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Preparing vocabulary for the practical program of local training courses for level D for female futsal coaches in Iraq

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Abstract
The purpose of this paper is to preparing vocabulary for the practical program of training courses is one of the important topics of interest to support and develop coaches in football and sports workers, as many seek to receive skills and various sciences through training courses, as well as to obtain a training license through which they can work in the field of training being A means of developing and modernizing football in all aspects of training, skill and psychological, to achieve the desired goals and to make a qualitative shift, so the study aimed for the current to prepare vocabulary for the practical program of training courses for level D for female football coaches in Iraq. In fact, if the Iraqi trainers need training, psychological and other related sciences, it is concerned with preparing vocabulary for the practical program of the training course for level D, as it is the starting line to start the training process in line with the decisions of the Asian Union that obligate Iraqi trainers to obtain a training certificate to access it, As for the research method, the researchers used the descriptive approach in the style of correlative relations. Coaches and academics in football represented the research community. The research sample was (115) individuals. The researchers prepared a questionnaire for the numbers of vocabulary for the practical program after specifying its paragraphs and after ensuring the validity of the paragraphs, the questionnaire was distributed in its final form On the research sample and after obtaining the raw data, the data was processed statistically by using the statistical bag (SPSS) to extract and discuss the results. The practical curriculum was suitable for female futsal coaches.

Keywords: Practical program, training courses, level D

Introduction

During the recent period, the game of football has received great global attention and development that no other game has enjoyed, because it is the most interesting among the games that all classes of society wish to play and watch. Various sciences and conducting scientific studies and research. Preparing vocabulary for the practical program of training courses is one of the important topics for supporting and developing coaches and workers in the sports field, as many seek to receive skills and various sciences through training courses, as well as to obtain a training license through which they can work in the field of training as a means of developing and modernizing football from The leadership, organizational, technical and training aspects, and that the development of the infrastructure of human resources and the preparation of trainers is a cornerstone for comprehensive and integrated planning in all sports, especially the game of football, which has a distinguished position all over the world as it is a distinctive model for team games, as it needs to prepare training courses efficiently and effectively. Which includes the practical aspect of the training course, and training courses have become necessary and essential to raise the level of trainers and expand their mental awareness in a step to develop their own abilities and how to deal with the various situations they encounter in training units and matches, as the ambition of every young coach and trainer in this course is to develop at his level, it aims to contribute to the establishment of a new generation of young coaches and help them discover football talents without neglecting them and losing their services in Iraqi stadiums. The D-level training course is the basis that the coach adopts in terms of training, technical and scientific, and it is also important and essential in leading the age groups for what the coach learns through the course in the practical aspect

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and transferring his experience and employing it to the players. Futsal football, to benefit from it and transfer the basic information and objectives of the course to the young coaches in order to develop the level of female futsal female coaches.

Research objective

Preparing vocabulary for the practical program of training courses is one of the important topics of interest to support and develop coaches in football and sports workers

Research methodology and field procedures
Research Methodology

The current research adopted the descriptive approach in the style of correlational relations in studying the phenomenon and achieving the goals (Abdul-Fattah Muhammad) "The descriptive approach depends on collecting and classifying data, as well as comparing and analyzing them, and interpreting them carefully, in order to reach a deep understanding of the forces affecting the behavior of individuals and an attempt to derive meaningful generalities that lead to the advancement of knowledge, and facilitate prediction of future behavior" (Dowidar. 1999) [1].

Community and sample research

Therefore, the research community was identified with coaches, academics and lecturers of the Asian Football Confederation in Iraq; In their research, the researchers relied on the concepts of modern curricula that require taking into account the opinions of experts specialized in football and related sciences, and since the sample is (Part of all or some of all), it will be chosen in a deliberate way from coaches, academics and lecturers of the AFC in Iraq and adults Their number is (115) individuals. The means of collecting information were used, including Arab and foreign sources, personal interviews, the global information network, and a data form. As for the research tools, it included an electronic calculator for an HP laptop and a questionnaire to explore the opinions of experts and specialists about the validity of the questionnaire's paragraphs and a hand-held calculator.

