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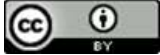
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The Effect of Skill Exercises According to the Concentration Technique of Lateral Thinking on Motor Accuracy and Learning the Diving Stop Attack for Students in the Epee Weapon

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Abstract

To determine the extent of the effect of skill exercises according to the concentration technique of lateral thinking on motor accuracy and learning the diving stop attack for students in the epee weapon, the two researchers used the experimental method on a sample of third-year students at the College of Physical Education and Sports Sciences - University of Diyala, which amounted to (30) students distributed into two groups, experimental and control. After completing the research procedures, applying the pre-tests, executing the exercises, the post-test, processing the data, and obtaining the results, the focus technique is one of the techniques that is used to develop students' thinking and is related to knowing when and how to change your focus to improve your creative efforts by employing them in exercises by using means to develop focus and The two researchers reached the most important conclusions: Skill exercises according to the lateral thinking focus technique have a positive effect on motor accuracy and learning the skill of the diving stop attack by fencing for students with epee weapons for the experimental group. The exercises prepared by the two researchers and the method used by the subject teachers had an effective role on the members of the experimental and control groups. Members of both groups excelled in the post-tests, and members of the experimental group excelled over members of the control group in the post-test of motor accuracy and the diving stop attack. The researchers recommend the necessity of using skill exercises based on lateral thinking techniques in learning the rest of the attack and defense skills in fencing. The necessity of using lateral thinking techniques in learning basic skills in other games. Conducting similar research and studies on other materials and games for different age groups and for both genders. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords

skill exercises, concentration technique, lateral thinking, motor accuracy, counterattack, fencing.

Introduction:

(Fatima and Bayan) “The sport of fencing has witnessed great development thanks to the results of various research and studies to develop the theoretical and applied aspects of sport and its connection with other sciences in order to achieve the best achievements for athletes” (11) One of

the main goals of modern trends in teaching physical education and sport is to develop physical and motor abilities. And skills by stimulating mental processes, both basic and integrated, in students. Expanding the cognitive awareness of learning and correct understanding when receiving information about the skill to be

learned. These processes depend on the information they have acquired that enhances the practical aspects of performing the chosen mathematical skill, which requires students to perform it correctly and professionally, as the learner is the focus of the educational process to make him a producer of knowledge and not a consumer of it by linking previous knowledge or his experiences about the skills he will learn and the information. The new knowledge that will be acquired as a result of the use of different teaching methods and strategies by the teacher.

(Dhafer & Masaya) "Skill exercises are used that help improve the players' level, and these exercises are in accordance with the seven lateral thinking techniques that help activate the mind, raise the level of concentration, and stimulate brain cells through exercises that help the right hemisphere of the brain be more active." (16). Exercises are those positions and movements that the athlete performs alone, with a colleague, or within a group without the use of small tools or on fixed or mobile devices in accordance with the scientific principles and foundations for the development of basic movements and general and specific physical characteristics, as the techniques help raise the level of the players' motor capabilities. (Agility, compatibility) and others that benefit the player and improve the level of performance in fencing. Thinking is the most complex type of human behavior and represents the highest levels of mental activity. It is one of the most important characteristics that distinguishes humans from other creatures. It is a mental process that accompanies humans permanently. Daily thinking is a natural performance that we perform constantly... (Ibrahim) "Therefore, it has become necessary to pay attention to the processes of Thinking: If thinking does not intervene, solutions will not be found to the problems and obstacles that prevent meeting the individual's innate and acquired, physiological and psychological needs and motivations, and then the psychological balance will be disturbed and the process of construction

