

The Effect of Special Exercises According to Specific Areas device On Learning low forehand reverse Of Squash Players Aged 13-15 years old

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Abstract

The research aims to prepare special exercises according to specific areas in the accuracy of performing the reverse low blow for squash players, and to identify the effect of special exercises according to specific areas in the accuracy of performing the reverse low blow for squash players. To achieve the goal, the researchers used the experimental method by designing the experimental and control groups with pre- and post-tests to suit it with the research problem. The research population was chosen intentionally, and they are junior squash players aged (13-15) years, who number (12 junior players), as the research sample constituted (100%).) From the research community, they were chosen intentionally because there were no other players in the game of squash. After the tests and variables to be studied were determined, the researchers conducted the exploratory experiment as well as the pre-test, and then the exercises were applied during the training units. After completing the training units, the researchers conducted the post-test on the sample, and the researchers used the statistical package (Spss), and the researchers concluded that the exercises The special exercises contributed significantly to increasing the learning rate of the forward reverse low blow. These exercises also contributed to adding an atmosphere of suspense, excitement, and enthusiasm to the research sample, which contributed to breaking the deadlock in diversifying the exercises. The researchers recommend using the exercises prepared by the researcher, and creating exercises that suit the needs and level of The selected sample, and the necessity of conducting similar research on samples from other categories.

Keywords: special exercises, specific areas, front low swing, squash

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Introduction

Motor learning refers to a range of factors that influence an individual's behavior as they gain experience. It involves the acquisition, stabilization, development, and retention of skills, as well as the acquisition of knowledge related to movement and the improvement of physical abilities. Through practice and experience, learners can develop new motor skills or modify their existing abilities. (Abd al-Hussein and Akhron, 2020, p. 42).

Exercise is universally recognized as a comprehensive practice that encompasses both physical and cognitive abilities. It is essential for all aspects of sports, serving both specific and general purposes. Engaging in exercise is crucial and indispensable for individuals to maintain a healthy and well-rounded lifestyle. Furthermore, exercise is regarded as a source of recreation, (Easa et al., 2022) psychological well-being, and happiness. Exercises are the active components of the programmer that are designed to accomplish specific and immediate goals. (Mahmoud G., 2011, page 3)

The current process of acquiring skills forms the foundation upon which the level of performance in a sport is built. Effective skill acquisition involves utilizing the most effective tools and methods, which saves time and effort for both the learner and the teacher. This approach emphasizes the acquisition of relevant skills while minimizing unnecessary movements, ultimately leading to the desired learning outcomes and objectives. (Mahmood & Kadhim, 2023)

Squash is a highly competitive individual game that stands out from other sports due to its exciting and thrilling nature. On a field, a player uses a bat and a ball to compete against an opponent. Squash is considered one of the most significant games due to its unique requirements and rules. (Mousa & Kadhim, 2023) Unlike sports with direct physical contact between players, squash does not have a barrier (such as a net) separating them. As a result, players must possess both physical and skilled capabilities to excel in the game. ESCWA players must have exceptional physical and skill talents, (Kadhim et al., 2021) as well as precise execution of both fundamental and advanced techniques, in order to participate in the game without risking infection or injury from direct and constant touch with their opponents on the field. Proficiency is paramount in any game. The significance of the game differs across different games, notably in the case of the ESCWA game. This game requires mastery of several fundamental abilities that are necessary to compete in ESCWA. The most crucial aspect of this game is the ability to apply intense pressure on the opponent and secure victory. (Kazim et al., 2019)

Considering the researcher's background as a former judge and her observations of Mr. Musharraf's experiences, she developed the notion of identifying suitable remedies to address the issues seen in the players' performances. After proposing the idea to Mr. Musharraf, the researcher concluded that it was necessary to develop targeted exercises tailored to specific regions in order to enhance the players' skills and visual accuracy. The use of aids and advancements in motor education is critical in all sports because they significantly improve individuals' performance within the training program (Muhammad and Ali, 2020, p. 26).

The purpose of research is to identify precise locations where the ball makes contact with the wall, ensuring a strong and impactful interaction. This study aims to evaluate the player's proficiency in this skill and strategically assign players to these specific areas. We can achieve the objectives of the research and studies by tailoring exercises to these areas.(Kadhim, 2023b)

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Approach and instruments

Research methodology: The researchers employed a two-group experimental technique, consisting of an officer group and a trial group, to align with the nature of the research.

