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Effect of using a proposed training device for capacity development The effect of exercises according to sensory techniques (3D) in the development of some mental abilities and learn the performance of the schematic of the forms of Setting Skill for junior volleyball players

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Abstract

Present study aims to identify the effect of exercise, according to sensory techniques (D3) in the development of some mental abilities in volleyball for Junior players. The research community determined the junior players of the Hashemite Sports Club for the season 2018-2019 and the number of (16) players and ages (13-15) years and the researcher took the society in a comprehensive inventory to become the research sample, and they were divided by lot into two experimental groups and the second officer, In order to ascertain the equivalence of the two groups, the researcher used the Mann Whitney test, which showed no significant differences between the two groups before starting the curriculum. Within the main section of the training units (12) units and (60) minutes from the main part of the training unit and for three days a week after the post-test was conducted and the data were statistically processed to find the differences. The researcher concluded that exercise, according to sensory techniques (D3) is a positive activity in developing some mental abilities in volleyball for junior players. He also concluded that it is very effective in learning the performance of the planning of the forms of setting skill for junior volleyball players.
Keywords: exercises, sensory techniques (3D), mental abilities, Setting Skill, volleyball.

1. Introduction:

The world today is witnessing a remarkable development in all areas and the game of volleyball has occupied a distinguished position in the world like other sports and the result of the development in volleyball recently made it with high requirements characterized by rapid and continuous change in its defensive and offensive positions and the use of skills to a high degree of Accuracy This requires a high possibility in the development of structured and scalable schemes according to different levels of players, especially the category of emerging players Those who represent an important stage in which they need a lot of motor skills and skills that help them in the implementation of skill duties, whether defensive or offensive, whose accuracy is directly related to many complex and overlapping operations, most important mental processes. On this basis, there must be the adoption of educational methods and models of modern sensory techniques aimed at increasing the opportunities to benefit from them in a process aimed at the formation of a perfect initial image of the skill and its forms and stored in memory The learner is in constant need of sensory information that helps in the continuous correction and isolation of stimuli, movements and mistakes that increase the time of implementation of responses and therefore does not achieve its goal of speed in performance and optimal choice of skill form . Volleyball skills require players to program responses to fast and changing offensive situations that require speed, expectation, good behavior and control of different positions during play. Since attention and mental perception are the basis of all other mental processes, because through attention is directed perception of the stimulus through the inputs (senses), and mental perception is a mental skill can be learned and acquired the mind of the player is programmed and on this basis is provided response according to that programming It gives a reflection of all the experiences that the learner has gained and is perceived so they appear The importance of both attention and mental perception in building cognitive images entered through the senses and in volleyball players must enjoy a high degree of speed and focus their attention to the different perceptual positions in the stadium there is a movement in the direction of the ball and the movement of the player and plans of the opposing team and the coach and the public and the limits of play and governance and the rules of the game And other different stimuli . These concepts do not represent anything when the learner because his dependence only on his understanding of these variables if they are associated with the perception that reflects the images of these manifestations that directly affect the learning process and help him reach and provide the best experiences in the real competition. Mathematical skills, retrieval and response to good performances faster. Volleyball skills, whether offensive or defensive, are important to reach the highest levels of the player provides an opportunity to score points and possess the status of superiority over the opposing team, but not at the expense of other skills and Setting skill of skills that are used continuously and depends on the way the team attack , Their importance lies in the fact that the success of the team attack (crushing) is not only inaccurate and successful numbers and be in various forms of Setting skill, many of the attacks require numbers of jumping or rear preparation or the player who is in the back area according to the moment in which the Setting skill and place. Good for these mental abilities being the basis that contributes to increase the effectiveness of the learning process of skills and prove them in accordance with the various positions of competitions and on this basis emerged the importance of research in an attempt Because its development is related to learning the performance of the schematic of the forms of skill preparation volleyball and its development for this category and the important stage of learning

