

A Strategy for Developing Young Sporting Talent in Algeria: Identification, Guidance, and Selection

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Abstract

This study aims to examine the political strategy adopted by the Algerian state in the process of identifying young talent within training schools in accordance with their innate predispositions and subsequently guiding and selecting them towards the type of specialised sporting activity that corresponds to their developmental stages as well as their differing aptitudes, capacities, and inclinations. The study further considers the selection of these athletes on the basis of established foundations, criteria, and determinants, namely, physical, technical, physiological, somatic, psychological, and motor factors, which are influenced by the processes of training, practice, and development. Such a systematic approach is intended to harness these varied predispositions and capacities effectively, thereby enabling athletes to achieve continuous progress in their sporting performance in line with international models, with a view to qualification and the attainment of measurable performance achievements.

Keywords

Political strategy; sporting talent development; identification; guidance; selection.

Introduction: In recent years, Algeria has sought to adopt a training policy in the sporting field. It has become one of its priorities through the enactment of sports legislation (Law 13/05), which has facilitated the establishment of many specialised institutions in this area, including sports schools, sport-and-study sections, sports secondary schools, and training centres at the level of sports clubs. At the outset, it is therefore possible to pursue the political strategy adopted by the state in the process of identifying young talent within training schools in accordance with their innate predispositions, then guiding and selecting them towards the type of specialised sporting activity that corresponds to their developmental stages, predispositions, capacities, and differing inclinations, and selecting them in accordance with the foundations, criteria, and determinants (physical, technical, physiological, somatic, psychological, and motor) that are influenced by the processes of training, practice, and development of those various predispositions and capacities, in an effective manner that enables the athlete to achieve continuous progress in their sporting activity in line with

international models, for qualification and the attainment of quantitative achievements.

1. Definition of Sporting Talent:

Sporting talent is an attribute applied to an athlete who is distinguished from peers in the same activity by physical, mental, and emotional predispositions that qualify them to perform at a high level. Recent specialised research on the structural and functional forms of talent in different sports has identified several physical factors that distinguish talented athletes across sports. However, concerning the structural and functional forms associated with the psychological utilisation of those who are talented in sport across various sporting activities, the related research is so limited that it is difficult to issue generalisations in this regard, which demonstrates that there is now an urgent need for targeted research procedures to identify the decisive social and psychological variables related to sporting talent in different competitive sports (Ahmad Amin Fawzi, 2005, p. 101).

2.1. The Nature of the Gifted Individual in the Sporting Field:

Many factors generally influence the process of identifying gifted individuals in the sporting field. Among the theoretical phenomena in the process of selecting or designating gifts from primary school pupils in sporting events and games is the extent to which it is possible to predict success, namely, what is expected to be achieved by the total number of gifted pupils after their identification and their scientifically standardised training curricula for many years. This is because increasing their general and specific physical aptitude, enhancing their capacities, efficiency, and level, is calculated in accordance with the predictions of specialists in that activity, with the progress achieved clarified through special forms and systems specific to each training stage.

In his definition of gifted athlete, "Erwin Hahn" states, "He is the one who possesses high-level capacities above the average in all sports specialisations" (Hahn, 1987, p. 98).

For "Weinek", he defines the gifted athlete as "Competent and qualified, as evidenced by his superiority over average qualifications in addition to his overall development", and he adds: "The gifted athlete is characterised by possessing different skills and capacities in different fields, which help to achieve high sporting results" (Weinek, 1998, p. 386).

3.1. Characteristics and Attributes of the Sportingly Gifted:

Researchers have been concerned with studying the characteristics that distinguish gifted individuals, as early identification is the key to discovering the wide range of human energy available in any society. Identifying gifted individuals is not easy, and to avoid errors in selection, it is necessary to draw on the experiences of leading countries in this field. Edgar considers that the gifted child can be identified through three levels:

- Morphological and physiological fundamentals.
- Trainability.
- Motivation. (Edgar. H, 1985, p. 153).

Some tests enable us to identify gifted children, namely, anthropometric, physiological, technical, and psychological data, and some specialists consider that hereditary factors have a significant influence on gifted children's attributes (Hahn, 1987, p. 99).