Research involving the collection of samples: This study specifically targeted 12 developing players from the ESCWA population, using a purposeful technique. The research sample consisted of the whole research community, as it was the only available group to study due to the absence of other participants in the squash game.

Research utilizes several tests. Test for frontal reverse low blow (Salman M., 2013, p. 59)

The purpose of the test is to evaluate the precision of the front-end low-voltage performance.

Test procedure: We evaluate the squash stadium using squash bats, squash balls, and a registration form. This involves drawing five straight lines that are parallel to the left-side wall. Draw Line 1 at the front end of the field, ensuring its length matches the width of a single field (20 cm).

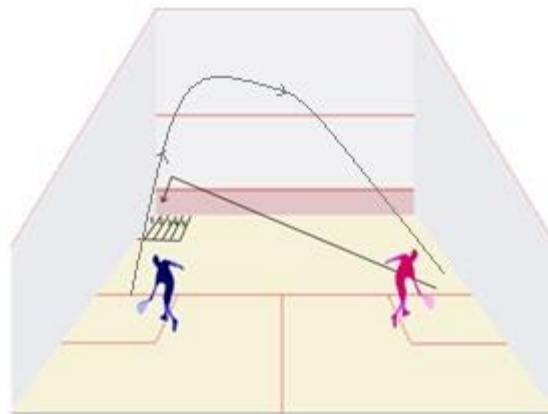


Figure (3-3)

Shows a low-blowing front-side test.

Figure 3.3 illustrates the parking area of the players and how to test for the lower frontal strike.

Performance specifications:

The test requires the player to stand in the region behind the transmission line, facing the right side wall, and assume the correct stance for a forward attack. The player receives five experimental attempts after the warm-up to observe and comprehend the test's execution. Each accurate hit earns a point.

If the ball touches the designated field number, it will result in a penalty of 5 points. 1. The ball earns 4 points when it makes contact with the designated field number. 2. The ball earns 3 points when it comes into contact with the designated field number. 3. If the ball makes contact with the field number, it will score two points. The number 4. If the ball touches the designated field number, it earns one point. The number 5. The value will be zero if it is outside the specified range.

Please keep in mind that if the ball lands on one of the boundary lines, you should count the number of dots on the field as closely as possible.

The initial exploratory experiment took place on Monday, December 25, 2023, at 4 p.m. Its primary goal was to identify the challenges faced by the researcher in the main experiment, as well as assess the performance of the auxiliary task force in terms of player

quantity, efficiency, responsiveness, and relevance to the educational units. Furthermore, the experiment aimed to assess the sample's suitability through a variety of exercises.

The event took place at the stadium of Baghdad University's Faculty of Physical Education and Sports Sciences.

The tribal tests for both the commanding and experimental groups took place on Wednesday, 3-1-2024, at 4 p.m. The College of Physical Education and Sports Sciences at the University of Baghdad conducted the tests under identical conditions to assess the search abilities of the pilot group and the command group.

The primary study for adolescents took place from Saturday, 6.1.2024, to Saturday, 6.4.2024, concluding at 4 p.m. It consisted of 24 instructional sessions, with a frequency of 3 sessions per week (on Saturdays, Mondays, and Wednesdays), spanning a duration of two months.

The group sample applied the training module. The researcher developed an approach that included 40 exercises for the pilot group sample.

We conducted remote tests on the research sample after completing the exercise with the tool, establishing conditions similar to tribal tests to assess the tool's impact. The experimental group and the officer conducted the search tests under the same conditions on Monday, 8-4-2024, at 4 p.m. The College of Physical Education and Sports Sciences/Baghdad University's stadiums served as the venue.

Results:

Presentation and analysis of sample results (officer) in tribal and post-tests

Presentation, analysis and discussion of the results of the tribal and remote testing of the pilot group

Table (1-4)

Shows the results of the descriptive and indicative census between the tribal and remote tests of the experimental group of variables under study

The test	Unit of measurement	group	Arithmetic mean	Standard deviation	f	F h	Calculated T value	Significance level value	the result
low forehand reverse	Number of points	befor	16.000	1.264	4.500	0.223	20.125	0.000	Moral
		After	20.500	1.224					

Table (2-4)

The results of the descriptive and indicative census show between the tribal and remote tests of the control group of the variables under study.