for Junior players. Through the researcher on the training modules and follow-up to the research sample noted that must be focused on the mental abilities of great importance in building and integrating the initial stage of learning on which build all the skills and performance and forms of complex skills, they need to program the sensory input and sequence realized to be placed and stored memory on The form of cumulative experiences arranged and this precise structure of these experiences and organization achieve its purpose if it is used in real situations To play, which is characterized by the speed of performance in the transition and multiple and continuous during the game and competitions of volleyball from situations and variables and skills of offensive play to situations and defensive skills and vice versa, they need to provide quick and accurate responses must focus on these mental abilities that will raise the level and ability of the learner in learning some Shapes for the skill of volleyball Setting skill This is reflected in the planned performance of all forms of skill within the situations required by the conditions of play and real competition. The aim of this research is to identify the effect of exercise, according to sensory techniques (D3) in developing some mental abilities in volleyball for Junior players. The researcher hypothesized that the exercises according to the sensory techniques (D3) have a positive effect on the development of some mental abilities in volleyball for the Junior players and for the benefit of the experimental group. It was also assumed that exercises based on sensory techniques (D3) had a positive effect on the development of tactical performance of some forms of skill in volleyball Setting skill for Junior players. Included the human field: players of the Hashemite Club (junior) for the season 2019.Time field: for the period (1/6/2019 -10 / 7/2019.

Terminology: Sensory techniques. Mental processes. Schematic performance.

2. Research Methodology and Field Procedures

2.1 Research Methodology

The researcher used the experimental method in designing (two equal groups with pre- and post-test) to suit the nature of the problem and achieve the research objectives.

2.2 Research community and sample:

The research community determined the Junior players of the Hashemite Sports Club for the season 2018-2019 and the number of (16) players and ages (13-15) years and the researcher took the society in a comprehensive inventory to become the research sample, and was divided by lot into two groups first pilot and the second officer, and to make sure Parity of the two groups The researcher used the Mann-Whitney test which showed no significant differences between the two groups as in Table (1).

Table (1) shows equal of research groups in some of the mental abilities and volleyball skills for Junior players

Statistical indicators / Variables		measuring unit	Experimental		Control		The value of Mann - whitney	Significance level	Type of significance
			Median	Std.deviation	Median	Std.deviation			
Mental perception	Visual perception	Degree	9.50	1.60	9.75	1.28	29.50	0.78	Non - moral
	Auditory perception	Degree	8.62	1.06	8.37	1.06	28	0.72	Non – moral
	Motor sensation	Degree	9.12	1.24	8.62	1.40	24	0.41	Non – moral
	Associated emotional state	Degree	8.62	0.91	8.12	1.35	20.50	0.23	Non – moral
Attention concentration test with accuracy of volleyball setting skill		Degree	12	1.30	11.25	1.28	22.50	0.32	Non – moral
The attention and accuracy conversion test for volleyball setting skill		Degree	6	1.06	6.75	1.48	21.50	0.25	Non – moral
Test the technical performance of the setting from the head above the front and back		Degree	5	0.75	5	0.53	32	1	Non – moral
Test the performance accuracy of the Setting skill from the top of the head back to back		Degree	10.25	1.28	10.12	1.12	31	0.91	Non – moral
Accuracy of my spiking skill (Setting) and overwhelming multiplication		Degree	42.50	1.66	41.75	1.28	26.50	0.55	Non – moral

N 1 = 8 N 2 = 8 Significance level (0,05)

3.3 Research tools and equipment: 1- Legal Volleyball Court 2- Volleyball Balls Number (16) Type (MIKASA) 3- Colored Magic Pens (5) 4- Colored Adhesive Tapes (10) Rolls 5- Linen Tape Measure 20m Length 6- Stopwatch Tray (2).7- Tests 8- Questionnaire 9 - Data Dump Form 10 - Dark Cloth Color (16) Nerve Blinds 11 - Nintendo 3D WIIU (1) 12- Camera (2) Type (Sony).13- Virtual Reality 3D Glasses (VR Box) Number (4) 14- Screen TV Type (LG) Number (1). An iron stand with a colored flyer (red, green and blue).

2.3 Field research procedures:

2.3.1 Mental perception scale:

The researcher used (the scale of mental perception in sports) (Mohammed Arab Shimon, 1999, p. 67) (Appendix 1) prepared by Mohammed Arab Shimon and Majid Ismail, which has been applied in many Arab research, including Iraq under this title, The scale included four mathematical positions

(Individual practice, colleague watching, playing with others, performance in competition) Each of the above situations is answered by a range of dimensions are (visual perception - auditory perception - motor sensation - emotional state).

