TechHub Journal Vol. 7, pp.113-132 (2024)
ISSN: 2810-280(
www.techhubresearch.com

The effect of some mental abilities on the level of performance in a simple attack with (epee fencing)

Randa Fuad Ali, Asraa Salah Abdulhadi, Qatada Hisham Abdulghafoor

University of Baghdad, Faculty of Physical Education and Sport Sciences, Iraq

randa.f@uobaghdad.edu.iq, israa.salah1204a@cope.uobaghdad.edu.iq, qatada.h@cope.uobaghdad.edu.iq

Abstract. Fencing is one of the beautiful and enjoyable sports that a certain class of athletes and followers enjoy due to its beauty in individual performance, lightness, agility and balance in movement. The simple attack skill is considered one of the most important skills that a fencer must possess. This skill is divided into three sections: (the direct straight attack). (The attack by changing direction, the decisive attack), each of which has a form of movement and a special format for dealing with the opponent on the one hand and controlling the entire movement with the presence of the tool (the epee weapon on the other hand).

Keywords. Fencing, agility, balance, attack, epee

Introduction

As is the case with the rest of the activities in which skill is an important aspect, fencing is a game of skill as well as physical, and therefore skill needs to be taught, which leads us to mental abilities as a major aspect in achieving learning, as it is no secret that intelligence, perception, attention, and perception are among the basic determinants of the learning process. .

Here lies the importance of research, as it raises the skill level of players by establishing the relationship between mental and skill abilities and knowing their effects on each other under the eyes of those involved in training to build a correct, distraction-free building, which in turn is considered the biggest problem facing our coaches in developing their curricula and plans.

The research problem was based on the fact that each skill has a corresponding mental capacity that is responsible for developing and upgrading it. There is no doubt that there is a noticeable weakness among the abilities at the level of performing the simple attack skill of its various types, and this results from ignorance in intensifying the learning process in a certain direction, and the researchers believe that this is a worthy problem. With attention to research, therefore, knowing the extent of the relationship between each type of simple attack skill and each mental ability on the other hand and the proportion of its contribution will certainly lead to developing the performance of simple attack with an epee weapon.

The research objectives were:

1. Identify some of the mental abilities of the research sample.

2. Knowing the extent of the relationship between some mental abilities and the level of performance in each type of simple attack skill with an epee weapon.
3. Comparing the appearance of the strength of the relationship between each mental ability and each type of simple attack skill with an epee weapon.
4. Identify the contribution rate of mental abilities in determining the level of performance for types of simple attack skills with an epee weapon.
The research hypotheses also included:
1. There are some different mental abilities depending on the individuals in the research sample.
2. There is a statistically significant correlation between some mental abilities and the level of performance in simple types of attacks with an airsoft weapon.
3. The extent of the relationship between mental abilities and each of the three types of simple attacks varies.
4. The contribution of some mental abilities to each other in influencing the level of performance in a simple shotgun attack varies
The second chapter of the research included reviewing the sources and presenting them through the use of books, letters, dissertations, and previous research that touched on similar sources in the same variables or similar variables in other sports games and events.

The third chapter included the research methodology used, as the researchers used the descriptive approach to the study as it was appropriate to its nature. It also contained the procedures for the research, including identifying variables and using tests appropriate to the study in order to obtain results, as well as the main experiment through which the method of conducting the tests and the time of their conduct was presented.

The fourth chapter included presenting the results obtained from the tests under study and dealing with them statistically to obtain, present and discuss the results.

The fifth chapter contains the conclusions reached and presents recommendations for the research:

-Conclusions

1. The mental abilities that have an impact on the level of performance in a simple attack with an epee weapon are (motor reaction, awareness of the jump distance, intelligence, sharpness of attention, and concentration of attention).
2. Mental ability (motor reaction) is the ability that has the strongest relationship to the level of performance of a simple epee attack.
3. (Motor reaction) contributes effectively to the results of the tests for all types of simple attacks with an airsoft weapon, while (acuity of attention) contributes to the results of a simple attack by changing direction only.

-Recommendations

1. The need to pay attention to mental ability (motor reaction) by teachers and trainers for the purpose of developing the level of performance in a simple attack with an epee weapon.
2. The necessity of researching other abilities (physiological, psychological, physical...) and knowing their relationship to the level of performance of this activity.

