

Motor response exercises and their effect on the basic skills of volleyball players

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Abstract

Motor response exercises and their effect on the basic skills of volleyball players

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This research and investigation into the variables and influences that affect, in one way or another, the volleyball player's motor, physical and skill performance, and measuring them in a manner that is consistent with their importance in giving the skill and motor aspect a high degree of fluidity in performance. To access the high levels depend largely On study Some aspects related to the speed of motor response, including mental abilities that help the player improve his motor response, which in turn positively affects his skill performance. As the researcher has been interested in volleyball for many years, and after consulting with those concerned with volleyball, she noticed a weakness in motor response, some mental abilities, and basic volleyball skills, believing in developing the player's performance through the results of the study and adopting them in the training process.

And Research objective:(To identify the motor response time of players aged 14-16, to identify some mental skills, and to identify the effect of motor response time on basic volleyball skills and its relationship to variables. mentality.)

End The researcher community origin Represented by players Volleyball in the Sports Talent Schools of the Ministry of Youth and SportsAnd at ages (14-16) year,The use of the motor response test was used.Motor response time test to stimulus):Motor response time measurement With a visual stimulus.It was also tested.Skill:(Accuracy of receiving skillSending,Measuring the accuracy of the Qatari crushing attackAnd the straightMeasuring the accuracy of the blocking wall skill).

By presenting, analyzing and discussing the results, the researcher reached the following conclusions: There is a role for motor response time in some basic volleyball skills. The practical exercises on compatibility used in the educational units and accompanying the performance had an effective role for the members of the experimental group.). As for Recommendations The researcher

recommended:(Adopting a continuous evaluation process for playersAges (14-16)VolleyballFor the tests under research.The need for continuous work to raise the level of age groups and focus on aspects related to skills and achieving positive results..The need for continuous work to discover talents that are distinguished by mental skills as well as technical skills..And attention to mental training of players in a manner that is consistent with their motor skills..And conduct other studies that address different variables and samples.

1- DefinitionBy searching:

1-1 Introduction and importance of the research:

The emergence of modern sciences in the field of sports, especially motor learning and other sciences, has had a significant impact in driving the wheel of progress and development in this field, which has prompted many scientists, specialists and researchers to show wide interest in studying important and diverse topics in the field of motor learning. Learning the technical skills of each activity is one of the most important conditions for successful progress in performance, provided that it is based on sound scientific foundations, which helps in accelerating learning and achieving economic effort and movement. The only thing that distinguishes the educational unit is training, and in light of it the amount of learning and development of performance are built, and the use of scientific foundations.

Motor response and accuracy are essential physical qualities. To accomplish performance Correct movement of the player volleyball This is due to the significant role it plays in the player's motor behavior and emotions and response during his participation in the competition. Mastery or Learning any new motor skill requires the formation of new motor responses, which in turn require special physical qualities in performance This skill and to achieve this goal, attention must be paid to studying the special qualities that serve performance Muscular for that skill.

That game the ball The plane One of the games The collective that has been developing significantly in recent times and in various fields, which has helped in finding modern ways and methods in developing the young player in order to be a project that keeps pace with these developments, as well as the specificity of the variables proposed for study and their role in improving the performance of playing skills. In the game of volleyball, the motor response is one of the important motor abilities that has an important role in the technical performance of basic skills, as the player, for example, is distinguished by the speed of motor response on the field so that he can reach the ball.This shows the importance of this.Study by identifyingOn motor response and its role in the skill performance of players in age groups 14-16 years.

So performance Correct and accurate, even if relatively Offensive skills for ball The plane Not possible that Evolving or improves without that There is a good level of

accuracy, balance and what it requires. Performance Movements from responses to offensive and defensive movements also The player's ability to determine his position in the right place and the speed and accuracy of his attack.orHis defense requires development, balance of movement and accuracy to allow the player possibility speed Mastery The complex technical aspects of the game soccer And perform it easily and smoothly.betterPossible level ofperformanceTechnical.

Hence the importance of the research in identifying the effect of our exercise. TAF kinetic response on the beat and Skills Basic for players volleyball Which helps facilitate the learning process and save effort

1-2 Research problem:

The game's makers are still ball the volleyball team, through its trainers and researchers, is looking for all the modern and advanced ways, methods and means that would eliminate the obstacles that prevent the progress of the game. Ball Volleyball at the local and international levels and the game still has many requirements that many are still searching for the effects that would work to change the reality of the young player for the better by measuring a group of variables that affect in one way or another the skill level, especially if we know that motor response and mental abilities play a big role in the level of the age group, in addition to arranging training curricula that take into account the variables that work to develop the player in the direction that serves these variables.