2.3.2 Selection of Tests

The researcher selected the following tests as the standardized tests used and applied to the same specification of the sample.

1 - Test the technical performance of the setting skill from the top of the head forward and back volleyball (Mohammed, Hamdi, 1991, p 163).

2 - Test the performance accuracy of the setting skill from the top of the head forward and back volleyball (Mohammed, Hamdi, 1991, p. 166).

3 - accuracy of the skills of scrolling (setting skill) and crushing. (Ali Abdul Karim, 2017, p. 81). The researcher presented the tests of mental ability (attention) to a group of experts and specialists ([1]) to determine the validity of these tests.

1. Attention concentration test with accuracy of volleyball setting skill (Firas Kasoub, 2013, p. 76).
2. 2. Attention and accuracy conversion test for volleyball setting skill (Firas Kasoub, 2013, p. 78).

2-4 Exploratory experience: Date of experience: Saturday, 1/6/2019 at four o'clock.

- Place of experience: Hashemite Club Sports Forum.
- Sample: The sample of the survey consisted of the same main research sample of 16 players randomly selected.

Objectives of the experiment:

1. Defining the nature of the tests and knowing their efficiency.
2. Avoid the obstacles faced by the researcher during the implementation of tests.
3 - Know the approximate time taken for each test and the time taken for the tests.
4 - Ensure the scientific transactions of the tests 5 - Identify the appropriate time for the exercises used
6. Identify the appropriateness of exercises in accordance with the sensory techniques (3D) of the sample members.

2.5 Scientific basis for the tests:

1- Honesty: The apparent honesty was adopted from the presentation of some tests of mental ability (attention) on the gentlemen experts and specialists, as all experts and specialists have agreed with them. As shown in Table (2).

2. - Stability: The coefficient of stability was calculated for all tests in a way (test and retest). To confirm the stability of the tests, the researcher used the Pearson correlation coefficient between the results of the first test and the second test. As shown in Table (3).

3. - Objectivity: To ensure the objectivity of the tests the researcher used the scores of arbitrators recorded during the re-tests on 5/6/2019 and after processing their results statistically using the correlation coefficient Pearson, was to verify the significance of objectivity for all skills. As shown in Table (3).

[1]1- Prof. Suhail Jassim Jawad 2- Prof. Habib Ali 3- Prof. Maytham Latif 4- Prof. Dr. Hatem Fuleih 5- Prof. Dr. Dr. Anis Hussein Dr. Nagham Saleh 7- Dr. Mohamed Abdel-Sada .

Table (2) shows the number of approved and unapproved experts, percentage and the value of some special tests of attention

The exams	measuring unit	Approvers	percentage	Not approve	percentage	Chi-square	Significance level	Type of significance
Attention concentration test with accuracy of volleyball setting skill	Degree	7	100 %	0	%0	7	0.00	moral
The attention and accuracy conversion test for volleyball setting skill	Degree	7	100 %	0	%0	7	0.00	moral

N 1 = 7 Significance level (0,05)

Table (3) shows stability coefficient and objective coefficient

Tests	Stability coefficient	Coefficient of objectivity
Mental perception	*0.80	*0.82
Attention concentration test with accuracy of volleyball setting skill	*0.87	*0.88
The attention and accuracy conversion test for volleyball setting skill	*0.88	*0.86
Test the technical performance of the setting skill from the head above the front and back	*0.85	*0.87
Test the performance accuracy of setting skill, skill from the top of the head back to back	*0.88	*0.89
Accuracy of my spiking skill (setting skill) and overwhelming multiplication	*0.89	*0.90

3.7 Tribal Tests:

The researcher applied the tribal tests on Saturday 8/6/2019 Forum Hashemite Club, where mental and skill tests were conducted.

