The Effect of Educational Exercises According to the Stages of Building a Motor Program on Learning Some Epee Skills for Students

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Abstract

The research problem focused on curriculum has specific courses with a small number of educational units through which the student must go through all the stages of learning basic skills. Therefore, we must increase the effectiveness of learning these skills and correct the errors that the learner may face. From here, the problem of the research became clear to us in the lack of effectiveness of learning some skills. Basic skills for students in fencing and the many technical errors during performance, so the researcher thought one should study educational exercises that are appropriate for the stages of building the motor program for some basic fencing skills to increase the effectiveness of learning so that the learner can master the skill with the least number of errors. The research objectives prepared educational exercises according to the stages of building the motor program, and Identifying the effect of educational exercises according to the stages of building a motor program on learning some epee skills for students in the experimental group, and Identify the differences between the two groups Control and experimental In learning some skills with epee weapons for students In the posttest. and Use Finder One The experimental approach was designed with two equal groups : control and experimental. The same pre-test and post-test, because it suits the nature of the problem and achieves the research objectives. And the research population are third-year students in the Department of Physical Education and Sports Sciences/Islamic University, who number (306) students, and the research sample of (40) students was randomly selected and divided into two equal groups(Control and experimental) with (20) students for each group, in addition to the exploratory experiment sample of (8) students. And it was done using some educational means during educational exercises and based on the stages of building the motor program for the skill to be learned. The time of the educational unit was (90/min), and the implementation of the educational curriculum began on (11/21/2023 AD) and ended on (1/18/2024 AD). The researchers concluded that the use of complex instructional exercises helped to learn and develop the skill performance of some skills with the epee weapon according to the stages of building the motor program, and the use of focused educational exercises helped build motor perception among learners, which led to accelerating and activating the learning process.

The most important recommendations were: Emphasis on the use of complex educational exercises when learning basic skills for students with epee weapons to build motor programs and new motor perceptions about the skill to be learned. also it is necessary to focus on the use of complex educational exercises according to the construction of the motor program in the educational units by trainers and teachers.

Keywords: Educational exercises, Motor program, epee weapon.

1. Introduction

The educational process is the basis for the continuous development of all areas of life, including the field of sports, which leads to a relatively stable change in the behavior of the individual through correct educational experiences. Therefore, learning is a cumulative process of experiences that are directed to the development of learning. And using modern learning methods in the educational process is an effective process for achieving better learning while saving time, effort and money, especially when you use the appropriate learning style or method with the type of skill to be learned, as there is no method or method for learning that is effective with all the skills of multiple sporting events. Including fencing skills, which are difficult to implement due to their many types and multiple uses when performing, which requires the coach or teacher to increase the effectiveness of learning so that the learner can identify most of the stimuli that he may encounter during learning. The concept of the motor program as an important component through which learners can organize their movements under the open circuit system when the learners do not have enough time to process the information automatically from the teacher or trainer to make corrections, and since the main goal of learning the skill is for the learners' performance to reach a state similar to the real playing situation,. Therefore, it is necessary the learning process takes into account the construction of generalized motor programs in different positions and shapes. Schmidt AR: 4.81)Educational exercises according to the motor program increase the speed and accuracy of decision making for the appropriate motor response to playing situations.

Search problem:

Since the curriculum consists of specific courses with a small number of educational units through which the student must go through all the stages of learning the basic skills, we must increase the effectiveness of learning these skills and correct the errors that the learner may encounter. From here, the problem of the research became clear to us in the lack of effectiveness of learning some of the basic skills of students in fencing and the many technical errors during performance, So the researcher thought one should study educational exercises that are appropriate for the stages of building the motor program for some basic fencing skills to increase the effectiveness of learning so that the learner can master the skill with the least number of errors.

Research objectives:

- Preparing educational exercises according to the stages of building the motor program.

- Identifying the effect of educational exercises according to the stages of building a motor program in learning some epee skills for students In the experimental group.
- Identify the differences between the two groups Control and experimental In learning some skills with epee weapons for students In the posttest.

Hypothetical search:

1- There is a significant effect of educational exercises according to the stages of building the motor program on learning some epee skills for students For the experimental group.

2- There are significant differences Between the control and experimental groups In learning some epee skills for students in the post-test.

2. Research methodology:

Use Finder One The experimental approach was designed with two equal groups Control and experimental The same pre-test and post-test, because it suits the nature of the problem and achieves the research objectives.

