allowing some degree of freedom
- Collaboration between educational institutions and sports clubs for effective talent nurturing
- Long-term preparation aimed at achieving high individual performance levels in a structured training environment (Weinik, 1999, p. 99)

9.4.4 Challenges in Identifying and Encouraging Sports Talent:

- Over-reliance on fixed physical traits for predicting talent, neglecting variable psychological and social factors
- Lack of standardized measures to assess sports talent accurately
- Difficulty in early talent identification due to its rarity
- The unpredictability of athletic potential due to ongoing physical, psychological, and motor development
- Challenges in forecasting an athlete's future success due to the uncertainty of long-term planning and external influences (Yahya Al-Sayed Ismail Al-Hawi, 2004, p. 35)

The Lecture Assessment

Question 1

Talented individuals' interests, hobbies, and passions are among the factors that contribute to identifying and discovering them. Talented individuals' interests are characterized by the following:

- Their interests are rich, with only one hobby and narrow interests. (.....)

Correct the statement if false:

.....

- They tend to participate in plays, religious activities, scouting, and sports competitions. (.....)

Correct the statement if false:

.....

- Their reading interests are limited and not diverse. (.....)

Correct the statement if false:

.....

- They show little interest in books written for adults and read less than their peers at all stages of life. (.....)

Correct the statement if false:

.....

- They prefer simple games with rules and systems that do not require thinking. (.....)

Correct the statement if false:

.....

- They do not outperform their peers in intellectual and social interests. (.....)

Correct the statement if false:

.....

Lecture 10: Sports Guidance and Its Types

Prerequisite Knowledge for the Lecture:

- ✓ Characteristics of talented individuals
- ✓ Personality traits and interests of talented individuals
- ✓ Methods for identifying athletic talents

Model Answer for the Knowledge Assessment from the Previous Lecture

Q1: Talented individuals' interests, hobbies, and preferences are factors that contribute to identifying and recognizing them. Talented individuals' interests are characterized by the following:

Answer with (True) or (False), and correct the false statements.

- Their interests are rich, their hobbies are singular, and their preferences are limited.

(False)

Their interests are rich, their hobbies are diverse, and their preferences are wide-ranging.

- They tend to participate in plays, religious activities, scouting, and sports competitions.

(True)

- Their reading interests are not diverse or varied.

(False)

Their reading interests are diverse and varied.

- They show little interest in adult books and fields and read less than their peers at all stages of life.

(False)

They show significant interest in adult books and fields and read more than their peers at all stages of life.

- They prefer simple games that involve rules and systems that do not require thinking.

(False)

They prefer complex games that involve rules and systems that require thinking.

- They do not surpass their peers in intellectual and social interests.

(False)

They surpass their peers in intellectual and social interests.

10. Sports Guidance and Its Types

10.1 Sports Guidance

10.1.1 Concept of Guidance

10.1.1.1 Linguistic Definition

Linguistically, guidance refers to the process of directing something or someone to follow a specific path or direction (Ahmed Mukhtar, 2008, p.6).

10.1.1.2 Conceptual Definition

In technical terms, guidance can be defined as a set of services designed to assist individuals in understanding themselves, identifying their challenges, and making the best use of their capabilities and environmental resources. This process helps them set realistic goals aligned with their abilities and surroundings and select appropriate methods to achieve these goals wisely and rationally.

Mohamed Hassan Allawi defines guidance as a series of services aimed at helping individuals understand themselves, recognize their problems, and make optimal use of their internal abilities—such as skills, capabilities, and inclinations—as well as external environmental resources. Through better self-awareness and understanding of their environment, individuals can make well-informed decisions to resolve their issues scientifically. This fosters their personal and social adjustment, contributing to their holistic growth and personality development.

Ahmed Awad describes guidance as the assistance provided by qualified and trained individuals to another person at any stage of development. This professional support helps the individual manage different aspects of life, modify their thoughts, make decisions, and take responsibility for their actions. Such assistance can be delivered directly or indirectly, either individually or in group settings (Mohamed Hassan Allawi, 1982, p.284).

10.2 Objectives of Guidance

The school environment, as a social and educational setting, plays a crucial role in students' development, as they spend a significant portion of their lives acquiring social experiences and refining various skills. Guidance, therefore, is a structured professional process that helps individuals identify appropriate

solutions to their problems and formulate plans to implement those solutions.

