



THE EFFECT OF (EDUCATIONAL - MENTAL) PROGRAM IN LEARNING TO PERFORM THE MOVEMENTS OF THE LEGS IN SWORD FENCING FOR STUDENTS

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Abstract

The current research aims to prepare an (educational-mental) program and apply it to third-year students at the College of Physical Education and Sports Sciences / Al-Muthanna University and determine its effect in learning to perform the six leg movements in sword fencing for students.

To achieve this goal, the researcher used the experimental method by designing two equal groups to suit the nature of the research problem. As for the research community, it was represented by third-year students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2022 - 2023), who numbered (130) students, represented by (4) Class for males, (2) classes for females, and by lottery the research sample was determined and was represented by Class (C) and Class (D), as their number reached (49) students who were randomly divided into two control groups and another experimental group, as it represented Class (C), which numbered (25) students from the experimental group and section (D), which numbered (24) students from the control group.

Then the researcher defined the variables for his research, which were (normal progress, normal regression, reverse progress, reverse regression, progress with a jump, and regression with a jump). After that, the researcher began applying the pre-tests on the sample of the two groups, after which the researcher conducted homogeneity and equivalence between the two groups, and after that he began applying the (educational-mental) program to the experimental group sample in conjunction with the college teacher's lectures at the rate of one educational unit per week and after completing the application of the program. The researcher began applying the post-tests and after obtaining the results, the researcher used the statistical program (SPSS) for the purpose of analyzing the data and obtaining the results. Accordingly, the researcher concluded that the program (educational - mental) had a positive impact on learning to perform the six leg movements in the fencing sword for the students. The results also showed superiority the experimental group over the control group in the research variables.

Introduction

The development and progress achieved in all sciences and levels of sports is due to the development and progress in the methods used in teaching, as recent years have shown the special importance of physical education through the development of the lives of nations and

peoples and the high levels and achievements of sports that developed countries have reached. The learner is the focus of the educational process, and developing his abilities, ability, and potential is the primary goal in this process, which requires comprehensive attention to the availability of different educational situations. The success of the learning process depends on the extent of the relationship between the teacher and the learner or the learners themselves, and the increasing attention that studies and research have paid in Physical education uses educational methods in order to identify the most important methods that work on the learner's interaction with the lesson in a way that is compatible with his own abilities and thus achieve the educational goals and then raise the level of learning, which led to the conclusion of modern methods of teaching and the pursuit of applying the best ones for learning through which the teacher can Bringing the learner to a better level of skill performance

Fencing, like other sports, requires appropriate educational methods to learn its offensive and defensive movements because it constitutes the basic structure of this game.

The goal of fencing is to reach the opponent's goal to score a touch, and the easiest way to achieve this is to extend the armed arm from the elbow joint, followed by moving the leading foot forward and reaching the target specified on the surface of the opponent's body with the fly, with the back leg positioned in an extended manner, i.e. a stabbing movement and This movement is the backbone of the fencing attack and is the most important movement through which the player can obtain touches. This is achieved by the player reaching a high level of technical performance.

The importance of the research lies in preparing a mental educational program for the purpose of teaching students the technical performance of the skill in the optimal manner in order to benefit from it in implementing complex skills.

Research problem

Scientific progress plays a major role in improving the educational process and the skill performance of any sports game, especially fencing, as it is one of the courses taught in the colleges of physical education and sports sciences. This sport differs from other sports in that it is new to students, and therefore the student faces difficulty in learning. Skills of this sport and performance of its technique

Hence the research problem, which was identified in answering the following questions:

1. What is the level of technical performance of leg movements in fencing for third-year students at the College of Physical Education and Sports Sciences, Al-Muthanna University, for the year (2022 - 2023) AD?
2. Does the (educational) program have an effect on the performance of students' fencing leg movements?

Research objectives

1. Preparing an (educational) program and applying it to third-year students at the College of Physical Education and Sports Sciences / Al-Muthanna University.
2. Identify the impact of the (educational) program on students learning to perform leg movements in fencing.
3. Identify the size of the impact between the program implemented by the college curriculum and the program prepared by the researcher.

Research hypotheses

1. The (educational) program has a positive effect on learning to perform leg movements.

2. There is a difference in the effect on learning to perform leg movements between the curriculum prepared by the researcher and the curriculum prepared by the college teacher.

