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Effect of an educational program using computer in learning skill and cognitive performance of some basic skills in football for connections for deaf and mute

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Abstract
Sports are of great interest to the countries of the world in order to reach high levels of performance, and in order to achieve the best sports achievements in various games, and the continuous development is one of the main factors that made sports always move towards progress and achieve great achievements, and all this comes through the preparation of players well in various physical, skill, strategic, psychological and mental aspects. Through the experience of the researcher as a former player and coach, he noticed the lack of use of this technology in the process of learning the basic skills of the deaf and mute category in futsal, where the researcher used a program to display models of slow motion video clips and sequential images of some basic skills in futsal with its technical and tactical aspects as well as the cognitive aspect, and this is what prompted the researcher to conduct this study, which is considered the least duties towards this category, which needs a great deal of attention and care. The research aims to learn some basic skills in futsal for the deaf and mute using the computer, the researcher used the experimental approach by designing two groups, the first experimental and the other controlling using pre- and post-measurements to suit the type and nature of the research. The research sample was selected in a random deliberate way from the players of the Paralympic Committee in the province of Babylon futsal for the deaf and mute, and their number reached (20) players who were divided into two groups (control group, experimental group) each group numbered (10) players. The results of the research showed that the use of the computer helped in understanding and absorbing the detailed parts of the skill better than not using it during the learning process, the researcher recommends the need to use computer programs in the process of learning basic skills for the deaf and mute category.

Keywords: Electronic learning, cognitive performance, football, deaf and mute

Introduction
Sports games receive great attention from the countries of the world in order to reach high levels of performance, and in order to achieve the best sports achievements in various games, and the continuous development is one of the main factors that made sports always move towards progress and achieve great achievements, and all this comes through the preparation of players well in various aspects of physical, skill, strategic, psychological and mental.

The game of futsal is one of the games that have received increasing global attention in most countries of the world as it is one of the most popular games in the world, and most age groups and of both sexes want to play it, and given the small area of its play, the small number of its players and the similarity of its basic skills with the skills of football for open courts, this is what led to its practice by a very large number of players.

Clive Gifford (2002) [11] explains that the basic skills in futsal are the essence of performance in this game, which through mastery enables the player to perform the role required of him strategically during the match, and the player may appear at a weak level when performing many complex skills later, and this is due to his lack of awareness of the variables surrounding the skill of time, distance, direction, expectation and other kinetic perception variables associated with each skill (36:11).

Recent years have witnessed great interest in the field of disability and the disabled, whether in terms of scientific study or technological progress, and this interest is due to the growing conviction in different societies that the disabled, like other members of society, have the right to life and growth to the maximum of their abilities and energies, and this interest is also due to changing the societal view of these individuals and shifting from considering them an economic burden on their societies to looking at them as part of human wealth, which necessitates the development of this wealth and benefit from it to As far as possible (7:3).

Abdul Rahman Suleiman (2001) [5] believes that disability is a term given to every individual who differs from the person who is called normal or normal physically, mentally, psychologically or socially to the extent that it requires special rehabilitation operations in order to achieve adaptation allowed by his remaining capabilities (20:8).

Abdul Mohi Hassan (2002) [10] explains that disability is a state of inability to meet the requirements of the individual to perform his natural role in life, linked to his age, sex, social and cultural characteristics, as a result of injury or disability in the performance of physiological or psychological functions (57:10).

Zuhair Abdullah (2001) [5] defined disability as a psychological, mental or physical injury that causes damage to human growth and physical or mental development or both and may affect his psychological, mental and physical state (5:12).

The computer is an aid in learning many skills in all sports activities, as it plays a major and important role in the educational process and influencing behavioral trends and scientific and social concepts of the learner, through which it adds suspense, vitality and a serious technical dimension to keep it away from the traditional method, as it helps teachers, coaches, students or players to solve their problems of all kinds, and contributes to reaching and achieving their goals, providing them with educational skills, building and developing their kinetic perception.

Basic skills

First: Dribbling: Dribbling is a basic necessity in futsal because of its importance in advancing the ball towards the opponent's goal and controlling it during rolling, which is the process of moving the player with the ball from one place to another place on the field, Among its types are rolling the inner face of the foot, rolling in the face of the outer foot, rolling in the front face of the foot (6:142).

