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The Effect of Educational Competitive Exercises with Helps to Develop the Motor Behavior of the Accuracy of the Skill of Simple Attack in Volleyball for Juniors

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Abstract

In order to keep up with the advancements in the field of kinetic learning, researchers and specialists must discover new and creative ways to improve the technical level of players' performances, and this is what the educational process has witnessed in order to raise the levels of players and the requirements of the game in order to achieve the best possible outcomes. The talent of basic attack, which is crucial in volleyball for scoring game-winning points, is almost completely absent from their training. By fooling the defending wall and making use of the available openings, the player may swing the outcome in his favor.

The study is valuable because it will help bring about the greatest potential proficiency in the ability of the basic assault via the development of educational competition activities.

The researchers expected that the accuracy of the experimental and control group's basic assault in volleyball would vary significantly between the outcomes of the tribal and distant examinations of motor activity.

Young athletes from specialized schools made up the sample, and they were split evenly (10) per group (experimental/control) and (24) per group (educational/control) for the purposes of this study. Only (35) days of the primary training unit time were available for the researcher to work with the experimental group.

The methodology, covered in Chapter 2, included administering pre and post-tests to both the experimental and control groups, as was appropriate for the study's purpose.

Comparing pre and post-test scores for the experimental and control groups was the focus of the third chapter, which also included a presentation, analysis, and discussion of the data collected by researchers using the planned tests.

Following the presentation, analysis, and discussion of the study data, the following conclusions were reached:

Young volleyball players' motor behavior and precision in their basic attack skills were greatly aided by competitive activities and purpose-built tools.

The study's authors urged the adoption of educational competitive activities and tools to help young players hone their motor behavior and improve the precision of their basic assault in volleyball.

Keywords: Exercises, Motor Behavior, Volleyball, Skill of Simple Attack

1. Introduction

1.1 Introduction and research importance:

That qualitative leaps in the field of learning. Great movement and development. It is obligatory for all researchers. And specialists find innovative ways and means and a new method to keep pace with the rapid development, as it is an indication of their interest in knowing the most important and best ways for the correct learning of motor skills and the development of the player's performance level to reach the best level that keeps pace with international sports levels and methods. The most important and best thing that helps the learner during the learning stages is the trainer's use of some educational means for the skill to be developed, which contributes greatly to the individual's acquisition of good performance in sports movements or skills, and the use of various educational means in the field of education

and training is one of the effective factors and helps in increasing the effectiveness of learning And training if it is well selected and its programs are used correctly. It is certain that the teaching aids create in the learner a tendency to learn and increase his awareness and comprehension.

The kinetic behavior has an effective role in implementing most of the skills in volleyball, as the kinetic behavior is the highest stage of the kinetic performance in the sports activity, as the player acts with the complex information of the movement and uses it correctly when performing. In the kinetic behavior system, there are multiple kinetic programs in the brain that draws A program and deletes a program and at the same time creates other motor programs for the purpose of reaching a result in which the player overcomes to achieve the desired goal of the movement. Among the skills that the player needs to use the motor behavior system is the skill of the simple attack, as the different playing situations to score a point require the player precise motor behavior To drop the ball in the blank spaces and this skill is little used in the match for the speed of attack and defense. An arc above the blocking wall and falls directly behind it or in the spaces inside the opposing team’s court. A simple attack to implement the falling balls is a skill Technical volleyball to get rid of the opposing team’s strong defenses.

Through the foregoing, the importance of research lies in preparing educational competitive exercises with auxiliary means to develop the kinetic behavior of the accuracy of the skill of simple attack in volleyball for young people, and to reach this skill to the best possible level and improve the player's capabilities.

1.2 Research problem

Volleyball is one of the games in which the nature of the competition is characterized by speed and accuracy in skillful performance, which includes the continuous factor of surprise, as nature of the competition is characterized by speed in decision-making and accuracy in performance, so this game requires players to act in order to perform all skills Technical and offensive in its correct and legal form. One of the skills that require precise kinetic behavior in different playing situations, especially when the blocking wall is tight on the net, which the player resorts to using is the skill of dropping the ball using the simple attack in the opponent’s court, by deceiving the blocking wall by choosing the right place, touching and dropping it In the appropriate space, and through the researchers’ follow-up to the training of specialized schools in volleyball, they found that the coaches give little attention to this skill and because of its importance in obtaining certain points and sometimes deciding matches or runs. Simple attack for young players to get them to the best possible level.

1.3 Research Objectives

1. Designing some aids to develop the motor behavior for the accuracy of the simple attack skill in volleyball for juniors.
2. Preparing educational competitive exercises with auxiliary means to develop the motor behavior for the

accuracy of the skill of simple attack in volleyball for young people.

3. Recognizing the effect of educational competitive exercises in developing the motor behavior of the accuracy of the skill of simple attack in volleyball for young people.

1.4 The research hypotheses

There are statistically significant differences between the results of the tribal and remote tests of motor behavior for the accuracy of the skill of simple attack in volleyball between the experimental and control groups.