Areas of Research

- First - The human field: third-year students in the College of Physical Education and Sports Sciences - Al-Muthanna University for the academic year (2022-2023)
- Second - Temporal scope: for the period from 10/31/2022 AD until 5/25/2023 AD.
- Third - Spatial field: closed hall - College of Physical Education and Sports Sciences - Al-Muthanna University.

Research methodology and field procedures

Research methodology

The researcher used the experimental method with a design of (two equal groups), control and experimental

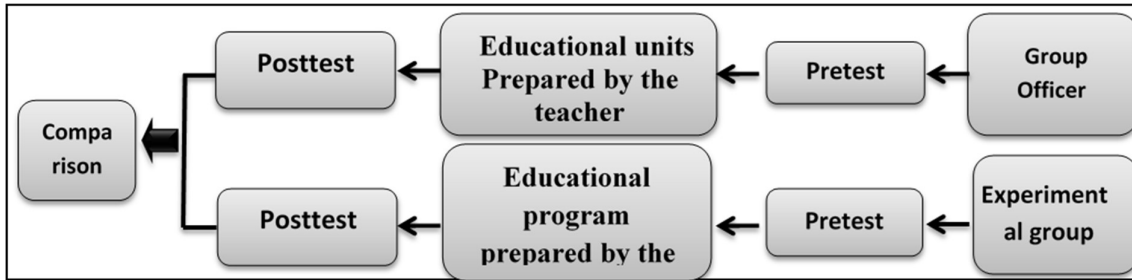


Figure (1) shows the experimental design of the research groups

The research community and its sample

The researcher identified the research community, which is represented by third-year students in the College of Physical Education and Sports Sciences at Al-Muthanna University for the academic year (2022-2023), who number (130) students, distributed among six study classes, with (4) classes for males, (2) classes for females, and the table (1) It shows that

Table (1) Distribution of the research community

the number	Sex	Section	No
22	Females	a	1
20	Females	B	2
25	Males	C	3
24	Males	D	4
19	Males	H	5
20	Males	And	6
130	total summation		

Means, tools and devices used in the research

Research methods

- Arab and foreign sources
- Personal interviews
- Questionnaires

B- Performance evaluation form

-Testing and measurement

Tools and devices used in the research

- Duel stadium
- Fencing sword number 10
- Adhesive
- Photography camera
- Laptop calculator (1) 0

Search procedures

Determine the research variables

The researcher conducted a survey on a number of scientific sources and previous studies, and in the opinion of the supervisor, agreement was reached on the variables that we need in the current research.

Six leg movements.

Basic skills performance evaluation form

The researcher conducted a survey on many previous studies, and accordingly, the form prepared before (The Effects of Hakim Waheed) was adopted. The performance evaluation in this form is based on the parts of the movement and its manifestations, by photographing the skill and presenting it to the experts, and a score was given from (1-10 degrees). Obtained through the following division:

Table (3): Distribution of the score evaluating the performance of fencing skills

Concluding section	Main section	Preparatory section	Skill parts
3	4	3	Class

After that, the researcher prepared a questionnaire and presented it to a group of (10) experts and specialists for the purpose of determining the validity of the form. After obtaining the results, the researcher used the (K2) test and the percentage, and the results came with an acceptance rate of (100.%(

Table (4) Opinions of experts and specialists in determining the validity of the performance evaluation form

Statistical significance	Significance level	value Ka2	percentage	Validity		Number of experts	
				Does not fit	Repair		
It works	It works	10	100%	0	10	10	Performance evaluation form

Table (4) shows the acceptance of the performance evaluation form, and the acceptance rate was (100%)

Evaluation method

The researcher photographed the skills and distributed them to three experts (□), and placed the video recording on CDs, along with distributing an evaluation form to each expert to

evaluate the technical performance of the skills. After collecting the forms, the data was transcribed into a special form for statistical processing.

Exploratory experience

The researcher conducted the exploratory experiment on (20) students from the (F) section. This experiment was implemented in the closed hall of the College of Physical Education and Sports Sciences at 10:30 in the morning.

On Thursday, 12/1/2022 AD, the performance of fencing skills was tested.

The aim of conducting the experiment is:

1. Identifying the errors and obstacles facing the researcher during the main experiment.
2. Identify the potential of the supporting team.
3. Identify the time required to answer the scale. The answer time took between (7-9) minutes
4. Suitability of tests for the research sample.
5. The time required for tests.
6. Identify the number of cameras required to film the performance, which was one.
7. Identify the appropriate distance for the cameras from the performance field. The appropriate distance was (4) metres.
8. Identify the appropriate height for cameras, and the appropriate height was (120)
9. Extracting scientific foundations of validity, consistency and objectivity.