The selection of athletes must be carried out by conducting many tests in various fields, as follows:

- Verifying and standardising the somatic, technical, and motor attributes and

aptitudes that form the basis of athletes' success in each sporting specialisation.

- Identifying the state of development of somatic aptitudes and sporting performance aptitudes from childhood to the youth stages.
- Consolidating the ideal movement.
- The athlete should be encouraged through instructional and educational methods (Qasim Hasan Qasim, 1978, p. 252).

2. Identification of Sporting Talent:

Identification is the recognition of what is concealed to determine whether specific individuals have the potential to acquire capacities suited to achieving high-level accomplishments, which requires a certain amount of time, depending on the sport practised. The potential for development can distinguish an individual who possesses and represents sporting talent, provided that they receive appropriate care (Joudat Izzah Abd al-Hadi, 1999, p. 11).

“Cazola” explains that sporting talent represents a set of high competencies and skills, whether natural or acquired, in a particular activity and by a particular person. These capacities are observed in the athlete at an early age, which makes it possible to predict, with a high probability, a high level of performance in the shortest possible time, provided that sufficient willpower is present in the individual's psyche, in addition to the availability of appropriate conditions for work (G. CAZOLA, 1993, p. 141).

1.2. Fundamental Factors in Identifying Sporting Talent

According to Hahn, identifying sporting talent should consider numerous factors and characteristics that determine future

performance. The most important of these factors are as follows:

1.1.2. Anthropometric factors: Stature, weight, body density (the relationship between muscular tissue and adipose tissue), and the body's center of gravity.

2.1.2. Physical fitness characteristics: Aerobic and anaerobic endurance, static and dynamic strength, reaction speed, movement speed, agility, flexibility, etc.

3.1.2. Technical and motor characteristics include balance, the ability to estimate fitness, rhythm, the ability to control movement, balance, motor coordination, etc.

4.1.2. Capacity for Comprehension and Learning: Ease of acquisition and the ability to observe, analyse, learn, and evaluate.

5.1.2. Preparation or Readiness for Level: Application and discipline in training and preparations to provide the body with appropriate capacity.

6.1.2. Mental monitoring abilities, such as concentration, motor intelligence, creativity, and tactical ability, are cognitive-perceptual abilities related to the characteristics of the game or sporting specialisation.

7.1.2. Psychological Factors: Psychological stability, readiness and preparation for competition, assessment of external influence, and control of tension and anxiety.

8.1.2. Social factors include acceptance of one's role in play, helping the team, etc. (JURJEN WEINEK, 1999, pp. 90–92).

3. Criteria for Determining Sporting Talent:

Following the identification of sporting talent through a system for selecting newcomers from

among the total population of adolescents in the community, sports schools, clubs, youth centres, and popular public spaces in the provinces or through specific tests conducted by experts in the field of physical education and in individual and team sports, the criteria include the following:

- Sport-specific structure.
- Requirements and characteristics of the selected sport.
- The child's chronological age.
- Training age.
- Psychological profile.
- Motor development.
- Sport-specific motor skills.
- Physical predispositions and capacities.
- Motor fitness.
- Heredity (Amr Abu al-Majd & Jamal Ismail al-Namki, 1997, p. 107).

4. Methods for Searching for Sporting Talent:

There are two methods for searching for sporting talent:

- The natural method relies on simple observations.
- The scientific method, associated with the Polish scholar "Blyek", comprises three stages:
 1. Coaches and teachers invite young children to join junior training groups to teach them the basic skills for specific activities.
 2. During training, suitable talent emerges in relation to biological age, health, intelligence, and personality (discipline, responsibility, etc.), as well as social background; these individuals are separated and placed in a special training group.
 3. The final selection of those with high performance is made on the basis of the following criteria:

- Personal characteristics (enthusiasm and determination), psychological stability, and the availability of the physiological and morphological capacities specific to the designated activities.
- Speed of learning and adapting to specific skills.
- Functional work capacity.