1- Introduction to research:

1-1 Introduction and the importance of research:

There is no doubt that there are many factors that affect an individual's athletic level, such as the physical, skill, psychological, and physiological condition. Mental abilities, with the broad meaning that these two words include, are an important and effective factor in determining the athletic level in many sporting events.

Fencing is one of the beautiful and enjoyable sports that a certain class of athletes and followers enjoy due to its beauty in individual performance, lightness, agility and balance in movement. The simple attack skill is considered one of the most important skills that a fencer must possess. This skill is divided into three sections: (the direct straight attack). (The attack by changing direction, the decisive attack), each of which has a form of movement and a special format for dealing with the opponent on the one hand and controlling the entire movement with the presence of the tool (the epee weapon on the other hand).

As is the case with the rest of the activities in which skill is an important aspect, fencing is a game of skill as well as physical, and therefore skill needs to be taught, which leads us to mental abilities as a major aspect in achieving learning, as it is no secret that intelligence, perception, attention, and perception are among the basic determinants of the learning process. .

Here lies the importance of research, as it raises the skill level of players by establishing the relationship between mental and skill abilities and knowing their effects on each other under the eyes of those involved in training to build a correct, distraction-free building, which in turn is considered the biggest problem facing our coaches in developing their curricula and plans.

1-2 Research problem:

Every skill has a corresponding comprehensive ability that is responsible for developing and upgrading it, and there is no doubt that there is a noticeable weakness between the two matters in the level of performing a small skill of its various types, and this results from ignorance in intensifying a certain monitoring process. It is also believed that this is a wonderful problem with attention to work, so knowing the extent The compatibility between each type of simple skill and the mental abilities of others and the percentage of their contribution will lead to the development of simple performance with the epee weapon.

1-3 Research objectives:

1. Identify some of the newly established colleges. Research.
2. Knowing the extent of spread among some educational facilities and the level of performance in each type of precision skill with epee weapons.
3. Compare the strengths of each mental ability and type of skill that handles small arms.
4. Identify some of the technological capabilities in determining the level of performance for types of skill and handling of small arms.

1-4 Broilers Search:

1. There are some different creative abilities depending on the individuals who create the research.
2. There is a statistically significant correlation between some executive bodies and the level of performance in nice types of epee weapons.
3. The history of its inception varies between public bodies and each of the three types of micro-attack.
4. The contribution rate varies in some of the abilities that emerge later in influencing the level of performance for simple handling of a hookah weapon.

1-5 areas of research:

_The human field: third-year students at the University of Baghdad / College of Education and Sports Sciences / trial version 2023-2024.

_ Temporal scope: the period from 2/1/2024 to 4/10/2024.

_Spatial area: The sports hall for the match in the College of Education and Sports Sciences / University of Baghdad / Al-Jadriyah.

2-1 Review of references:-

2-1-1 Judicial authority:

It can be said that his ability to be creative is a decisive and effective factor in the results of many sporting events, including the game of fencing with a shisha weapon, as the role of the skill aspect is not lost in deciding the final result, which depends on the individual's ability to direct his entirety and his ability to move towards the mental approach that may decide. Positions quickly differ from ordinary skills, as total ability is "groups of active members centered and centered around specific and specific activities and activities, which gives them the characteristic of distinction, clarity, and strength for some individuals and vice versa for others," and among the most important creativity controlling the results of sports events are:

2-1-1-2 Motor reaction:

This ability is exclusive and is most closely related to central development. It does not differ, knowing that it expresses the rate of the system between the central system and the central system of divisions. Hence, Wajih Mahjoub said, "Motor performance is the changes and variations that take place within the body, and it is the rate of compatibility between the two main breasts, as you know." Also "the subsequent time period between the occurrence of (audio-visual) or muscle contraction in response to this stimulus."

2-1-2 for simple people:

Meaning, it is one of the movements that affects and is performed by the driver, and it is required to be performed at one time. It is "the drivers responding to an attack on the opponent using one (several) movement at one time."