Based on the definitions discussed, the key objectives of guidance include:

- Helping individuals become aware of their abilities, talents, aptitudes, and preferences.
- Enabling individuals to recognize and understand the problems they face.
- Assisting individuals in making the best use of their personal abilities and environmental opportunities to set realistic life goals.
- Promoting self-adjustment and social adjustment (Abdelrahman Issaoui, 1992, pp. 20-21).
- Encouraging awareness of the social and material environment and available resources.
- Supporting the individual's personality development to the fullest extent possible, within the limits of their abilities.
- Guiding athletes to manage their sporting lives independently and wisely.
- Directing athletes to the most effective training methods to achieve optimal success.
- Identifying individual differences among athletes and helping them develop in line with their unique abilities.
- Enhancing the understanding of both social and material environments.
- Recognizing and addressing personal challenges to foster self-adjustment (Abdelhamid Morsi, 1976, p.7).

10.3 Types of Guidance

Faisal Khair Al-Zad classifies guidance into three main types:

10.3.1 Psychological Guidance

This type focuses on helping individuals understand and address their internal psychological challenges. It provides clear goals and strategies that promote better adjustment and psychological well-being. Psychological guidance supports personal growth and emotional maturity.

Johnsen considers guidance as personalized assistance offered to individuals to help them address educational, personal, or professional problems. This process often involves counseling sessions where the counselor and the individual collaboratively examine facts, explore solutions, and utilize available resources within the school or community.

10.3.2 Career Guidance

Career guidance aims to help individuals identify suitable career paths and prepare for their professional futures. This includes matching their skills, abilities, and interests with the requirements of various professions. Career guidance helps individuals make informed decisions that lead to both personal satisfaction and professional success.

10.3.3 Educational Guidance

Educational guidance involves identifying students' talents, abilities, and interests to help them select suitable academic tracks that align with their potential and lead to academic and personal success.

In the context of sports, guidance has become an essential educational service. Sports guidance can be summarized in three key points:

- Identifying each student's unique talents and interests, along with their activity preferences.
- Matching students with the sports that best fit their talents and preferences.
- Implementing guidance processes that respect individual differences and help students realize their potential.
- In essence, the foundation of guidance is rooted in the belief that every individual has the right to choose their life path, provided that choice does not infringe upon the rights of others. Therefore, it is crucial to develop individuals' capabilities and support them in utilizing those abilities to manage their lives and overcome challenges. One of the key functions of education is to provide students with opportunities to nurture their potential. Guidance is an integral part of the educational process, as it supports this fundamental function. Its role is not to impose

choices on individuals, but rather to help them develop the capacity to make their own informed decisions that foster personal growth and independence.

10.4 Sports Guidance in Schools

Schools are social and cultural institutions where students spend much of their formative years. They offer educational, social, cultural, and recreational experiences that help students discover and develop their talents across various fields, including physical education, arts, drama, painting, and music. School activities play a vital role in developing students' unique abilities and social skills necessary for healthy interaction with others.

10.5 Importance of Guidance in Educational Institutions

The role of schools in the socialization process is comparable to, if not as important as, the role of the family. Many educators and psychologists believe that schools are primarily responsible for identifying talented students, nurturing their abilities, and helping them achieve their full potential.

The guidance services offered in schools form an essential part of the educational process. They complement administrative services and curricula, and the absence of any of these elements can disrupt the educational process. When all elements work together, they contribute to achieving the overarching goals of education. Guidance services utilize curricula and extracurricular activities to achieve their objectives and also play a role in adjusting and designing programs that meet students' needs and developmental goals.

As a result, academic and sports guidance programs now occupy a prominent position in both education and sports. These programs promote students' holistic development—psychological, social, and cultural. According to Froliche, guidance stimulates individuals to achieve several objectives, including:

- Helping individuals assess themselves and evaluate available opportunities.
- Enhancing individuals' ability to make choices aligned with their natural abilities and talents.
- Encouraging individuals to accept the outcomes of their decisions and the associated responsibilities.

- Teaching individuals how to apply decisions and action plans effectively.

10.6 Social Factors Influencing Sports Guidance for Students

10.6.1 Family Influence

The family represents the child's first social environment and plays a pivotal role in shaping their personality. It is within the family context that children begin to understand themselves and form their self-concept through interaction with family members.