Although there are differing views regarding the best methods used to select talent and the optimal age for specialisation, most researchers agree on the following:

- Selection must be well planned and conducted in advance.
- Physical capacities must be determined on the basis of biological age.
- Innate or hereditary characteristics are of paramount importance.
- Love of work, enthusiasm, and the desire to win must be taken into account alongside physical capacities (Issam Hilmi & Muhammad Jaber Buraqi, 1997, pp. 286–287).

Predicting sporting results is considered an important aspect of athlete selection methods. However, the difficulty of predicting sporting results, especially for boys, stems from their incomplete physical development. Sporting results are affected by physiological, morphological, and psychological factors, which are not yet fully understood (Ibrahim Rahmah et al., 2008, p. 15).

3. Concept of Sports Guidance:

It is the guidance of the individual in practising physical and sporting activities according to scientific principles, aimed at identifying their predispositions, capacities, and the nature of their inclinations and desires, to determine priority among the physical and sporting activities that can be practised, within which their psychosocial balance is established, and

through which they may, if suitable conditions are available, reach the highest levels and achieve the possibility of exploiting the utmost limits of their predispositions and capacities adapted to the requirements of the physical and sporting activities towards which they are guided (Ben Sharnin 'Abd al-Hamid, 2010, p. 53).

1.3. Objectives of Guidance in the Sporting Field:

- Athletes can help them direct their sporting life intelligently, within the limits of their capacity and potential.
- Athletes should be guided towards the best training methods to achieve the highest degrees of success.
- Identifying individual differences among athletes and helping them develop in line with their capacities (Abd al-Rahman Isawi, 1992, pp. 20–21).
- Understanding their material and social environment, including its possibilities.
- Recognising and understanding the problems that confront them.
- Achieving adjustment with themselves and with their society (Abd al-Hamid Mursi, 1976, p. 79).

2.3. Considerations in the Process of Sports Guidance:

Inclination:

Inclination is an individual's feeling that drives them to take an interest in, pay attention to, and prefer a given activity. A sense of comfort usually accompanies it. Inclination becomes strong when it is connected to the satisfaction of the individual's needs (Aylin Wadi Faraj, 1987, p. 70).

Inclination is also regarded as a mode of the mind whereby the individual exerts all their effort in a particular activity, accompanied by a

feeling of psychological comfort (Fuad Sulayman Qalladah, 1997, p. 54).

In guidance, inclinations are helpful in that they constitute a form of felt interest and a mode of the mind. Any adolescent who has a strong inclination towards practising a particular sport finds in it comfort, reassurance, and pleasure, and when undertaking training in it, they do not feel fatigued, exhausted, or bored.

Predisposition:

Predisposition is the possibility of reaching a degree of competence or ability through training, whether intentional or unintentional (Majidah al-Sayyid Ubayd, 2000, p. 137).

Predisposition is also a state that indicates an individual's capacity to acquire a particular type of knowledge or to acquire the art of motor performance specific to an event or a particular game if they are given appropriate training.

Ability:

Ability is defined as the power to carry out work or perform a motor act or a mental activity; ability, together with other elements, governs behaviour (Qasim Hasan Husayn, 1998, p. 62).

Ability also denotes the adolescent's actual power to perform a specific task and likewise represents speed and accuracy in performance, whether through training or not (Bru Muhammad, 1993, p. 19).

Desire:

Desire is the feeling of inclination towards persons or towards practising certain games, events, and movements. Desire does not arise from a state of deficiency or disturbance, as is the case with need; rather, it arises from the athlete's thinking about it, recalling it, or

perceiving the desired movements (Qasim Hasan Husayn, 1998, p. 72).

Motivation:

Motivation is defined as the player's tendency to exert effort to achieve a particular goal as a result of internal forces (Mufti Ibrahim Hamad, 1998, p. 239).

3.3. Pillars of the Sports Guidance Process:

Analysis of Sporting Activity:

This is the process through which the characteristics (capacities and attributes) required for success in a specific sporting specialisation are determined as a basic condition preceding the analysis of the individual. This process entails several benefits: it assists in selection and guidance; the design of training programmes; the selection of training methods and approaches for implementing the training programme; the determination of performance levels (club, elite, high); and the classification of sporting activities into categories according to the capacities, attributes, and duties they require or on the basis of similarities in their motor and skill performance.