The simple attack is divided into:

First - simple direct attack

Second: Simple indirect attack

First: A simple direct attack: It is performed in one count and without additional movements, i.e. a stab in one straight line by the attacker. This type of attack includes a direct straight attack.

Direct straight attack: It is performed in a situation where there is no contact between the blades of the players' weapons, and it is performed directly, either in the upper or lower lines. Also, this movement is performed with only one count and straight at the opposing player, and the touch is taken in the upper or lower lines and in any path from the areas. Internal or external target.

- Implementation steps:

1. Extend the arm carrying the weapon directly towards the target, either in the external or internal target area or in the upper or lower lines.
2. The attacker scores a touch.

Second - Simple indirect attack: That is, the player attacks an area and takes a touch from another area of the target after the opposing player responds. This type of attack includes (the attack by changing direction (al-Mughira) and the decisive attack).

_ The decisive attack: It is performed from the ready position, "as it is considered to have a longer range of movement than the rest of the previous types of simple attacks, because in it the player moves his weapon back and then forward towards his target." It is also often performed on the upper lines more than the lower ones.

- Implementation steps:

1. The attacker pulls his weapon towards his shoulder, accompanied by a bend in the wrist along with a bend in the forearm and upper arm, and it is bent at the elbow as the opponent's fly becomes in front of the attacker's blade.
2. The attacking player's blade crosses to the other side.
3. Extend the armed arm forward, accompanied by a stabbing movement to take a touch.

_Attack by changing direction:

It takes place when the two blades collide, as the attacking player changes the position of the fly from the side to which the fly was directed to the other side and takes a touch.

Implementation steps:

1. After the attacking player directs the weapon's fly towards the opponent and then passes his weapon from below the opponent's shield if the contact is in the upper lines and above the opponent's weapon if the contact is in the lower lines.
2. This is followed by extending the arm carrying the weapon from the elbow area towards the target to register a touch.

3- Research methodology and field procedures:

3-1 Research methodology

The researchers used the descriptive method to suit the nature of the research problem.

3-2 Research population and sample

The research population was chosen by an intentional random method, and they are the students of the third stage in the College of Physical Education at the University of Baghdad, who are studying fencing within their curriculum. Their number is (120) students. One of the divisions was chosen by an unintended random method and by lottery, as the choice fell on Division (C) and their number. (26) students, noting that failing students and club players were excluded, so that the final number was (20) students, representing (16.6%) of the total third-year students, and they represent the final sample for the research.

3-3 Methods of data collection:

1. Sources and references
2. Tests and measurement used in research
3. Forms to survey the opinions of experts and specialists
4. Shuffle weapons (4)
5.SONY 8mm video camera
6.P4 type calculator (Processor 1700)
7. Skill performance evaluation forms
8. The assistant work team

3-4 Field research procedures:

3-4-1 Form for determining mental capabilities:

After reviewing the sources that dealt with mental abilities, the researchers prepared a form to survey the opinions of experts and specialists (Appendix No. 2) about identifying the most important mental abilities related to the skill of simple attack with an airsoft weapon. This form was presented to the aforementioned experts, and through the results, the abilities that were not obtained were excluded. Rate of 80% and above.

3-4-2 Skill performance evaluation form:

The researcher intended to film the research sample while it was performing the three types of simple attack skill (direct - cutting - changing direction) using a video camera type (SONY 3mm), which was placed at a distance of (5) meters from the sample and at a height of (1.25) meters, and using the system (Pal Then transfer it to a CD and display it using the computer to two experts in the fencing game* to evaluate the students' skill performance by filling out the form prepared by the researcher, taking into account that the form is filled out for each type of simple attack, where three forms are presented to each expert and the expert Fill out the form by giving a score from (1-5), noting that the number (5) represents the best performance and the number (1) represents the lowest performance.