will fail" (2). Lateral thinking techniques are a group of methods or techniques used in lateral thinking in order to activate brain cells, which are alternatives, challenge, random input, and others. Focus means narrowing or fixing attention on a specific stimulus and maintaining attention on this chosen stimulus. Focusing attention is the ability to narrow, fixate, or focus attention on a selected stimulus or stimuli for a period of time. (Abdul Sattar) "The sport of fencing is one of the sports that requires high coordination and tactical thinking. It contains many types of defense and other types of attack, as the counterattack is one of the main types of attack in the sport of fencing because it requires motor capabilities and requires the introduction of lateral thinking techniques to obtain "For the best results." (5). "Competitors." (11) & others (Dhafer) "One of the important facts is that fencing is an individual sport, and it is of a competitive nature that requires its practitioners to possess special physical and motor abilities, linked to a close relationship in skill performance. From this we find that the abilities that It is of great importance to fencing players, because it is linked to the details of skill performance, and that any case of weakness or deficiency in any of these abilities, whether physical or motor, will inevitably impair the performance of any of the skills, especially attack skills in fencing" (14) and precision plays a role. It plays an important role in the sport of fencing... It is the ability to control complex motor coordination, the effective application of requirements, and the ability to change quickly (Ayman and Zafer). What is meant by accuracy is the accuracy of the motor performance of the skill used in fencing, as a first element, and the accuracy of aiming the weapon's fly towards the specific target in the competitor's body. A second element" (9) Fencing is a sport of attack and defense between two competitors, each of whom tries to score touches on the other with a specific weapon (foil - epi - saber). To score a touch, the opponent must be attacked, and a successful attack requires precision and mastery in choosing

the appropriate distance and timing. (Noor & others), “The stop attack by diving is one of the types of counterattack and is performed if the attacker intends to attack the upper lines of the goal. The defender descends to the bottom from the diving position while extending the armed arm towards the attacker’s goal to take a touch.” (15)

Research problem:

The matters taking place in learning and updating are among the necessities that have become an urgent need to create a balance between international and local federations. Fencing is one of the games that requires the ability to focus and precision, and that lateral thinking techniques may serve this sport, including the diversity that defense and attack require. It has been found that the stop attack Diving is the most appropriate type of technique. Through the observations of the two researchers and personal interviews of the specialist, a weakness was found in the students’ diving arrest attack and a weakness in concentration and motor abilities. Therefore, the two researchers found that using the concentration technique may have a positive effect on the students’ level and improve their abilities through skill exercises. Therefore, the research problem can be summarized in: The following question: Do skill exercises based on the lateral thinking concentration technique have an effect on motor accuracy and learning the diving stop attack for students in the epee weapon?

Research importance:

Hence the importance of researching using skill exercises according to the concentration technique of lateral thinking and its effect on motor accuracy and learning the diving stop attack for students with epee weapons.

Research objective: The research aims to:

1-Prepare skill exercises according to the focus and lateral thinking technique.

2-Identifying the effect of skill exercises according to the concentration technique of lateral thinking on motor accuracy and learning the diving stop attack for students in the epee weapon.

Research assumes:

1-Skill exercises according to the concentration technique of lateral thinking have a positive effect on motor accuracy and learning the diving stop attack for students in the epee weapon.

2-There are significant differences between the pre- and post-tests for the experimental and control groups on motor accuracy and learning the diving stop attack.

3-There were significant differences between the experimental and control groups in the post-test on motor accuracy and diving stop attack.

Research areas:

Human field: A sample of third-year students at the College of Physical Education and Sports Sciences - University of Diyala for the academic year 2023-2024.

Time range: for the period from 11/1/2023 – 1/10/2024.

Spatial area: Fencing Hall, College of Physical Education and Sports Sciences - Diyala University.

Method and procedures:

Research Methodology

The two researchers used the experimental method because it suits the nature of the problem and the objectives of the research.

The research community and its sample

The research community included third-year students at the College of Physical Education / University of Diyala for the academic year 2023/2024, distributed into five sections (A, B, C, D, E) and their number was (231) male students only. After excluding the students who practice the game (sports club players and the college and university team), those who failed and had their registrations checked, and the studying teachers, who numbered (13) students, due to the possibility that their cognitive and skill levels differed from the rest of the students included in

the research. Thus, the research community became (218) students. The researchers selected (30) students and distributed them in a systematic random way (lottery), with an average of (15) students for the experimental group (Section D)

and the control group (Section E). For the purpose of achieving homogeneity among the members of the research sample, the two researchers conducted pre-tests.

Table (1)

shows the arithmetic means, standard deviations, Levene's homogeneity values, and T-values for equivalence of the tests for the two research groups.