Raymond Thomas emphasizes that the family significantly influences the child's attitudes towards sports. Families play a crucial role in shaping the child's cultural and social development, including their sporting interests. According to Thomas, parental encouragement and the family environment strongly impact the child's engagement and success in sports.

10.6.2 School Influence

Raymond Thomas also highlights the school's vital role in the student's life. Schools do not merely transmit knowledge; they also instill values and norms through structured interactions between students. Through these experiences, students acquire new ways of thinking and behaving. Physical education and sports activities can further inspire students to join sports clubs and pursue physical activities outside of school.

10.6.3 Peer Influence

Peer groups also exert considerable influence on children's future choices. Children often value their peers' opinions and seek their approval, sometimes even prioritizing their friends' opinions over their parents'. According to Saad Jalal, peer groups play a decisive role in shaping children's preferences, activities, and interests. In some cases, peer groups organize informal games and sports activities, free from adult supervision, which further fosters children's interest in sports. In many cases, friendships are the primary motivation for children's participation in sports.

The Lecture Assessment

Question 1:

Froliche states that guidance is a process that helps stimulate individuals to achieve several goals. List these goals.

Lecture 11: Sports Guidance and Its Types (Continued)

Prior Knowledge Required for the Lecture:

- ✓ The Concept of Guidance
- ✓ The Objectives of Guidance
- ✓ Types of Guidance
- ✓ The Importance of Guidance in Educational Institutions

Model Answer for the Knowledge Assessment from the Previous Lecture

Q1: Froliche states that "Guidance is a process that stimulates the individual to achieve a number of goals, including:

- Helping the individual assess themselves and evaluate the opportunities available to them.
- Enhancing the individual's ability to make choices based on their natural abilities and potential.
- Encouraging the individual to accept the outcomes of their decisions and the responsibilities that follow.
- Identifying ways to achieve these choices and putting them into action.

11-1: Factors to Consider in the Process of Sports Guidance

When conducting the process of sports guidance, it is essential for the person responsible to take into account several factors related to the individual receiving the guidance, including:

11-1-1: Interest (Inclination)

This refers to a feeling within the individual that drives them to focus on and prefer a particular activity, usually accompanied by a sense of satisfaction and comfort. Interest tends to be stronger when it aligns with the individual's needs. Interest is also considered a cognitive approach, where the individual invests significant effort into a specific activity, experiencing psychological comfort in return.

Mohammed Youssef states that interest is an individual's tendency to consistently lean toward specific objects or activities that resonate with their emotions. As a result, individuals give certain environmental aspects more importance, and this attention stems from internal factors such as readiness and mental orientation. (Aileen Wade, 1987, p. 70)

11-1-2: Readiness

Magda El-Sayed Majid defines readiness as the potential to achieve a certain level of competence or ability through training, whether intentional or unintentional. Readiness also refers to the individual's capacity to acquire specific knowledge or develop motor skills required for a particular sport or activity, provided appropriate training is offered.

11-1-3: Ability

Ability is defined as the power to perform a task or engage in physical activity or mental practice. Ability, along with other elements, determines behavior. It also refers to the actual physical and cognitive power a young athlete possesses to perform a certain activity with speed and accuracy, either with or without training.

11-1-4: Desire

Desire refers to the individual's inclination toward specific people, sports, or activities. Unlike needs, desire does not arise from a state of deficiency or discomfort, but rather from thinking about, recalling, or recognizing desired stimuli.

Darver defines desire as a clear and conscious longing for a specific object or goal. Desire encompasses awareness of the intended purpose and a genuine interest in obtaining and possessing it.

11-1-5: Motivation

Mufti Ibrahim Hammad defines motivation as the tendency of a player to exert effort to achieve a specific goal due to internal drive. From this, we can infer that motivation refers to the internal states or forces that drive and direct athletes to achieve a particular goal. These forces are not directly observable but exist within the individual.

Conclusion

After presenting these factors, it is essential for the coach or physical education teacher to understand that they play a crucial role in the guidance process. These factors must always be considered when directing young athletes towards practicing a specific sport.