Each sporting activity has its own performance requirements in terms of somatic, physical, and psychological factors. Analysing sporting activity enables us to identify these requirements, on the basis of which it is likewise possible to select or design appropriate tests and measures to identify these attributes among applicants seeking to be selected to practise one sporting activity or another.

In the analysis of sporting activities, guidance specialists may draw upon several means to obtain information about various sporting activities, namely:

- The corpus of desk-based knowledge concerning specialised sporting activities (books, studies, etc.).
- Observation, whether field-based or through the use of recordings.
- Interviews with players and those responsible for the training process.
- Field experience or the possibility of practising sporting activity.
- Recourse to specialist expertise.

Analysis of individuals:

Through this process, the individual is analysed and studied in a comprehensive human manner by evaluating and measuring the various potentials and attributes they possess as components of personality, whether somatic, physical, motor, technical, or psychological, to place the individual in the appropriate sporting activity or at a training level consistent with their capabilities.

The study of the individual is not limited to enumerating the characteristics and capacities they possess, for these are attributes shared by all human beings; no one possesses specific attributes, while another possesses entirely different attributes, except in aberrant cases that cannot serve as a basis for comparison. Instead, the differences that exist are differences in the degree of possession of these characteristics, not in their type. Accordingly, when individuals are being studied, it is necessary to determine the values of these attributes and characteristics and assign relative importance to each because, in reality, every sporting activity requires a combination of different attributes. However, sporting specialisations differ in terms of the level of need for each attribute or characteristic: some sports require specific somatic characteristics, such as height, for example, while the importance of breadth and width (body build) is reduced; other activities primarily require speed and endurance (Majur, 2016, pp. 65–66).

4.3. Factors in Choosing a Sporting Specialisation:

Sports guidance and the services it provides enable the adolescent to make an appropriate choice of a sporting activity in which they have greater opportunities for success, excellence, and high achievement. It is a process of utmost importance, as it shapes adolescents' desires.

Given that inclinations are formed as a result of several factors and motives, the reality is that the adolescent chooses a sport as a result of the convergence of positive or negative factors that they have gradually acquired throughout their upbringing; it is a shared process, whether consciously or unconsciously, that creates inclinations toward a particular sport.

The factors influencing adolescents' choice of sporting specialisation in the guidance process may include the following points:

- Preparation during childhood through play.
- The family, parental pressure, and the traditions of a sporting family.
- Peer group.
- The school, the physical education teacher, the school doctor, and reading about a sport or a sports champion.
- The surrounding environment.
- The factor of chance.
- Seeking fame or emulating a sports champion.
- Material considerations.
- Public selection campaigns organised by clubs and directorates.
- Field visits certain clubs and becomes acquainted with a type of sporting activity.

The choice of a type of sporting activity is not the result of a single factor; instead, it results from the interaction of these factors with one another and the influence of each on the other,

which leads the adolescent to be inclined to choose one sporting activity over others or to distance themselves from other activities, where advice and guidance are sometimes ineffective. An adolescent's choice may be the result of chance. However, their continuation in practice is the result of cultivating their inclination towards that sporting activity, or the result of achieving success that creates a desire to continue excelling, or it may be the result of failure or setback that generates in the psyche motives to persist and overcome the setback by replacing it with success (Major Sufyan, 2016, p. 67).

4. Concept of Sports Selection:

Richard Mon Petit defines it as a process that requires finding, within a large population, individuals who have the aptitude to deliver high-level skills in a particular sport (Richard Mon Petit, 1999, p. 155).

Sports selection is the selection of the best male or female players from the available group on the basis of a study of all aspects affecting sporting level, grounded in sound scientific principles and methods (Huda Muhammad al-Khudari, 2004, p. 19).