Variables	measuring unit	the group	Arithmetic mean	standard deviation	Levin value for homogeneity (F)	mistake percentage	Calculated T value	mistake percentage
body mass	kg	Experimental	65.500	4.658	.745 0	.395 0	.0850	.9430
		Female officer	65.450	3.924				
length	cm	Experimental	168.650	6.881	1.561	.252 0	.3780	.7510
		Female officer	168.930	5.750				
Age in years	year	Experimental	21.5	1.175	.8080	.3760	.7440	.8660
		Female officer	21.6	1.352				

Devices and tools:

The researchers used the following devices and tools:

One (1) laptop. Projector. blackboard. Magic pens. Fencing court number (1). Fencing suits (5). Shutter stock weapons (20). Signs number (3). Duel masks (10). Colored bars. stopwatch.

Field procedures

Define search variables

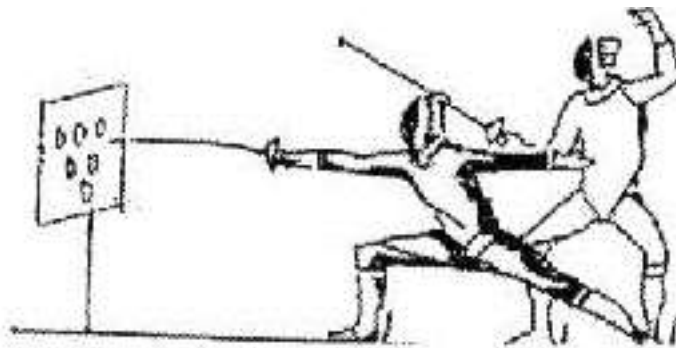
The two researchers determined and tested motor accuracy, as well as the skill of the diving stop attack, according to the vocabulary of the fencing subject for the third stage in the faculties of physical education and sports sciences in Iraqi universities, before implementing the experiment.

Below are the specifications of the motor accuracy test:

Name of the test: Test of motor accuracy from (10) attempts (Abdul Karim et al.) **“The aim of**

the test: to know the accuracy of motor.

Necessary tools: A marker for fencing with (6) circles with a diameter of (5 cm) drawn on it, numbered from (1-6), in an irregular shape and on it. An appropriate height for the height of the player. **Performance specifications:** The player stands in a ready position, carrying the weapon, at an appropriate distance from the person (the stabbing distance). Upon hearing the signal from the tester, the player performs the stabbing movement in the circle whose number is mentioned by the tester. 10) Attempts to stab. Recording method: The player records the number of times the target was accurately hit from the ten stabbing attempts made by the player, noting that the highest score the tester can obtain is (10), and the lowest score is (zero). The test is repeated twice and the attempt is recorded. The best.” (6)



Model (1) motor accuracy test

Dive stop attack test

It is performing the stop attack by diving. The movement is divided into three sections: a preparatory, main, and final section. The performance is performed directly in front of the teachers for direct arbitration.



Model (2) diving stop attack test

Source: Prepared by the researchers

Exploratory experiments:

For the purpose of identifying the difficulties that appear during the implementation of the main experiment, the two researchers conducted three exploratory experiments in order to obtain accurate and reliable results.

The first exploratory experiment: It is a preliminary study conducted by the two researchers on a small sample before they carry out the research with the aim of testing the research methods and tools. The two researchers

conducted the first exploratory experiment on Sunday 11/5/2023 at exactly ten thirty in the fencing hall of the College of Physical Education and Sports Sciences - Diyala University for examinations Identify the difficulties encountered during testing.

The second exploratory experiment:

The second exploratory experiment was conducted on Sunday, 11/12/2023, at 10:30 in the fencing hall of the College of Physical Education and Sports Sciences - University of Diyala, with

the same number and sample as in the first exploratory experiment, and this experiment is related to the times of the exercises and the tools used in the educational units developed by the researcher, and it was

The purpose is:

- 1-Determine the times for each exercise.
- 2-Knowing the safety of the tools used in research.
- 3-Identify the capabilities of the supporting work team.
- 4-Suitability and adequacy of the place to conduct the main experiment.
- 5-Knowing the time it takes to exercise.
- 6-Suitability of tools, in addition to the appropriate time for each skill and each exercise.

The third exploratory experiment on educational units:

The third exploratory experiment was conducted on Sunday, November 19, 2023, at 10:30 in the fencing hall of the College of Physical Education and Sports Sciences - University of Diyala, with the same number and sample in the first exploratory experiment. This experiment is specific to the educational units used in the research, and its purpose was:

- 1-Knowing the safety of the tools used in educational units.

