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Dr. Yashar Mohammed Jalil

Lecturer, Faculty of Physical
Education and Sports Sciences,
University of Babylon, Iraq

Evaluating the offensive skillful performance in fencing game for the students of faculty of physical education and sports sciences

Dr. Yashar Mohammed Jalil

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Abstract

Evaluation and measurement is one of the basic means in the field of sports, especially the fencing game, as it works on the extent of the student's achievement of the contents of the curriculum and the extent of evaluating its effectiveness for the advancement of the educational process that leads to raising the student's level of mastery of the skill. As the goal of teachers in the field of teaching fencing is to learn the technical performance of new students in order to reach the best levels, and this is all related to the process of selecting those qualified to play the fencing game, as the fencing game is one of the games whose players are distinguished by many requirements due to the nature of the performance in it, which is characterized by situations Different and fast, which require fencing players to be able to distinguish and move quickly, especially in attack. The motor and skill abilities are among the important basic requirements for the fencing player, which enables him to overcome many situations that occur during the competition, as well as to continue playing with high efficiency without falling in the level during the playing period. From here, the importance of research is evident in terms of working according to scientific formulas, as such a study enables us to objectively select good practitioners in the fencing game, since the focus of training reaches the practitioner to the highest levels to achieve the best results. Thus, the researcher's study came as an attempt to change her condition and develop her work methods by building a model to evaluate the most important offensive skill performance of students in the sport of fencing.

Keywords: Performance evaluation, offensive

Introduction

Evaluation and measurement is one of the basic means in the field of sports, especially the fencing game, as it works on the extent of the student's achievement of the contents of the curriculum and the extent of evaluating its effectiveness for the advancement of the educational process that leads to raising the level of the student's mastery of the skill, as measurement and evaluation are important in the lesson of physical education, especially in the stage University, which leads to students developing themselves in identifying their needs and responsibilities towards the game, and in the fencing game, building standard levels among students helps them to identify their level as it describes their performance honestly and objectively through measurement units that are interpreted and clarified based on test and measurement units.

The goal of teachers in the field of teaching fencing is to learn the technical performance of new students in order to reach the best levels. Determining the level of offensive skill performance has several changes, including physical measurements, physical and motor abilities, mental and psychological abilities, etc. Each of these variables has a direct impact on the skillful performance of students in fencing, especially beginners. Accordingly, the process of selecting those qualified to play the fencing game requires us to evaluate these skills. The fencing game is one of the games whose players are distinguished by many requirements due to the nature of the performance in it, which is characterized by various and fast situations that require the fencing players to be able to distinguish and move quickly, especially in attack, as

Corresponding Author:

Dr. Yashar Mohammed Jalil

Lecturer, Faculty of Physical
Education and Sports Sciences,
University of Babylon, Iraq

the motor and skill capabilities are among the important basic requirements for the fencing player, which enables him to overcome a lot. One of the situations that occur during the competition, as well as continuing to play with high effectiveness without dropping in the level or the period of play. From here, the importance of research is evident in terms of working according to scientific formulas, as such a study enables us to objectively select good practitioners in the fencing game, since the focus of training reaches the practitioner to the highest levels to achieve the best results.

The process of evaluating the students practicing the fencing game did not receive the attention of most of the workers in this game, as observation, personal experience, and coincidence have the largest share in the process of selecting fencing players, and this is revealed by the procedures in force from a good number of Iraqi coaches. Through the researcher's follow-up and his practice of the game, he found weakness in the development of the level of a number of players despite the continuation of training and the attempt of teachers to develop their levels, and this is a problem that must be addressed. And trying to overcome it, and so the researcher's study came as an attempt to change her condition and develop her working methods by building a model to evaluate the most important offensive skill performance of students in the sport of fencing.

Research problem

The process of evaluating the students practicing the fencing game did not receive the attention of most of the workers in this game, as observation, personal experience and coincidence have the largest share in the process of selecting fencing players, and this is revealed by the procedures in force from a good number of Iraqi coaches. Through the researcher's follow-up and his practice of the game, he found a weakness in the development of the level of a number of players despite the continuation of training and the teachers' attempt to develop their levels, and this is a problem that must be addressed and attempted to overcome. To evaluate the most important offensive skill performance of students in the sport of fencing.

Research objective

- Identifying the statistical description of the offensive skills under study among students practicing the fencing game.
- Establishing standard grades and levels in order to evaluate the offensive skillful performance of students practicing the fencing game.

Research methodology and field procedures

Research Methodology

The researcher used the descriptive method in the survey and normative studies method due to its suitability and the nature of the problem.