Scientific basis for test results

Validity of the test:

It is intended that the test actually measure the ability, trait, attitude, or aptitude that the test was designed to measure. That is, it actually measures what it is intended to measure To calculate the validity coefficients of the tests, the researcher used content validity by presenting the performance evaluation form to a group of experts and specialists for the purpose of determining Their validity and thus the researcher verified their validity.

Stability of the scale results

A stable test is (a test that gives close results or the same results if applied more than once in similar circumstances) and the stability of the test refers to the scores obtained by the same individuals at different times of the procedure, and this means that the individual’s position in relation to his group does not change fundamentally in In this case, the stability of the test also means stability in the sense that if the processes of measuring one individual were repeated, his score would show some stability, and therefore the researcher adopted the halves method, using the odd and even method. The researcher worked to ensure the homogeneity of the two halves of the tests using the LEVENE test. Table (5) shows this

Table (5)LEVENE test for homogeneity between the two halves of the tests

Statistical significance	Significance level	LEVENE VALUE	Variables	Leg movements
homogeneous	0.547	0.337	Normal progress	
homogeneous	0.374	0.833	Ordinary retreat	
homogeneous	0.735	0.118	Reverse progression	
homogeneous	0.207	1.014	Reverse	

			regression
homogeneous	0.173	0.707	Progress by jumping
homogeneous	0.251	1.407	Retreat by jumping

Table (5) shows that the significance level values of Levene’s test for the two halves of the tests were greater than the error percentage (0.05), and this indicates that there are no differences between the two halves, which indicate homogeneity.

Objectivity of the scale results

Objectivity means “that the tests used are not affected by the change of scorers as the objectivity of the tests was taken into account in the presence of three scorers, and the results came out with high objectivity for the scorers, and there were no differences between their results. Then the researcher used the Pearson correlation coefficient between the evaluation of the first judge and the second judge and the table (6) It shows

Table (6)Reliability and objectivity of test results

Objectivity		Stability coefficient		Variables	Leg movements
Significance level	value R	Significance level	value R		
0.000	0.990	0.000	0.953	Normal progress	
0.000	0.997	0.000	0.936	Ordinary retreat	
0.000	0.998	0.000	0.966	Reverse progression	
0.000	0.994	0.000	0.939	Reverse regression	
0.000	0.999	0.000	0.981	Progress by jumping	
0.000	0.992	0.000	0.905	Retreat by jumping	

Table (6) shows that all values of the significance level of the Pearson coefficient (for reliability and objectivity) were smaller than the error rate (0.05), and this indicates the presence of high correlations, which means that all the results of the variables have scientific foundations.

Main experience

Pretests

Before conducting the test, an introductory unit was given for the purpose of increasing the students’ knowledge of research vocabulary, and after that the researcher conducted the pre-tests

-On Thursday, 12/15/2022, the pre-test of skills (leg movements), using a video camera for the purpose of presenting it to the evaluators and extracting preliminary data.

The researcher recorded all the variables in terms of place, tools, and time in order to benefit

from them in the post-tests

Posttests

After completing the implementation of the (educational-mental) programs for the experimental group, the researcher began conducting the post-tests on the students of the third stage - College of Physical Education and Sports Sciences - Al-Muthanna University, under the same conditions and specifications of the pre-tests, according to the following sequence.

On Thursday, April 27, 2023, the research sample was tested on skills (leg movements), and data was obtained and recorded on special forms in preparation for statistical processing.

8-3Statistical methods used in the research

The researcher used the statistical package (SPSS) to process the data. The researcher touched on the following statistical methods:

- ✓ Arithmetic mean.
- ✓ Standard deviation.
- ✓ Square(Ka2)
- ✓ Percentage.
- ✓ Correlation coefficient (Pearson)
- ✓ LEVENE test.
- ✓ T-test for correlated samples.
- ✓ T-test for independent samples.
- ✓ The value of the effect size.