There are statistically significant differences between the results of the post-tests of the experimental and control groups of motor behavior for the accuracy of the skill of simple attack in volleyball for young people.

1.5 Research Areas

1.5.1 The Human Field: Young players of specialized schools aged 14-16 years

1.5.2. Time range: the period from 2/12/2019 to 25/1/2020

1.5.3 Spatial domain: the specialized school for volleyball in the Ministry of Youth and Sports.

2. Research methodology and field procedures

2.1 Research Methodology:

For the purpose of arriving at a scientific fact and choosing the appropriate method for the research problem, the researchers used the experimental method. Designed with two groups (experimental and control) with pre and post tests.

2.2 The research community and its sample:

The research community was determined by the young players in the specialized school aged 14- 16 years, who numbered 28 players, and the size of the research sample depends on a number of considerations such as the researcher’s potential and also the degree of variation and homogeneity of the research community units. The researcher has chosen all members of the research community as a sample, meaning that the proportion The research sample for the research community is 100%, as (2) prepared players and (2) free players were excluded, and (4) players were excluded to conduct the exploratory experiment so that the number of the research sample members (20) players were divided into two groups (experimental and control) in a random way (Lottery) with (10) experimental sample players and (10) control sample players. The researcher conducted homogeneity and equivalence of the sample as shown in Table (1) and (2).

Table 1: It shows the homogeneity of the sample by the skew modulus

Variables	Measuring Unit	Arithmetic mean	Standard deviation	Mediator	Skew modulus
Age	Year	84, 15	0.62	00, 15	0,11
The weight	kg	34, 1 7	4,27	00, 1 7	0,02
Length	cm	81, 5 17	5,08	00, 5 17	0,38
Training age	Year	18, 2	0,73	00, 2	0,41

Table 2: It shows the equivalence of the members of the experimental and control groups

Variables	Control		Experimental		(t) value calculated	Error rate	Indication
	s	p	s	p			
Kinetic Behavior of the attack (Simple Crushing) from the center (4)	18.87	1.12	19.12	1.24	0.42	0.68	Insignificant
Kinetic behavior of the attack (simple crushing) from the center (2)	19.25	2.37	20.25	2.71	0.78	0.44	Insignificant

2.3 Devices, research tools and means of collecting information

2.3.1 Devices and tools used:

- Colored adhesive tape to mark the areas of the ball falling.
- Legal volleyballs (20) balls.
- Legal volleyball court
- tape measure (2)
- Electric vehicle length (20) m
- Optical Exciter (Lamp) Sport Light Type)4(
- Factory wall blocks (2)
- Two (2) manufactured hanging rings.
- Legal aircraft nets (2) poles for fixing multiple nets (4)

2.3.2 Teaching aids and their specifications:

The researchers have designed some educational aids for the skill of simple crushing hitting with volleyball, as these teaching aids increase the effectiveness and excitement of the learner and push him to perform in an interesting way and the possibility of his speed in learning the skill, thus reducing the effort, time and speed in learning, and these means are:

1. Blocking wall

It consists of a pipe with a length of (1) m in a horizontal position, on which are fixed vertically four pieces of iron, each of which is (50) cm long and (4) cm wide, where a piece of iron is attached vertically to the end of the pipe and is fixed with a distance of (30) cm from it, with a distance of 40 cm, the third piece is fixed, and at a distance of (30) cm, the fourth piece is fixed, and it is at the end of the other end of the pipe, and in the middle, an iron pipe with a length of (40) cm is fixed as in Figure)1(



Fig 1

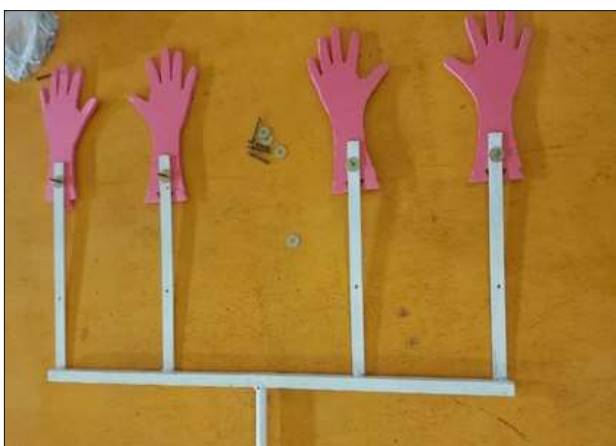


Fig 2

The four iron pieces work as arms, as they are fixed at the end of the upper end of each of these pieces, paws made of a rubber material that is similar to the movement of the block and simulates the movement of the players' arms during the blocking movement as in Figure (2)

The blocking wall is connected to the net column by means of

a pillar of length (15) cm, and this pillar is connected to a pipe of length (2) m. The two ends of any blocking wall from center No.

(4) and another blocking wall from center No. (2). And Figure No. (3) shows the final form



Fig 3

2. Hanging loops

It consists of two iron rings, each ring with a diameter of (50) cm. It is installed on an iron pipe with a length of (1) m. Each ring is separated from the other by a limit of (90) cm. From the middle of this pipe is fixed from the bottom a pipe with a length of (40) cm, as shown in the figure (4).