Research community and sample:

The research population was identified as third-year students in the Department of Physical Education and Sports Sciences/Islamic University, who numbered (306) students, and the research sample of (40) students was randomly selected and divided into two equal groups(Control and experimental) with (20) students for each group, in addition to the exploratory experiment sample of (8) students. . As shown in Table (1):

Table (1) shows the research population and its sample

Samples	number	Percentage
Exploratory experiment	8	3%
Control group	20	7%
Experimental group	20	7%
Mug	48	

The experimental group is exposed to the independent variable, which is (educational exercises according to the stages of building the motor program. While the control group continues with the followed strategy).

Stages of building a motor program (Dhafer Hashem:2. 53):

The motor program consists of learning skill performance as follows:

- At the beginning of learning, a printed image of the skill to be performed is formed, which is the initial image by presenting and explaining the new skill.
- After the initial image of the skill is available, the learner tries to choose one of the stored motor programs that can be used to reach the desired goal.

- After using one of the stored motor programs, the learner compares the result with the goal by using feedback, and if there is any difference between the result and the goal, the learner tries to change his motor program to suit his goal regarding the required skill.

- After the learner's continuous attempts to reach a match between the goal and the result, a motor program suitable for that skill will be formed, and once the motor program is built, the individual learner will need to generalize this program.

Determine skills Shingles weapon:

The researcher approved One Basic skills with the epee weapon (stabbing movement, cutting attack, attack by changing direction).

Determining the tests for epee weapon skills:

After the basic skills of the epee weapon were determined (stabbing movement, cutting attack, attack by changing direction) It was necessary On researchers Determine the test for each Including, and The researcher may have been assisted One With sources and references Scientific studies and previous research enable these tests to be obtained.

Skill performance evaluation: The performance evaluation was approved On how players perform each skill after photographing it and presenting it to three expert arbitrators an evaluation form was distributed and a disc containing the players' performance was distributed To evaluate performance by extracting the arithmetic mean for each skill.

Performance Specifications: The player must perform offensive skills three Selected correctly in the search oh and clear.

Registration: Each skill is given a rating(10)Grades: These grades are distributed according to (the flow and compatibility of skill performance, the appropriate timing and accuracy of performance, the preparatory section, the main section, and the final section)

Exploratory experience:

The exploratory experiment was conducted on 11/15/2023 in the closed hall of the Department of Physical Education and Sports Science/Islamic University to achieve the following goals:

- Identification the work team assists in the nature of research procedures.

- Overcoming the obstacles facing the researcher during the implementation of the study president's experience.

- Account from the founded scientific tests.

- Knowing the appropriate time for the exercises used.

- Identify the suitability of exercises for the individual sample.

3. The main experiment:

- Pretests: He rose to researcher One by conducting pre-tests on 11/18/2023 in the fencing hall in the Department of Physical Education and Sports Sciences/Islamic University at ten o'clock in the morning, as the basic skills under discussion were tested through which parity was conducted as in the table below.

Table (2) It shows the equivalence of the research variables in the pre-measurement

Variables	Unit of measurement	Experimental group		Control group		value (t) calculated	Significance level (Sig.)	Type of significance
		S	A	S	A			
Appealing motion	degree	6.20	1.52	5.97	1.30	0.39	0.12	Not significant
The decisive attack	degree	5.62	1.43	5.58	0.98	0.48	0.15	Not significant
Attack by changing direction	degree	5.51	0.98	5.41	0.90	0.47	0.11	Not significant

At (38) degrees of freedom and below (0.05)

- Exercise application educational Oh :The researcher rose One by preparing educational exercises according to the stages of building the motor program for learning epee skills and applying them within the approved educational units in colleges of physical education and for third stage students, at the rate of one educational unit per week and for a period of (6) educational units, the researcher used one some educational methods during the educational exercises and based on the stages of building the motor program for the skill to be learned. The time of the educational unit was (90/min), and the time of the educational unit was divided into the preparatory section (15/min), the main section (65/min), and the final section (10/min). Implementation of the educational curriculum began on (11/21/2023 AD) and ended on (1/18/2024 AD), and errors were corrected by giving feedback according to the stages of building the motor program for the skill as follows:

- The first stage is the formation of the motor program for some of the epee skills, that is, the creation of a printed image of the skill (the stabbing movement, the cutting attack, and the attack by changing direction), so that the notes were given by the teacher with the aim of creating a clear and correct image for the learners.

The second stage is in forming the motor program for the skills under research, which was determined by the researcher yen Choosing one of the stored motor programs that the learner can use to reach the desired goal, and through educational exercises that help the learner choose a previously stored motor program in the brain that is similar to the motor program to apply the skill.

- In the third stage of forming the motor program for the studied skills, which includes the learner executing the motor program originally stored in the brain and comparing the result with the goal, while giving notes by the teacher about correcting the performance because the learner in this early stage of learning lacks knowledge of the precise details of the studied skill.

- In the fourth stage in forming the motor program for the studied skills, which includes repetition and correction until there is a match between the implemented program and the learners' printed image.