Presentation, analysis and discussion of results

Presentation, analysis and discussion of the results of the control group

Presenting and analyzing the results of the control group regarding the research variables

Table (10): Arithmetic means, standard deviations, t value, level of significance, and significance of the differences between the pre- and post-tests in the research variables for the control group sample

Statistical significance	Significance level	Calculated t value	Posttests		Pretests		measuring unit	Variables	
			A	s	a	s			
moral	0.000	8.811	0.955	5.958	1.062	4.458	degree	Normal progress	Leg movements
moral	0.000	8.210	0.974	5.917	1.268	4.292	degree	Ordinary retreat	
moral	0.000	7.620	1.245	5.625	1.398	4.042	degree	Reverse progression	
moral	0.000	7.445	1.274	5.667	1.349	3.917	degree	Reverse regression	
moral	0.000	8.577	1.250	5.792	1.274	4.333	degree	Progress by jumping	
moral	0.000	8.214	0.99	5.95	1.26	4.31	Degree	Retreat	

			5	4	8	7		by jumping	
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The results of the table above show that the significance level values of the (t) test for the correlated samples of the research variables (the six leg movements), as they were smaller than the error rate (0.05) at a degree of freedom ((23), and this means that there are differences between the results of the pre- and post-tests and in favor of the test results Post-test for the control group sample, then the researcher used the effect size to find out the effect of the teacher's program on the control group sample, and Table (11) shows that.

Table (11) Cohen's effect size and effect type for the control group sample

Type of effect	Effect size value	Variables	
strong	1.799	Normal progress	Leg movements
strong	1.676	Ordinary retreat	
strong	1.555	Reverse progression	
strong	1.520	Reverse regression	
strong	1.751	Progress by jumping	
strong	1.677	Retreat by jumping	

Table (11) shows that the value of Cohen's effect size) for the variable of mental toughness, as the value was ranged between (1.2 - 0.8). According to the interpretation of this value, the applied approach has a (moderate) effect on the research sample.

As for the rest of the variables, the effect size value (Cohen's) was limited to (2.0 - 1.2). According to the interpretation of this value, the applied approach has a (strong) effect on the research sample.

Discussion of the results of the control group:

Through the results obtained, it was found that there were significant differences between the pre- and post-tests for the control group and in favor of the post-test. The researcher attributes these differences to the group's commitment to the followed educational unit and its discipline through participation in performance and its repetition, in addition to the influence of the usual teaching method followed by them. Teaching has an effective impact on the learning and teaching process. Also, the great importance of the process of explanation and clarification by the subject teacher and the number of repetitions of the educational unit that was applied to the group in the time prepared for the physical education lesson had a great impact on improving their level of performance because repetition increases experience. And information, as well as working as much as possible to overcome mistakes and work to correct them, as repeating a skill does not mean learning it if the appropriate feedback that enhances learning is not available, and this is what (Qasim Lazam) mentioned. This condition is considered and will be one of the most important conditions in motor skill, as correcting Movement or performing it repeatedly will create a kind of internal guidance that works to organize the work between the nervous system and the muscles and that leads to the movement of this work in the motor memory as the movement becomes correct, and this guidance only comes through instructions and instructions for performance feedback that explains the body's position. The correct view is, and the researcher believes that the learning process as a group of processes is closely linked

to practice and experience, which lead to a constant change in behavior. Both of them are essential elements in an individual's learning, and this is what was confirmed by (Nahida Al-Dulaimi) that the learning process is behavior that changes. Through expertise and experience, which is all the knowledge, inclinations, abilities, tendencies, and motor skills that one acquires, whether intentional or unintentional

Furat Jabbar emphasizes that the process of learning a skill cannot be achieved with just the motivation to learn it alone, but must be practiced and repeated in order for the learner to control his movements so that he performs them correctly and properly, because the sample is raw, meaning that fencing skills have never been learned before and they are in The stage of learning and acquiring scientific knowledge about fencing skills in general and (leg movements) in particular.

Presentation, analysis and discussion of the results of the experimental group

Presenting and analyzing the results of the experimental group regarding the research variables

Table (12) Arithmetic means, standard deviations, t value, significance level, and significance of the differences between the pre- and post-tests in the research variables for the experimental group sample

Statistical significance	Significance level	Calculated t value	Posttests		Pretests		measuring unit	Variables	Leg movements
			A	S	A	S			
moral	0.000	11.434	0.866	8.400	1.028	4.840	degree	Normal progress	
moral	0.000	10.411	0.810	8.360	1.323	4.800	degree	Ordinary retreat	
moral	0.000	10.896	1.190	7.400	1.326	4.004	degree	Reverse progression	
moral	0.000	11.434	1.194	7.480	1.320	3.920	degree	Reverse regression	
moral	0.000	11.336	0.935	8.300	1.275	4.720	degree	Progress by jumping	
moral	0.000	10.256	0.870	8.440	1.312	4.836	degree	Retreat by jumping	