- 2-Identify the trainer’s ability to implement the educational units.
- 3-Suitability and adequacy of the place to conduct the educational units in the main experiment.
- 4-Ensure the time spent for the educational unit.
- 5-Knowing the suitability of the educational units for the research sample.

Pretests:

Before conducting the pre-tests, the two researchers gave an introductory unit on the diving stop attack in fencing on 12/3/2023, Sunday. Then, a test was conducted for the skill of the diving stop attack in fencing on members of the experimental and control groups, and their performance was evaluated directly by two arbitrators, according to the form for evaluating the performance of the diving stop attack skill, which is approved by many researchers in the field of fencing, after providing all the requirements for conducting the test. The evaluation score was (10) in the fencing hall at the College of Physical Education and Sports Sciences - University of Diyala, under the supervision of the assistant work team, the subject teachers, and the two researchers. As well as performing a motor accuracy test. Then, the homogeneity and equivalence of the two groups were extracted.

Table (2)
shows the arithmetic means, standard deviations, F value for homogeneity, calculated T value, error percentage, and statistical resolution for the experimental and control groups in the pre-test.

Variables	the group	Arithmetic mean	standard deviation	F value for homogeneity	mistake percentage	Calculated T value	mistake percentage	Statistical decision
Diving attack	Experimental	4.267	0.799	1.735	0.198	0.192	0.849	insignificance
	Officer	4.200	1.082					
Motor precision	Experimental	6.267	0.961	0.066	0.800	1.344	0.190	insignificance
	Officer	5.800	0.941					

Source: Prepared by the two researchers

The main experiment

The skill exercises were carried out according to the focus on lateral thinking prepared by the researchers and applied during the specified time

period from Wednesday 12/6/2023 to Wednesday 1/3/2024. For a period of (4 weeks) at a rate of one educational unit per week, under the supervision of the two researchers and with the

assistance of the assistant work team and subject teachers in the college.

Focusing technique in lateral thinking

It is a systematic and deliberate process that leads to creative thinking. By using these unconventional thinking techniques, lateral thinking enables you to find creative solutions that you may not think of otherwise. The focus technique is one of the techniques used to develop students' thinking and is related to knowing when and how to change your focus to improve Your creative efforts, and you can learn to focus on areas that others have not bothered to think about, and doing so may lead you to a breakthrough idea simply because you are the first person to be interested in that area.

Posttests:

The two researchers conducted and obtained the Deanship's approval to do so on Wednesday, January 10, 2024. To test the diving stop attack and evaluate it directly by the subject teachers, as well as to test motor accuracy.

Statistical methods:

For the purpose of processing the data obtained by the researchers from conducting post-tests, statistical methods were used according to the SPSS statistical package, including the following: (arithmetic mean, standard deviation, standard error, Pearson correlation coefficient, median, skewness coefficient, t-test for correlated and independent samples.

Results:

Table (3)

shows the arithmetic means, standard deviations, and standard error for the pre- and post-tests of the experimental group.

Variables	Test	Arithmetic mean	standard deviation	Standard error
movement accuracy	Pre	6.267	0.961	0.248
	post	7.600	1.056	0.273
Diving attack	pre	4.267	0.799	0.206
	post	7.867	0.640	0.165

Table (3) shows the statistical estimates for the pre- and post-tests of motor accuracy and the diving stop attack for members of the experimental group. It is noted that there are differences between them, and to find out the differences in these differences, the researchers used the t-test for correlated samples, and Table (4) shows that:

Table (4)

shows the difference of means and skewness. Differences, calculated T-value, and statistical resolution between the few and post-tests of the experimental group.

Variables	S f	S f	Calculated T value	mistake percentage	Statistical decision
movement accuracy	1.333	1.496	3.452	0.004	significance
Diving attack	3.600	1.056	13.208	0.000	significance

Source: Prepared by: the two researchers

Table (5)

shows the arithmetic means, standard deviations, and standard error for the pre- and post-tests for the control group.