Second: Passing: The skill of passing is one of the most used skills in futsal, and the team whose players are good at passing and use it accurately during the match is always characterized by team play and builds self-confidence, as it is an influential and important factor in the movements of the team, especially in modern play, which requires giving it priority in training until it reaches the degree of accuracy, and passing is the only way for players and the ball to move towards areas near the opponent's goal, and the correct pass is the one that meets the three conditions The following (accuracy, timing and strength), Passing is one of the effective skills that, if the team uses it well, will be more effective in confusing the opposing team. It is to move the ball to the right place quickly and accurately for the purpose of shooting at the goal. Types: Passing with the sole of the foot. Passing the inner section of the foot. Passing with the outer part of the foot. Scroll with the heel of the foot. Passing is of two types in terms of accuracy: A personalized pass with precision to the teammate which is the most commonly used in the match. Passing into the space towards the moving colleague forward this is consistent with the requirements of modern futsal and facilitates quick access to the opposing team's goal. (129:13-133).

Third: Ball Control: The skill of controlling the ball is one of the complex skills and must be mastered from the early stages of learning because the beginner if he does not master it in the early stages of learning will continue with this error until the upper levels, without suppression the player cannot do scoring, handling or deception in a correct way and its impact will be negative in the team. It controls the player in all the balls coming to him, whether the ball coming is ground, high or semi-high within the framework of the law of the game. (15:15).

Among its types: mute inside the foot. Mute outside the foot. Mute in the face of the foot. Mute at the bottom of the foot, (for futsal ball). Mute with different parts of the body (head, chest, knee), (3:26).

Research problem

Scientific progress plays an influential and direct role in supporting the educational process with many devices and means that help the learner to understand and accelerate the educational process, and the use of these modern means and devices frees the coach and educator from the methods used, as well as the great economy in time and effort in line with the tremendous development in this field, and the computer is one of these devices that everyone seeks to use in the educational process in all fields, including the sports field, and through the experience of the researcher as a player Former and coach noted the lack of use of this technology in the process of learning the basic skills of the deaf and mute category in futsal, where the researcher used a program to display models of slow motion video clips and sequential images of some basic skills in futsal with its technical and tactical aspects as well as the cognitive aspect, and this is what prompted the researcher to conduct this study, which is considered the least duties towards this category, which needs a great deal of attention and care.

Research Objectives

The research aims to learn some basic skills in futsal for the deaf and mute using the computer through:

- Preparing an educational program and a knowledge test using the computer to learn some basic skills in futsal for the deaf and mute.
- Identify the impact of the educational program using the computer to learn some basic skills in futsal for the deaf and mute.

Research hypotheses

- There are statistically significant differences between the pre-measurement and the post-measurement of the experimental group members in favor of the post-measurement.
- There are statistically significant differences between the effect of the program and the method used in all measurements in favor of the educational program.
- There are statistically significant differences between the pre-measurement and the post-measurement of the cognitive test of the experimental group members in favor of the post-measurement.

Research terms

Deaf and mute: Deficiencies or deficits in an individual's hearing abilities that hinder his educational or professional performance or opportunities for interaction with environmental and social stimuli (16:2).

Research Methodology

The researcher used the experimental method by designing two groups, the first experimental and the other controlling using pre- and post-measurements to suit the type and nature of the research. The research community is represented by the players of the Paralympic Committee in the province of Babylon futsal for the deaf and mute for the year 2022-2023, and their number is (26) players. The research sample was selected in a random deliberate way from the players of the Paralympic Committee in the province of Babylon futsal for the deaf and mute, and their number reached (20) players who were divided into two groups (control group, experimental group) each group numbered (10) players.

Moderation of sample distribution

To ensure the moderation of the sample distribution, the researcher calculated the mean, standard deviation and torsion coefficient for the variables under research, as following:

- Growth rates: age, height, Mass.
- Intelligence.
- Tests of the skill performance level of the skills under research.
- Futsal cognitive test.
- Homogeneity and equivalence of the research sample: Homogeneity:

Table 1: Shows the homogeneity of the research sample members in morphological measurements (age, height, Mass)

Variables	Mean	Standard deviation	Lines	Torsion coefficient
Age	18.5	0.5	14	- 0.80
Height	152.5	0.64	150	0.66
Mass	71.5	0.78	153	- 0.48
Intelligence	25.75	1.42	26	0.299

Table (1) shows that the values of the torsion coefficient for morphological measurements (age, height and Mass) came less than (1) and this indicates the homogeneity of the members of the research sample in these measurements.