- Posttests: Posttests were administered on 1/22/2024 in the fencing hall of the Islamic University/Department of Physical Education and Sports Sciences at 10:30 a.m., and skill tests were conducted for the epee skills under study.

View and analyze results Differences between testing and post for the two research groups in skill tests:

After collecting pre- and post-data for the skill tests of the two research groups, and for the purpose of determining the significance of the differences between the pre- and post-tests of the two research groups, the researcher used one a test for linked samples, as shown in the two tables (3) and (4):

Table (3) The results of the differences between A for pre- and post-test For the experimental group

Variables	Pretest		Posttest		value (t) calculated	Significance level (Sig.)	Type of significance
	S	A	S	A			
Appealing motion	6.20	1.52	8.37	2.33	1.46	0.02	Moral
The decisive attack	5.62	1.43	7.58	2.58	2.57	0.03	Moral
Attack by changing direction	5.51	0.98	7.49	1.70	1.74	0.01	Moral

At degrees of freedom (19) and below (0.05)

Table (4) Table (4) shows the results of the differences between the pre- and post-test for the control group.

Variables	Pretest		Posttest		value (t) calculated	Significance level (Sig.)	Type of significance
	S	A	S	A			
Appealing motion	5.97	1.30	7.28	1.43	1.52	0.01	Moral
The decisive attack	5.58	0.98	6.36	1.38	2.28	0.01	Moral
Attack by changing direction	5.41	0.90	6.59	1.20	2.57	0.02	Moral

At degrees of freedom (19) and below (0.05)

Display and analysis of the results of the differences between the post-post tests of the two research groups in the skill tests:

After collecting post-test data for the skill tests and for the two research groups, and for the purpose of determining the significance of the differences between the two groups in the post-test, the researcher used one a test(t) for independent samples, as shown in Table (5):

Table (5) Results of the differences between the post-post tests for the two research groups (experimental and control)

Variables	Experimental group		Control group		value (t) calculated	Significance level (Sig.)	Type of significance
	S	A	S	A			
Appealing motion	8.37	2.33	7.28	1.43	3.52	0.02	Moral
The decisive attack	7.58	2.58	6.36	1.38	2.87	0.01	Moral
Attack by changing direction	7.49	1.70	6.59	1.20	3.76	0.02	Moral

At (38) degrees of freedom and below (0.05)

4. Discussion of results A To search:

fromduringDisplay and analyze the results of the skill tests in the post-test, which are shown in the table (5It turned out that there are significant differences between the two research groups and in favor of the experimental group, which the researcher attributesOneThe significance of the differences in the exercises prepared and used in the educational units is that each skill has its own specificity in learning it in terms of progression in the special educational steps, in terms of the place and time of its performance and the degree of mastery, and the optimal use of the vocabulary of the educational units prepared by the researcher.yenWith how it was applied and appropriate for the sample members, it helped the experimental group members to form various motor programs for one skill, which led to the success of learning the skill, as the primary goal of all educational methods is to give an image of the goal to be learned, and when there is a clear image in the learner's mind, we expect performance. Correct, meaning that taking the correct picture is a positive step towards correct learning (Yarab Khayoun:3. 182). The diversity in the practice's use of educational exercises according to the stages of building the motor program helped to implement the response correctly, and he mentioned (Richard A. Schmidt Craig A: 3. 267) The learning that occurs among learners who practice several variations in practicing the forms of skills will have the ability to perceive the stimuli facing them and thus activate the learning process for these skills.,Learning in its early stages achieves rapid development, especially if the individual learners do not have much experience, especially since both groups received repetitions of learning with feedback, and this was done by giving sound directions that are appropriate to the goal of the skill. Help raise the bar Performance Skills This is confirmed by Basma Naeem (2010): "The principle of diversification in skill exercises with different forms, as well as the use of an appropriate number of repetitions, which contributed to increasing the amount of learning" (1: 172).

Continuous correction of the mistakes made by the learners had a clear impact on the learning of the research sample,Also, the progress achieved in the pre-post test of the control group came as a result of the correct repetition of one skill, which increased the stability of the motor program for the learned skill.

5. Conclusions

- The use of complex instructional exercises helped to learn and develop the skill performance of some skills with the epee weapon according to the stages of building the motor program.
- The use of focused educational exercises helped build motor perception among learners, which led to accelerating and activating the learning process.

6. Recommendations:

- Emphasis on the use of complex educational exercises when learning basic skills for students with epee weapons to build motor programs and new motor perceptions about the skill to be learned.
- It is necessary to focus on the use of complex educational exercises according to the construction of the motor program in the educational units by trainers and teachers.
- Conducting research on different samples and other skills in fencing.

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