The results of the table above show that the significance level values of the (t) test for the correlated samples of the research variables (six leg movements), as they were smaller than the error rate (0.05) at a degree of freedom ((24), and this means that there are differences between the results of the pre- and post-tests and in favor of the test results Post-test for the experimental group sample, then the researcher used the effect size to determine the effect of the program

prepared by the researcher on the experimental group sample, and Table (13) shows that. Table (13) Cohen's effect size and effect type for the experimental group sample

Impact type	Effect size value	Variables	
Very strong	2.287	Normal progress	Leg movements
Very strong	2.082	Ordinary retreat	
Very strong	2.179	Reverse progression	
Very strong	2.287	Reverse regression	
Very strong	2.267	Progress by jumping	
Very strong	2.051	Retreat by jumping	

Table (13) shows that the Cohen's effect size value for all variables was greater than (2.0), and according to the interpretation of this value, the applied approach has a (very strong) effect on the research sample.

Discussing the results of the experimental group:

In light of the data extracted for the experimental group members of the research sample, it was found that there were differences in the values of the variables between the pre- and post-tests, in favor of the post-tests. The researcher attributes these differences to the role of the prepared approach applied to the sample, which was applied by the researcher, because the prepared approach provides many opportunities for interaction. Mixing among students in the learning process, since students vary in educational experiences, and during group work, this helped in learning skills because the educational units contributed to creating an atmosphere of motivation, initiative, and participation, which enhances the abundance of ideas for students, and this in turn contributed to increasing their motivation and desire at the time of explanation. Enhanced with illustrative means for the skills and their sequence in a regular and gradual manner, and from the beginning of the first movement of the skill until its completion, it gave them interest in their interaction with the performance, and thus their level was developing from one educational unit to another (because the availability of information about the skill will develop the ability to learn more than those who did not have it). They have extensive information before performing (), which made the learners perform their duties with great activity, vitality, and abundant energy, which increased their attention to learning the skill and thus their learning was achieved. He also paid attention to the learner's behavior as an independent individual and a member of his group, which relies on positive and mutual participation among members to achieve the best performance as much as possible. The more this information is clarified in a simplified manner and enhanced with auxiliary means, the less the amount of burden placed on the learner will decrease. The learning process according to the (educational) program prepared by the researcher gave a positive response through the system and the repetition of the explanation of the skill enhanced by educational means, as it

reflected positively on the behavior change of the learners, during the implementation of the basic skills that were relied upon to measure the technical performance of the learners, and that is by giving The learner has a clear picture of the technical performance of the motor skill during the theoretical part, during the explanation and presentation of the skill. All of this helped the learners to acquire outstanding motor performance, as the educational method contributes to the rapid acquisition of the motor skill. Through watching and practicing this performance, the learner is able to follow the components of the skill. And imitating them, and examining the strengths and weaknesses in them, which helps to exclude wrong movements and reinforce the correct ones. The optimal choice of the auxiliary method led to better learning, and the reason is due to the direct and continuous effect on the working and antagonistic muscle groups in the nature of performance in the sport of fencing, which caused a major change in the muscles due to the continued interaction of the muscle fiber with repeated exercises, as it was required to learn these skills, which participate. It has large arm and leg muscles. A group of exercises works on those muscles separately. "Diversifying the use of auxiliary tools encourages the player to continue the exercise while eliminating the boredom factor. The means that were used, such as tapes, numbers, an educational board, etc., contributed to consolidating the exercises used within the educational unit, as they created clear differences between the two tests.

The researcher attributes the reason for the differences occurring in the group to the nature of the prepared curriculum, which focuses on the performance of skills and what it includes of educational activities, contexts for presenting skills, and steps for training on them. This helped the learners of this group to recall and retrieve information and remember its steps when performing the skills, in addition to the clarity of the experiences gained and the educational situations that they took. By implementing it, this was confirmed by the fact that "the basis on which fencing is based is performing simple, quick, and direct skills in attacking the opponent, and that when performing them there is an element of surprising the opponent

Presenting, analyzing and discussing the results of the control and experimental groups in the post-tests

Presenting and analyzing the results of the research variables for the control and experimental groups in the post-tests

Table (14) Arithmetic means, standard deviations, t value, level of significance, and significance of differences between the control and experimental groups for the research variables in the post-tests