2.6 Main experience:

The main experiment was applied on Monday 10/6/2019 to Saturday 6/7/2019 at the Hashemite Club Forum, where the exercises prepared by the researcher were given to the experimental group (60) minutes from the main part of the training unit and for three days in the week, The control group applied the curriculum prepared by the trainer and the researcher adopted in developing some mental abilities on an integrated display with modern techniques of presentation and virtual reality (3D),(WIIU) to increase the effectiveness and the ability to visualize, especially with the junior class This procedure is from 10-15 minutes and then apply the exercises For the purpose of developing mental abilities and forms of setting skill in specific positions, distances and altitude and specific areas for the purpose of development among the sample of young people.

2.7 Posttest tests:

After the tests were applied for some tests of mental abilities and skill tests and for the two research groups on Monday, 8/7/2019 at the Forum Hashemite Club.

2.8 Statistical Methods:

The statistical package (SPSS) was used to analyze the research data as follows:

- Median- Std.deviation - Percentage -Chi-square test - Pearson test - Mann-Whitney test - Wilcoxon test.

3. Results and discussion:

3-1 Present and analyze the results of the pre- and post-test of the two research groups in tests of some mental abilities and forms of skill of volleyball setting skill for junior players.

After collecting pre- and post-tests data for some mental abilities and forms of skill in volleyball setting skill and for the two research groups. Shown in the tables (4) and (5).

Table (4) shows median values, Std.deviation, and Wilcoxon test values calculated for pre- and post-tests for experimental group

Statistical indicators / Variables		measuring unit	Tribal tests		Posttest tests		Wilcoxon test	Significance level	Type of significance
			Median	Std.deviation	Median	Std.deviation			
Mental perception	Visual perception	Degree	9.50	1.60	13.25	1.38	2.64	0.00	moral
	Auditory perception	Degree	8.62	1.06	13.25	1.03	2.59	0.00	moral
	Motor sensation	Degree	9.12	1.24	13	1.30	2.58	0.01	moral
	Associated emotional state	Degree	8.92	0.91	13	0.92	2.56	0.01	moral
Attention concentration test with accuracy of volleyball setting skill		Degree	12	1.30	14.75	1.03	2.53	0.01	moral
The attention and accuracy conversion test for volleyball setting skill		Degree	6	1.06	10.87	0.83	2.71	0.00	moral
Test the technical performance of the setting skill from the head above the front and back		Degree	5	0.75	7.62	0.74	2.59	0.00	moral
Test the performance accuracy of the setting skill, skill from the top of the head back to back		Degree	10.25	1.28	13.75	1.03	2.54	0.01	moral
Accuracy of my spiking skill (setting skill) and overwhelming multiplication		Degree	42.50	1.66	47.12	1.45	2.53	0.01	moral

N 1 = 8 Significance level (0,05)

See Table (4) which shows the median values, Std.deviation, and Wilcoxon test values calculated for the tests of some mental abilities and the forms of skill of volleyball setting skill for the junior players and the experimental group.

Regarding the results of the control group in the pre- and post-test tests of some mental abilities and skill forms of setting skill table (5) A description of the results of the control group as well as the results of statistical tests and Wilcoxon test to see the significant differences between the tests before and after the tests.

Table (5) shows median values, std-deviation, and Wilcoxon test values calculated for pre- and post-tests for control group

Statistical indicators		measuring unit	Tribal tests		Posttest tests		Wilcoxon test	Significance level	Type of significance
Variables			Median	Std.deviation	Median	Std.deviation			
Mental perception	Visual perception	Degree	9.75	1.28	11	1.77	2.45	0.01	moral
	Auditory perception	Degree	8.37	1.06	10.25	1.38	2.41	0.01	moral
	Motor sensation	Degree	8.62	1.40	10.75	1.16	2.53	0.01	moral
	Associated emotional state	Degree	8.12	1.35	10.62	1.30	2.58	0.01	moral
Attention concentration test with accuracy of volleyball setting skill		Degree	11.25	1.28	12.50	0.92	3.50	0.00	moral
The attention and accuracy conversion test for volleyball setting skill		Degree	6.75	1.48	8	1.19	2.27	0.02	moral
Test the technical performance of the setting skill from the head above the front and back		Degree	5	0.53	6	0.75	2.53	0.01	moral
Test the performance accuracy of the setting skill, skill from the top of the head back to back		Degree	10.12	1.12	11.62	1.06	5	0.00	moral
Accuracy of my spiking skill (setting skill) and overwhelming multiplication		Degree	41.75	1.28	44.37	1.18	3.50	0.00	moral

N 1 = 8 Significance level (0,05)

See Table (5) which shows the values of the median and std-deviation and the values of Wilcoxon test calculated for the tests of some mental abilities and skill of volleyball setting skill for junior players and the control group.