Field Research Procedures

The two researchers took several steps to obtain the results, the most important of which was defining the idea of the questionnaire, as (Raja Waheed Doueiri) mentioned that "the questionnaire is a useful tool of scientific research tools to obtain facts, reach the facts, identify the conditions and conditions, study the attitudes, trends and opinions, which helps observation and completes it, and in some cases The

only scientific way to do scientific study" (Dowidari. 2000) [5].

Therefore, the questionnaire items were determined, which consisted of 17 items, with a percentage of 100%. The answer alternatives were as follows: very agree 5 degrees, agree 4 degrees, neutral 3 degrees, disagree 2 degrees, strongly disagree 1 degree. And also to determine the validity of the paragraphs, and after the procedures mentioned were mentioned, the researchers conducted the exploratory experiment on (5) individuals, the aim of which is to verify the clarity and understanding of the paragraphs, and to ensure that there are no difficulties or obstacles and work to avoid them. It was conducted on 1/2/2022. After conducting the exploratory experiment, the By finding the scientific basis for the paragraphs of honesty as well as stability using the stability equation Alpha Cronbach, and he obtained a stability coefficient of (0.919), which is a high stability coefficient and statistically significant, and then their main experiment was conducted as they distributed the questionnaire in its final form to the research sample on (28/2/2022) After completing the scientific foundations and after obtaining the data, the researcher chose factor analysis as a suitable statistical method for the theoretical curriculum through the SPSS statistical package.

Results and Discussion

(Muhammad Abu Hashem) defines it as "a set of statistical methods, which aim to reduce the number of variables or data related to a particular phenomenon, aims to analyze a set of correlation coefficients between several variables and reduce them to a smaller number of factors, which helps to understand the structure of the correlation matrix or covariance by a smaller number of factors (Hashem. 2018) [4].

The first step of factor analysis is to extract the results of the arithmetic circles and the standard deviations of the vocabulary of the practical program in the light of each test to extract the value of the skew coefficient as an indicator for the distribution of the results of the sample and its spread over all the paragraphs of the practical curriculum of the training course under study, through which it can be ascertained the credibility of the sample size selected for factor analysis In its representation of the studied community (Sahib. 2006) [6],

It is noted that the results of the sample for each variable were not skewed to a large degree, but rather are closer to the normal distribution because the skewness in the moderate curve extends between (± 3) and indicates that all the variables fall under the moderation curve as shown in Table (1).

Table 1: Shows the values of the arithmetic means, standard deviations, and the value of the skewness coefficient of the practical axis under consideration

S. No.	Name	Arithmetic means	Standard deviations	Skewness
1.	Warm up and feel the ball	4.765	0.484	-2.426
2.	Compatibility with and without the ball	4.487	.667 0	-1.846
3.	Ball control	4.565	0.690	-1.951
4.	Passing and receiving the ball at different distances	4.791	0.468	-2.723
5.	Rolling with the ball to protect it and improve time	4.565	0.637	-1.803
6.	Rolling with different rhythms	4.374	0.719	-1.420
7.	Dribbling while running with the ball	4.252	0.890	-1.365
8.	Heading the ball	4.365	0.692	-1.277
9.	Shooting the ball	4.670	0.573	-2.121
10.	Goalkeepers	4.252	0.907	-1.315
11.	Determining the places inside the stadium	4.226	0.889	-1.377
12.	Mini side games (dividing players into groups)	4.513	.667 0	-1.582

No.	Name			
13.	Fun games	4.391	0.746	-1.428
14.	Kinetic response with the ball	4.304	.818 0	-1.302
15.	Kinetic balance	4.260	0.839	-1.344
16.	Exercises to change direction with the ball	4.556	0.565	-1.117
17.	Practical final exam	4.530	0.765	-1.962

The matrix of interconnections is one of the important steps of factor analysis, and the raw scores must be subjected to Pearson's law. (Majeed. 2001) [3].

