

The effect of applied exercises to develop the physical and skill abilities of futsal players with mild mental disabilities

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Abstract. The game of futsal for players with mild mental disabilities has received attention and care, like many other sports. As a result of this interest, it has become necessary to develop the various aspects of the game, including the physical and skill aspects as one of the factors affecting the level of performance and result. Therefore, the researcher believes that physical and skill abilities are two factors. A basic pillar that contributes to developing the requirements of various sports games. Accordingly, the importance of the research focused on adopting applied exercises (physical skills) that fall within the vocabulary of the training program and are designed according to the capabilities of disabled players and according to scientific methods. They contribute to the process of selecting the best qualified elements to play this game in its simplest form. Then preparing them to be a future nucleus to represent the national team of the Iraqi Special Olympics Federation to participate in regional championships and world games approved within the activities of the International Special Olympics Federation in its capacity as the sponsor of races and championships for people with mental disabilities in all its categories. Therefore, the problem of the research emerged through the presence of some disparity in the degrees of mild disability. In addition to the poor level of neuromuscular coordination among some of them. This affects the level of physical and skill abilities of disabled players. The research community identified new players for the national futsal team with mild mental disabilities belonging to the Special Olympics Federation for the year (2019-2020), who are between the ages of (16-19 years), and their number is (24) players. After obtaining the results and processing them statistically, the researcher arrived at the following - The prepared applied exercises have a significant impact in developing the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample. Within the limits of the results that could be achieved, the researcher recommends: - Adopting the training curriculum that includes applied exercises prepared by the researcher, as a means of developing the physical and skill abilities of futsal players with mild mental disabilities.

Keywords. Applied exercises, Physical and skill abilities, mild mental disability

Chapter one:

Introduction:

Special Olympics Federation sports for people with mild mental disabilities, including the game of futsal, have witnessed remarkable interest in recent years, represented by their participation in various races and tournaments at the regional and international levels. Based on that interest, the game of futsal for people with mild mental disabilities has become very similar.

The game of futsal for normal players is one of the modified sports activities “as it is subject to the laws of the International Federation of Association Football (FIFA), taking into account the amendment of these laws in the event of their conflict with the laws of the International Special Olympics Federation to suit the capabilities of disabled players” (1: 198).

Mental disability, in its slight degree, constitutes a factor influencing the instability of the level of performance in many aspects, especially physical and skillful. Therefore, training curricula prepared according to studied scientific methods often have a positive effect on improving that performance, especially physical and skillful, which has made many points of view the coaches agree on the necessity of focusing training on technical and physical skills (9:13-14), especially those related to the games played by people with mild mental disabilities according to their motor capabilities.

Research problem:

Physical qualities are the cornerstone for a young person to reach the highest levels of sports, as each sports game has special physical requirements that distinguish it from other games and enable the individual athlete to be able to perform various motor skills according to the nature of the activity practiced, and given the importance of these abilities for the game of futsal, which is practiced from Before those with mild mental disabilities, the researcher found that the problem of the research emerged through the presence of some disparities in the degrees of mild disability, in addition to the weak level of neuromuscular coordination among some of them, which has a significant impact on determining the physical and skill level of most players when performing.

Research Aims:

1. Preparing applied exercises to develop some of the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample.
2. Identifying the differences between the results of the pre- and post-tests in some of the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample.

Research hypothy:

- There are no differences between the results of the pre- and post-tests in some of the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample.

Chapter two:

Theoretical studies:

Talent and its importance for technical individuals Research:

The nature of talent is still a factor that helps most coaches to choose them, and they have the ability to improve it to the highest possible level. They represent the basis of many sporting events and activities, including futsal, as the ability to be “a desired mass force or a special skill, whether that be” is defined by individuals. Individuals or teams, like football” (15:27). Therefore, a promising researcher requested a running test (30 meters) from the senior beginners, asking about the qualifications because it is considered a true measure and factor of the speed of

transition, for which he authorized “moving from one place to another at the maximum speed for the year.” That is, overcoming a certain distance in the shortest possible time” (7: 318).

Basic skills and their importance for members of the research sample:

The basic skills in the game of futsal constitute an important factor that the player must master as they are the cornerstone of the beginner’s learning. The skills practiced by players with a mild mental disability are nothing but a simple model that lacks the creativity and quality that characterizes healthy players due to the integration of their mental aspects, in light of this. Basic skills refer to “the sum of skills through which the game can be played in its simplest form” (4:15). Therefore, the researcher intended to use the test of dribbling the ball between the marks for a distance of (12), as a representative of the basic skills, as it is considered a true measure for measuring that skill. Therefore, Zuhair Al-Khashab and others express it as “those technical and physical movements that the player performs with or without the ball.” In order to get rid of the opponent to control the conditions of the match” (8:32).