3-4-3 Mental abilities tests:

First - reaction speed test

Purpose of the test: to measure reaction speed
Tools: An electronic device to measure reaction speed - a chair.
Performance specifications: The tester sits on the chair and places his foot on the pedal of the device. He is asked to press the pedal when the red light appears on the device panel in front of him and not to respond to the green or yellow light. When the required signal appears, the electronic clock starts working. The tester presses the pedal and the signal disappears and he stops. The clock works and thus records time due to the speed of the reaction time.
Registration method: Three attempts are given to the laboratory, and the best one with the shortest time is recorded.
Second - Raven's intelligence test
Purpose of the test: to measure general intelligence
Performance specifications: The idea of the test is based on understanding the relationship between a group of shapes. The test contains (60) papers divided into five sections (A, B, C, D, E), and each section consists of (12) papers. Each paper has a matrix, and each matrix has a part. Missing. The missing part is chosen from among (6-8) shapes, so that by placing it in the matrix, its shape is formed (Appendix No. 4)
Registration method: The time specified for the measurement is (60) minutes and the final score is (60) degrees divided by (60) matrix, i.e. one score for each matrix.
Third: Testing awareness of the jumping distance
Purpose of the test: To measure the ability to sense perception of the jumping distance
Before
Tools: measuring tape, blindfold, chalk.
Performance specifications: We draw two lines on the ground with a distance of 1.50 cm between them, knowing that the two lines are parallel, one is the start line and the other is the goal line. The experimenter stands on the start line to estimate the distance of the goal line, then blindfolds him after leaving (5) seconds, then jumps with both feet together to try to reach the goal. The target line so that it touches it with its feet, Figure (1).
Test conditions: Each tester has two attempts, the total of which is recorded.
Scoring method: The distance between the tester’s heels and the target line is calculated in (cm), noting that the final score is the sum of the two attempts, as the smaller the distance, the more this indicates the presence of sensory perception of the jumping distance.
Fourth - Borden-Infimov test to measure aspects of attention
Measurement components: This test is one of the most correct tests in the mathematical field and was modified by Abdel-Gawad Taha 1971, for the purpose of determining the different aspects of attention (acuity - distribution - concentration - conversion).

This scale shown in (Appendix 5) is a form containing (32) lines of Arabic numbers, each line containing (40) numbers. Therefore, the scale contains (1280) numbers. The numbers in each line are composed of groups placed in a codified manner. Each group consists of (3-5) Different numbers distributed and arranged to ensure that they are not memorized by the laboratory. Among the aspects of attention that the test took place are:
First - attention acuity test
Purpose of the test: to measure the player's attention acuity
How to carry out the test: The tester holds the scale sheet in his hand, and when he hears the word “start,” he turns the scale sheet over at the moment the clock starts. The tester begins searching and crossing out the number (97) in the lines, one after the other, from left to right.

The test time is only one minute, and when the word “stop” is heard, the tester places a vertical mark next to the numbers at which he stopped.

How to correct and extract results:
The following semantics are extracted:
A- The number of numbers that were looked at from the beginning to the word stop.
S-The number of numbers that are supposed to be crossed out in the visible part.
B- The number of general errors (the number of numbers that were crossed out + the number of numbers that were crossed out incorrectly).
Second: Attention concentration test
Purpose of the test: to measure the player's attention focus.
Method of performing the test: The same performance used in measuring attention acuity, except that at the same time the signal is given to start operating the distraction device, which gives (60) sound accuracy per minute with a flash of light every (5) seconds, i.e. 12 flashes per minute, provided that the device is placed on One meter away from the laboratory.

The test takes only one minute, and when the word "stop" is heard, the tester places a vertical mark next to the numbers at which he stopped.
Method of correction and calculation of results:
The following semantics are extracted:
- Net work productivity when measuring attention acuity in the quiet state = U1
- Net work productivity when measuring attention acuity, attention acuity in the case of exciting situations = U2

The significance of concentration = the difference between the two intensity
Focus of attention = U1 - U2

3-4-4 Exploratory experience:

In order to obtain the correct scientific procedure and scientific parameters for the test, a reconnaissance experiment was conducted on a sample of third grade students, numbering (20) students other than the research sample, and in the presence of arbitrators, as this sample took the mental abilities tests under study on 2/6/2024 in the closed sports hall in College of Physical Education, Al-Qadisiyah University. It is known that the exploratory experiment is "a process whose purpose is to identify the negatives and positives that meet the researcher so that it is a training for him." Its purpose is to identify the difficulties facing the application of the tests in order to overcome them, in addition to identifying the extent of the sample's reaction to the application of the tests, as well as the time it takes.