This method protects the questionnaire from weak paragraphs that are not related to any factor or field of the resolution, and this means that the paragraph does not measure the phenomenon that the questionnaire was designed to measure. (Al-Zoba'i and *et al*. 1984) [2].

The raw scores were used to obtain the inter-correlations of the paragraphs of the practical program of the training course by means of the correlation coefficient (Pearson). The matrix of practical curriculum correlation included (17) items as shown in Table (2). When studying the correlation matrix, it became clear that it contains (135) correlation coefficients. It was positive (97.7%) and negative (2.3%), and the upper triangle of the matrix is symmetrical with the lower one.

Table 2: Shows the raw scores were used to obtain the inter-correlations of the paragraphs of the practical program of the training course by means of the correlation coefficient (Pearson). The matrix of practical curriculum correlation included (17) items

Variables	T_1	T_2	T_3	T_4	T_5	T_6	T_7	T_8	T_9	T_{10}	T_{11}	T_{12}	T_{13}	T_{14}	T_{15}	T_{16}	T_{17}
Warm up and feel the ball	1.000	0.358**	0.270**	0.247**	0.121	0.129	0.180	0.180	0.256**	0.176	0.267**	0.186*	0.087	0.160	0.109	0.226*	0.245**
Compatibility with and without the ball		1.000	0.331**	0.160	0.028	0.422**	0.310**	0.276**	0.310**	0.129	0.242**	0.301**	0.372**	0.449**	0.414**	0.392**	0.194*
Ball control			1.000	0.287**	0.145	0.171	0.209*	0.354**	0.232*	0.191*	0.362**	0.070	0.231*	0.205*	0.289**	0.199*	0.192*
Passing and receiving the ball at different distances				1.000	0.428**	0.130	0.233*	0.562**	0.632*	0.125	0.388**	0.065	-0.040	0.076	0.051	0.111	0.140
Rolling with the ball to protect it and improve time					1.000	0.128	0.258*	0.144	0.228*	-0.006	0.129	0.179	-0.100	0.037	0.034	0.118	0.135
Rolling with different rhythms						1.000	0.484**	0.287**	0.196*	0.204*	0.251**	0.310**	0.396**	0.371**	0.404**	0.153	0.163
Dribbling while running with the ball							1.000	0.291**	0.303**	0.138	0.127	0.195*	0.128	0.232*	0.253**	0.120	0.241**
Heading the ball								1.000	0.683**	0.257**	0.549**	0.104	0.078	0.313**	0.333**	0.193*	0.244**
Shooting the ball									1.000	0.179	0.423**	0.080	0.059	0.347**	0.272**	0.248**	0.183*
Goalkeepers										1.000	0.212*	0.074	0.099	0.097	0.213*	0.237*	0.008
Determining the places inside the stadium											1.000	0.128	0.183	0.290**	0.261**	0.254**	0.196*
Mini side games (Dividing players into groups)												1.000	0.492**	0.418**	0.229*	0.376**	0.253**
Fun games													1.000	0.364**	0.368**	0.249**	0.248**
kinetic response with the ball														1.000	0.714**	0.370**	0.076
kinetic balance															1.000	0.469**	0.152
Exercises to change direction with the ball																1.000	0.184*
Practical final exam																	1.000

Then the researchers chose the method of basic components (Harold Hotelling). When performing the factor analysis, the researchers obtained a matrix of factors whose rows were represented by paragraphs and whose columns were represented by factors, while its elements represented the correlation coefficients between paragraphs and factors called factorial ramifications. In this method, the results of the factorial analysis were reduced to (5) factors because the value of its (Potential root) exceeded the correct one, and accordingly the values of the latent roots became between (4.922 - 1.038), in addition, the extracted factors are arranged in descending order according to their importance, which ranged between (28.950%) – (6.104%), and these factors explained its value (61.923%) of the Community variance values, as shown in Table (3). It is also noted that the percentage of the first factor for the total variance amounted to (28.950%), the second factor (12.505%) and the third factor (7.645%), the fourth factor (6.718%), and the fifth factor (6.104%).