Chapter three:

Research Methodology:

The researcher adopted the experimental approach with a single group design (two pre- and post-tests) as it is the appropriate approach to solve the research problem.

The research sample:

The research community was represented by new national futsal team players with mild mental disabilities belonging to the Special Olympics Federation for the year (2018-2019), who are (16-18 years old), and they number (24) individuals.

Means of collecting information:

- Arab and foreign scientific sources and references.
- Personal interviews.
- Tests and measurement.
- A form for recording test results used in research.

Devices and tools used in the research:

The researcher used many devices and tools that helped in obtaining data on the results of the study, including:

- Two stopwatches.
- Sony video camera, Japanese manufacture.
- Futsal field (42 x 25 m).
- Futsal balls (5).
- Cones (5).
- Metric measuring tape + adhesive tape + whistle.

Tests:

Physical test:

Test name: (T1: Run 30m from a high start). (18:62)

Purpose of the test: to measure the maximum translational speed.

Tools used: futsal court, stopwatch, tape, measuring tape, whistle, registration form.

Test procedures: See Figure 1 below.

Draw three parallel lines on the ground with a width of (5 cm). The distance between the first and second line is (10 m) and between the second and third line (30 m).

Description of performance: The tester stands in a ready position behind the starting line and when he hears the start signal via the whistle, he runs as quickly as possible, covering a distance of (40 metres). The test time begins to be calculated from the beginning of the second line all the way to the third line, which represents the finish line.

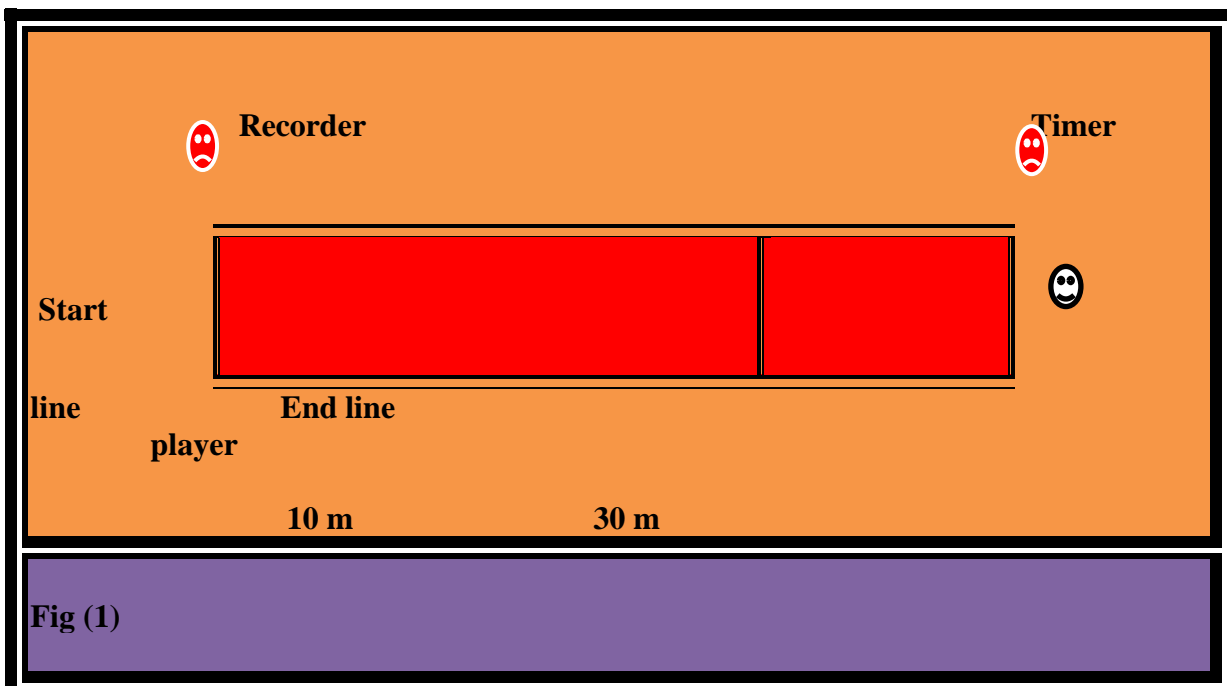
Test conditions:

- Offer the test once before the tester performs it.
- The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.
- One attempt per laboratory.

Test management:

- Recorder: He calls the names and gives the start signal while recording the test results.
- Monitor and timer: He monitors the implementation of the test and calculates the performance time.

Recording: The time it takes the laboratory to cover a distance of (30 m) from the beginning of the second line until crossing the third line, which represents the finish line, is recorded.



Test name: (T2: Jumping inside the numbered circles) ^(13:5)

Purpose of the test: to measure eye-to-eye coordination.