Variables	Test	Arithmetic mean	standard deviation	Standard error
movement accuracy	Pre	5.667	0.900	0.232

	post	6.800	0.862	0.223
Diving attack	Pre	4.200	1.082	0.279
	post	6.333	0.817	0.211

Source: Prepared by the researchers

Table (5) shows the statistical estimates for the pre- and post-tests of motor accuracy and the diving stop attack for members of the control group. It is noted that there are differences between them, and to find out the differences in these differences, the researchers used the t-test for correlated samples, and Table (6) shows this:

Table (6)

shows the difference of the means, the deviation of the differences, the calculated (t) value, and the statistical resolution between the partial and post-tests for the control group.

Variables	S f	S f	Calculated T value	mistake percentage	Statistical decision
movement accuracy	1.133	1.457	3.012	0.009	significance
Diving attack	2.133	1.407	5.870	0.000	significance

Source: Prepared by the researchers

Presenting, analyzing and discussing the results of the post-test for the experimental and control groups.

Table (7)

shows the arithmetic means, standard deviations, calculated T-value, error percentage, and statistical resolution for the post-test between the experimental and control groups.

Variables	total	Arithmetic mean	standard deviation	Calculated T value	mistake percentage	Statistical decision
movement accuracy	Experimenta l	7.600	1.056	2.514	0.018	significance
	controller	6.667	0.976			
Diving attack	Experimenta l	7.867	0.640	5.725	0.000	significance
	controller	6.333	0.817			

Source: Prepared by the researchers

Discussion:

The results of Table (4) showed the differences in the means, the deviation of the differences, and the calculated (t) value, which amounted to motor accuracy (3.452), the diving stop attack (13.208), and the error percentage amounted to (0.004, and 0.000), respectively, which is less than the level of significance (0.05). This indicates that there are differences between the two tests and in favor of the post-test. The researchers attribute the reason for this to skill exercises based on the lateral thinking focus technique used, which had a positive impact on these differences. Skill exercises are considered one of the main means that work to develop and develop the physical

qualities of fencing. These exercises are necessary because they work to directly build a high athletic level and to integrate the students' skill performance." (Jalal) "As the exercise leads to developing the skill and bringing it to the The correct tactic, automaticity in performance, the ability to recognize and identify mistakes, and works to transfer the impact of learning to other similar skills" (12). (Attiyat) The process of learning any skill depends on dividing the skill into an interconnected series of questions, answering which includes learning the skill in a sequential manner. Thus, he understands the details of each part of the skill" (4). (Ahmed) said that the idea behind the sport of fencing is for the

fencer to touch his opponent by touching him before he touches him, and in order to be able to do that, he must perform offensive and defensive movements that increase the ability to Movement and mobility, and preparations include assistance in creating appropriate opportunities to score a touch on the opponent" (1). The skill of attacking depends on the arm forward and forward, or extending the arm and challenging with quick timing in order to reach the opponent's goal and score the touch. (Dhafer & (others) Fencing is considered one of Sports activities that require the application of modern scientific methods to achieve their goals, whether in the method of selecting the cubs or in the method of learning them to perform skills" (16). (Deafer & Masaya) "The goal of modern fencing is to record the legally specified number of touches." Using the most appropriate methods of skill performance, with the armed arm extended or the armed arm extended in a lunge or forward": (18)

(Shaima and Lama) "Lateral thinking is one of the patterns of thinking in which the individual relies on moving horizontally (laterally) from one idea to another when thinking about a problem to solve it, without being restricted from moving from one step to another vertically (vertically) within the same idea in a specific sequence." It can be justified logically before starting the first step" (13). The results of Table (6) showed the differences in the means, the deviation of the differences, and the calculated (t) value, which amounted to motor accuracy (3.012), the diving stop attack (5.870), and the error percentage amounted to (0.009 and 0.000), respectively, which are less than the level of significance (0.05). This indicates that there are differences between the two tests and in favor of the post-test. The researchers attribute the reason for this to the method used by the subject teacher, which had an effective impact on learning this skill and accuracy