Community and sample research

The research community was determined by the students practicing the fencing game in the College of Physical Education and Sports Sciences/University of Babylon, whose number is (80) students distributed over the four academic stages.

Means, devices and tools used in the research

- Linen tape measure (50 m) long.
- Offensive skill tests in the fencing game.

- A ruler.
- Chalk.
- whistle
- Electronic stopwatch.
- Figures number (6).
- Hand-held electronic calculator (Carcio), number (1).

Field research procedures

Offensive skill performance tests in the fencing game

Testing the accuracy and speed of the direct straight attack with the foil weapon: (Khalaf, Dhafer Namus & others, 2021, p. 210) ^[1]

The objective of the test

Measuring the accuracy and speed of the direct straight attack with the foil weapon.

Conditions for applying the test

The application of the test requires the presence of three people, one of them, (test manager), the other (timer), and the last (accuracy recorder).

Devices and tools

1. The foil: one with the right handle and the other with the left handle.
2. A circular target consisting of (5) concentric circles with a central circle with a diameter of (5) cm, a diameter of (10) cm for the next circle, a diameter of (15) cm for the next circle, and a diameter of (20) cm for the next circle, and so on until the last circle that will be Its diameter is (25) cm, and these circles are numbered from No. (1) to No. (5). The central circle takes the number (5) and the next one takes the number (4), and as we move away from the center, the degree decreases until we reach the last circle, which takes the number (1).

Test description

1. The tester stands on the two lines of readiness with the stimulus mode after being determined by the test director, in addition to the appeal line for this laboratory, which is ready to perform the test.
2. When the tester hears the start signal from the test director, which is (start), he performs (10) consecutive lunges as quickly as possible, while emphasizing accuracy at the same time.

Register

1. **Recording accuracy:** The work of the accuracy recorder is to determine the exact point of contact of the weapon's fly to the target by specifying the circle number for each attempt. Here, the recorder must stand next to the tester, in order for the vision to be clear, with emphasis on the target, not the tester.
2. **Recording the speed:** The work of the speed recorder is to record the time it takes for the tester from the moment the movement starts until the weapon fly touches the target in the tenth stab.

How the results are calculated

- Accuracy numbers are collected for the ten stab wounds, so we get the degree of accuracy.
- The time recorded by the speed recorder is also for ten stabs.

Test (Attack by changing direction, cutting attack) with

the fixed weapon and performing the stabbing movement (Jalil, Yashar Muhammad, 2016, p. 65) [2]

The aim of the test

- Measure the accuracy of the injury by making an attack by changing direction with the weapon installed and performing the stabbing movement.
- Measuring the accuracy of the injury by making a categorical attack with the fixed weapon and performing the stabbing movement.

Tools

The same tools used in the previous tests. Adding a weapon installed on the vehicle (the legal target).

Test description

The sign is placed on the court, then a line is drawn at a distance from the preparedness line that is commensurate with the length of the player's stab, from which the player begins to perform the stabbing movement. (30) cm to the back from the instep of the front foot to measure the back step, and to ensure that the advance is performed correctly, as it is one condition for avoiding mistakes in taking a greater or lesser distance by the players when performing the front step and then performing the stabbing movement.

The player stands on the line of readiness at a distance commensurate with the length of the player's stab and in contact with the weapon installed in the center area from the blade of the weapon fixed in the monitor and from the standby position. When the signal is given, the player performs the attack by changing the direction, and then the player performs the direct stab towards the target on the existing circles on the bra set by the coach.

Upon completion of the attack by changing direction, he performs the cutting attack in the same way.

Register: The player gives (10) attempts within (15) seconds.

Calculation of results: The player records the number of correct attempts in which he can touch the circles through them and within the specified time.

Testing the technical performance of the combination

attack movements (numerical and circular). (Hamid, Abd Al-Hadi & Fadel, Abd al-Karim, 2012, p. 45) [3]

The aim of the test

Measuring the technical performance of the combination attack movements (numerical and circular).

Tools used: A legal shutter weapon, a video camera (2), a whistle, and a drawing scale.

Test Description

The student takes the position of readiness (oncard) carrying weapons and at an appropriate distance from the teacher, and upon hearing the whistle, the student performs the required movement, and for the purpose of evaluating the performance, the laboratory is given three attempts, and the three experts evaluate the performance of each attempt, as each expert gives a certain score for each attempt, then These scores are collected and the arithmetic mean of their scores is extracted, then the other statistical factors are complemented, and the total test score is (10 degrees), and each movement is evaluated according to a previously used form.

Statistical methods: (Al-Yasiri, Muhammad Jassim, 2011, pp. 107-290) [4]

- Mean.
- Std. deviation.
- Percentage.
- Modified standard degree.