Tools used: futsal court, plastic rings with a diameter of 60 cm, paper markers numbered 1-8, stopwatch, measuring tape, whistle, and registration form.

Test procedures: See Figure (2).

Draw the test area in a square shape on the ground, consisting of four lines (10 m long) and (5 cm wide), around which 8 circular plastic rings are placed (60 cm in circumference) and numbered from (1-8).

Description of the test: The tester stands inside circle No. (1) and upon hearing the start signal, jumps with both feet in a sequential manner to circle No. (2), then (3), then (4), arriving at circle No. (8).

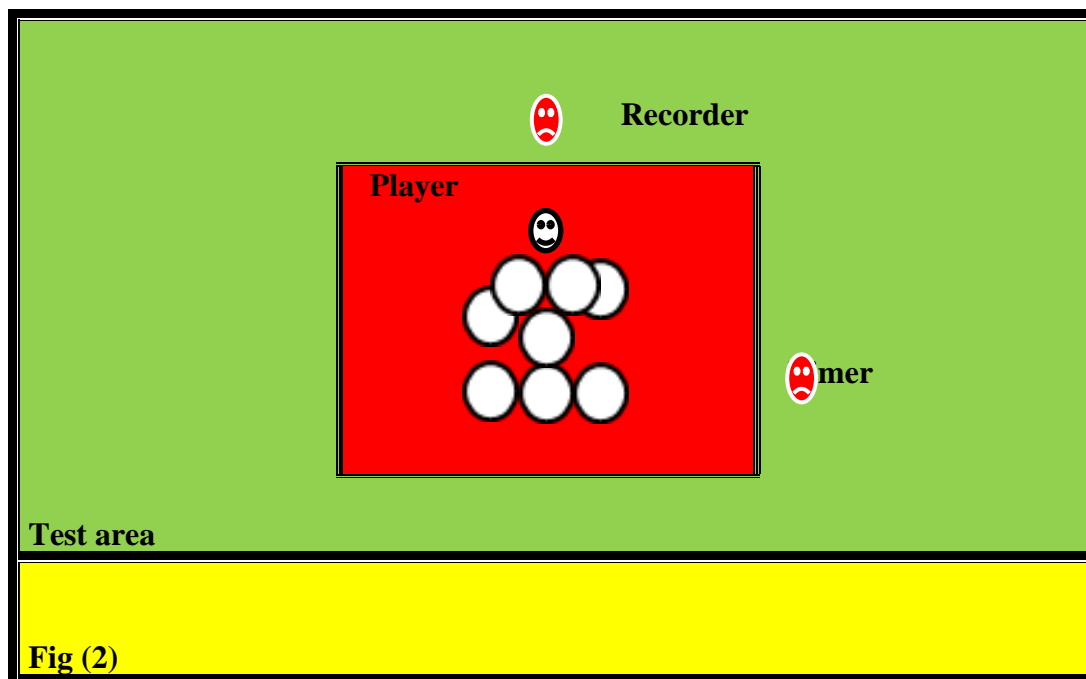
Test conditions:

- Offer the test once before the tester performs it.
- The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.
- One attempt per laboratory.

Test management:

- Recorder: He calls the names and gives the start signal while recording the test results.
- Monitor and timer: He monitors the implementation of the test and calculates the performance time.

Recording: It records the time it takes the laboratory to move through the eight circuits.



Name of the test: (T3: hopping for the maximum distance of 10/second). (5: 154-156)

Purpose of the test: to measure the strength of the legs.

Tools used: futsal court, stopwatch, measuring tape, whistle, registration form.

Test procedures: See Figure (2).

Draw a line with a length of (2 m) for the beginning of the test on the ground, where the performance distance forms a field with a length of (50 m) and a width of (2 m), used for hopping in a straight line.

Description of performance: The tester stands in a ready position behind the starting line and when he hears the start signal via the whistle, he jumps with the chosen leg in a straight line and at the fastest possible speed within 10 seconds.

Test conditions:

- Offer the test once before the tester performs it.

-The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.