Statistical significance	Significance level	Calculated t value	Experimental group		Control group		measuring unit	Variables	
			A	S	A	S			
moral	0.000	9.385	0.866	8.400	0.955	5.958	degree	Normal progress	Leg movements
moral	0.000	9.560	0.810	8.360	0.974	5.917	degree	Ordinary retreat	
moral	0.000	5.103	1.190	7.400	1.245	5.625	degree	Reverse progression	

moral	0.000	5.142	1.19 4	7.48 0	1.27 4	5.66 7	degree	Reverse regressio n
moral	0.000	7.973	0.93 5	8.30 0	1.25 0	5.79 2	degree	Progress by jumping
Moral	0.000	9.323	0.87 0	8.44 0	0.99 5	5.95 4	degree	Retreat by jumping

The results of the table above show that the significance level values of the (t) test for the independent samples for the research variables (six leg movements), were smaller than the error rate (0.05) at a degree of freedom ((47), and this means that there are significant differences between the results of the control and experimental groups in the tests. Afterward, in favor of the results of the experimental group, the researcher then used the size of the effect between the control and experimental groups, and Table (15) shows that.

Table (15) effect size (Eta) and type of effect between the control and experimental groups

Impact type	Effect size value	Variables	Leg movements
big	0.643	Normal progress	
big	0.651	Ordinary retreat	
big	0.347	Reverse progression	
big	0.350	Reverse regression	
big	0.565	Progress by jumping	
big	0.639	Retreat by jumping	

Table (15) shows that the value of the effect size (Eta) for all variables was greater than (0.14), and according to the interpretation of this value, the effect between the control and experimental groups is considered (large)

Discussing the results of the research variables for the control and experimental groups in the post-tests

By analyzing the results of the tables, it was revealed that there were significant differences between the experimental and control groups in the post-tests, in favor of the experimental group and for all skills. The researcher attributes the result of the differences that appeared in the results of the post-tests to the effectiveness of the curriculum prepared by the researcher on the sample of the experimental group, as the prepared curriculum helped in quickly delivering Information, assimilation of skills, and provision of adequate comprehension and suspense were a new and distinctive method. The researcher also attributes this to several methods of applying exercises that were prepared in a scientific manner and that were applied in the main part of the educational unit. They aimed to learn skills in a more exciting way, away from boredom, and this is what he indicated. To him (lan word)(), as well as work and rest in the educational units and taking into account individual differences when involving all students in performing exercises contributed to the improvement of the educational process, and this is

what was confirmed by (Don Autony) in terms of (involving all students in the lesson by stimulating their motivations with the necessity The objective application of the method made the learners organize their thoughts and their focus of attention increased, because linking the skills in a sequential manner reflected positively on the level of performance between one educational unit and another. The researcher's application of the method and dividing the sample gave good results in the level of learning. This idea was somewhat distinctive as it gave the learners Extensive knowledge in theoretical and practical aspects in order to provide stimulation to the learners' senses and thus lead to an increase in concentration and prepare more than one motor program for better and more beautiful performance. It gives the learners enthusiasm to perform the skills and link them to each other, and then they obtain a better level because increasing the stimulation of the senses leads to an increase in Focus on the learning process. Which made the learners draw mental pictures of the skills to be learned, and this in turn contributed to arranging the information according to what was required by the (educational) program, as it is a basis for knowledge. It began by organizing it in the educational units in a sequential and coherent manner throughout the educational units, which led to an increase in the amount of activity and learning, and then everyone achieved their performance. These skills in fencing are greatly enhanced and excelled after taking into account the individual differences among the students. The researcher believes that the various exercises developed were compatible with the learners' abilities, making the students more prepared to receive information about the skills and more motivated towards learning them. The researcher relied on explaining the material in an organized, sequential and diverse manner and used the necessary means for that. When explaining the details of the skill and dividing it, the researcher deliberately gave part of the skill. In the first educational unit and then in the other educational units until the skill is linked to each other, this led to an increase in the learning process and generated a desire among the learners to carry out the exercises, as (Ahmed Amin and Muhammad Abdel Aziz) confirm that the correct model that the teacher performs in every skill that What is intended to be learned is that it makes the student realize the meaning of performance and understand its details. The clearer the model is in terms of how to perform the skill, the greater the student's ability to comprehend it well and with multiple repetitions, which makes them possess diverse and multiple movement programs for the skills in a manner

Accurately proportional to the motor path of the learned skill because (learning does not occur except through repetition and continuous practice of movements and skills, in addition to continuous correction of errors

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