Table 2: Equivalence of the research sample for the pre-tests of the skills under research

Variables	Control		Experimental		Calculated T-Value	Sig. Type
	Mean	Standard deviation	Mean	Standard deviation		
Dribbling	3.15	0.39	3.24	0.42	0.56	Insig.
Passing	3.14	0.35	3.25	0.45	0.69	Insig.
Ball control	9.05	1.35	9.70	1.03	0.76	Insig.
Scoring	4.09	0.29	3.05	0.45	0.69	Insig.

Tabular score = 2.08 at significance level (0.05) and below degree of freedom (26)

Table (2) shows that the values of (t) calculated for the technical performance tests of the skills under research are smaller than their tabular value of (2.06) at the level of significance (0.05) and under the degree of freedom (26), which indicates the achievement of the principle of equivalence in the tests of the skills under research.

Determine the basic skills and special tests

The researcher relied on the sources and references for futsal to determine the most important basic skills in futsal for the deaf and mute, as the variables were identified through a questionnaire form distributed to experts and specialists and the most important was nominated by them, where the most important test was chosen, which obtained a percentage of not less than (75%) as shown in Table (3).

Table 3: The most important basic skills, the appropriate tests for each skill, the number of experts and the highest percentage

Basic Skills	Experts Number	Test	Percentage
Ball dribbling	12	Dribbling between the pillars for a distance of (10 m)	100%
Passing	12	Accurate pass Test	87.5%
Ball control	12	Control the ball with the chest	75%
Scoring	12	Scoring at circles suspended in goal	100%
Shooting	12	Kicking the rebound ball on a goal drawn on a wall in (30) seconds	70%
Heading the ball	12	Hit the ball with the head towards circles drawn on the wall from a distance of (4 m)	65%
Ball control	12	Control the ball inside a square (2 m) from a distance (8 m)	100%
Passing	12	Long pass (10m)	98%

After collecting the forms from experts and specialists and dispersing them, the following basic skills were selected:

- Ball dribbling.
- Scoring skill.
- Ball control.
- Passing skill.

Cognitive test: To design the cognitive test, the researcher reviewed the references and scientific sources specialized in how to develop cognitive tests in order to measure the cognitive aspect of the Paralympic Committee team players, which is related to each of (the skill side, the historical aspect, the legal aspect) and the researcher has chosen a multiple-choice method to answer the vocabulary of the cognitive test, and the process of building a cognitive achievement test has gone through the following steps:

- Determine the aim of the test.
- Prepare a specification table for testing.
- Define and formulate the pattern and test items.
- Develop test instructions.
- Legalization of the test.

Preparing a table of specifications for the test

The researcher prepared a table of specifications including the main axes of the test and then the researcher presented them to experts in the field of futsal in the faculties of physical education and sports sciences in order to verify the suitability of those axes as well as their adequacy as shown in Table 4.

Table 4: Specifications table for the axes of the cognitive test under research

No.	Suggested axis	Suitable	Unsuitable
1	Historical aspect	12	-
2	Legal aspect	12	-
3	Skill side	12	-

It is clear from Table (6) that experts agree on all axes related to the cognitive test

Honesty: The researcher presented the paragraphs of the cognitive test to a group of experienced and competent gentlemen to test the appropriate paragraphs and the level of the research sample, which is called the sincerity of the content or content as well as the researcher used the stability coefficient to calculate the coefficient of self-honesty and according to the following equation: Self-honesty coefficient = stability coefficient as shown in Table (3).

Stability: The researcher conducted the application on a sample of the research community and from outside the original sample amounted to (5) players for the purpose of verifying the scientific transactions of the test on Sunday, 6/6/2004 and then the researcher re-test after a week on Sunday, 13/6/2004 and then extracted the simple correlation coefficient Pearson between the results of the two tests and the value of the correlation coefficient is (0.90), which is greater than its tabular degree of (0.65) at the level of significance (0.5) and under the degree of freedom (8), which indicates the degree of stability Test as shown in Table (5).