Table 3: Shows the matrix of factors before rotation (The saturations of the results of the practical curriculum for the training course studied in each factor)

No.	Name	Factors before rotation					
		First	Second	Third	Fourth	Fifth	Explanatory variance
1.	Heading the ball	0.675	0.447	-0.236	-0.125	0.018	0.727
2.	Compatibility with and without the ball	0.655	-0.254	0.006	0.087	0.115	0.514
3.	Kinetic response with the ball	0.654	-0.377	-0.222	-0.234	-0.301	0.764
4.	Kinetic balance	0.654	-0.369	-0.307	-0.214	-0.143	0.724
5.	Shooting with the ball	0.646	0.479	-0.145	-0.132	-0.173	0.715
6.	Determining the places inside the stadium	0.598	0.280	-0.251	0.17	0.005	0.528
7.	Rolling with different rhythms	0.586	-0.248	0.183	-0.415	0.364	0.743
8.	Exercises to change direction with a ball	0.545	-0.247	-0.115	0.275	-0.384	0.594

9.	Ball control	0.521	0.141	-0.108	0.275	0.273	0.454
10.	Dribbling while running with the ball	0.512	0.058	0.394	-0.412	0.353	0.715
11.	Mini side games divide players into groups	0.474	-0.428	0.393	0.119	-0.292	0.663
12.	Passing and receiving the ball at different distances	0.496	0.679	0.100	-0.038	-0.152	0.741
13.	Fun games	0.467	-0.563	0.097	0.116	0.105	0.568
14.	Rolling with the ball to protect it and improve time	0.277	0.388	0.540	-0.147	-0.330	0.650
15.	Practical final exam	0.395	0.004	0.442	0.349	0.115	0.486
16.	Warm up and feel the ball	0.441	0.127	0.152	0.543	0.156	0.553
17.	Goalkeepers	0.343	0.049	-0.345	0.103	0.372	0.387
	Latent root (In kind)	4.922	2.126	1.300	1.142	1.038	
	Variance ratio (Importance of factors) %	28.950	12.505	7.645	6.718	6.104	
	Community variance %	28.950	41.455	49.101	55.819	61.923	

The factor analysis aims to extract a set of factors, which are orthogonal axes that represent the saturations of the variables and their co-ordinates. An inclination in which the factors are rotated without maintaining orthogonality, so they are left to take the appropriate slope. The process of rotating the factors leads to removing the ambiguity that accompanied the initial analysis and arriving at the simple factorial structure to explain the variance. The step of factor rotation is essential because it is more simple, regular and clear for the extracted factors. In light of the foregoing, the extracted factors were rotated using the oblique rotation (Promax). The oblique rotation produces factors that are interrelated, which is often referred to as creating accurate research results that involve human behavior. The oblique rotation is also preferred because it is more realistic in representing the interrelationships of the factors. Thus, the final factor analysis concluded to (5) factors in which the values of the underlying roots ranged between (3.415 - 1.418), in addition, the extracted factors are arranged in descending order according to their importance, which ranged between (6.104% - 28.950) and these factors explained its value (61.923%) of the cumulative variance values, the explained variance values were shown according to the extracted factors, and the table (4) shows the matrix extracted in this way.