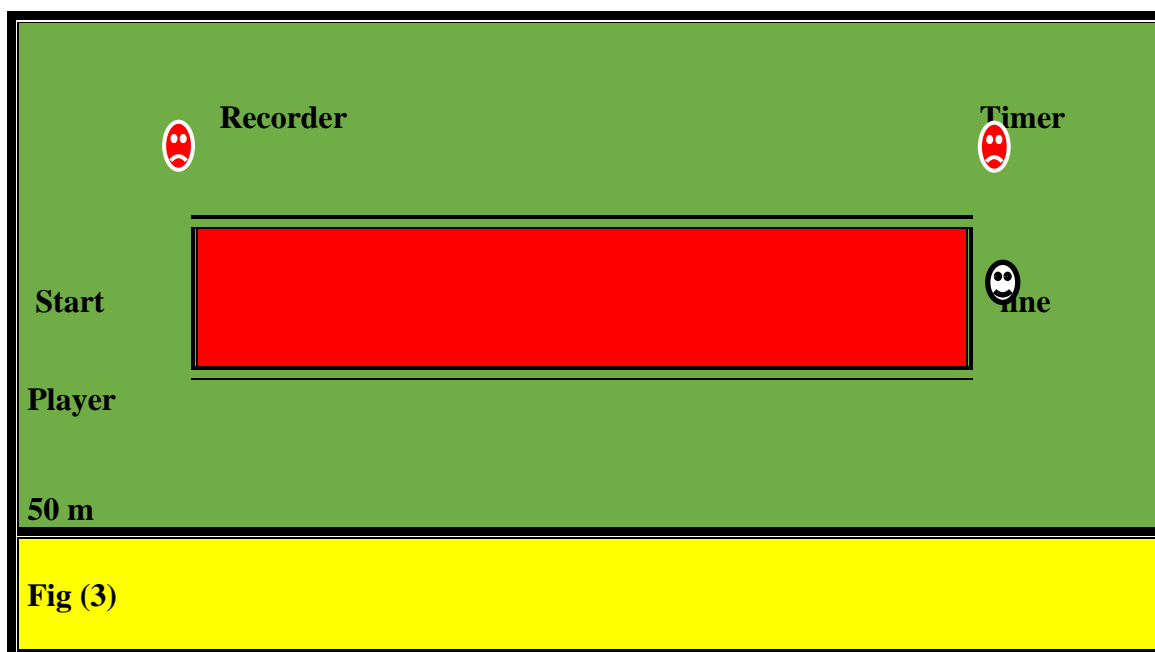
-One attempt per laboratory.

Test management:

-Recorder: He calls the names and gives the start signal while recording the test results.

-Monitor and timer: He monitors the implementation of the test and calculates the performance time.

Recording: Recording the distance traveled by the laboratory during the 10-second period.



Skill tests: (1:209-211)

The specially prepared basic skills test battery has been approved by the international and regional Special Olympics for football teams with mild mental disabilities, and is thus considered a true representation of what it was developed for.

Test name: (T4: dribbling).

Purpose of the test: measuring the speed of dribbling the ball between the posts.

Tools used: half futsal court, five balls, a stopwatch, a measuring tape, a whistle, five cones, a registration form.

Test procedures: See Figure No. (4).

Draw two lines for the beginning and end of the test on the ground, with a length of (2 m) and a width of (5 cm). The performance distance forms a field whose length is (12 m), used for dribbling the ball between (5) cones, whose height is (50 cm), and the distance between each cones is (2 m). The distance between the start line and the first cones is (2m), while the distance between the finish line and the fifth cones is (2m).

Description of the performance: The tester stands near the starting line and when he hears the start signal via the whistle, he dribbles the ball with the chosen foot as quickly as possible between the five checkpoints, reaching the finish line. The performance is repeated until the end of the time allotted for the test.

Test conditions:

- Test time: 1 minute.
- Offer the test once before the tester performs it.
- The laboratory is required to stop the ball behind the finish line in each session.
- The laboratory is required to pass all inspections from the external side.
- The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.
- One attempt per laboratory.

Test management:

- Recorder: He calls the names, gives the start signal, and records the test results.
- Monitor and timer: He monitors the implementation of the test and calculates the performance time.
- Preparer: He prepares the balls for the laboratory.
- Ball collector: he collects balls.

Registration:

- You score 25 points for each completed session.
- 5 -points are scored for each person passed from the outside.
- Falling cones are not counted.