Table 5: Scientific transactions for the validity and stability of the cognitive test under research

	Stability	Honesty
Cognitive test	0.90	

Exploratory study: The researcher conducted the exploratory experiment on (5) players from the original research community and from outside the basic sample from Saturday and Sunday, corresponding to 2-3/6/2024, and after (7) days, the test was repeated on the same sample on Thursday and Friday, corresponding to 9-8/6/2024, and this experiment aimed at the following:

- Identify the expected difficulties during the implementation of tests.
- Ensure the validity of the devices and instruments used in the measurement and their suitability for tests.
- Learn how long these tests take during the application to determine the appropriate time for the tests.
- Know the correct methods used to conduct measurements and tests in a proper manner to shorten time and effort. Knowing the time it takes to conduct skill and cognitive
- Performance tests for the skills under research.
- Identify the competence of the assistant work team.
- Finding the truthfulness and consistency of the tests under consideration.

Results of the exploratory study

- The validity of the place where the educational program will be applied has been ascertained.
- The validity of the devices and tools used in the training program has been verified.
- Suitability of the exercises used with the research sample.
- It was ensured that the assistants understood the procedures for measuring the tests as well as how to record the results in the forms designated for this with high accuracy.
- Avoid mistakes before they occur.
- Ensure the scientific transactions of the tests (honesty and stability).

Program Implementation Phase

The researcher used some assistance software in the production of the proposed program through the computer, which was represented in the following:

- Adobe Photo Shop program in preparing the program's backgrounds.
- Creative Wave Studio program in recording audio files with WAV extension and adding a set of effects.
- T.V Capture program to record audio files with AVI extension.
- AVS Video Editor to edit the writing on the video of the skills under research.
- Show Biz program to cut the video of the skills under research.
- AutoPlay Media Studio to collect the screens of the program and access the EXE file.

Chronological distribution of parts of the educational unit:

Table 6: Time distribution of the parts of the educational unit

Part	Time
Interact with the educational program	20 min.
Warm-up	10 min.
Physical preparation	10 min.
Main part	45 min.
Ending part	5 min.
Total	90 min.

Pre-tests

The pre-tests were conducted for the members of the research sample on Saturday, 23/6/2022, after the implementation of an introductory educational unit for the skills under research in the computer lab on the exploratory sample (5) players outside the basic study sample and from the same study community, then the researcher presented the program to them and introduced them to its contents, how to use it, and how to browse all the program's frames and clarify them using graphics and illustrations of this skill with a live model of these skills, and the researcher recorded his observations on the questions.

Application of the educational program

The proposed program was implemented using the computer of the experimental research group from Monday, 1/7/2022 until Thursday, 29/8/2022, for a period of (8) weeks, at a rate of (2) educational units per week, with a total of (16) units, the time of the educational unit is (90) minutes.

Post-measurement

The post-measurement was conducted after the completion of the application of the educational program on the basic study sample, and that was on Wednesday, 5/9/2022, and all tests were carried out as they were done in the pre-measurement and under the same conditions, order and time, and after the completion of the application, the data was collected and unloaded into forms prepared for statistical processing.

Statistical treatments used

The researcher used many statistical treatments in order to identify and find the differences between the pre- and post-tests under research for the experimental group, which are represented in:

- Mean.
- Standard deviation.
- Median.

- Torsion coefficient.
- Flattening coefficient.
- The value of t.
- Pearson's simple correlation coefficient.
- Lines.
- Percentage.
- Self-honesty.

Results

After completing the research procedures, the results were processed statistically using the statistical bag system.

Table 7: Significance of the differences between the pre- and post-test of the control group

Variables	Pre-test		Post-test		Calculated T-Value	Sig. Type
	Mean	Standard deviation	Mean	Standard deviation		
Dribbling	4.90	0.73	6.30	0.59	6.33	Sig.
Passing	8.70	0.67	9.90	0.73	6.00	Sig.
Ball control	2.9	0.29	6.01	0.85	4.56	Sig.
Scoring	3.15	0.39	6.28	0.76	6.11	Sig.

Tabular value (t) = (2.14) at significance level (0.05) and below degree of freedom (13).

It is clear from Table (7) that there are statistically significant differences between the pre- and post-measurements of the control group in favor of the post-measurement in the level of performance of the basic skills under research at the level of significance (0.05) and the degree of freedom (13).