Table 4: Shows the factor matrix after the Promax oblique rotation for the practical axis of the course

No.	Variable name	Factors after oblique rotation					
		First	Second	Third	Fourth	Fifth	Explanatory variance
1.	Shooting with the ball	0.830	0.302	0.226	0.270	0.067	0.908
2.	Heading the ball	0.824	0.308	0.238	0.341	0.258	1.013
3.	Passing and receiving the ball at different distances	0.811	0.036	0.303	0.200	-0.156	0.815
4.	Determining the places inside the stadium	0.637	0.343	0.368	0.155	0.315	0.782
5.	Kinetic response with the ball	0.281	0.827	0.114	0.362	0.167	0.934
6.	Kinetic balance	0.284	0.794	0.114	0.390	0.323	0.980
7.	Exercises to change direction with the ball	0.246	0.672	0.401	0.021	0.073	0.678
8.	Fun games	-0.102	0.638	0.422	0.394	0.194	0.788
9.	Mini side games (Dividing players into groups)	-0.017	0.628	0.497	0.310	-0.275	0.813
10.	Compatibility with and without the ball	0.258	0.623	0.482	0.453	0.261	0.960
11.	Warm up and feel the ball	0.306	0.211	0.707	0.107	0.140	0.669
12.	Practical final exam	0.157	0.216	0.677	0.283	-0.126	0.625
13.	ball control	0.427	0.273	0.492	0.247	0.378	0.702
14.	Rolling with different rhythms	0.195	0.484	0.239	0.840	0.174	1.065
15.	Dribbling while running with the ball	0.318	0.231	0.285	0.822	-0.055	0.914
16.	Rolling with the ball to protect it and improve time	0.408	0.013	0.265	0.243	-0.616	0.675
	Goalkeepers	0.285	0.193	0.184	0.194	0.560	
	Latent root (In kind)	3.415	3.753	2.623	2.625	1.418	
	Variance ratio (importance of factors) %	28.950	12.505	7.645	6.718	6.104	
	Community variance %	28.950	41.455	49.101	55.819	61.923	

After that, the factors of the practical program were interpreted, as it appears from Table (5) the descending order of the practical axis saturations on the first factor after the oblique rotation. 23.529)% of the total number of paragraphs of the practical axis of the training course, we note that this factor is sectarian in composition, as the eight variables are saturated in a positive direction and the paragraphs that got the highest saturation on the first factor are as follows:
1. (Shooting with the ball) its saturation reached (0.830).
2. (Heading the ball) its saturation reached (0.824).
3. (Passing and receiving the ball with different distances) its saturation reached (0.811).
4. (Determining the places inside the stadium) its saturation reached (0.637).
5. (Controlling the ball) its saturation reached (0.427).

6. (Rolling with the ball to protect it and improve time) its saturation reached (0.408).
7. (Dribbling while running with the ball) its saturation reached (0.318).
8. (Warming up and feeling the ball) its saturation reached (0.306).

According to the foregoing, the researchers decided to name the first factor by the name of ball orientation and centering. Since the variable of shooting with the ball achieved the largest percentage of saturation on the first factor from the rest of the other variables, it is statistically the best variables saturated on this factor, and accordingly the researchers nominate it as one of the components of the practical axis of the vocabulary of the training course extracted.

Table (4) shows the descending order of the saturation of the practical axis of the training course on the first factor.

Table 5: Shows the descending order of saturations of the practical axis of the course on the first factor pattern matrix

Number Paragraph	Variable name	Paragraph order	Descending order of saturations
1.	Shooting with the ball	1.	0.830
2.	Heading the ball	2.	0.824
3.	Passing and receiving the ball at different distances	3.	0.811
4.	Determining the places inside the stadium	4.	0.637
13.	ball control	5.	0.427
16.	Rolling with the ball to protect it and improve time	6.	0.408
15.	Dribbling while running with the ball	7.	0.318
11.	Warm up and feel the ball	8.	0.306
Great saturations			4
Medium saturations			4
Micro saturation			9

Table (6) shows the descending order of the practical axis saturations on the second factor after the oblique rotation, as we note that the number of paragraphs saturated with this factor amounted to ten paragraphs, including six with major saturations, as well as four with medium saturations, and they constituted (35.294%) of the total For the paragraphs of the practical axis of the training course, and we note that this factor is sectarian in composition, as the ten variables are saturated in a positive direction and the paragraphs that got the highest saturation on the second factor are as follows:
1. The kinetic response of the ball was saturated (0.827).
2. The kinetic balance reached saturation (0.794).
3. Exercises to change the direction of the ball reached saturation (0.672).
4. The fun games were saturated with (0.638).
5. The mini side games are saturated (0.628).
6. The compatibility with the ball and without the ball reached its saturation (0.623).