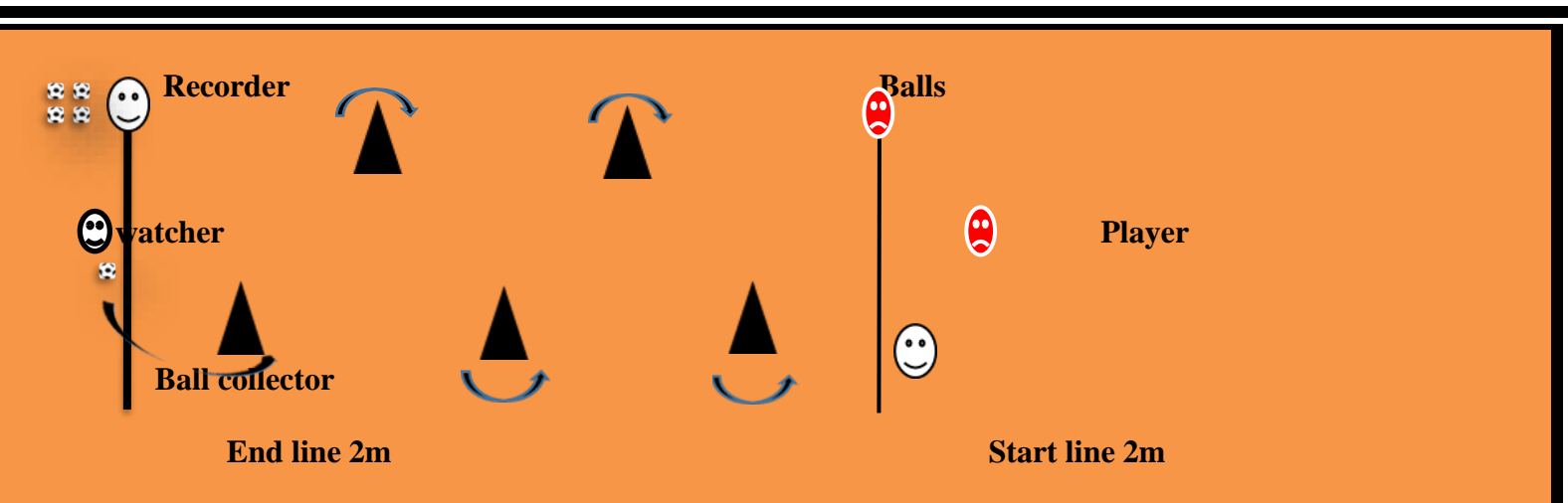


Fig (4)

Test name: (T5: Control and Pass).

Purpose of the test: to measure the speed of receiving (control) and passing the ball.

Tools used: futsal pitch, 8 footballs, 1 goal, stopwatch, whistle, registration form.

Test procedures: See Figure (4).

Draw a line for the beginning of the test with a length of (2m), as a function point to implement the control skill, then pass, after covering a distance of 7m, towards a target with a width of (3m) and from a distance of 10m.

Description of the performance: The tester stands in a ready position behind the starting line, and when the start signal is heard through the whistle, the coach hands the ball to the player,

who in turn puts it out, then rolls it through the 7-meter area, then passes it towards the goal for a distance of 10 meters. The performance is repeated until the specified time expires.

Test conditions:

- Offer the test once before the tester performs it.
- The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.
- One attempt per laboratory.

Test management:

- Coach: He handles the ball to the player and gives the right and left signal to pass towards the goal.
- Recorder: He calls the names, gives the start signal, and records the test results.
- Monitor and timer: He monitors the implementation of the test, calculates the performance time, and announces the degree of accuracy.
- Preparer: He prepares the balls for the laboratory.
- Ball collector: he collects balls.

Registration:

- You score 10 points for every pass into the goal.
- You score 5 points for every pass that touches the target and enters.
- Scores zero points for every pass that passes outside the target.