Fig 4

Where this tube is attached to a tube at its end with a length of (2) m, see Figures (5) and (6).



Fig 5

With a triple division, the purpose of this division is to connect and also for the flexibility of moving the rings towards the bottom or towards the top in a horizontal manner and is connected to the net column by a pillar of length (25) cm fixed with the upper level of the net and the rings are above the level of the net, which is the estimated distance to

extend the player's arm above the net The hanging rings are center (2).
fixed by two rings from the center (4) and two rings from the



Fig 6



Fig 7: Shows the final shape of the hanging loops.

3. Multiple nets:

It is two legal plane nets, where each net intersects with the main net in the stadium, and these nets are similar to the main

net in terms of width and height, where the nets with the main net are 2.24 m above the ground as in Figure (8) and (9).



Fig 8



Fig 9

These nets are fixed with iron poles at the end of each net, and there are (4) columns. This pole is not fixed to the ground, meaning it can be moved and moved from one place to another, as the length of one column is 2.80 m and is installed on a square base with lengths of dimensions of 50 cm. This is to install the column and a base for the support, and Figure (10) illustrates this.



Fig 10

The purpose of these multiple nets is to conduct competitive exercises between the players, where the exercise is initially using one net in the middle of the field so that the field is in the form of a sign (+) and when the players in the exercises reach a higher level of motor behavior, the other net is used and the field is on The form of a sign (#) and these nets are very effective in conducting competitive exercises between players, as the competitive method increases the speed of learning and increases the excitement and suspense and the development of skills more quickly than the rest of the methods.

4. Visual stimulus:

The researchers used four (4) round sport lights with a diameter of (25 cm) in red. Each lamp is connected to an electric wire with a length of (1) extending from inside the stadium and close to the side line outside the stadium to be connected to an electric car with buttons. The lamps were adopted by the researcher as visual stimuli, and the locations of the visual stimuli were in the centers where the research tests would be conducted.

When applying the tests from Center No. (4) or Center No. (2), the location of the first stimulus is directly behind the defense line, in order for this stimulus to work the work of the defending player, which makes the hitting player to move the ball away from the stimulus and drop it behind him or far from it. As for the location of the second stimulus, it is behind The defense line is with a distance of (3) m. The goal of this stimulus is to make the attacking player dispose of the ball and drop it in the area close to the defense area. The work of these two stimuli is alternately and randomly. When the attacker's strike is executed, one of these stimuli is lit by a person from the assistant team who controls through Activate the electric car buttons. If the stimulus close to the defense area is lit, this means that the attacking player must drop the ball in the back area or far from the stimulus, and if the stimulus far from the defense area is lit, this means that the attacking player must drop the ball in the nearby area. Immediately behind the blocking wall, the player has made a movement according to the lighting of these two stimuli.

2.3.3 Means of collecting information:

- Arab and foreign sources
- Personal interviews
- Note
- The designed test questionnaire form
- Survey form for experts and specialists

2.4 Field Research Procedures

2.4.1 Determining the tests used in the research:

By looking at the sources and thesis on volleyball, the researchers did not find a test that combines the two variables (motor behavior) and (skill of attack simple crushing). The researchers decided to design two tests of motor behavior for the accuracy of the skill of simple crushing hitting for centers (4) and (2). The near and far, and based on the scientific bases of the test in a scientific and objective manner, were determined in its final form.

2.4.1.1 Tests used in the research:

After defining the tests for the research and conducting the scientific bases for the tests, the tests are ready for application to the individuals of the research sample as follows:

The first test: a test of the kinetic behavior of the attack skill (simple crushing) from the center No. (4) near and far:

Objective of the test: To measure the kinetic behavior of the accuracy of simple crushing attack balls.

Tools: Legal volleyball court, legal volleyballs, tape measure, factory block wall, optical trigger, colored masking tape.

Performance specifications: The tested player stands in position No. (4) ready to perform the simple attack skill, after which the coach prepares the ball for the laboratory, and when the player reaches the stage of flight during the performance of the skill and before the player’s hand meets the ball, one of the two stimuli is lit, which represents the defending player near and far, and the player performs the kinetic action By dropping the ball away from the defending player who is the visual stimulus by dropping the ball at the exact places of accuracy.

Conditions: Each player has (8) attempts divided into (4) attempts for the near area and (4) attempts for the far area, provided that the number of attempts is unknown from the laboratory, as well as the number of attempts for near and far to ensure that all drop balls are disposed of at random.