3.2 Discussion of the results of the pre- and post-test of the two research groups in the tests for the development of mental abilities and forms of skill in volleyball preparation for junior players.

By showing the results of the tests some mental abilities and learning the performance of some forms of volleyball setting skill for the junior players and analysis of the pre and post test and the two research groups, which are shown in tables (4) and (5) shows that there are "significant" differences between the pre and post tests in favor of the post test This is evident on the two research groups, especially on the experimental group. The researcher attributes this difference to:

- Exercises dealt with techniques aimed at developing and developing the perception that is the basis of the thinking process through the use of different senses during the evocation of the mental image and programming Mental imagery "mental means or mental performance through which the athlete's mind can be programmed to respond according to this programming" (Wissam Salah, Samir In addition, exercises with 3D techniques that were used in the educational units of mental imagery helped the player to reach his best level and develop the skill of preparation and some of its forms through the restoration of previous experiences to be followed in the competition. The exercises have contributed to the recovery of motor programs better and configured in a way that facilitates the speed of response to stimuli and formations of motor skills and planning and awareness and appropriate action. The use of sensory techniques (3D) will lead to the possibility of detecting the negative conditions found in the motor image drawn in the brain in the form of a motor program and thus addressed by repetition and correct errors and this is what the player does in the daily skill training. The human body, especially the sense of vision and the ability of this sensor to transfer visual stimuli to the brain and the ability to identify the main stimulus and the real treatment of this stimulus and the selection and appropriate response to it (Mohammed Abdul Hussein, 2014, p. 44).
- Exercises with various motor structures and configurations depending on the nature and specificity of the skill and its forms helped to prepare the senses to receive the changing stimuli and direct the perception towards the motor stimuli through attention. Two performance processes of skills without other things and that outstanding performance occurs only when the athlete focuses his attention on the factors associated with the skill "(Amir Mohammed Saudi et al, 2018, p. 176).
- Exercises also included a kinetic performance of setting skill and some forms of motor skill and by nature and specificity to changes in trends and speed performance, whether these from right to left and back to front and vice versa, and that these performances and combinations require the player to enjoy mental abilities that the nature of performance in a volleyball game - Exercises also included a kinetic performance of the setting skill and some forms of motor skill and by nature and specificity to changes in trends and speed performance, whether these from right to left and back to front and vice versa, and that these performances and combinations require the player to enjoy mental abilities that the nature of performance in a volleyball game Which is characterized by the factor of surprise and the multiplicity of variables besides not being associated with a certain time and this requires the players a high ability to focus and divert attention on a continuous and permanent as being influenced by mastering skills and the implementation of plans for the game.
- As for the control group, we notice that its development was less in concentration and diverting attention. The researcher attributes this to the usual method which lacks special concentration and diverting exercises. As well as there is difficulty in the junior players have difficulty in evoking the image or forms of skill clearly and

training them, which is the basis in learning for young people as a tool or means upon which experiences and mental abilities and levels of perception and thus make the most of them in the process of recall and compare between inventory and correct mistakes and duty Motor performance required by the changing positions of the game of volleyball.

3.3 Presentation and analysis of the results of the post-test of the two research groups in the tests of some mental abilities and forms of setting skill volleyball for junior players.

After collecting the post-test data for some mental abilities and the forms of skill of volleyball setting skill for the junior players and the two research groups. Shown in Table (6).