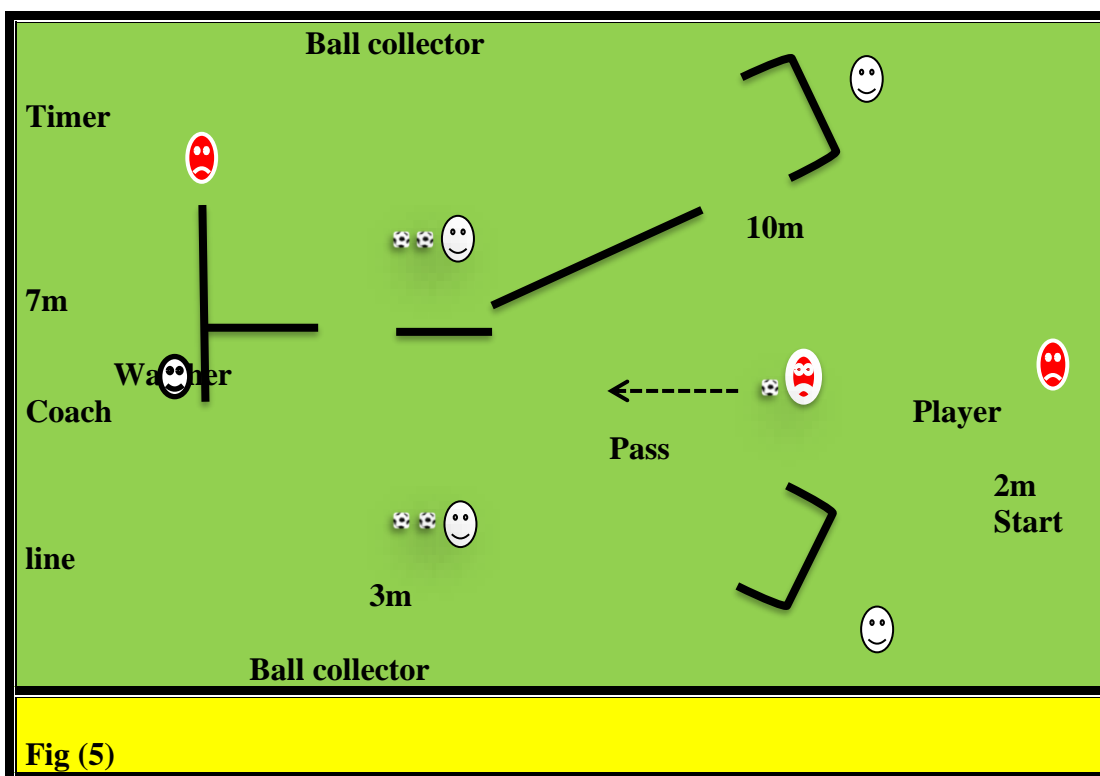


Fig (5)

Test name: (T6: Shooting).

Purpose of the test: to measure shooting accuracy.

Tools used: futsal pitch, 8 soccer balls, 2 small goals, stopwatch, whistle, and registration form.

Test procedures: See Figure (6).

Draw a small circular mark on the ground with a diameter of 20 cm, as a function point for implementing the skill of shooting accuracy, as the performance distance constitutes a penalty area and a full-sized goal with the net on a regular court.

Performance specifications: The tester stands near the penalty mark and when he hears the start signal through the whistle, he goes towards the first ball, seizes it, runs with it towards the penalty area and tries to shoot the ball in the air towards the goal. He repeats the performance until the specified time expires.

Test conditions:

- Offer the test once before the tester performs it.
- The tester can shoot from any distance.
- The assistant work team is allowed to direct the laboratory during the implementation of the test when necessary.
- One attempt per laboratory.

Test management:

- Recorder: He calls the names, gives the start signal, and records the test results.
- Monitor and timer: He monitors the implementation of the test, calculates the performance time, and announces the degree of accuracy.
- Preparer: He prepares the balls for the laboratory.
- Ball collector: he collects balls.

Registration:

- You score 10 points for every volley into the target.
- You score 5 points for every shot that touches the ground and enters the target.
- Zero points are scored for every shot that touches the post and goes out or goes directly outside the goal.

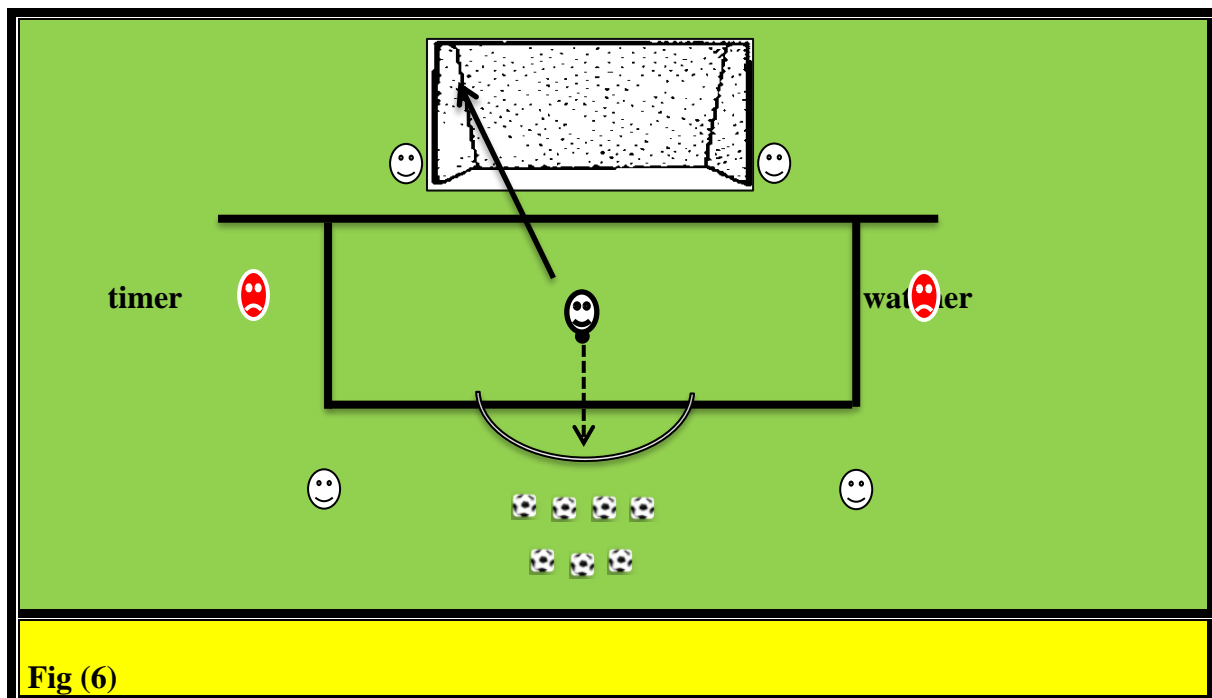


Fig (6)