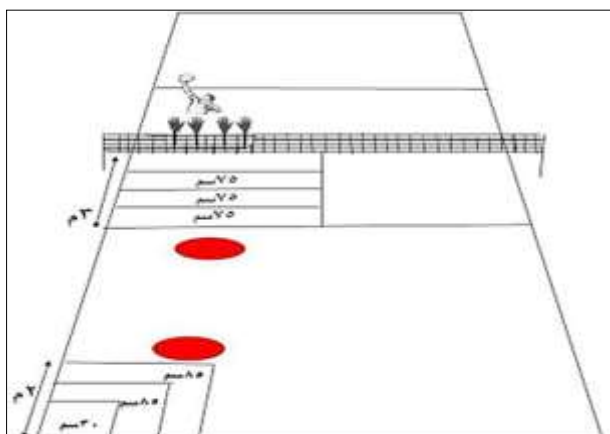


Fig 11

Scoring

- (4) Scores for each ball that falls in the difficult area.
- (3) Scores for each ball that falls in the vicinity of the difficult area.
- (2) Two degrees for each ball that falls in the vicinity of the defending player.
- (1) One degree for each ball that falls outside the limits of precision zones. (zero) when the ball falls outside the bounds of the playing court.

If the ball is not prepared well for the hitting player, the attempt is repeated.

The second test: a test of the motor behavior of the attack skill (simple crushing) from the center number (2) near and far:

Objective of the test: To measure the kinetic behavior of the accuracy of simple crushing attack balls.

Tools: Legal volleyball court, legal volleyballs, tape measure, factory block wall, optical trigger, colored masking tape.

Performance specifications: The tested player stands in position No. (4) ready to perform the simple attack skill, after which the coach prepares the ball for the laboratory, and when the player reaches the stage of flight during the performance of the skill and before the player’s hand meets the ball, one of the two stimuli is lit, which represents the defending player near and far, and the player performs the kinetic action By dropping the ball away from the defending player who is the visual stimulus by dropping the ball at the exact places of accuracy.

Conditions: Each player has (8) attempts divided into (4) attempts for the near area and (4) attempts for the far area, provided that the number of attempts is unknown by the laboratory, as well as the number of attempts for near and far to ensure that all drop balls are disposed randomly.

Scoring

- (4) Scores for each ball that falls in the difficult area.
- (3) Scores for each ball that falls in the vicinity of the difficult area.
- (2) Two degrees for each ball that falls in the vicinity of the defending player.
- (1) One degree for each ball that falls outside the limits of precision zones. (zero) when the ball falls outside the bounds of the playing court.

If the ball is not well prepared for the hitting player, the attempt is repeated.

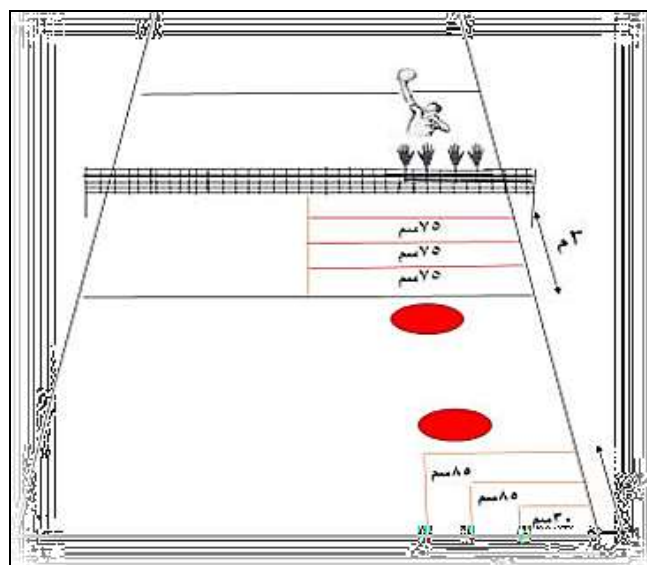


Fig 12

2.4.2 Scientific foundations of the tests

2.4.2.1 Validity of the tests: The researchers used the content validity coefficient based on specialists and experts, see Appendix (3), which means that examining the content of the test is an accurate examination based on the opinion of experts and specialists in the extent to which the test represents all aspects of the measured ability or knowledge, and to extract Validity of the tests The validity of the content and the confirmation of the validity coefficient were used by presenting the tests through the form that the researchers developed for the purpose for which they were developed, in

addition to that, the researchers used discriminatory honesty to distinguish the tests where the researchers distinguished the

tests from the highest to the lowest as in the table (3) .

Table 3: It shows the discriminatory validity of the tests

Variables	Senior group		Lower group		(t) Values calculated	Line A Ratio	Indication
	s	p	s	p			
Kinetic behavior of the attack (simple crushing) (4) from the center	21.60	2.18	19.15	1.18	4.40	0.00	Moral
Kinetic behavior of the attack (simple crushing) (2) from the center	22.50	1.73	19.80	2.60	3.85	0.00	Moral

2.4.2.2 Stability of Tests:

The application of the test and its return is one of the most common uses of test stability, and in order to know the stability of the measurement, the researchers found the stability through the test and repeated it, as the test was applied after (7) days of conducting the exploratory experiment and the correlation coefficient (Pearson) was extracted and the results of all tests showed Significant when comparing the values of the correlation coefficient as in Table

(4).

2.4.2.3 Objective Tests:

For the purpose of extracting the objectivity of the tests, the researchers processed the results of the score of two arbitrators (*) for the vocabulary of the candidate tests for the application, and calculated the value of the simple correlation coefficient as a statistical method as shown in Table (4).