3-5 Statistical methods:
1. Arithmetic mean7
2. Standard deviation
3. Percentage
4. Simple Pearson correlation
5. Analysis of variance
6. Contribution percentage (STEP-WISE)

4- Presentation and discussion of the results:
4-1 Presentation and discussion of the results of the arithmetic mean standard deviations for both mental abilities and simple attack types:
Table (1)
It shows the values of the arithmetic means and standard deviations
For mental abilities and simple attack types

Distractions	Arithmetic circles	measruing unit	Variables	T

0.487	**1.201**	**Second**	**Motor reaction**	**-1**
2.227	**8.551**	**centimeter**	**Awareness of jumping distance**	**-2**
6.952	**37.700**	**Degree**	**IQ test**	**-3**
6.858	**90.529**	**degree**	**Sharpness of attention**	**-4**
1.840	**10.814**	**degree**	**Focus of attention**	**-5**
0.883	**3.400**	**Degree**	**Direct straight attack**	**-6**
0.733	**2.700**	**degree**	**The decisive attack**	**-7**
0.745	**2.850**	**degree**	**Attack by changing direction**	**-8**

4-2 Present and discuss the link between mental abilities and types of simple attacks:
Table (2)
It shows the values of the correlations between mental abilities and types of simple attacks with an airsoft weapon

Attack by changing direction	**The decisive attack**	**Direct straight attack**	**Variables**
***0.660**	***706.**	***0.653**	**Motor reaction**
0.085	**0.056**	**0.105**	**Awareness of jumping distance**
0.153	**0.246**	**0.031**	**IQ test**
0.057	***0.438**	**0.372**	**Sharpness of attention**
***0.488**	***0.669**	**0.366**	**Focus of attention**

4-3 Present and discuss the percentage of contribution of mental abilities to types of simple attacks:

Table (3)

Shows the mental abilities that contribute to the results of the simple (direct) attack test.

Significance level	F value Tabulation	Degrees of freedom	Calculated F value	Contribution percentage	R value	Variables	T
0.002	4.41	1-18	13.380	0.426	0.653	Motor reaction	1

It appears from the table above that motor reaction is the only mental ability that received a significant percentage of contribution, as the correlation value was (0.653) and the percentage of contribution was (0.426). After calculating its significance with the (F) test, it appeared that the calculated value of (13.38) is greater than the tabulated value. (4.41), and this is explained by what we mentioned previously that quick decision-making has the upper hand in determining the level of performance and thus determining the outcome of a simple, direct attack, “as this mental ability is most closely related to the development of the central nervous system and therefore to the speed of arousal”.

Table (4)

Shows the mental abilities that contribute to the results of the simple attack (categorical) test.

Significance level	F value Tabulation	Degrees of freedom	Calculated F value	Contribution percentage	R value	Variables	T
0.001	4.41	1-18	17.839	0.498	0.706	Motor reaction	1

It appears from Table (5) that the value of the simple correlation of the motor reaction with the results of the simple attack test (conclusive) is (0.706), and therefore the contribution percentage is the square of the correlation, i.e. (0.498). By treating the indices with the law (F), it appears that the calculated value is (17.839).) It is greater than the table value (4.41), which means that the contribution rate is significant and for the same previous reason mentioned in the discussion of the contribution rate between mental abilities and a simple direct attack.

Table (5)
Shows the mental abilities that contribute to the results of the simple attack test (by changing direction)

Significance level	F value Tabulation	Degrees of freedom	Calculated F value	Contribution percentage	R value	Variables	T
0.002	4.41	1-18	13.868	0.435	0.660	Motor reaction	1
0.001	3.59	2-17	11.249	0.570	0.755	Sharpness of attention	2

It appears from Table (6) that the percentage of contribution in a simple attack by changing direction is with two mental abilities, as it appears that the percentage of contribution to the motor reaction is (0.435), and since the calculated value of (F) is greater than its tabulated value, this means that the percentage of contribution is significant, and the ability entered Another mentality is the sharpness of attention, which together with the motor reaction together forms a multiple correlation with the results of a simple attack by changing direction. Its value is (0.755), that is, a contribution rate of (0.570), and since the value of (F) calculated for the two abilities together is (11.249), which is greater than the tabular value of (3.59) This means that the two abilities have a significant contribution to the attack (by changing direction). The addition of mental ability (acuity of attention) is explained by the fact that this ability is of great importance in complex motor skills, as well as the nature of the skill that requires high speed in executing the attack while anticipating a reaction. The opponent all of this requires the player to have a high acuity of attention.