Exploratory experience:

The researcher intended to conduct two exploratory experiments extending from 5-9/6/2019, on a sample of (4) individuals, during which physical and skill tests were carried out, with the aim of identifying the accuracy of the research work and the extent of its suitability, and to avoid all obstacles that may appear during the work. As the experiment resulted in the suitability of the devices and tools used in the tests, the suitability of the data recording form for the purpose for which it was prepared, the response of the sample members in performing the tests, knowledge of the time required to conduct the tests, and the preparation and understanding of the assistant work team to accomplish its tasks in accordance with the objectives concerned with the research.

Field research procedures:

It included the researcher completing all the requirements of his research in terms of preparing applied exercises, as well as choosing the physical and skill tests for the study in order to implement the main research experiment.

Main experience (Practical exercises):

The researcher prepared applied exercises specifically for players of the national futsal team with mild mental disabilities, taking into account the training level and the physical and skill capabilities of the members of the research sample, and relying on scientific foundations and the opinions of experts and specialists in the type of game in order to produce it in the required manner, as the exercises were distributed among (30) A training unit that lasted for (10) weeks and three weekly training units, for the purpose of demonstrating the impact of training when practicing the relevant activity, as the time of all training units ranged between (80-90/min), while the time of the main section included (45/min). Its purpose is to implement applied exercises (physical - skill), as the researcher took into account during the preparation of these exercises the following:

- Finding the intensity of the training unit by using the Carvion equation to extract the maximum pulse of the sample members, the content of which states the following (220 - age = maximum pulse) (20: 196).

- Finding the maximum pulse for all applied exercises.

- The number of repetitions of each exercise within the main part.

- Rest period between one repetition and another and between one set and another.

- Gradual training load to suit the applied exercises and the level of the sample's abilities.

The application of practical exercises within the vocabulary of the training curriculum began on Sunday, 6/16/2019, until Thursday, 8/22/2019.

Statistical means:

The statistical data was processed using the ready-made software system (SPSS).

Chapter four:

Presentation, analysis and discussion of results:

In this section, the pre- and post-test results of the physical and skill tests used in the research were presented by including them in clear tables, as the tables are “an illustrative tool that reduces the possibility of error and strengthens scientific evidence and gives it strength” (6: 196),

and then analyzes and discusses them to reach a conclusion. Achieving the research objectives and hypotheses.

Presentation and analysis of the results of physical and skill tests (pre-post) for individuals in the research sample and discussion:

Table No. (1): Shows the arithmetic means and standard deviations between the results of the pre- and post-tests in the physical and skill tests for individuals in the research sample.

Table 1

| #No | Test | Unit | Pre-Tests | | Post Tests | |
|-----|--|-------|-----------|--------|------------|--------|
| | | | Mean | Std | Mean | Std |
| 1 | T1: Run 30m from a high start | Sec | 5.293 | 0.169 | 4.376 | 0.210 |
| 2 | T2: Jumping inside the numbered circles | Sec | 7.423 | 0.743 | 6.515 | 0.624 |
| 3 | T3: Partridge for the maximum distance of 10/s | M | 21.850 | 1.309 | 26.250 | 1.773 |
| 4 | T1: Fake 1/D | Point | 88.750 | 11.224 | 124.500 | 17.083 |
| 5 | T2: control and pass 1/min | Point | 35.250 | 6.172 | 62.000 | 8.491 |
| 6 | T3: Shot 1/minute | Point | 65.750 | 9.072 | 96.000 | 13.534 |

Table (2): shows the arithmetic means, standard deviations, the value of (F), the value of (FH), the calculated and tabulated (t) values, and the level of significance between the results of the pre- and post-tests in the physical and skill tests for individuals in the research sample.

Table 2

| #No | Test | Unit | F | FH | T Calculated | T Tabular | Sig |
|-----|--|-------|---------|--------|--------------|-----------|-------|
| 1 | T1: Run 30m from a high start | Sec | .9165 | .1903 | 21.541 | 1.73 | moral |
| 2 | T2: Jumping inside the numbered circles | Sec | .9080 | .2450 | 16.573 | | moral |
| 3 | T3: Partridge for the maximum distance of 10/s | M | -4.4000 | 1.8180 | -10.823 | | moral |
| 4 | T1: Fake 1/D | Point | -35.750 | 8.472 | -18.871 | | moral |
| 5 | T2: control and pass 1/min | Point | -26.750 | 7.122 | -16.797 | | moral |
| 6 | T3: Shot 1/minute | Point | -30.250 | 7.860 | -17.212 | | moral |

(t) value has a degree of freedom (19) and a significance level (0.05).