Table 4: It shows the coefficient of stability and objectivity

Variables	Constancy	Objectivity
Kinetic behavior of the attack (simple crushing) (4) from the center	0.87	0.92
Kinetic behavior of the attack (simple crushing) (2) from the center	0.85	0.90

2.5 Experimental Experiment

The researchers conducted the exploratory experiment, which was divided into two stages, where the first stage was concerned with knowing the appropriateness of the manufactured auxiliary tools and how they work, linking and preparing them for the main experiment, as well as identifying the candidate tests on Saturday, 23/11/2019 on the sample consisting of (4) young players who were tested. They were randomly selected from the sample population and subsequently excluded in the main experiment.

The aim of this experiment was to know the effectiveness of the auxiliary tools and their suitability with the sample and the appropriate measurements and their connection and how they work, and to identify the time taken to conduct the tests, and to know the adequacy of the capacity of the assistant team and the ability of the sample to perform.

As for the second phase of the exploratory experiment, it was on Wednesday 27/11/2019 and it was concerned with competitive exercises and on the same players in the first experiment, which numbered (4). The aim of this experiment is to identify the difficulty and appropriateness of the exercises and to identify all the obstacles that the sample may face when applying, and also Ensure the implementation time of the exercises in the educational units.

2.6 Tribal tests:

Tribal tests were conducted on the experimental and control sample of the research before starting the exercises on the volleyball school hall and after preparing the tools for the tests, on Saturday, November 30, 2019 at 4 pm.

2.7 The main experience:

The vocabulary of the main experiment was applied after the distribution of the educational units, whereby their number, according to the educational curriculum, reached (24)

educational units distributed over (8) weeks and by (3) educational units per week (Saturday, Monday, Wednesday). The Specialized Volleyball School will be held on Monday, December 2, 2019 at 4:00 pm.

Where the main section of the educational unit reached (90) minutes, and the researcher’s work was limited to a time of (30-35) minutes from the time of the main section, which he conducted on the experimental group and left the control group to the trainer, thus the total time was (30- 35) to apply the curriculum, which is in line with The plan and curriculum developed by the trainer, and the number of competitive educational exercises for the research that were applied to the sample is (45) exercises, and the time of each exercise ranges from (5-6) minutes in one educational unit.

2.8 Post-tests:

The post tests were conducted after the completion of the application of competitive exercises for a period of (8) weeks, on Monday 27/1/2020 and after all similar conditions in terms of tools, place and time had been created for the pre-test of the research sample for the experimental and control groups to identify the effect of competitive exercises Used with the help of the work team and on the hall of the specialized school for volleyball in the Ministry of Youth and Sports.

2.9 Statistical means:

The researcher used the statistical package (SPSS) to extract the values and analyze the data statistically.

3.1 Presentation, analysis and discussion of the results:

After the pre and post tests were conducted on the sample, the researchers analyzed the results, discussed them and processed them statistically to reach the goal of the research and its hypotheses. Scientific references.

3.1 Presenting the results of the pre and post tests of the control group for the motor behavior of the skill of attack accuracy (simple crushing).

Table 5: It shows the arithmetic mean, standard deviation, calculated (t) value, mean difference, deviation, error rate and significant significance of the studied variables for the control group.

Variables	Tribal		Dimensional		qq	uh	Values (t) calculated	Line Ratio A	Indication
	s	p	s	p					
Kinetic behavior of deception attack (simple crushing) from the center (4)	18.87	1.12	20.12	2.03	1.25	1.38	2.51	0.03	Moral
Kinetic behavior of the deception attack (Simple crushing) from the center (2)	19.25	2.37	21.37	2.53	2.12	2.53	2.37	0.04	Moral

The error rate and the significant significance of the studied variables for the control group

Discussing the results of the pre and post tests of the motor behavior control group for the skill of attack accuracy (simple crushing).

Through the statistical results that were reached, the results were discussed, as it was shown from Table (5) that there are significant statistically significant differences for the results of the tribal and dimensional tests with a simple percentage of the motor behavior of the accuracy of the attack (simple crushing) using the aids that are better without using them, as the competitive exercises that It was developed by the

researcher to develop the motor behavior of this skill using auxiliary means that led to the desired goal. It was at the same pace that led the players to adopt a single pattern that led to their lack of development, which was clear through the tribal and remote tests, in addition to the lack of use of various aids that help increase the impact of what the player learns and save time and effort for the coach and the player, and this is what the researcher agrees With (Iftikhar al-Samarrai)¹ that “the teaching aids work to transfer theoretical information and practical skills to the learner and Explain it in order to reach the goal with the least effort and the fastest time.

3.2 Presenting the results of the pre and post tests of the experimental group for the motor behavior of the attack skill (simple crushing).