Statistical description of the variables of offensive skill performance among fencing practitioners in the College of Physical Education and Sports Sciences

In order for us to be able to study the reality of the offensive skill performance of the sample, we must present the most important relevant data describing the levels achieved for the sample in each of the offensive skills in the fencing game, as these levels are expressed by central values that are significant for the distribution of the values obtained by the sample. The sample in the tests concerned with measuring offensive skill performance (cutting attack, attack by changing direction, straight attack speed, straight attack accuracy, circular attack, numerical attack) and to know these values, we shed light on what came in Table (1).

Table 1: Shows the means and standard deviations of the test results of the students' offensive skill performance in the fencing game:

Tests	Mean	Std. deviation	Standard error	Median	Mode	Skew ness
Slash attack	5	0.99	0.11	4.84	4.38	- 0.11
Attack with a change of direction	5	1	0.11	5.28	5.62	- 0.04
Straight attack speed	4.98	1	0.12	5.07	4.67	- 0.09
Direct attack accuracy	4.99	1	0.13	5.03	4.73	- 0.70
Circular attack	5	1	0.18	4.96	5.28	- 0.20
numerical attack	5	1	0.02	4.97	5.41	- 0.15

What the results of Table (1) show is the lack of standard error values (p), which confirms the appropriateness of the sample size and the correctness of its representation of the original population. As the value of the standard error is a measure of the degree of dependence on the sample mean, the smaller its value, the greater the dependence on it. (Al-Yasiri, Muhammad Jassim, 1995, p. 273) [5].

It is also noted that all the values of the torsion coefficient do not exceed (1) in any way, and this indicates that the candidate tests are characterized by moderation. Accordingly, we can go here to build standards after making sure that the sample is distributed normally.

Standard degree related to the results of students' offensive skill performance tests in the fencing game

What the researcher is seeking in this research is to know the levels at which the members of the research sample are for the purpose of evaluating the reality of the offensive skill performance of the students in the fencing game, and since the offensive skills in the fencing game are many and varied as an indicator that includes several components, including: (cutting attack, attack by changing direction, The speed of the straight attack, the accuracy of the straight attack, the circular attack, the numerical attack), and in order for the researcher to be able to obtain the standard scores, he extracted the raw

scores for each skill separately, and in this regard he extracted the arithmetic mean and standard deviation for it, and then put it in the law of the modified standard degree and through it using the following law:

$$\text{Modified standard degree} = \frac{\text{Mean} - \text{Median}}{\text{Std. deviation}} \times 1 + 5$$

Six standard grades were obtained, each of which represents one of the attacking variables in the fencing game, then the researcher collected these results and divided them by (6) to extract one grade representing the offensive skillful performance of the students in the fencing game.

The researcher did not stop at this limit, but his purpose was to go beyond the standard levels, he has to set three levels starting from (good, average, weak) on the basis that every

two standard grades of the decimal division of the standard grades is one level, for example grade (2, 3) is Its level is (weak), and the grade (4, 5, 6) is (average), and so on until we reach grades (7, 8) with a (good) level.

Standard levels of offensive skill performance elements that were used by the research sample

We indicated above that the researcher set three standard levels regarding evaluating the state of offensive skill performance of the research sample, and here we note that the method used by the researcher in setting these levels is the curve method of normal distribution, as this method is N fix the methods in place Standard levels, and for the purpose of showing the most important levels achieved for the sample, we highlight what was stated in Table (2).

Table 2: Shows the achieved percentages of the levels concerned with the offensive skill performance elements of the research sample.

Standard level	Standard degree	Raw degree	N	Percentage
Good	8	6.76	19	23.75%
	7	6.17		
Middle	6	5.58	49	61.25%
	5	4.99		
	4	4.4		
Low	3	3.81	12	15%
	2	3.22		

What the above table reflects to us is the emergence of a difference in percentages between what the sample achieved in the three standard levels. For example, the sample achieved (23.75% at the good level, 61.25% at the medium level, 15% at the Low level).

The researcher believes that the reason for this difference is due to the physical growth and motor development of the sample. The balanced growth of the sample helped to achieve better standard levels in terms of prevalence and distribution

Conclusions and recommendations

Conclusions

1. The sample achieved different levels in the level of offensive skill performance of the students in the fencing game.
2. The best level achieved by the sample is the average level.
3. The sample achieved a better level in the good standard level than the poor standard level.

Recommendations

1. The need to pay attention to such an important segment of society as it is the main tributary of national teams and clubs with players.
2. The necessity of conducting such studies on a regular basis, because of their importance in developing the offensive skill performance of fencing practitioners.
3. Encouraging the conduct of similar studies and research on age groups, clubs and other sporting events.

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