That Game development the ball modern aircraft And its connection to the speed factor of sudden movements as well Linking in performance Different skills and movements on the field, which imposes on players direct response And fast Which requires confirmation Of the accuracy of Implementation To accomplish Motor duty in the form of Perfect And maintain this level of performance For as long as possible so accessFor levels High Yto stoptoend bigOn study Some aspects related to the speed of motor response, including mental abilities that help the player, in one way or another, to improve his motor response, which in turn reflects positively on his skill performance. As the researcher has been practicing this game for many years, and after consulting with those involved in the game, she noticed a weakness in motor response and basic skills, believing in developing the player's performance through the results of the study and adopting them in the learning process.

1-3GoalsSearch:

1. Identifying the motor response time of players aged 14-16
2. To identify the effect of motor response time on basic volleyball skills.

1-4 Research hypothesis

The researcher assumes that:

1. motor response timeIt has a positive effect on the accuracy ofAndSkills BasicFor playersvolleyball.

1-5Research areas:

1-5-1 Human field: players Talented Sports School for Volleyball, ages 14-16

1-5-2 Time domain: Duration from (20/12/2023M),to (20/4/2024M).

1-5-2 FieldSpatial:The indoor hall of the Talented Sports School for Volleyball at the Ministry of Youth and Sports.

2-the chapterSecond - MethodologyResearch and field procedures:

2-1 Research methodology:

Choosing the appropriate and suitable research method to investigate the problem depends on its type and nature. I adopted Researcher on Experimental approach In the style of equal groups For its suitabilityDue to the nature of the research problemAnd its goals areThe experimental approach is considered Most Honestly, to solve many scientific problems effectively and theoretically And his contribution In the progress of scientific research in science Humanity And social sciences, including sports science.¹

2-2 Research community and sample:

One of the basic things that the researcher must take into consideration is obtaining a sample that truly represents the original community.² Accordingly, the original research community was the players. Talented Sports School for Volleyball, ages 14-16Their number is (64) player, The research sample was selected at (48) players, divided into a survey sample of (8) and a main experiment sample of (40) players. They were divided into two groups, a control group and an experimental group, randomly, with (20) players for each group. The percentage of the sample on which the research was conducted was (64.48%) of the original community, which is a very sufficient and appropriate percentage to provide a reliable scientific result.

For the purpose of sample equivalenceThe statistical description of the application sample was extracted, for the values of the arithmetic mean, standard deviation and skewness coefficient, in order to identify the distribution. Sample, as it turns out thatHaNormally distributed according to the degree of skewnessWhich is locatedWithin the natural limits between (-+1). As shown Baltable (1).

Table (1). Shows the arithmetic means, standard deviations, and skewness coefficient for the Mental Skills Scale.

T	Axis name	arithmetic mean	standard deviation	Coefficient of skewness
1	accuracyreceptionSending	18.1282	1.92189	.348
2	crushing accuracy	18.5128	2.19894	-.732
3	firewall accuracy	17.8718	2.47279	-.682

2-3 Methods, devices and tools used:

2-3-1 Data collection methods:

- References and scientific sources.
- International Network (Internet).
- Personal interviews with experienced people Specialization attached (1).
- Support staff.

2-3-2 Devices and tools Used:

- **Leather measuring tape (1).**
- **stadiumtheballThe planelegal.**
- **theballThe planeNumber (10).**
- **Adhesive condition number (3)**
- **As a type of photography order (CASIO) (No. 2).**
- **Camera mount. (Number2).**
- **computerPortable (Dell).**

2-4 Field research procedures:

2-4-1 Testing research variables (skill tests)

2-4-1-1 Motor response time test to visual stimulus:³

❖ **Test name: Falcon Test.**

- ❖ Purpose of the test: To measure motor response time. With a visual stimulus.
- ❖ roadperformanceThe laboratory standsbeforeThe device and aside at a distance of approximately (30-40 cm) and when you hear the whistle or instigationThe tester passes the device and cuts off the photosensitizer that will be given to him. Signal Visual to One of colors The four(unless Nara The tester touches that color with a stop compressor according to the target color, which is fixed on a funnel, and returns from before The device once Other And repeats performance Six times, the time of each repetition is calculated separately using a timer.electronY theThe device is in operation and starts counting time. Electronic From the moment give instigation The counting stops when the cone is touched and the motor response time for each tester is extracted.By takingThe best time to try out the six attempts is noteworthy.thatDistance between the deviceand conesBetween oppressionAnd anotherShe is (2) m.