Table (6): shows the arithmetic mean, standard deviation, calculated (t) value, mean difference, deviations, error rate, and significance of the studied variables for the experimental group

Variables	Tribal		Dimensional		Sf	Pf	(t) Values calculated	Line Ratio A	Indication
	s	p	s	p					
Kinetic behavior of the attack (simple crushing) from the center (4)	19.12	1.24	22.25	1.75	3.12	0.83	5.12	0.00	Moral
Kinetic behavior of simple (Attack the from) crushing (2) the center	20.25	2.71	23.25	1.38	3.00	3.54	2.39	0.04	Moral

¹ Iftikhar Ahmed Al-Samarrai; The development of the level of motor performance during the process of teaching breaststroke teaching for girls, Master's thesis, College of Physical Education, University of Baghdad, 1984, p. 153.

With a significance level (0.05) and a degree of freedom n-1 = 10 - 1 = 9

3-2-1 Discussing the results of the pre and post tests of the experimental group for the motor behavior of the skill of attack accuracy (simple crushing).

By displaying and analyzing the results as shown in Table (6) of the motor behavior tests for the accuracy of the attack skill (simple crushing), which proved that there are statistically significant differences between the results of the pre-test and the post-test, as the researcher attributes these results to the effect of competitive exercises using the means The assistance that was applied to the experimental group, where these exercises were graded from ease to difficulty, and contributed to raising the physical and skill level and the development of motor behavior for the accuracy of this offensive skill.

Learning any skill and mastering it and reaching a high degree that enables the player to perform this skill and makes him make immediate decisions during the game and think of other motor programs that make him act in the correct manner and score a certain point. In any sporting activity and the extent to which the physical requirements for this activity have evolved”², and using aids with exercises led to the speed of their development and this was confirmed by (Naheda Abdel Zaid) that “the auxiliary tools in the exercises contribute greatly to the learner’s or player’s acquisition of motor skills and their mastery in the shortest time.”³

And (Hanafi Mahmoud) adds that “the use of devices and tools in skills training has a benefit in the accuracy of performance. Through them, the coach is able to make the ball in the position he wants constantly, which makes the player can repeat the exercise in the same conditions of the ball and in the same way that is required to be learned where he is good at performing Accurate skill.⁴

² Mufti Ibrahim; Modern Sports Training: 2nd Edition, Arab Thought House for Publishing and Distribution, Cairo, 2001, p. 26.

³ Nahida Abd Zeid; Previous Source, 2019, p. 134.

⁴ Hanafi Mahmoud Al-Mukhtar; Scientific foundations in football training: Dar Al-Fikr Al-Arabi for Publishing and Distribution, Cairo, 1998, p. 152.

The researchers also attribute the reason for the gradual development in the special competitive exercises of the attack skill (simple crushing) according to scientific bases in explaining and displaying the exercises, and the researcher used competitive exercises that contributed to increasing the factor of suspense and excitement and this agrees with (Cooper) that “mini- competitive exercises serve to broadcast The spirit of suspense and pleasure during training, and this is what generates in the players a rush and enthusiasm in performing the tasks entrusted to them with determination, while using all available capabilities and implementing them in the required and appropriate manner.⁵

Reducing the distances on the field and conducting a competitive game will motivate the players to make quick decisions commensurate with the playing situations and the correct behavior to drop the ball in the appropriate places and

thus score a point. In this case, the exercises used were similar to the conditions of competition in matches due to the fast and competitive rhythm of volleyball. This is what was achieved by the aids and exercises prepared by the researcher, as the kinetic behavior of the sample members developed in

exploiting the gaps and avoiding errors. Therefore, it is important that the performance in the attack skill (simple crushing) be characterized by the kinetic behavior and this makes the aids and exercises prepared valuable in developing motor behavior for the accuracy of this skill.

3.3 Presentation and analysis of the results of the dimensional tests of the experimental and control groups for the motor behavior of the skill of attack accuracy (simple crushing).

Table (7): It shows the arithmetic mean, standard deviation, the calculated t-value, the error rate and the significant significance of the studied variables in the post-test of the experimental and control groups.

Variables	Control		Experimental		(t) Values calculated	Rate Error	Indication
	s	p	s	p			
Kinetic behavior of the attack (simple crushing) from (4) the center	20.12	2.03	22.25	1.75	2.24	0.04	moral
Kinetic behavior of the attack (simple crushing) from (2) the center	21.37	1.59	23.25	1.38	2.50	0.02	moral

5Paul Cooper: small sided games **learning** through play, Holland,2007,p10.

With a significance level (0.05) and a degree of freedom $n-2 = 20 - 2 = 18$

3.3.1 Discussing the results of the dimensional tests of the experimental and control groups for the motor behavior of the skill of attack accuracy (simple crushing).

It is evident from the results presented in Table (7) that there is a significant effect in the post tests of the control and experimental groups and in favor of the experimental group. The diversity and repetition and its interaction with the aids manufactured by the researcher reflected on the performance of the players by directing the balls accurately and disposing of the ball. The exercises were characterized by an increase in repetition in order to allow the player to correct the motor path so as to increase his ability to master the skill, and this was confirmed by (signer) "in order to take The exercise has its place in learning. It is necessary to make many iterative attempts to organize and develop the circumstances surrounding the exercise and diversify them for the purpose of avoiding error, which helps to develop the skill and actually participates in learning and performance", and also makes it generalize the motor behavior in the performance of the two skills to all skills during play and increases his experiences and thus The player can choose the correct response that is consistent with the skill and thus exploit the gaps and drop the ball into the void.