In addition to these factors, the following principles should also be observed during the sports guidance process:

- Individual differences in abilities, readiness, and interests.
 - Internal differences within the individual in terms of physical, psychological, and mental traits.
 - The influence of different personality dimensions on behavior.
 - Considering the individual's needs within the framework of the values and attitudes they live by.
 - Understanding that guidance is a process where individuals acquire new attitudes, values, and behavioral patterns.
 - Recognizing that guidance is a generalizable process that helps individuals shape their future.
- (Magda El-Sayed, 2000, p. 137)

11-2: Levels of Sports Guidance

The physical education teacher can guide students in school or at sports clubs at the following levels:

11-2-1: Information Level

Students often need information related to a particular issue. In such cases, the teacher's role is to provide essential information to help them solve the problem. This could involve answering questions about

training methods for a specific sport, information about prominent athletes, or explanations of rules and regulations related to various sports.

11-2-2: Assistance in Solving Educational Problems

Students may face educational difficulties not only in academic subjects like math, languages, and social sciences but also in physical education. Here, the teacher must possess the necessary knowledge and skills to use effective guidance methods to assist students in overcoming these problems. (Saad Galal, 1984, pp. 217-219)

11-2-3: Assistance in Making Choices

Sometimes students face difficulties choosing between different subjects or activities, often because they are unaware of their own abilities. This is especially common in physical education, where students at certain ages wish to participate in all kinds of sports without knowing which one suits them best. The physical education teacher must have the skills and methods to discover students' interests and abilities and guide them toward the right sport.

11-2-4: Assistance in Solving Personal Problems

A successful physical education teacher is often the first person students turn to when they need to share personal or psychological problems. This is due to the nature of physical education, which allows for more open interaction compared to regular classroom settings. Sports activities themselves have therapeutic and preventive properties, helping students discover their own abilities and interests while also improving their psychological well-being, physical fitness, and motor skills. (Saad Galal, 1984, p. 220)

11-3: Principles of Sports Psychological Guidance and Counseling

There are varying views on the principles underlying guidance and counseling. According to Youssef Al-Qadi et al. (1981), these include psychological, educational, scientific, and behavioral principles for the counselor.

Saad Galal (1992) adds that these principles also include socialist philosophy and psychological foundations. Hamed Zahran (1998) identifies them as:

11-3-1: General Principles

Hamed Zahran (1998) identifies these general principles, which relate to human behavior, the client, and the counseling process itself. These principles include:

11-3-1-1: Relative Stability and Predictability of Human Behavior

Human behavior is any activity resulting from an individual's interaction with their environment. This behavior can be cognitive, physical, social, or emotional. It can be predicted to some extent based on past behavior.

11-3-1-2: Flexibility of Human Behavior

Although behavior has relative stability, it can be modified through education and training. Flexibility applies not only to observable behavior but also to all aspects of personality, affecting behavior. Aggressive individuals, for example, can redirect their aggression into sports like wrestling or boxing, where rules channel aggression into socially acceptable outlets. (Nabil Saleh, 2003, p. 200)

11-3-1-3: Individual and Group Behavior

Human behavior is both individual and collective. A person's behavior alone reflects group influence, and their behavior in a group reflects their personality. Social norms govern expected behavior, while individuals learn behavioral standards through socialization. In this sense, groups regulate individual behavior. (Jean, 2000, p. 29)

11-3-1-4: Readiness for Guidance

Effective counseling requires the individual to be ready, aware of the need for guidance, willing to seek it, and confident in its benefits. In sports, sports psychologists must stimulate players' motivation to benefit from counseling services, especially athletes struggling with confidence, stress, or injuries. Counseling must be voluntary and desired by the athlete. (Al-Khaldi, 2002, p. 200)

11-3-1-5: Right to Counseling

Every individual has the right to receive guidance services throughout life—whether facing educational, personal, or professional challenges. Athletes, like all individuals, are entitled to these services to achieve personal and athletic well-being. (Alaoui, 2002, p. 112)

11-3-1-6: Right to Self-Determination

Counseling is voluntary, not mandatory. Its purpose is to help individuals achieve self-fulfillment and psychological well-being, enabling them to solve problems independently. The counselor does not impose ready-made solutions but helps the individual develop and choose their own solutions. In sports, the coach should allow athletes to choose how to solve their problems while respecting their autonomy. (Ikhlas, 2000, p. 28)

11-3-1-7: Acceptance

The counselor must unconditionally accept the individual, regardless of their behavior, to foster mutual trust and psychological comfort.

11-3-1-8: Continuity of Counseling

Counseling is a lifelong process, beginning in childhood with parental guidance, continuing through school, and extending into all areas of life.