❖ **conditionsperformance:**

- ✓ The laboratory standsbeforeThe device focuses its attention on the person conducting the test who will give it.Instigationthe beginning.
- ✓ The tester records the time of each touch to extract the time taken for 6 touches.
- ✓ The lab will only be retried if:Injury orFalling after sufficient rest.
- ❖ **Registration method:**Calculates the time of touches-(1) Every touch on One It takes time better attempt.



Shape number (1). Explain Response time test (The exciting optical)

2-4-2 Selection of skill tests:

After identifying the skills that were the subject of the research, the researcher established By choosing tests for skill accuracy (receiving serve, smashing, blocking).

2-4-2-1 Reception skill accuracy test Sending⁴

The goal of Test: Measuring the accuracy of reception skill Sending.

Tools: Legal volleyball court, legal volleyballs, trainer, Masking tape, measuring tape, as shown in the figure (2).

specifications Performance: The tested player stands inside areas (A) and (B) and the coach performs Sending From the stadium The other The examiner must receive the balls and direct them into area (1) three balls, area (2) three balls, and area (3) three balls, and repeat the work for area (B).

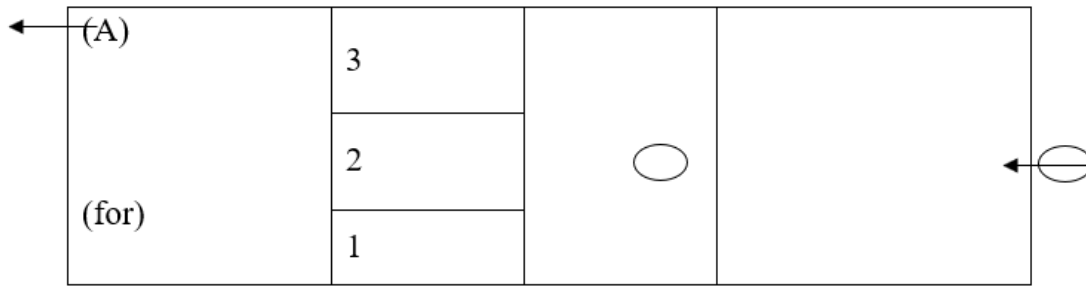
Conditions:

- Each lab has (9) attempts from area (A) and (9) from area (B).
- The attempt is canceled. send The ball is in the wrong way or Outside the circle in which the tester stands.

Registration:

The laboratory records the total points Which he gets from the (27) attempts granted to him (9 attempts for each circle) according to style the next:

- (3) Points for each ball that falls in the designated area.
- (2) Points for each ball that falls outside the designated area and inside the adjacent area.
- (1) One point for each ball that falls outside the designated area.
- (Zero) for each failed attempt.



Shape (2). reception skill accuracy test shows Sending

The appearance (2)

The reception skill accuracy test shows Sending

2-4-2-2 Test the accuracy of the diagonal and straight smash attack skill⁵

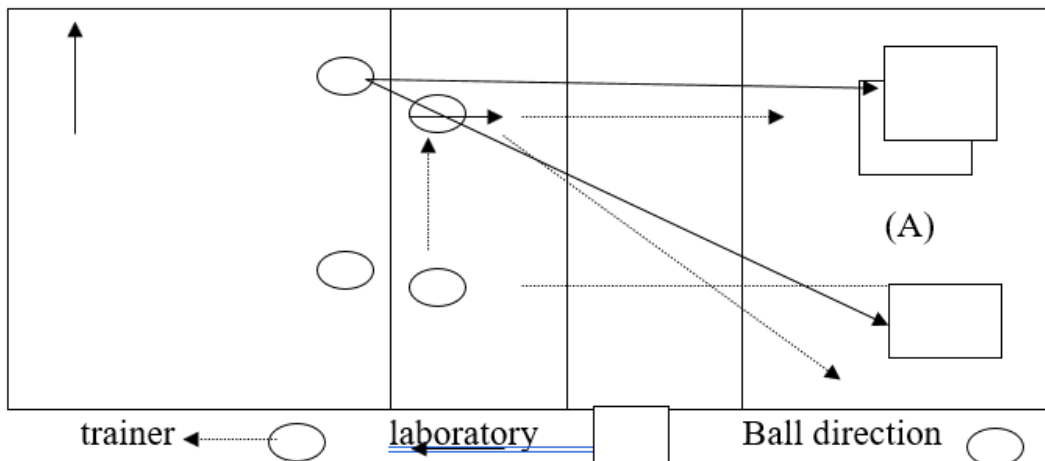
Objective of the test: Measuring the accuracy of the diagonal and straight smash attack.