The researchers took into account the application of the exercises in a gradual way from ease to difficulty, where the exercises depended on the correct performance and accustoming the players to act quickly and deceive the blocking wall, in addition to the use of competitive exercises, the manufactured aids led to the superiority of the experimental group as it helped to perform the skill properly as a result of focusing attention. On the method of performance, which developed them have the ability to accuracy, attention and focus when applying, and this was confirmed by (Hourieh) that "the aids help thinking as a result of constantly focusing attention on the skill, and this is a condition of progress in learning the skill" and the educational units using aids contribute to the speed of learning and reduce errors during the application, as it works to provoke the players' motives towards learning, and this is what (Khatabih) indicated, "The educational means work to increase the effectiveness of learning by using all the senses (auditory - visual - tactile) of the learner and gain him a lot of knowledge and skills .

The exercise is the characteristic that characterizes the training unit, and accordingly the amount of learning and the development of performance is built, where the exercise is

defined as "repeatedly performing or completing a specific work or duty for the purpose of learning a fully acquired skill".

Also, using the aids with the experimental group increased the element of suspense and enthusiasm, reduced boredom, and increased the excitement, suspense and attention of the group members, especially in competitive exercises, as the use of the competitive method leads to achieving the desired goal and works to double the player's effort to compete with himself and others, and competition is only an attempt. For each of them to make progress, and this in itself is considered a dynamic reinforcement element that shows its impact on learning and behavior. (Hussein Moawad) mentions that "the competition method can be used to achieve skill goals when the use of motor skills is required.

The researchers stress that this does not mean that the control group, which did not use the aids, did not develop their motor behavior. Rather, it was clear, whether using the aids or without them, that he achieved tangible progress. The researchers attribute the progress of the control group to the great experience of the trainer and taking into account the correct scientific foundations in designing the educational program. Or training and its application, but the superiority of the experimental group that used exercises with aids to develop the motor behavior of two skills that are not highlighted by much of the trainers, namely, the attack skill (simple crushing) was more effective and this is what the researcher inferred.

4.1 Conclusions:

Through the results reached by the researchers through the field experiment on the sample members (the experimental group), and through the use of statistical methods, their presentation and analysis of the results, the researcher reached the following conclusions:

1. The use of competitive exercises has a positive effect in developing the motor behavior for the accuracy of the attack skill (simple crushing).
2. The tests designed by the researcher gave positive results in the motor behavior of the accuracy of the attack skill (simple crushing).
3. Gradual exercises from ease to difficulty. The experimental group developed the motor behavior for the accuracy of the skill of the simple attack.
4. Controlling the increase in the difficulty of the aids in the educational units by integrating two means that would help to develop the player's abilities. On the other hand, the atmosphere is similar to the conditions of the match and the atmosphere of play, which increases the player's

experience and thus increases his ability to act in the correct motor game.

4.2 Recommendations:

1. The researchers recommend the use of artificial aids to develop the motor behavior for the accuracy of the attack skill (simple crushing).
2. The researchers recommend that the trainers should focus in the exercises on developing the skill of the attack (simple crushing) because of the importance of this skill in achieving certain points and resolving runs or a match.
3. The researchers recommend providing aids and devices that help develop all technical skills so that the player can reach the best levels.
4. The tests designed by the researchers can be relied upon to identify the kinetic behavior of the players during the exercises for the skill of crushing beating.
5. The researchers recommend the use of competitive exercises because of their importance in stimulating and motivating the player to perform as hard as he can and show his potential, and thus his abilities and skills will develop and thus develop his motor behavior.

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Appendix (1)

Exercises for the skills in question

1. The attack exercise (simple crushing) from the center No. (4) with the presence of the manufactured blocking wall. The player raises the ball to himself and touches the ball and drops it in the front area and then raises another ball and drops it in the back area.