Table(6) shows median and std-deviation values and the Mann-Whitney values for the post-tests for two research groups

Statistical indicators		measuring unit	Experimental		Control		The value of Mann -Whitney	Significance level	Type of significance
Variables			Median	Std.deviation	Median	Std.deviation			
Mental perception	Visual perception	Degree	13.25	1.38	11	1.77	9	0.01	moral
	Auditory perception	Degree	13.25	1.03	10.25	1.38	2	0.00	moral
	Motor sensation	Degree	13	1.30	10.75	1.16	6.50	0.00	moral
	Associated emotional state	Degree	13	0.92	10.62	1.30	5.50	0.00	moral
Attention concentration test with accuracy of volleyball setting skill		Degree	14.75	1.03	12.50	0.92	3.50	0.00	moral
The attention and accuracy conversion test for volleyball setting skill		Degree	10.87	0.83	8	1.19	2.50	0.00	moral
Test the technical performance of the setting skill from the head above the front and back		Degree	7.62	0.74	6	0.75	4	0.00	moral
Test the performance accuracy of the setting skill from the top of the head back to back		Degree	13.75	1.03	11.62	1.06	5	0.00	moral
Accuracy of my spiking skill (setting skill) and overwhelming multiplication		Degree	47.12	1.45	44.37	1.18	3.50	0.00	moral

N 1 = 8 N 2 = 8 Significance level (0,05)

See Table (6) which shows the median values and std-deviation and the values of Mann-Whitney calculated for the tests of some mental abilities and forms of skill of volleyball setting skill for the junior players and the two research groups.

3.4 Discuss the results of the post-test of the two research groups in the tests of some mental abilities and the forms of skill of setting skill volleyball for the players.

The results are presented in Table (6), which shows the significant differences of the experimental group that was exposed to the experimental variable. The researcher attributes these differences to the fact that the experimental group was trained on new exercises aimed at the development of some mental abilities and forms of setting skill volleyball.

- Skilled exercises included selected scientifically with the level of players so that they were arranged and coordinated within the educational unit in a thoughtful scientific manner was the sequence of exercises and the number of repetitions and rest periods on a regular basis , The regular repetitions contribute to the modification of the motor paths of the youth that help to develop the skill performance of the players in addition to it leads to the process of recalling the motor programs during the performance of the motor, which led to the impact on the ease and speed of recall , As well as regular training and continuous correction of errors through the provision of feedback to the players individually or collectively in the light of their performance contributed significantly to the correction and stabilization of performance of the skill, and acquire players to multiple experiences through a range of aids and audio-visual educational techniques and various tools such as (WIIU) Nintendo, And VR BOX glasses)) and others. Since this means address the senses and rely on the audiovisual senses in the availability of stimuli required to respond to them . As well as linked with the environment of the exercise or match, which leads to the diversity of experiences stored in memory and this helps to retrieve the skill within the desired position, which was subjected to in advance as well as ease of movement during various situations and differences. “Physical education teachers must rely on establishing the need to contribute to motor skills, education through electronic computer (such as power point, or other software or audio-visual equipment)” (Shaker Mahmoud, 1999, p. 101).
- The researcher attributes the development obtained by the same group came as a result of the use of mental perception which helps to learn the speed of various motor skills by calling the mental model of the correct motor skill and try to imitate it as well as through the mental perception to repeat the performance of the motor skill that the novice tries to learn or master.
- The exercises included the principle of gradual use of teaching aids (3D) is necessary to contribute to the advancement of the level of youth and their interaction and their impulse to learn and training and thus the educational unit has achieved its goal in achieving development. It "contributes to the development of physical and motor abilities of specialized effectiveness." (Wissam Riad, 2011, p. 28).
- Exercises also helped in the development of models of awareness of the senses (self-perceptions) where it is important that the player has the ability to see himself through mental perception. The focus begins through our senses.

4. Conclusions and recommendations:

4.1 Conclusions:

1- Exercises in accordance with sensory techniques (D3) positively helped in the development of some mental abilities (Attention and mental perception) volleyball for junior players.

2- Helped exercises in accordance with the sensory techniques (D3) positively on learning the performance of the plans and some forms of skill preparation volleyball for junior players.

3- Exercises according to sensory techniques (D3) also helped to develop the accuracy of any forms of setting skill volleyball for junior players.

4- Exercises in accordance with sensory techniques (D3) helped the experimental group to develop some mental abilities and learn the performance of the plans of the forms of setting skill and thus achieved a clear development in the accuracy in the setting skill and some forms of volleyball setting skill for junior players.