Kinetics of its performance. (Fatima and Dhafer) "The good performance of the fencing player (the student) without accuracy in registering touches

or performing offensive and defensive movements or moving on the fencing ring (the stadium) will render this performance of little benefit, as the goal behind the fencing movements is accuracy." Recording the largest number of correct touches on the opponent's correct goal in the shortest possible time and achieving victory (220: 10). Ahmed points out that "the traditional method depends on the explanation and transfer of experiences and information from the teacher without effort and thinking on the part of the student, whose role is limited to listening and paying attention. "And repetition, and imitating the performance or motor behavior presented by the teacher, while following his instructions and directives in order to be able to improve the performance" (8). With one consistency to generate high vision and a great ability to focus accurately on the opponent's goal. The results in Table (7) indicate the statistical estimates for the pre-test for the experimental and control groups. The calculated T value for motor accuracy reached (2.514) and the diving stop attack (5.725), with error percentages amounting to (0.018 and 0.000, respectively, which are less than the significance level (0.05), which indicates the presence of significant differences in favor of the experimental group. The researchers attribute the reason for this to the skill exercises based on the focus of lateral thinking used with this group, which had an effective effect in improving motor accuracy and skill performance of the diving stop attack in fencing, since fencing is characterized by the diversity of its offensive and defensive movements, and for this reason it is recommended when training and teaching to combine them and not separate them from each other. Others, because fencing is not only an attack, nor is it limited to defense alone. , Dhafer & others)) "After his failed attack, he returns to defence, and therefore the defender must try to obtain the right to attack after his successful defensive man oeuvre" (16). Any educational curriculum or exercises performed with repetitions in general "(Fatimah & Marib) is a set of the skill and motor

positions and movements that aim to enhance the various skill and motor abilities to bring the individual to the highest possible level of skill and motor performance” (19). (Deafer) “What distinguishes the sport of fencing is an interconnected sport in the movements of the legs, from advancing forward, retreating backward, and the stabbing movement, which depends on the physical or motor abilities of the player, as the good performance of the fencing player depends on the performance of fast and sudden movements, muscle strength, and precise and planned movement according to The playing field will enable him to record a touch legally” (17). As for motor accuracy (Fatima and Dhafer), “it is one of the main components of the sport of fencing, and it determines the ability of the player (the fencer) to control voluntary movements towards a specific object. This object may be a distance separating it.” From the opponent or it may be connected to part of the opponent’s goal” (10) and (Abbas, Sabah and Hossam) “The higher the degree of accuracy of aiming, the more this indicates the high level of motor and skill performance of the fencing movement used, that is, estimating the degree of accuracy of aiming and scoring in fencing Rather, it expresses and indicates an outstanding skillful motor performance” (3).

Conclusions:

1-Skill exercises according to the lateral thinking focus technique have a positive effect on motor accuracy and learning the skill of counterattack by diving and fencing with an epee for the students of the experimental group.
2-The exercises prepared by the researchers and the method used by the subject teachers had an effective role on the members of the experimental and control groups.
3-Members of the experimental group outperformed members of the control group in the post-test of motor accuracy and diving counter-attack.

Recommendations:

1- The necessity of using skill exercises according to lateral thinking techniques in learning the rest of the attack and defense skills in fencing
2-The necessity of using lateral thinking techniques in learning basic skills in other games
3-Conduct similar research and studies on other materials and games, for different age groups, and for both genders.

Participating work team:

Prof. Atheer Qasim Muhammad: Fencing training, College of Physical Education and Sports Sciences - University of Diyala.
millimeter. Shahad Mounir Namos: Teaching Methods - Fencing, College of Physical Education and Sports Sciences - University of Diyala.

Beneficiary:

Third stage students - College of Physical Education and Sports Sciences - University of Diyala.

Author’s declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (May /2024)

Author’s contributions:

All contributions of this study were done by the researchers (M.K. and M.N.) who get the main idea and work on writing and concluding also with number of experts, Thafir Namous (Diyala Education Directorate) in Statistics, Maurizio Bertollo in revision, Taj Al-deen Alaa Al-deen in translating, Haifaa Ahmed in proofreading

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Exercises:

- 1-From the standby position and performing a diving attack from a standstill.
- 2-From the ready position, take a step forward and perform a diving attack upon hearing the instructions from the coach.
- 3-From the ready position, take two steps forward and dive, then touch the board to the circles drawn on the sign with instructions from the coach.
- 4-From the ready position, step back, then dive while touching the board with the number specified by the coach

5-From the ready position, the player stands while blindfolded and holding a weapon with a mark in front of him. The coach taps (one tap) on the ground, and the player performs the dive, touching area (6), and two taps with the hook on the ground, as the player touches area (4) of the dive.