1.4. Objectives of Selection in the Sporting Field:

- Adolescents' energies are directed towards a type of sport that is appropriate and consistent with their capacities, inclinations, and orientations (Mufti Ibrahim Hamad, 1996, p. 310).
- Identifying the best gifted and promising adolescents in sport at an early stage enables planning for them over a longer time horizon that allows them to reach high levels early and remain at those levels for as long as possible.
- Early identification of talent.

- Nurturing talent and ensuring progress up to the age of the championship.
- The sports training process should be directed towards the elements of excellence in the athlete and effectively used them.
- Combating the attrition of talent (Muhammad Ali al-Qatt, 2002, p. 102).

2.4. Types of Sports Selection:

According to Akramouv, selection comprises three forms:

1.2.4. Experimental Selection:

This is the method most commonly used by educators through pedagogical research or experimental assessment. Experimentation plays an important role for the educator, who compares the athlete to an internationally recognised model. This type of evaluation is the most widespread among educators and relies on pedagogical research or test-based evaluation, drawing on educators' experiments and expertise in selecting talent.

2.2.4. Spontaneous selection:

This type of selection begins early, from the emergence of inclination and interest in a particular sport. Selection takes place during individual training and in free, unorganised matches. The selection process here involves comparing players' results and characteristics with those of well-known sporting models.

3.2.4. Composite Selection:

This requires the participation of the educator, the physician, and the psychologist and the undertaking of a unified analysis of numerous studies and tests to enable more effective prediction of the gifted athlete's future development. Thus, achieving good results at the player level should focus on a composite

selection process, as it encompasses all the elements surrounding the athlete (Lakramouv, 1990, p. 42).

5. Stages of Sports Selection:

The selection process can be divided into three stages:

1.1.5. The First Stage (Initial Selection):

This is the preliminary identification stage of talented adolescents, aimed at determining their general health status, making an initial assessment of their physical capacities, and evaluating their morphological and functional characteristics, personal attributes, and mental capacities. This is achieved by determining the extent to which the levels of these dimensions approximate the levels required for the anticipated sporting competition (Zaki Muhammad Hasan, 2009, p. 233).

Tests of the First Stage:

- The adolescent applicants were gathered at the site where the measurements were conducted.
- Interviewing the adolescents and the supervisory body.
- A medical examination of the adolescents was conducted to confirm their health fitness to practice the game and to perform the tests.
- Conducting matches between the adolescents for the following:
 - Building confidence and reassurance.
 - Promoting familiarity among adolescents.
 - Enabling acquaintance among the adolescents.
 - Removing fear of the selection and testing process (Kamal Abd al-Hamid & Muhammad Subhi Hassanin, 1980, p. 33).

2.2.5. The second stage (specific selection):

In this stage, the adolescents selected in the initial selection stage are filtered, and the best candidates are directed towards the type of sporting activity that best matches their predispositions and capacities on the basis of more advanced tests and measures. Notably, the beginning of this stage (specific selection) occurs after the adolescent has undergone a long training period. Organised observations and objective tests are used at this stage to measure the growth rates of morphological and functional characteristics, the speed of development of physical capacities and attributes, and the extent to which the adolescent has mastered basic skills (Zaki Muhammad Hasan, 2009, p. 234).

Tests of the second stage:

Testing at this stage relies on the unaided eye, with adolescents practising individual skills such as dribbling, shooting in various forms, passing, etc. Matches must also be conducted to identify the adolescents' capacities to integrate these skills within the form of a match (Kamal 'Abd al-Hamid & Muhammad Subhi Hassanin, 1980, p. 34).

3.3.5. The third stage (qualification selection):

This stage aims to provide a more precise determination of the adolescent's characteristics and capacities after the completion of the second stage of selection and training and to select the adolescent most competent to achieve high sporting levels. The focus at this stage is on measuring the levels of morphological characteristics necessary for achieving high levels, developing predispositions specific to the type of sporting activity, and assessing the speed and quality of recovery processes after physical exertion. Consideration is also given to measuring social orientations and psychological attributes, such as self-confidence and decision-

making courage (Zaki Muhammad Hasan, 2009, p. 235).

Tests of the Third Stage:

At this stage, all matters related to anthropometric and physical measurements, tests of mental and behavioural capacities, and handball motor skills are conducted. Examples include somatic measurements such as height, weight, and body length.