The test	Unit of measurement	group	Arithmetic mean	Standard deviation	f	F h	Calculated T value	Significance level value	the result
low forehand reverse	Number of points	Befor	15.666	1.032	1.666	0.210	7.906	0.001	Moral
		After	17.333	1.032					

The purpose of this report is to present, analyze, and discuss the findings of the tests conducted on the pilot-officer group, which focused on dimensional aspects.

Table (3-4)

The findings of the descriptive and indicative census indicate that there are limitations in the variables between the dimensional tests of the pilot group and the officers in the study.

The test	Unit of measurement	group	Arithmetic mean	Standard deviation	Calculated T value	Significance level value	the result
low forehand reverse	Number of points	control	17.333	1.032	4.842	0.001	Moral
		Experimental	20.500	1.224			

Discussion

The researcher's systematic and continuous commitment to implementing exercises is responsible for the improvement. This dedication has led to enhanced skill performance and ongoing correction. Additionally, the repetition and diversification of the exercises have played a significant role in improving skill performance. Keyun (2002, p. 20) suggests that diversifying the exercises creates a versatile program that can adapt to changing skill performance conditions. Nada Abdel zed (2011, p. 58) further supports this notion, emphasizing the importance of diversifying exercises based on scientific and educational principles to achieve optimal learner performance. Mosstan and Athwart (2002, p. 15) also endorse this approach. 91) "A critical and significant principle in acquiring motor skills is to demonstrate apparent improvement by nurturing and expanding the range of practice activities.

The researcher attributes the improvement in the results, specifically the reduction in initial difficulties, to the teacher's instructional approach. Research has shown that the teacher's use of exercises within the learning units, including a diverse range of exercises and frequent special exercises, enhances the variables under investigation. Mayell's research (1987, pp. 94–93) supports this finding.

The researcher also attributes the reason for the improvement to the continuous repetition of the performance of the units by the players under conditions similar to those of play, which leads to improvement, and also to the regular application of the exercises developed on a continuous basis by the players. The repetition of exercises leads to improvement in the palate.

The implementation of specialized training exercises, the emphasis on proper execution techniques, and the correction of faults to optimize the kinetic output, resulting in enhanced effectiveness and accuracy, have all contributed to the improvement in the precision of executing front and back low blows. The high morale of these skills in dimensional tests is due to their repetitive and intensive focus on a specific type of skill. This

skill demands exceptional precision in ball play, and it results in either a direct point if executed correctly or a loss of the point if the ball falls outside the designated boundary,

The implementation of specialized training exercises, the emphasis on proper execution techniques, and the correction of faults to optimize kinetic output have all contributed to the improvement in the precision of executing front and back low strikes, resulting in enhanced effectiveness and accuracy. We can attribute the high morale of these skills in the dimensional tests to repeated and focused practice on this specific skill type. This skill demands exceptional precision in ball control, and a successful execution results in a direct point, while a failure leads to a loss of the point by allowing the ball to fall outside the designated area.

Conduct individual training sessions in the central portion of the stadium, simulating game circumstances and focusing on specific regions of the field. The movement from the stadium center, as well as the subsequent ball play within those regions, serve as a defensive tactic to maintain control over the designated area (T). Conversely, this strategy also serves as an offensive approach by employing short passes towards the corners of the front court (Kaddory and Shaq, 2015, p. 77).

Conclusions and recommendations

5.1 Conclusions

From the findings of the researcher, he obtained the following conclusions:

1. Positive impact on learning in some squash skills
2. The effectiveness of exercises according to specific regions in learning some squash skills

Recommendations

1. The requirement for comparable studies using samples from different categories.
2. The importance of taking age groups into consideration, since they form the core of all accomplishments.

Education Unit

Category: Emerging

Objective: To learn skill.

Time: 45 minutes

Number of learners: 6 young people

Main Section	70M	Theoretical + practical						
Theoretical.	6M	Explain how the exercise works.						
Application	64M	exercise	Working of time	Rest between repetitions	Repetition	Groups	Rest between totals	Type of skill
		T1	30 second	45second	6	2	1M	low forehand reverse
		T2	30 second	45 second	6	2	1M	low forehand reverse
		T3	30 second	45 second	6	2	1 M	low forehand reverse
		T4	30 second	45 second	6	2	1M	low forehand reverse

Physical activities

- The anterior extremity of the left field supplies the player with projectiles. The player is armed with a ball cannon, positioned in front of the left field. The player is directing a low-thrust forward attack towards the designated spot.
- sends the ball to the front wall via a teammate, and the player executes a low blow forward.
- The player moves from the top to the T position to execute a low inverse blow from the front wall.

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