The researcher attributes this improvement to the educational program followed as well as the educational steps that are used to learn the basic skills of futsal, which contain an explanation of the skill and the use of auxiliary tools in the learning process, and the repetition of the skill and the correction of errors leads to improving the level of performance through feedback obtained by the player.

This is consistent with what is confirmed by "Abdel Ati Abdel Fattah and Khaled Mohamed" (2001) that feedback has an important role in the practice stage and is through explanation accompanied by the presentation of a model of skill with a focus on the common error in the implementation process. (74:9)

Table 8: Significance of the differences between the pre- and post-test of the experimental group

Variables	Pre-test		Post-test		Calculated T-Value	Sig. Type
	Mean	Standard deviation	Mean	Standard deviation		
Dribbling	3.55	0.44	3.58	0.26	3.50	Sig.
Passing	4.90	0.80	3.50	0.86	5.73	Sig.
Ball control	3.0	0.67	7.31	0.74	5.78	Sig.
Scoring	4.13	0.44	3.55	0.44	2.20	Sig.

Tabular value (t) = (2.14) at significance level (0.05) and below degree of freedom (13)

It is clear from Table (8) that there are statistically significant differences between the pre- and post-measurements of the experimental group in favor of the post-measurement in the level of performance of the basic skills under research at the level of significance (0.05) and the degree of freedom (13).

The researcher attributes this improvement and the moral difference in telemetry to the content of the educational program, which had an important role in activating the educational process, as the experience showed the importance of using computers in the learning process, as it is an important and interesting way that worked to reduce boredom and clarify the correct method of performance in learning basic skills in futsal for the deaf and mute, as well as the presentation of videos and sequential images that illustrate the correct performance method played an important role in the response of the research sample and increase their comprehension And their understanding to learn basic skills and the correct way to perform.

This is consistent with what is confirmed by "Al-Gharib Zaher and Iqbal Behbehani" (1999) [1] that the use of technology in education aims to prepare an educational environment through which the learning process is achieved efficiently and effectively, and motor skills are presented in the form of easily designed programs in line with the learners' abilities and needs. (1: 147).

Table 9: Significance of the differences between the post-tests of the control and experimental research groups

Variables	Control		Experimental		Calculated T-Value	Sig. Type
	Mean	Standard deviation	Mean	Standard deviation		
Dribbling	2.80	0.15	3.21	0.14	5.96	Sig.
Passing	3.91	0.22	4.35	0.24	5.03	Sig.
Ball control	6.01	0.58	7.31	0.74	4.18	Sig.
Scoring	4.30	0.67	3.31	0.40	2.24	Sig.

Tabular value (t) = (2.08) at significance level (0.05) and below degree of freedom (26)

It is clear from Table (9) that there are statistically significant differences between the pre- and post-measurements of the experimental and control research groups in favor of the experimental group in the level of performance of basic skills in futsal at the level of significance (0.05) and the degree of freedom (26).

The researcher attributes this improvement in all tests to the fact that the computer-designed program has the ability to display the skill slowly, and this gives the player the correct kinetic perception of the skill and clarifies it, as it gives him a great opportunity to absorb the stages used to perform the skills through clear vision and sufficient time during the presentation of the skill, as well as enabling him to participate positively and interact with the components of the program, while the traditional method, in which the verbal explanation is done in sign language for some players, does not enable the explanation to follow up and then Difficulty understanding what is required of them, as there are some skills that the player cannot follow the stages of motor performance, which may affect his learning of this skill correctly.

This is consistent with "Khaled Farid Ezzat (2002)" that educational technology is a modern technology in the use of technological devices for educational and training programs in order to reach the individual to positive learning to achieve the goals of the educational process to the fullest (74:4).

Through the above, it is clear to us the importance of using the computer in learning basic skills in futsal for the deaf and mute, as it contains many educational aids that help human memory to remember the correct performance, especially with these groups, thus reducing time and effort in the learning process.

Table (10) shows the arithmetic means, standard deviations and value of (t) calculated between the experimental and control groups of the cognitive test. The results showed that the experimental group has achieved an arithmetic mean in this test of (25.54) with a standard deviation of (3.54), while

the control group achieved in the same test an arithmetic mean of (21.42) with a standard deviation of (1.61) The calculated value of (t) is (8.88), which is greater than its tabular value of (2.08) at the level of significance (0.05) and under the degree of freedom (26), which indicates the significance of the differences and in favor of the experimental group.