5- Exercises according to the sensory techniques (D3) helped in retrieving the previous experiences and perceptions and benefiting from them in learning the performance of the plans and some forms of the setting skill through dealing with many stimuli and the speed of realization and the rapid and programmed movement in the treatment.

4.2 Recommendations:

1- The need to pay attention to exercises in accordance with sensory techniques (D3) volleyball when training junior players within the training units.

2- The need to pay attention to the training curricula and to emphasize that they contain developmental exercises of mental abilities, because of its importance in learning the accuracy of the setting skill and forms of volleyball, especially the junior category.

3- The need to pay attention to the training curricula and contain exercises in accordance with sensory techniques (D3) that help players to evoke mental images and choose the image concerned for the skill and its forms and setting skill and increase the learning skills through the sense of motor, which is more than the other senses effective in stabilizing skills and mastery.

4- The need to prepare exercises in accordance with sensory techniques (D3) for all defensive and offensive skills in volleyball for junior players and be similar to the situations of play.

5 - the need to conduct similar research and skills of defense and offensive and different age groups.

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Appendix (1) Exercise model according to sensory techniques

Exercise 1:

The coach in the center (1) pass the balls to the setter in the center (3) the duty of the player setter to focus while passing the ball to him on the lamps installed near the coach, which is illuminated each time by one of the assistant coach so that the player setter the ball to the center as follows:

• Red color passing forward to the center number (4).
• Blue color passing skill forward to the center number (3).
• Green color passing skill back to center number (2).

Exercise 2:

The trainer in the center (1) pass the balls to the player setter in the center (2) the duty of the player prepared to focus while passing the ball to the lamps installed near the coach, which is illuminated each time by one of the assistant coach in order to prepare the player the ball To the Center as follows:

• Red color is understood in passing forward to center (4).
• Blue color causes passing forward to the center (3).
• Green color causes passing forward to the same position No. (2).

Exercise 3:

The coach in the center (1) pass the balls to the player setter in the center (4) the duty of the player setter to focus while passing the ball to him on the lamps installed near the coach, which is illuminated each time by the assistant coach in order to prepare the player the ball To the Center as follows:

• Red color passing forward to center (2).
• Blue color passing forward to the center number (3).
• Green color passing forward to the same center number (4).

Exercise 4:

The same exercises with the change of position of the trainer once in the center (6) and then change the position of the trainer (5).

Exercise 5:

Stand in the center (3), which in turn receives the ball from the instructor in the center (6), which prepares according to the lighting of the lamps to the back area center (1,5) red color to the center (1) and blue to the center (5).

Exercise 6:

The stomach stands in center (3), which receives the ball from the trainer in center (1). According to the lighting, the red color prepares forward to center number (2) and the green color prepares back to center number (5).

Exercise 7:

Stand prepared in the center (No. 3), which receives the ball from the instructor in the center (No. 5) and according to lighting red color is preparing forward to center No. (4) and green color is preparing back to center No. (1).

Exercise 8:

stands in the center of the number (2), which receives the ball from the instructor in the center (6) and depending on the illumination of the number passing red color to the center (3) and blue center (4) and green to the center (6).

Exercise 9:

A player in the stadium opposite to hit the ball in the wall of the component of the stomach and center in the center No. (3). The instructor then passes the ball from the instructor at center (6) and passing for two centers (1.4) and according to the light signal blue color is set to center number (4) and red color setting to center number (1).

Exercise 10:

A player in the stadium opposite to hit the ball in the wall of the component of the center and prepared in the center No. (3). The instructor then passes the ball from the instructor at center (5) and prepares for two positions (1,2) and according to the light signal blue color is set to center number (1) and red color setting to center number (1).

Exercise11:

A player in the stadium opposite to hit the ball in the wall of the component of the stomach and the striker in the center No. (4). The instructor then passes the ball from the instructor at center number (6) and prepares for two centers (2,3) and according to the traffic light the blue color to center number (4) and the red color setting to center number (1).

Exercise 12:

A player in the stadium opposite to hit the ball in the wall of the component of the center and passing in the center (3). The instructor then passes the ball from the instructor at the center (6) and passing for two centers (2,4) and according to the traffic light blue color to the center (4) and green color is passing back center No. (1).