7. Rolling with different rhythms whose saturation reached (0.484).
8. Determining the places inside the stadium whose saturation reached (0.343).
9. Hitting the ball with the head reached its saturation (0.308).
10. Shooting with the ball is saturated (0.302).

According to the foregoing, it appears that the variables that obtained the greatest saturation on the factor are related to compatibility exercises, so the researchers decided to name this factor as (harmonic capabilities). Since the variable (Motor response with the ball) achieved the largest percentage of saturation on the second factor from the rest of the other variables, it is statistically considered the best variables saturated with this factor, and accordingly the researchers nominate it as one of the components of the practical axis of the extracted training course vocabulary.

Table 6: Shows the descending order of saturations of the practical axis of the training course on the second factor

Number Paragraph	Variable name	Paragraph order	Descending order of saturations
5.	Kinetic response with the ball	1.	0.827
6.	Kinetic balance	2.	0.794
7.	Exercises to change direction with the ball	3.	0.672
8.	fun games	4.	0.638
9.	Mini side games (Dividing players into groups)	5.	0.628
10.	Compatibility with and without the ball	6.	0.623
14.	Rolling with different rhythms	7.	0.484
4.	Determining the places inside the stadium	8.	0.343
2.	Heading the ball	9.	0.308
1.	Shooting with the ball	10.	0.302
Great saturations			6
Medium saturations			4
Micro saturation			7

Table (7) shows the descending order of the practical axis saturations on the third factor after the oblique rotation, as we note that the number of paragraphs saturated with this factor reached nine, including two with major saturations, as well as seven with medium saturations, and they constituted (17.647%) of the total number of paragraphs The practical axis of the training course, and we note that this factor is sectarian in composition as the nine variables are saturated with a positive trend. And the items that got the highest saturation on the third factor are as follows:
1. Warm up and feel the ball saturated (0.704).
2. The final practical test reached its saturation (0.677).
3. The mini side games are saturated (0.497).
4. Controlling the ball reached its ramifications (0.492).
5. The compatibility with the ball and without the ball

reached its saturation (0.482).
6. The fun games were saturated with (0.422).
7. Exercises to change the direction of the ball with a ramification of (0.401).
8. Determining the places inside the stadium with a ramification of (0.368).
9. Passing and receiving the ball at different distances, its saturation reached (0.303).

According to the foregoing, it appears that the variables that obtained the highest saturation are related to matters of preparation, so the researchers decided to name this factor (initialization), and since the variable (warming up and feeling the ball) achieved the largest percentage of saturation on the third factor from the rest of the other variables, it is

statistically the best saturated variables On this factor, and the researchers nominate it as one of the components of the

practical axis of the extracted training course vocabulary.

Table 7: Shows the descending order of saturations of the practical axis of the training course for the third factor

Number Paragraph	Variable name	Paragraph order	Descending order of saturations
11.	Warm up and feel the ball	1.	0.704
12.	Practical final exam	2.	0.677
9.	Mini side games (Divide players into groups)	3.	0.497
13.	ball control	4.	0.492
10.	Compatibility with and without the ball	5.	0.482
8.	Fun games	6.	0.422
7.	Exercises to change direction with the ball	7.	0.401
4.	Determining the places inside the stadium	8.	0.368
3.	Passing and receiving the ball at different distances	9.	0.303
Great saturations			2
Medium saturations			7
Micro saturation			8