Table 10: Significance of the differences between the post-tests of the control and experimental research groups in the cognitive test

Test	Control		Experimental		Calculated T-Value	Sig. Type
	Mean	Standard deviation	Mean	Standard deviation		
Cognitive	21.42	1.61	25.42	3.54	8.88	Sig.

Tabular value (t) = (2.08) at significance level (0.05) and below degree of freedom (26)

The researcher attributes this improvement in the cognitive test by dimensional measurement of the experimental group to the use of the program prepared using the computer, where the information is presented in the finest colors, movements and sound effects, and the computer worked to create an interactive environment during which players interact according to their capabilities and abilities, and the computer is one of the successful methods in delivering information and knowledge and helping to quality education.

The researcher believes that the use of the computer program through which the research sample learned behind its superiority, the formal and audiovisual stimuli had a major and important role as a better alternative to the use of indoctrination in the educational process.

In this regard, "Mohamed Attia Khamis" (2000) [14] points out that hypermedia is characterized by many advantages and capabilities that can be summarized as follows: capacity, speed, interactivity, and versatility (87:14).

Discussion

Through the results presented and shown in tables (7, 8, 9, 10), it was found that there is a clear and tangible improvement for the control and experimental research groups, especially the experimental group, as it was achieved with clear moral development rates in its learning of basic skills in futsal for the deaf and mute and the cognitive test under research, although the two groups have undergone one educational curriculum except for the introduction of the computer vocabulary on the experimental group in learning and developing basic skills and the cognitive aspect. As the computer has facilitated the process of understanding and realizing the detailed parts of the skills to be learned, through a clear gradation in the presentation and explanation of the skill in a slow manner and sequential images, and this is confirmed by scientific sources that the use of videos and illustrations by computer has allowed the learner to understand, realize and absorb the skill.

In addition, the creation of all appropriate educational conditions and atmosphere with the introduction of modern technology and its employment in the process of learning mathematical skills had a great and positive impact on the development of the members of the experimental group.

Maher Ismail 0 (1998) explains that the use of an appropriate educational method in learning basic skills in football helps the learner to understand the exact parts of the skill that help to discover technical errors that he may commit during his learning, on the one hand, and on the other hand, the difficulty of some of the skills required to be learned and mastered requires the trainer in the educational process to use and introduce a means of assistance (computer) in his work in a way that saves time and effort exerted by the learner and the trainer, as well as that these The technique is based on the involvement of some senses in the learning process, which leads to its consolidation and deepening, which thus helps to find close and solid relationships between what the player has learned and the consequent survival of the impact of his learning. (8:12)

When observing the results of Table (9), it is clear that there is a significant difference between the two groups in the cognitive test and in favor of the experimental group and the researcher attributes the reason for this difference to the impact of the use of the computer through the presence of written explanations in it about the skills under research from the historical summary and the stages of its technical performance and the availability of other information on arbitration in football matches and the development of drawings and scientific explanations from this field, all these things provided by the computer from the performance to the superiority of the experimental group on the group control In this test.

As the control group has shown a simple development also in this test, because the source of information relied on the information and experiences of the trainer of this group, which may sometimes be prone to forget one or several aspects that he did not mention to the members of this group, unlike the computer, which is evident repetition and repetition in the presentation of information and clarifications about the skills under research, to add that no pre-tests were conducted, which is what is applicable to cognitive tests, but this made it clear to us that The lack of standards representing such tests will not give accurate results on this subject, it is better to use cognitive tests with standards to compare them with the final results to give a better picture of the work.

Conclusions

The emergence of a clear development in the skill performance of the two groups under research, but the experimental group was better. The emergence of a remarkable development in the control research group in learning and developing basic skills in futsal for the deaf and mute. Using a computer helped to understand the detailed parts of the skill better than not using it during the learning process. The use of computers has contributed to the development of the cognitive aspect of the experimental group members by returning the information about the skills and presenting it several times.

Recommendations

The need to use computer programs in the process of learning basic skills for the deaf and mute category.

Paying attention to the cognitive aspect of the players of this category by providing it with information in the computer, which gives them the opportunity to repeat and repeat and then develop their cognitive abilities.

Conducting studies on other age groups in futsal for the deaf and mute category with its technical and cognitive aspects, as well as for the rest of the other activities.

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