11-3-2: Individual Differences and Classification

People differ from one another in terms of mental abilities, personality traits, physical attributes, aptitudes, interests, attitudes, and physical performance capabilities. When we attempt to understand, measure, and classify these differences, we are essentially subjecting the phenomenon of individual differences to scientific study and research.

The phenomenon of individual differences has become one of the most widely applied concepts in everyday life. Human interactions, judgments about others, learning, guidance, therapy, work, acceptance, and behavior in general — all these aspects are influenced by individual differences. In many cases, this happens spontaneously, but it can also be the result of conscious studies and research. As a result, individual differences has evolved into a distinct field of study, with its own foundations, theories, and principles. Specialized institutes and numerous scientists and experts have devoted themselves to studying and researching this field.

(Source: Mohamed Sobhi Hassanein, 1996, p. 20)

The Lecture Assessment

Question 1: Answer (True) or (False) for the following statements:

- Interest tends to be stronger when it is linked to satisfying individual needs.

(.....)

- Readiness refers to the individual's ability to acquire a particular type of knowledge.

(.....)

- Ability is defined as the power to perform a task or engage in physical or mental activity.

(.....)

- Desire involves the individual's awareness of a desired goal and their interest in acquiring or possessing it.

(.....)

- Motivation refers to the internal states or forces that drive and direct the athlete to achieve a specific goal.

(.....)

Lecture 12: Measurement and Evaluation in the Process of Sports Selection

Prerequisite Knowledge for This Lecture:

- ✓ Measurement
- ✓ Test (Testing)
- ✓ Evaluation
- ✓ The Difference Between Measurement and Evaluation

- Interest becomes strong when it is linked to satisfying an individual's needs.
(True)
- Aptitude refers to the condition that indicates an individual's ability to acquire a certain type of knowledge.
(True)
- Ability is defined as the power to perform an action, engage in physical activity, or carry out a mental task.
(True)
- Desire involves individuals' awareness of the intended goal and their interest in acquiring or possessing it.
(True)
- Motivation refers to the internal states or forces that drive and direct the athlete towards achieving a specific goal.
(True)

12 - Measurement and Evaluation in the Process of Sports Talent Selection

12.1 - Measurement

Cronbach defines measurement as a standardized process used to compare two or more individuals. Measurement goes beyond just tests — we can measure characteristics through various methods such as observation, behavior rating scales, or other tools that generate quantitative data. Therefore, measurement refers both to the numerical value obtained and the process used to obtain it (Mehrens & Lehman, 1991).

12.2 - Testing

Mehrens and Lehman describe testing as the most specific of the four related terms. A test typically consists of a structured set of questions presented to individuals, whose responses are then used to measure a particular characteristic. Anastasi (1982) defines a psychological test as an objective and standardized measure of a sample of behavior. In the field of sports, tests are widely applied to assess a variety of general and specific abilities, in addition to cognitive and psychological aspects.

12.3 - Evaluation

In Arabic, there are two terms: taqyeem and taqweem. The first refers to assessing the value or worth of something, while the second goes beyond that to include processes of modification, improvement, and development. Within this framework, evaluation in education is no longer limited to determining success or failure through traditional exams. Instead, the teacher's role becomes similar to that of a physician, going beyond diagnosis to include treatment and improvement. Gronlund highlights that

evaluation is broader than measurement, as evaluation considers both qualitative and quantitative aspects of behavior, combined with value judgments regarding the appropriateness of the behavior. Measurement, on the other hand, focuses only on quantitative characteristics and does not involve qualitative assessments or value judgments (Ismail Mohamed Al-Fiqi, 2005, p. 8).

Therefore, taqyeem (assessment) is limited to issuing judgments, whereas taqweem (evaluation) includes issuing judgments along with plans for correction and improvement based on collected data. Educationally, we have suffered from relying solely on assessment through final exams, while the better

approach would be to adopt a more comprehensive form of evaluation that emphasizes diagnosis and improvement (Ismail Mohamed Al-Fiqi, 2005, p. 9).

12.4 - Tests for Evaluation and Guidance

Cronbach (1966) defines a test as any systematic method for comparing the behavior of two or more individuals. Boubée views tests as tools that rely on research methods such as measurement, observation, experimentation, surveys, analysis, interpretation, inference, and generalization (Ahmed Mohamed & Ali Fahmy, 1996, p. 11). Fouad Abu Hatab defines tests as structured methods used to compare individuals — or even the same individual over time — in terms of behavior or specific samples of behavior, based on a certain standard or criterion (Laila El-Sayed Farhat, 2001, p. 36).