Table (8) shows the descending order of the practical axis saturations on the fourth factor after the oblique rotation, as we note that the number of paragraphs saturated with this factor reached eight, including two with major saturations and six with medium saturations, and they constituted (11.764%) of the total number of paragraphs The practical axis of the training course, and we note that this factor is sectarian in composition, as the eight variables are saturated with a positive direction. And the paragraphs that got the highest saturation on the fourth factor are as follows: -

1. Rolling with different rhythms whose saturation reached (0.840).
2. Dribbling while running with the ball reached saturation (0.822).
3. The compatibility with the ball and without the ball reached its saturation (0.453).
4. Fun games were saturated (0.394).

5. The kinetic balance reached a saturation of (0.390).
6. The kinetic response of the ball reached its saturation (0.362).
7. Hitting the ball with the head reached its saturation (0.341).
8. Mini-side games saturated (0.310).

From the above, it appears that the variables that obtained the highest ramifications are related to the movement of the ball, so the researchers decided to name the factor b (moving with different rhythms). And since the variable (rolling with different rhythms) with the ball achieved the largest percentage of saturation on the fourth factor than the rest of the other variables, it is statistically the best variables saturated on this factor, and accordingly the researchers nominate it as one of the components of the practical axis of the vocabulary of the training course extracted.

Table 8: Shows the descending order of the saturation of the practical axis on the fourth factor of the training course

Number Paragraph	Variable name	Paragraph order	Descending order of saturations
14.	Rolling with different rhythms	1.	0.840
15.	Dribbling while running with the ball	2.	0.822
10.	Compatibility with and without the ball	3.	0.453
8.	fun games	4.	0.394
6.	kinetic balance	5.	0.390
5.	kinetic response with the ball	6.	0.362
2.	Heading the ball	7.	0.341
9.	Mini side games (Dividing players into groups)	8.	0.310
Great saturations			2
Medium saturations			6
Micro saturation			9

Table (9) shows the descending order of the practical axis saturations on the fifth factor after the diagonal rotation. The practical axis of the training course, and we note that this factor is sectarian in composition, as the four paragraphs are saturated in the positive direction and one in the negative direction. And the paragraphs that got the highest saturation on the fifth factor are as follows:

1. Rolling the ball to protect it and to improve the time its saturation reached (-0.616).
2. The goalkeepers reached their saturation (0.560).
3. Controlling the ball reached its saturation (0.378).
4. The kinetic balance saturation (0.323).

5. Determining the places inside the stadium with a ramification of saturation (0.315).

From the above, we note that the variables that got the highest ramifications on the factor are related to the control of the ball, so the researchers decided to name the factor (control). Since the variable (rolling the ball to protect it and to improve time) achieved the largest percentage of saturation on the fifth factor than the rest of the other variables, it is statistically the best variables saturated on this factor, and the researchers nominate it as one of the components of the practical axis of the vocabulary of the training course extracted.

Table 9: Shows the descending order of the practical axis saturations for the fifth factor-training course

Number Paragraph	Variable name	Paragraph order	Descending order of saturations
16.	Rolling with the ball to protect it and improve time	1.	-0.616
17.	Goalkeepers	2.	0.560
13.	Ball control	3.	0.378
6.	kinetic balance	4.	0.323
4.	Determining the places inside the stadium	5.	0.315
Great saturations			2
Medium saturations			3
Micro saturation			12

Conclusions and Recommendations
Conclusions
- Reaching a set of vocabulary for the practical program from the D-level training course for futsal coaches.
- Most of the topics extracted from the practical program were suitable for female futsal coaches.

Recommendations
- Adoption of the practical program vocabulary in the D-level training course for futsal coaches in evaluating the lecturers in the course by the official authorities responsible for organizing and holding training courses.
- Conducting similar studies on football coaches to raise the training level of coaches in Iraq.

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