2. The attack exercise (simple crushing) from center No. (2) with the presence of the manufactured blocking wall. The player raises the ball to himself and touches the ball and drops it in the front area and then raises another ball and drops it in the back area.
3. The attack exercise (simple crushing) from center No. (4) with the hanging rings. The player raises the ball to himself and touches the ball and passes it through the hanging rings and drops it in the front area, then raises another ball and drops it in the back area.
4. The attack exercise (simple crushing) from center No. (2) with the hanging rings. The player raises the ball to himself and touches the ball and passes it through the hanging rings and drops it in the front area, then raises another ball and drops it in the back area.
5. The attack exercise (simple crushing) from Center No. (4) with the hanging rings and the blocking wall together. The player raises the ball to himself and touches the ball so that it passes the blocking wall and passes through the hanging rings and drops the ball in the front area, then raises another ball and drops it in the back area .
6. The attack exercise (simple crushing) from Center No. (2) with the hanging rings and the blocking wall together. The player raises the ball to himself and touches the ball so that it passes the blocking wall and passes through the hanging rings and drops the ball in the front area, then raises another ball and drops it in the back area .
7. The attack exercise (simple crushing) from center No. (4) using the factory blocking wall and with a preparer in center No. (3), the preparer raises the ball to the player to touch it so that it crosses the blocking wall and drops it in the frontal area, then the preparer raises the second ball for the same player to drop it in the back area.
8. The attack exercise (simple crushing) from center No. (2) using the factory blocking wall and with a preparer in center No. (3), the preparer raises the ball to the player to touch it so that it crosses the blocking wall and drops it in the frontal area, then the preparer raises the second ball for the same player to drop it in the back area.
9. The attack exercise (simple crushing) from center No. (4) using the hanging rings and with a preparer in center No. (3), the preparer raises the ball to the player to touch it and pass it through the rings and drop it in the frontal area, then the preparer raises the second ball for the same player to Drop it in the back area.
10. The attack exercise (simple crushing) from center No. (2) using the hanging rings and with a preparer in center No. (3), the preparer raises the ball to the player to touch it and pass it through the rings and drop it in the frontal area, then the preparer raises the second ball for the same player to Drop it in the back area.
11. 8) The attack exercise by deception (simple crushing) from center No. (4) using the blocking wall and the hanging rings together with a preparer in center No. (3), the preparer raises the ball to the player to touch it so that it crosses the blocking wall and passes through the hanging rings and drops it in the frontal area Then the preparer raises the second ball of the same player to drop it in the backcourt.
12. The attack exercise (simple crushing) from center No. (2) using the blocking wall and the hanging rings together with a preparer in center No. (3), the preparer raises the ball to the player to touch it so that it crosses the blocking wall and passes through the hanging rings and drops it in the frontal area, Then the preparer raises the second ball

- for the same player to drop it in the backcourt.
13. The attack exercise (simple crushing) with the factory blocking wall and with the presence of a coach and equipment in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares the ball and directs it randomly to One of the players to drop the ball in the front area.
 14. The attack exercise (simple crushing) in the factory block wall and in the presence of a coach and equipment in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares the ball and directs it randomly to One of the players to drop the ball in the backcourt.
 15. The attack exercise (simple crushing) with the hanging rings and with the presence of a coach and equipment in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares the ball and directs it randomly to one Players drop the ball in the front area.
 16. The attack exercise (simple crushing) with suspended rings and in the presence of a coach and equipment in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares the ball and directs it randomly to one Players drop the ball in the backcourt.
 17. The attack exercise (simple crushing) with the wall of the blocking and the hanging rings together and with the presence of a coach and a trainer in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares and directs the ball Randomly to one of the players to drop the ball in the front area
 18. The attack exercise (simple crushing) with the blocking wall and the hanging rings together and with the presence of a coach and equipment in the back area of the stadium and a player stands in position No. (4) and another player in position No. (2), the coach delivers the ball to the prepared player and then the preparer prepares and directs the ball Randomly to one of the players to drop the ball in the backcourt
 19. A competitive exercise with (6) players divided into two teams, each team consisting of two players and a preparation. The exercise begins with a dispatch from one of the two teams and compete to drop the ball in the front area.
 20. A competitive exercise with (6) players divided into two teams, each team consisting of (3) players, the exercise begins with a dispatch from one of the two teams and compete to drop the ball in the front or back area according to the space in the field.
 21. A competitive exercise with (10) players divided into two teams, each team consisting of (4) players and prepared. The exercise begins with a dispatch from one of the two teams and compete to drop the ball in the front or back area according to the space in the field.
 22. A competitive exercise by dividing the field into two halves, where the middle of the field is a plane net that divides it into two halves to become in the form of a (+) sign with (4) players divided into each player in his specified court. The exercise begins by sending the ball and the players compete among themselves to drop the ball in the front area.
 23. A competitive exercise by dividing the field into two halves, where the middle of the field is a plane net dividing it into two halves to become in the form of a (+) sign of (8) players divided into four teams, each team consisting of two players, each team competing with the opposite team and the exercise begins by preparing the ball for the colleague To drop the ball in the front or back area, depending on the space on the field
 24. A competitive exercise by dividing the field into three sections Dividing the field with two flying nets to become in the form of a sign (#) with (6) players, each player in his specified court, and with one ball. Any stadium, whether opposite it or adjacent to it.

Appendix (2)

Teaching Unit (24)

Sample: Junior volleyball players Date: Saturday 25/1/2020

Unit time: 120 min Location: The Specialized School Objectives: To develop the motor behavior for the accuracy of the skill of the Ministry of Youth and Sports Attack (Simple Crusher)

T	Unit parts	time	Skill	Exercise	in time size			Rest between workouts	Time	
					in one exercise	for every exercise	Total players		For each exercise	Total
1	Preparatory part	d 20								
2	Section the main	d 90 divided into d 35 Method (Researcher)	Attack Accuracy (Simple Crusher)	(20, 13, 18, 19)	d6	d24	d240	d2	d6	-30 d 35
D 55 (Trainer's Approach)										
3	Concluding part	d 10	Relaxation Exercises							