Tools: Legal volleyball court, legal volleyballs, two 1.5m x 1.5m tables as shown in the figure (3).

Specifications performance: The tested player performs a crushing attack from position (4) by numbers From the trainer from Center (3) and the laboratory performance (5) Smashing blows in the diagonal direction and (5) blows in the straight direction.

Registration:

- (3) Points for each correct smash that lands the ball on the mattress.
- (2) Points for each correct smash hit where the ball lands in zone (A) for a diagonal smash hit and in zone (B) for a straight smash hit.
- (1) One point for each smash hit that lands the ball in zone (B) for a diagonal smash and in zone (A) for a straight smash.
- (Zero) for every failed smash hit.



Shape(3). Demonstrates the accuracy test of the diagonal and straight smash skill.

2-4-2-3 Wall Skill Accuracy Test.⁶

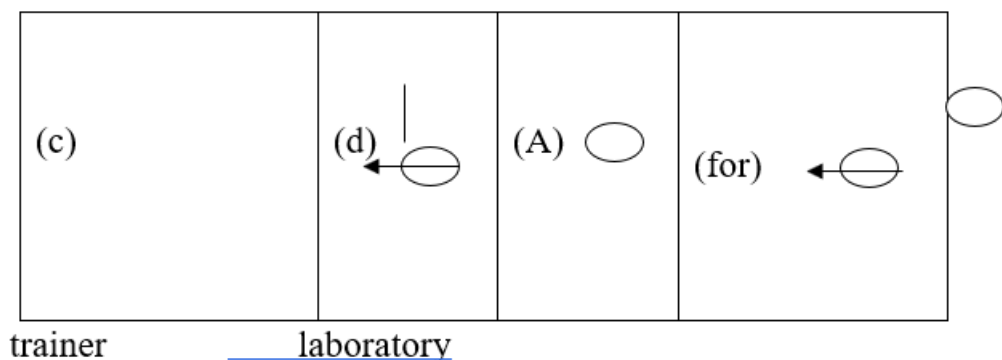
The goal of Test: Measuring the accuracy of the blocking wall skill in center (2-4).

Tools: Legal volleyball court, legal volleyballs, tape dividing the court as shown in the figure (4).

Specifications Performance: The tested player stands at a distance of (25 cm) From the net ready to do the blocking wall and the coach on the side Other He stands on a high chair to do the smash hit.

Registration: The laboratory has three attempts in Center (4) and Center (2).

- (4) Points for each correct blocking wall that lands the ball in zone (A).
- (3) Points for each correct blocking wall that lands the ball in zone (B).
- (2) Points for each correct blocking wall that lands the ball in zone (C).
- (1) One point for each correct blocking wall that lands the ball in zone (D).
- (Zero) for every failed firewall.
- When the ball falls on a line shared between two areas, the score is calculated. The highest.



Shape(4). The accuracy test demonstrates the skill of the block wall.

2-4-3 exerciseTAFor kinetic response:

Motor response speed is one of the motor abilities that plays an important role in the technical performance of skills. Basic It constitutes, along with the rest of the factors, one of the important foundations for deciding the situation, as the volleyball player must be distinguished by his short motor response time in order to reach to the ball plane. Therefore, the researcher prepared a set of motor response exercises within the training curriculum for the experimental group at a rate of (4) units per week. There were (2) units with the program prepared by the trainer for the control and experimental groups. And (2) units within the program prepared by the researcher for the experimental group only. The program took three months at a rate of (54) training units. For the period from 1/2/2024 to 3/30/2024.