6. The Most Important Methods Follow in Sports Selection:

When commencing the selection process, the coach should consider the following matters:

- The number of children who applied for the test.
- The selection method, timing, and type of tools used.
- The level of physical attributes (strength, speed, endurance, motor coordination).
- Physiological and biological specifications (maximal oxygen consumption, lung capacity, the volume of blood pumped by the heart per minute, and the percentage of red blood cells in the blood).
- The speed of the child's growth and transition from one stage to another: some experience slower growth, whereas others exhibit rapid growth spurts.
- The speed of development of sporting results and their stability in the early and later stages of sports training.
- Self-esteem.
- Belonging to a sporting family.
- Proximity of the residence to the training and teaching hall or field (Amer Fakher Shaghati, 2014, p. 150).

7. Criteria and Approaches to Sports Selection:

1.1.7. Predispositions:

These are the anatomical, psychological, and innate individual characteristics acquired during the first years of life. They primarily reflect anthropometric and muscular-circulatory characteristics, which are fundamental predispositions for future success in any sport.

2.1.7. Aptitudes

These are defined as the sum of personal characteristics and possessions that enable success to a certain extent. The term "aptitudes" does not refer to acquisitions; rather, it is a fundamental basis for developing capacities. Aptitude is an innate precursor to the development of an individual's functional organs. Aptitudes appear not only in childhood and adolescence but also in all other stages of life, such as speed, lightness, agility, and the coordination of movements.

3.1.7. Capacities:

These include the means of activity and work, that is, mastery of acquisitions through the study of the problem of capacities. Capacity is an individual characteristic that distinguishes one person from another and depends on heredity, learning, and other factors (Platonov, 1972, p. 74).

8. Fundamental Determinants of the Sports Selection Process:

1.8. Biological determinants:

Biological factors are considered among the important foundations upon which the science of sports training relies. They also constitute a fundamental pillar in selecting and guiding adolescents toward the type of sporting activity that best aligns with their potential and biological characteristics. They represent principal determinants that must be taken into

consideration in the selection process in various stages (Muhammad Hasan Allawi & Abu al-Ala Ahmad Abd al-Fattah, 1984, p. 10).

- Among the most important biological determinants that must be taken into account in the selection process are the following:

2.8. Hereditary Traits:

These are considered among the important factors in the selection process, particularly in the early stages. Sporting results are the outcome of reciprocal interactions between hereditary factors and various environmental factors. Hereditary traits clearly affect the body's morphological characteristics and motor and functional capacities (Zaki Muhammad Hasan, 2009, p. 235).

Heredity also plays an important role in influencing sporting predispositions, and this effect is clearly evident in somatic measurements and body composition (Mustafa Kazim et al., 1982, p. 31).

Sensitive Periods in Growth:

- The rate of speed development approaches that of adults during the period from 4–5 years to 13–14 years, then speed development decreases slightly until the age of 16–17 years, and then it reaches its maximum development between the ages of 20–30 years (Abu al-Ala Ahmad Abd al-Fattah, 1982, p. 92).
- Flexibility development in the joints almost ceases at approximately 14–15 years of age, following the period of rapid height growth from 12–14 years (Mustafa Kazim et al., 1982, p. 34).

Biological Age:

- This is one of the factors that assists in selecting and nurturing talent and in helping the child reach high levels in the future.

3.8. Morphological Determinants (Somatic Measurements):

With respect to morphological determinants, many agree that the selection process aims to predict adolescent athlete's future potential. Many researchers have focused on predictive selection in the field of individual differences on the basis of individual functional potentials; however, determining a specific model for functional characteristics remains difficult. That is, certain factors may be regarded as functional indicators to be considered in selection, such as general health status; changes in, and functional potentials of, the circulatory and respiratory systems; functional economy; recovery characteristics; and general and specific physical efficiency. Anthropometric determinants, as part of somatic determinants that follow biological determinants, include lengths such as total body height and trunk length; depths (chest depth, pelvic depth, etc.); breadths (shoulder breadth, pelvic breadth, etc.); and circumferences (chest circumference, abdominal circumference, thigh circumference, etc.). Weight is also included, given the sites of accumulated stored fat in the body, such as behind the upper arm, below the scapula, above the iliac crest, on the thigh, and on the calf; all of these are morphological determinants (Huda Muhammad al-Khudari, 2004, pp. 71–72).