6-From the standby position, the player dives on the numbered circles when he gives an instruction with the number inside the circle.

7-From the ready position, the player takes a step forward, then steps back, then takes a step to the side and touches the area indicated by the optical laser on the mark.

8-From the ready position, three funnels are placed, and at each funnel, the dive is performed, then it is returned and advanced.

9-From the ready position, three cones are placed straight (1 meter) apart between the cones, and the player performs a diving motion at each cone, then advances, and so on.

10-From the ready position, diving on the mark is when the coach moves the mark forward and backward and attempts a touch.

Appendix (1) model of an educational unit for the experimental group

Day and date:

Educational aim:

Teaching unit time: 90 minutes

Learn the diving attack. Technique: Focus

القسم	Sections of the educational unit	Time	the exercise	Notes and calendar
Preparing 30 m	Introduction and general warm-up and private warm-up	30	The researchers do not interfered	
Main 60 m	Educational part	10 m	The teacher explains the skill and presents a model to the students.	
	Applied part	50 m	1-From the standby position and perform a diving attack from a standstill.	
			2-From the ready position, take a step forward and perform a diving attack when you hear the instruction from the teacher	
			3-From the ready position, take two steps forward and dive, then touch the plate to the circles drawn on the sign with instructions from the teacher.	

			From the standby position, the student dives into the numbered circles when he gives an instruction with the number inside the circle	
Final 30 m	Concluding part		The researchers do not interfered	

تأثير تمارين مهارية وفقاً لتقنية التركيز للتفكير الجانبي على الدقة الحركية وتعلم هجمة الإيقاف بالغطس للطلاب في سلاح الشيش

ميس كاظم حسون نوري 1 ، ميساء نديم احمد 2

2&1 جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات – العراق

لمعرفة مدى تأثير تمارين مهارية وفق تقنية تركيز التفكير الجانبي على الدقة الحركية وتعلم هجمة الإيقاف بالغطس للطلاب في سلاح الشيش استخدمت الباحثتان المنهج التجريبي على عينة من طلاب المرحلة الثالثة بكلية التربية البدنية وعلوم الرياضة – جامعة ديالى والتي بلغت (30) طالباً موزعين على مجموعتين التجريبية والضابطة وبعد إكمال إجراءات البحث وتطبيق الاختبارات القبليّة وتنفيذ التمارين والاختبار البعدي ومعالجة البيانات والحصول على النتائج ان تقنية التركيز هي احد التقنيات التي تستخدم لتطوير التفكير لدى الطلاب و تتعلق بمعرفة متى وكيف تغير تركيزك لتحسين جهودك الإبداعية من خلال توضيحها في التمارين من خلال استخدام وسائل لتطوير التركيز و توصلت الباحثتان إلى أهم الاستنتاجات : للتمارين المهارية وفق تقنية تركيز التفكير الجانبي تأثير إيجابي في الدقة الحركية وتعلم مهارة هجمة الإيقاف بالغطس بالمبارزة للطلاب بسلاح الشيش للمجموعة التجريبية وإن التمارين المعدة من قبل الباحثتين والطريقة المتبعة من قبل مدرسي المادة كان لهما الدور الفعال على أفراد المجموعتين التجريبية والضابطة. وتفوق أفراد المجموعتين في الاختبارات البعدية ، وتفوق أفراد المجموعة التجريبية على افراد المجموعة الضابطة في الاختبار البعدي للدقة الحركية وهجمة الإيقاف بالغطس. توصي الباحثتان بضرورة استخدام التمارين المهارية وفق تقنيات التفكير الجانبي في تعلم بقية مهارات الهجوم والدفاع في المبارزة. وضرورة استخدام تقنيات التفكير الجانبي في تعلم المهارات الأساسية في الألعاب الأخرى. وإجراء بحوث ودراسات مشابهة على مواد وألعاب أخرى وعلى فئات عمرية مختلفة ولكلا الجنسين. وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

ملخص البحث

الكلمات المفتاحية : تمارين مهارية ، تقنية التركيز ، التفكير الجانبي ، الدقة الحركية ، الهجوم المضاد ، المبارزة