4-4 Present and discuss the results of the strength of the relationship between the variables

Table (6)
It shows the strength of the relationship between variables using the correlation coefficient and the alienation coefficient

Attack by changing direction		The decisive attack		Direct straight attack		Variables
Alienation	Correlation coefficient	Alienation	Correlation coefficient	Alienation	Correlation coefficient	

coefficient		coefficient		coefficient		
0.751	**0.660**	**0.708**	**0.706**	**0.757**	**0.653**	**Motor reaction**
0.996	**0.085**	**0.998**	**0.056**	**0.994**	**0.105**	**Awareness of jumping distance**
0.988	**0.153**	**0.969**	**0.246**	**0.999**	**0.031**	**IQ test**
0.998	**0.057**	**0.898**	**0.438**	**0.928**	**0.372**	**Sharpness of attention**
0.873	**0.488**	**0.743**	**0.669**	**0.931**	**0.366**	**Focus of attention**

There is a common mistake that the strength of the relationship between two variables can be measured by the correlation coefficient only. The truth is that there are no specific criteria that indicate whether the calculated correlation is strong or weak. Alienation "indicates the qualities or characteristics that the two variables do not share. It measures the opposite of what the calculated correlation measures" (meaning that to measure the relationship between two variables, we compare the correlation with the coefficient of alienation. Whenever it is... The difference in favor of the correlation coefficient was that the relationship was strong, and hence some said that we can accept the correlation (0.7) and above as a strong relationship.

Table (7) shows that mental ability (motor reaction) has a stronger relationship with the decisive attack, as it appears that the value of the correlation coefficient (0.706) is the highest value and closest to the alienation coefficient. If we compare the other values (direct straight attack, attack by changing direction It appears that the correlation values appear clearly in front

of the alienation values, meaning that the non-shared characteristics are much greater than the common characteristics, which indicates the weakness of the relationship between them.

It appears that (awareness of the jump distance) does not have any significant relationship with any of the three types of attack. If we comparatively compare the three values of correlation and the three values of alienation, we will find that the direct straight attack is the best because it has the least alienation, but this does not indicate the existence of a strong relationship. Due to the weak connection between them.

The same applies to the intelligence test, as the correlation values are all weak, while the values of the alienation coefficient are high, meaning there is no relationship. But if we compare relatively, we find that the categorical attack is the best because its alienation is the lowest and its correlation is the highest, meaning there is a real weak relationship that is relatively strong.

As for the attention acuity test, it appears that the categorical attack is the best, as it obtained the lowest alienation coefficient (0.898) and the highest relative correlation (0.438), which indicates the existence of a relationship, but it is weak.

The same applies to focusing attention, as it appears that the categorical attack has a correlation value (0.669), which is higher than the other correlation values. Likewise, its alienation value, amounting to (0.743), is the lowest, which indicates the existence of a relationship that is close to acceptable, because the value of the correlation coefficient is close to Acceptable values are (0.7).

5- Conclusions and recommendations:-

Based on the results that the researcher reached in his study, he reached the following conclusions:

5-1 Conclusions

1. The mental abilities that have an impact on the level of performance in a simple attack with an epee weapon are (motor reaction, awareness of the jump distance, intelligence, sharpness of attention, and concentration of attention).
2. Mental ability (motor reaction) is the ability that has the strongest relationship to the level of performance of a simple epee attack.
3. (Motor reaction) contributes effectively to the results of the tests for all types of simple attacks with an airsoft weapon, while (acuity of attention) contributes to the results of a simple attack by changing direction only.

5-2 Recommendations

1. The need to pay attention to mental ability (motor reaction) by teachers and trainers for the purpose of developing the level of performance in a simple attack with an epee weapon.
2. The necessity of researching other abilities (physiological, psychological, physical...) and knowing their relationship to the level of performance of this activity.

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