According to Saeed Jassim Al-Asadi and Dawood Abdul Salam Sabri, measurement focuses on traits, which are essentially clusters of related behaviors that tend to appear together. Guilford defines measurement as describing data in numerical form, which allows for numerous advantages associated with working with numbers and quantitative thinking. Campbell defines measurement as assigning numbers to objects or events based on specific rules, while Nunnally defines it as the application of numerical rules to represent attributes or properties in quantitative terms (Mohamed Hassan Allawi & Mohamed Nasr El-Din, 2008, p. 18).

12.5 - The Relationship Between Measurement and Evaluation

Measurement is considered a component of evaluation — it precedes evaluation and serves as one of its key tools. Measurement provides objective data that forms the basis for evaluation judgments. For instance, teachers measure student achievement through tests, and the resulting scores serve as

numerical descriptions representing the students' levels of achievement. Evaluation occurs when these scores are compared to specific criteria or benchmarks, such as class averages, to determine how well a student is performing relative to their peers (Zakaria Mohamed Al-Taher et al., 2002, p. 12).

12.6 - Levels of Measurement

Based on how numbers are used in different types of measurements, Stevens (1946) classified levels of measurement into four categories, each with its own statistical properties and limitations (Mohamed Hassan & Mohamed Nasr El-Din, 2008, p. 24).

12.6.1 - Nominal Scale

This is the simplest level of measurement, where numbers are used solely as labels, identifiers, or classifiers. In nominal scales, the numbers do not represent quantities or magnitudes — they simply serve to distinguish between individuals or groups. The only arithmetic operation applicable at this level is counting (frequency counts), since addition, subtraction, multiplication, and division are meaningless for these numbers (Mohamed Hassan & Mohamed Nasr El-Din, 2008, p. 25).

12.6.2 - Ordinal Scale

The ordinal level allows us to rank individuals or items in order according to the characteristic being measured. However, it does not allow for precise determination of the distance between ranks. For example, if a committee ranks five candidates based on overall merit for a scholarship, they are using an ordinal scale. Arithmetic operations such as addition, subtraction, multiplication, and division are not appropriate for ordinal data (Saad Jalal, 1984, p. 210).

12.6.3 - Interval Scale

The interval scale not only ranks individuals but also allows us to determine the exact difference between any two values. This is possible because the units of measurement are equal across the scale. For example, the difference between scores of 5 and 6 is the same as the difference between 10 and 11. Basic arithmetic operations (addition, subtraction, and multiplication) are permissible, but division is not, because interval scales lack an absolute zero point. For instance, if a student named Omar scores 60 on a

test and another student named Ali scores 30, it would be incorrect to say Omar's score is "twice as good" because the scale does not have a true zero (Bousna Mohamed, 2007, p. 72).

12.6.4 - Ratio Scale

The ratio scale is the highest level of measurement. It possesses all the properties of the interval scale, with the added feature of a true zero point, representing the complete absence of the characteristic being measured. This allows for all arithmetic operations, including division, and ensures that ratios between numbers are meaningful and unaffected by the units used. For example, weight measured in grams and kilograms will yield the same ratio between two objects (Bousna Mohamed, 2007, p. 73).

12.7 - Importance of Tests and Measurements for Sports Coaches

- Assessing general training status through physical performance tests, physiological assessments, and anthropometric measurements, along with evaluating psychological and physical capacities.
- Monitoring athletes' specific training status using tests that assess functional, psychological, physical, technical, and health-related aspects.
- Tracking progress in athletic performance and following up on progress toward elite performance levels.
- Selecting talented youth for different sports based on the results of specialized tests (Laila El-Sayed Farhat, 2001, p. 42).

12.8 - Functions of Tests and Measurements

12.8.1 - Prediction

Test results help predict future success or performance in academic, professional, or athletic settings. They also assist in selecting individuals for specific roles or activities.

12.8.2 - Diagnosis

Tests provide valuable information to help individuals understand their strengths and areas requiring improvement. This self-awareness supports targeted skill development.

12.8.3 - Monitoring

Tests help track individuals' progress over time. Achievement tests, for example, can monitor academic improvement over specific periods.

12.8.4 - Evaluation

Tests serve as essential tools for evaluating programs, guiding counselors, and assessing personal development and goal achievement (Ahmed Abu Saad, 2014, p. 14).

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