The time taken for the educational unit is (90) minutes, as exercises are applied. motor response In the main section and in time (30) minutes, and this section includes practical

applications of motor coordination exercises, skill exercises, and exercises. For (Ability to visualize, ability to relax, ability to pay attention) With the ball The plane.

2-4-4 Exploratory experiment:

A pilot study is an experimental study. Primary T Do it Researcher On a small sample before conducting his research, with the aim of testing Methods Search and its tools⁷ In order to obtain accurate results and information. And follows proper scientific context With procedures Research, and to identify the obstacles that may appear during Main experience reward T Researcher Exploratory experiment day Monday Coincidence 20/12/2023) m, At exactly ten o'clock in the morning on a group of players Their number is (8) player From outside the research sample. so that For pilot study importance In identifying the obstacles that may accompany procedure Tests and work to avoid and overcome them if found. The goal of the experiment was the following:

- Ensure that the tests are appropriate for the level individuals Research sample by knowing the degree of difficulty and ease and how to implement it.
- Knowing the time required to perform the tests.
- knowledge Mistakes Challenges that may accompany experimental work and how to overcome them.
- training Members The team assists in implementing the tests..
- Verify validity Devices and tools used in the main experiment.

2-5 means Statistics:

I used Researcher Statistical bag SPSS to process search results using laws The following:

1. Arithmetic mean.
2. Standard deviation.
3. Coefficient of skewness
4. lineage And Centenary.
5. Pearson's correlation coefficient.
6. a test T For independent samples.
7. a test T For one damn.

3-(Presentation and discussion of results:

In order to observe the differences between the pre- and post-tests of the experimental and control groups and the differences between the experimental and control groups in the post-tests and after completing the application of motor response exercises to the experimental group, The data were obtained to be converted into tables and statistical processing was carried out to enable the researcher And Compare these results with the research hypotheses.

3-1 Displaying and analyzing the results of the differences between the pre- and post-tests of the control and experimental groups.

1. **To achieve the first hypothesis:** motor response time It has a positive effect on the accuracy of AndSkills BasicFor players Volleyball. The researcher conducted appropriate statistical operations in the pre- and post-tests of the experimental group regarding the accuracy of basic skills (receiving the serve, smashing, blocking).

Below is Table (2) showing this:

3-1-1 offerResults of the differences between the pre- and post-tests of the control group and their analysis.

Table (2) . Shows the arithmetic means, standard deviations, and values. (t) calculated Between the pre- and post-tests of the control group

Tests	Tribalism		Dimensionality		value (t) calculated	Type of indication
	S	A	S	A		
accuracyreceptionSending /degree	13.56	1.98	17.82	1.74	3.78	moral
Smash Accuracy/Score	12.87	2.09	16.98	1.96	4.11	moral
Firewall Accuracy/Degree	7.89	1.67	11.65	1.49	4.52	moral

*value (t) Table = (2.09) At significance level (0.05) degrees of freedom (19).

Through the table (2) Which shows the results of the pre- and post-tests for the control group. We note the presence of significant differences between the pre- and post-tests in favor of the post-tests. As all values were (t) The calculatedgreaterFrom its table value of (2.09) At significance level (0.05) degrees of freedom (19).

4-1-2 ShowEvolution rate results (coefficient of variation) For the pre- and post-tests of the control group and their analysis.

Table (3). Shows the arithmetic means and the amount of evolution. (Coefficient of variation) between the pre- and post-tests of the accuracy tests for the skills under investigation for the control group

Tests	Tribalism			Dimensionality		
	S	A	%KH	S	A	%KH
accuracyreceptionSending/degree	13.56	1.98	14.60	17.82	1.74	9.76
Smash Accuracy/Score	12.87	2.09	16.24	16.98	1.86	10.95
Firewall Accuracy/Degree	7.89	1.67	21.17	10.63	1.49	14.02

The table shows (3) The values of the arithmetic means, standard deviations, and coefficient of variation were used to measure the amount of development in the accuracy tests of the skills under study for the pre- and post-test control group. The results showed that this group achieved values of the coefficient of variation in the post-tests that were

lower than the values of the coefficient of variation in the cardiac tests. This indicates the development of this group in the accuracy tests of the skills under investigation.

4-1-3 Display and analyze the results of the differences between the pre- and post-tests of the experimental group.