The coach may select adolescents on the basis of somatic criteria such as height and weight. Identifying height and weight across different age stages is considered one of the indicators of growth in individuals (Adil Fawzi Jamal, 1988, p. 30).

4.8. Psychological Determinants of the Selection Process:

It is well known that practicing a sport, from a psychological perspective, requires many cognitive and affective processes for the individual to respond appropriately to changing situations during practice. This means that the athlete is able, alongside bearing the physical burden, to think and adapt themselves appropriately to situations during sporting practice; accordingly, their level and effectiveness in sporting competitions are determined (Zaki Muhammad Hasan, 2009, p. 258).

Measuring the level of development of these attributes among adolescents during the selection stages is a good indicator for predicting the adolescent's level and orientation towards a particular sporting activity as part of the fundamental psychological factors in selection.

Mental capacities and social aspects are critical in selection. For example, intelligence and perception are considered important predictors of future levels. In the selection process, one may be guided by the results of intelligence and perception tests, by the coach's observation of the child while performing specific tactical tasks, and by the extent of the child's response to situational variables (Huda Muhammad al-Khudari, 2004, pp. 74–75).

5.8. Determinants Specific to Readiness for Success:

These constitute a fundamental pillar of the selection process, particularly in the second and third stages, through which predispositions may be measured, their level of development determined, and individual differences within them identified. Consequently, the adolescent may be guided, in accordance with their specific predispositions, towards practising sporting activity. The level of predisposition plays an important role in sporting achievement in general and thus constitutes a good criterion for selection from the outset of practicing a sport. It

indicates the ability to resist frustration, the desire to learn and train and to exert effort, and achieve an appropriate level of psychological stability and sporting achievement.

6.8. Determinants Related to the Appropriate Age for Selection:

This is a process of utmost importance, and opinions differ in terms of the appropriate age for practising sporting activities. Each activity requires a different age because of its specific requirements. Most views agree that two fundamental factors should be taken into account when determining the appropriate age for selection. The first is determining the age of childhood for each activity, which is the period during which the player reaches the best possible level of motor capacity and biological foundations in the specialised activity; then, the number of training years sufficient to qualify the player for championship levels is determined. The second factor involves identifying the appropriate level of somatic measurements and physical capacities to meet the training requirements in a manner that is consistent with the activity requirements. Using these two factors, the appropriate age for selection can be objectively determined.

There is no doubt that the age of selection for specialised activity differs from one sport to another, given differences in the age of championship and the availability of an appropriate level of physical and biological foundations specific to the activity itself. This does not mean that the child begins practising a sporting activity at that age; instead, practising a sporting activity begins before that age, in childhood. The selection process begins with children's general level in sporting activities through physical education classes and free activities; after an appropriate period, children can be guided towards different activities on the basis of predisposition and desire, and they can undergo a training programme in the specified

activity for a period of time. During that period, the trajectory of the development of the capacities specific to the activity can be identified in light of the implemented programme and the development probabilities. In general, the selection process may be based on the following:

- The level of capacities specific to the activity and determinative of the level (physical, technical, tactical, or psychological).
- Speed of learning and comprehension.
- The speed of development in the level of specific capacity is determinative of the degree of adaptation (Zaki Muhammad Hasan, 2009, pp. 261–262).

Conclusion:

The process of identifying, guiding, and selecting young talent is highly complex, as various experts and specialists in sports training agree because it is continuous, with practitioners evaluated and prioritised from among a large number of individuals according to specific criteria. The process of identifying and selecting young talent is considered the beginning of investment in the human element in the sporting field, and it must commence at a very early age to avoid wasting time with athletes who do not possess the predispositions, aptitudes, and potentials required by the practised specialisation. Accordingly, the outset must be correct and founded upon scientific principles and rules.

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