Discussion:

The researcher notices by looking at the results of Table No. (2) that there are differences in the arithmetic means between the pre- and post-tests in the physical and skill variables implemented by the members of the research sample, in favor of the post-test and for all tests.

The researcher attributes these results to the applied exercises included in the training curriculum, which contributed to clarifying the individual differences in terms of the physical and skill level among the players, in addition to improving the level of neuromuscular compatibility for most of the research sample members, as they were developed according to sound scientific foundations. It is known that planning A good training methodology is considered the basic foundation and the ideal means of building and preparing players and giving them the necessary field experience in the field of the practice game, and this is what was confirmed by (Qasim Hassan Hussein 1998 AD) “The training process represents that continuous organized process that gives the individual the knowledge, skill, or ability necessary for a specific performance.” Or achieving a specific goal” (11:178).

Based on this, the researcher believes that the training curriculum that includes applied exercises has contributed to the development and development of all the physical and skill abilities under research:

T1: The transitional speed factor represented by (the 30m running test from a high start):

We find that it is known that when developing the speed for any specialized sporting activity, the nature of the forms of speed required by the performance must be studied and then the components of the training program should be planned to develop the required speed (2: 195), This confirms the remarkable development in the ability of translational speed by relying on continuous repetition of the activity, as Alaa Abdel Baqi points out that “the mentally disabled individual needs to constantly repeat the performance in order to be able to absorb multiple skills and abilities” (10:11).

T2: The compatibility factor (the jumping test inside the numbered circles): The researcher indicates that the improvement in the test results was a reflection of the improvement in speed ability on the one hand and the improvement in the efficiency of the nervous system’s work on the other hand, which contributed to the smoothness of the compatibility movement between the legs and the eyes at the same time. This is what Bastawisi Ahmed points out: “Coordination is one of the complex and important abilities that is linked to speed on the one hand and the safety of the nervous and muscular system on the other hand” (3: 151).

T3: The strength factor characteristic of the legs, which is represented in (the hop test for the maximum distance of 10/second): The researcher believes that diversifying the application of applied exercises by adopting the principle of gradation using the easy to difficult method, as well as the intensity and size factors during the training units, all of which have contributed to the development of physical capabilities, as well as Regarding increasing the number of repetitions to reach the mastery stage, Zeina Khaled (2009) indicates, “The teacher or trainer must encourage the learners to perform as many attempts at the exercise as possible” (19: 97).

T4: The skill of running zigzag with the ball, which is represented by (driving - dribbling test): The researcher attributes the development in this skill to the effect of applied exercises used in training skill abilities and increasing their effectiveness, especially the dribbling skill, which contributed to developing the harmonic property between neuromuscular work. Because of continuous and regular training, both Kazem Al-Rubaie and Muwafaq Majeed Al-Mawla agree that “using shuttle running exercises with balls and introducing the factor of competition and challenge into them leads to developing the state of running with the ball” (12: 209), which helped in the development of the evasion skill of members of the research sample, according to their abilities.

T5: The skill of putting down and rolling the ball and then handling it (control and passing test): The researcher attributes this to the fact that the tangible improvement in the performance of the complex skill is due to increasing the principle of repetition and focus by performing the applied exercises in different forms and varying speeds according to the intensity of the training units during the implementation of the components of the training curriculum. Which helped in developing the skill of feeling the ball in terms of control skills and passing accuracy and thus improving the technique of the practicing players, and this is confirmed by (Muhammad Hassan Allawi - 1988) “Good concentration in performing the motor skill during exercises does not lead to success in implementation unless it is relied upon to a large degree.” On the development of related physical qualities such as speed and agility”^(14: 282).

T6: The skill of shooting accuracy from within the penalty area, which is represented in (the shooting test): The researcher believes that the improvement of the skill is due mainly to the effectiveness of the applied exercises combined with different methods and the physical and skill exercises they included during the performance of the training units and according to the degree of response of the sample, as the correct composition For the sport of football, it is required that the ball be the focus of training for the purpose of acquiring comprehensive technical performance for all skills, including the scoring skill, as (Al-Mawla - 2000) describes it as “the most exciting skill in the game of football”^(17:161), so Mukhtar Salem points out - 1988) “Goal scoring exercises must be structured to match the real conditions that occur in matches as much as possible”^(16:15).

Chapter five:

Conclusions:

Through the results obtained, the researcher reached the following conclusions:

- 1- Practical exercises have a positive impact in developing some of the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample.
- 2- There is a rate of development in some of the physical and skill abilities of futsal players with mild mental disabilities, members of the research sample.

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