Table (4). Shows the arithmetic means, standard deviations, and values. (t) calculated Between the pre- and post-tests of the experimental group

Tests	Tribalism		Dimensionality		value (t) The calculated	Type of indication
	S	A	S	A		
accuracyreceptionSending/ degree	14.02	1.63	20.41	1.22	4.19	moral
crushing accuracy degree	11.93	2.17	19.84	1.78	4.76	moral
Firewall accuracy degree	8.12	1.45	12.56	1.05	4.62	moral

*value (t) Tabular = (2.09) At significance level (0.05) degrees of freedom (19).

Through the table (4) Which shows the results of the pre- and post-tests for the experimental group. We note the presence of differences. There was a significant difference between the pre- and post-tests, in favor of the post-tests. As all values weret) The calculated value is greater than its table value of (2.09) At significance level (0.05) degree of freedom (19).

4-1-4 Show the results of the amount of development (Coefficient of variation) for the pre- and post-tests of the experimental group and its analysis.

Table (5) .Shows the arithmetic means and the amount of development (coefficient of variation) between the pre- and post-tests of the accuracy tests for the skills under investigation for the experimental group

Tests	Tribalism			Dimensionality		
	S	A	%KH	S	A	%KH
accuracyreceptionSending/degree	14.02	1.63	11.63	20.41	1.22	5.98
Smash Accuracy/Score	11.93	2.17	18.19	19.84	1.98	9.98
Firewall Accuracy/Degree	8.12	1.45	17.86	12.56	1.05	8.36

The table shows (5) The values of the arithmetic means, standard deviations, and coefficient of variation were used to measure the amount of development in the accuracy tests of the skills under study for the pre- and post-test control group. The results showed that this group achieved values of the coefficient of variation in the post-tests that were lower than the values of the coefficient of variation in the cardiac tests. This indicates the development of this group in the accuracy tests of the skills under investigation.

4-1-5 Display and analyze the results of the differences between the control and experimental groups.

Table (6). Shows the arithmetic means, standard deviations, and values. (t) calculated Between the pre- and post-tests of the experimental group

Tests	The officer		empiricism		value (t) calculated	Type of indication
	S	A	S	A		
accuracyreceptionSending/degree	17.82	1.74	20.41	1.22	5.31	moral
crushing accuracy degree	16.98	1.86	19.84	1.78	4.84	moral
Firewall accuracy degree	10.63	1.49	12.56	1.05	4.62	moral

*value (t) Tabular = (2.02) At significance level (0.05) degrees of freedom (38).

Through the table (6) Which shows the results of the post-tests between the control and experimental groups. We note the presence of significant differences between the two groups in favor of the experimental group. As all values (t) calculated greater From its table value of (2.02) At significance level (0.05) and degree of freedom (38).

2-4 Discussion of results:

From what was shown in the table (2) We note the presence of significant differences between the pre- and post-tests of the accuracy tests of the skills under investigation for the control research group in favor of the post-tests, and T attribution Researcher The reason for these differences is the regularity of the control group in the educational units allocated to it according to the prescribed curriculum. As well as the repetitions in performance and the continuation of applying the units designated for developing the basic skills in volleyball, as one of the “natural phenomena of the learning process is that there must be development in learning as long as the teacher follows the correct steps and foundations of the learning process and practices correct performance and focuses on it until the performance is consolidated and stable.”⁸

Also, the development achieved by the control group came as a result of the desire and motivation of the learners. Generating desire and motivation in the learner makes him reach a high level of good performance. There are “several methods to arouse the learner’s motivation towards the activity or game to learn and practice its skills. Among these methods are facilitating opportunities for motor learning and clarity of the appropriate goal for learning and developing the skill. As well as the balance in satisfying the learner’s needs.”⁹

As for the experimental group, significant differences also appeared between the pre- and post-tests of the accuracy tests of the skills under study, as in the table(4), and T attribution Research This is to use or apply exercises. motor response During the educational units with exercises to develop the accuracy of basic volleyball skills that have been introduced into the curriculum vocabulary and especially in the main section of

the educational units, so these exercises have proven their effectiveness and role in improving the accuracy of skills, and their impact has become clear. Positive and effective in the skills of (serving, smashing and blocking) which are among the important basic skills in volleyball and they require neuromuscular coordination between the eye, the ball and the hitting arm and also require good accuracy and attention to the movement of the arm and its coordination with the eyes,¹⁰ so the practice and application of the learners exercises motor response. It has a positive impact on creating neuromuscular coordination by focusing attention and visualizing the repetition of the skill over and over again, and the motor sense of the skill increases in accuracy with its continuous repetition, and the increase in the repetition of the skill and its practice will give an advantage in determining the accuracy of the movement and reducing the percentage of its errors, and this is what he indicated in that “the sense of the skill mentally and physically contributes to its development, especially if it is within a program based on the scientific standards to which the educational process is subject.”¹¹

Also the development achieved by the experimental group T attribution Researcher Any sports skill requires repeated exercises and training, in addition to focusing attention on the point to which the ball must be sent forcefully and quickly. The skills under discussion, in general, require coordination and a high and successful perception of performance from the learner. The motor paths that define these skills are many and therefore the paths differ in them. Through the skill exercises and motor coordination exercises that the learners applied, they were able to possess a group of abilities that characterize this skill, such as speed of movement and good coordination between these elements according to the skill performance required to be implemented. In addition, working with it from easy to difficult, and from stability to movement, with emphasis on correct performance during the practice of the skill, made progress among learners clear in developing the accuracy of these skills, as accuracy is an important component or characteristic on which victory depends. It is the desired goal in performance to score points. If the final result of fast, strong performance is measured, we find that it is useless if it lacks the characteristic of tool accuracy.¹²

Through the table(5) which shows the presence of significant differences between the control and experimental groups in the post-tests of the accuracy of the skills under study, and T attribution The researcher The members of this experimental group performed these skills well because they acquired neuromuscular coordination through their repeated practice, which played a major role in achieving the correct performance of the skill with consistency, harmony, and control, and without stiffness or tension, “because the motor development of the learners at this stage will be rapid through their use of stored movements that the learner had previously learned.” In addition to the role played by skill exercises and exercises, motor response Which I prepared This is the researcher in the educational curriculum who played an effective role in achieving this development

in the experimental group, and this was confirmed in that “teaching the technical elements and improving them requires a high level of concentration on the part of the player.”¹³

In addition to all of the above, learners have begun to perform skills from the beginning while repeating the exercise without wasting time introducing extra movements that do not serve the learning process, i.e. their control over the limbs. (feet and hands) significantly, which led to achieving the goal and improving the accuracy of skill performance and gaining motor coordination resulting from the exercises prepared in the educational curriculum and practice by the learners according to the times specified for performance. This is consistent with the fact that “repetition and training give the skill more mastery, competition, and more precise motor brilliance.”¹⁴

The researcher also attributes the reason for the differences in the results between learners to their ability to shift the focus of their attention, and this process requires a great ability to control attention. The shorter the time needed to respond for learners, the more this indicates their ability to meet the requirements of performance and achieve the required work. ¹⁵This is what was confirmed in that “improving the mental and intellectual abilities of the player increases his ability to predict, i.e. increases his ability to imagine future events during the match, and also develops his ability to implement all skills and duties and control the course of play in a balanced manner during the match. “The learner or player who seeks to achieve maximum performance must learn to maintain a high degree of alertness and learn to direct attention and respond to specific cues associated with performance.”¹⁶

Through the results obtained in Table (6), we note that there is a correlation between the concentration of attention and the accuracy of these skills despite the disparity in the correlation values. The researcher attributes the reason for this relationship to the fact that “the learner or player with deep concentration is the one who possesses physical coordination in controlling the stimuli and emotions that affect his being when concentrating and will be in control of the motor duty.”¹⁷, and also Accuracy needs to reach the M to learn Or the player To the stage of precise compatibility, and this cannot be achieved during the Educational units, so “The M Learning any skill that does not go beyond the initial, raw stage of motor performance during Educational units in Physical education”¹⁷, Thus we see that the exercisemotor coordinationIt has influenced the development of accuracy skills.Receive transmission and Volleyball smash and block.¹⁸

4-Conclusions and recommendations

4-1 Conclusions:inIn light of the results obtained, the researcher concluded the following:

1. There is a role for motor response time in some basic volleyball skills..
2. The practical exercises on compatibility used in the educational units and accompanying the performance had an effective role for the members of the experimental group.

4-2 Recommendations:-

The researcher recommends the following:

1. The necessity of using motor response exercises by physical education teachers to teach basic volleyball skills and develop their accuracy.
2. The need to continuously work to discover talents that are distinguished by mental skills as well as technical skills..
3. Conduct other studies that address different variables and samples.

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