



The EDUCATION TRAINING PROGRAM FOR THE SKILLS OF PUNCHING FOR THE PLAYERS OF KICK BOXING DOWN SYNDROME

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Abstract: Physical education has an important impact on the development of the lives of the mentally retarded, and attention to the development of the physical, motor, psychological and social abilities of those with Down syndrome is essential if we provide them with the activities in which they use their senses, muscles and limbs to walk, run and jump. To reduce the impact of disability and increase the chances of their integration and adaptation to society, In this way, the researcher sought to develop a training curriculum for this class to teach punches in kickboxing, and to try to bring them closer to their peers and to suit their mental abilities and physical abilities

The importance of this research lies in the learning of these characteristics of the symptoms of Down syndrome in the Kickboxing, People with Down syndrome have the ability to learn, but slowly, so they need more time to learn and develop, and to develop basic skills compared to normal persons, so they need special training curricula in the field of physical education commensurate with their mental abilities.

Introduction:

Increasing the attention of societies in the present age with special needs based on the principle of equal educational opportunities for all, and allow their abilities and readiness.

And Education efforts are aimed at everyone regardless of their mental levels and absorptive capacities. Therefore, all children, whether normal or not, can learn in different ways and have maturity and growth at different rates and levels.

so the category of Down syndrome of the categories of special education, which has become a phenomenon of human nature requires dealing with them very positively, and they are human beings deserve to pay more attention and attention in their

education and education and rehabilitation and turn them into productive power rather than being disabled energy consumed so that they have the ability to adapt to the demands Life, self-reliance and daily life and getting a suitable career within their abilities and mental abilities, because they are members of society and have the right to live like their normal peers

Physical education has an important impact on the development of the lives of the mentally retarded, and attention to the development of the physical, motor, psychological and social abilities of those with Down syndrome is essential if we provide them with the activities in which they use their senses, muscles and limbs to walk, run and jump. To reduce the impact of disability and increase the chances of their integration and adaptation to society





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Hassan al-Nawasra 2010 shows that the physical education programs for this group are no different from the programs of the normal students. However, the disability is slow in the learning process. In addition, the mentally disabled students are weak in the performance of the body mechanics. On the growth of motor skills and the growth of social and psychological skills. It is very likely that children with mental disabilities will have impaired physical fitness and mobility compared to their normal peers in order to avoid participation motor coordination and balance in certain activities and may also be weak in motor coordination and balance.

• **Research procedures:**

Research Methodology: Experimental approach was used for its suitability to research nature.

Human field: A sample of (10) of the Down Syndrome (14-16) years.

Time domain: Duration from 7/8/2021 to 29/9/2021.

Spatial domain: Top Fitness Academy of Alexandria.

• **Tests and measurements: from 5-6/8/2021 premeasurement and**

30/9/2021 to
mesurment.

1st/10/2021 post

-Mental measurements and tests:

Non-verbal Pictured IQ-test for measuring IQ. (25)

- Motor abilities tests for mentally disabled:

Test battery prepared by HPERD for mentally disabled (8-18 years) for American National Association for mentally disabled which contain the following tests. (22)

It includes the following tests:

1 - Flexed arm hang
(flexion jang catching from top) for the longest period of stability.

2 - Sit-Up
(Lying) lift the trunk high to touch specific mark.

3 - Shuttle-Run
(Front standing position; Facing two wood cube 10 meters far) running forward to bring first cube and then return to bring the second one.

4 - Standing Broad Jump
(Standing) jump forward to the farthest distance

5 - 50 Yard Dash
(Standing) Running forward around playground, for a distance of 50 yards.

6 - Softball throwing for distance
(Standing, Caught hockey ball in hand) throw the ball from the top of the head to the farthest distance.

7- 300 Yard run and walk
(Standing) Running forward around playground, for a distance of 300 yards.

- Physical tests with skill indicators for mentally disabled:

- Coordination tests:

- Coordination between eye and hand: -
Throw and receive a ball. (16:410)

- Coordination between legs and eyes: -
Numbered circles test. (26)

1 – Throw and receive a ball.





(Standing. Facing a wall at a distance of 1.5 meters away. Caught handball ball in hands) throw the ball on the wall and catch it after rebound from wall by hands.

2 - Numbered circles test.

(Standing. Facing a series of numbered circles drawn on the ground) jump into numbered circles.

- Balancing test:

- Stable Balance: - long standing with Feet on the bar. (16: 434)

- Motor balance: - walking test on the Swedish seat. (16: 429)

1 - Long standing with Feet on the bar.

(Forward Standing; high on a balance bar, Stability of the waist), Stable for longest possible time.

2 - Walking test on the Swedish seat.

(High Standing on Swedish seat) Walk forward to the end of seat , return to change direction and then return to the beginning of the seat.

- Agility test: -

Zigzag Running. (16: 357)

1 - Zigzag running Test

(Standing. Facing a set of colored cones on equal distances of 180 cm) forward zigzag run on colored line drawn on the ground between the cones.

- basic motor skills tests:

1 - Walking test (walking for 20 m distance). (7: 55)

2 - Running test (running for 30 m distance). (7: 55)

3 – Push test (medical ball pushing). (18: 414)

4 – Throw and catch (throw with one hand inside squares on a wall and catch with both hands). (7: 55)

5 – Throw test (throwing hockey ball t farthest distance). (7: 55)

PUNCH skills:

1 - Straight jab .

2 - Hook jab .

3- Uppercut jab .

Statistical work:

Using SPSS the following statistical coefficients and tests carried out and calculated:

Mean - standard deviation – skewness factor - percentage – (T) value - correlation coefficient.

• **Basic Study:**

The training program was distributed for 14-16 years over a period of 8 consecutive weeks with 3 training units per week. The training time was 40 minutes. The study started by applying the program as follows:

• **Experimental Group:**

24 (Twenty-four training modules were implemented (Saturday - Monday - Wednesday) and for 2 months

• **Proposed program:**

Program content

• **Module Components:**

-Warm up: duration (7) minutes, and contains exercises in the form of games to generalize the muscles and activate the blood circulation and the formation of joints of the body to accept the effort.

The main part: Duration (30) minutes, and includes physical exercises for Punsh skills in kick boxing.

-Closing: Duration (3) minutes, and contains exercises to calm the body and return to almost normal state.

Table (1)

The Statistical Significances of the Basic and Physical Variables and PUNCH skills the Total Research Sample before Experiment

(n = 10)





Variables	Statistical indicators	Description indicators				
		Mean	± SD	Skewness coefficient	Variation Coefficient %	
Basic Variables	Height (cm)	161.50	4.12	0.81	2.55	
	Weight (kg)	78.10	3.41	-1.82	4.37	
	Chronological age (years)	18.14	0.57	-0.30	3.16	
	Mental age (years)	12.97	0.55	-1.19	6.90	
	IQ score	76.25	0.92	0.80	1.21	
	Flexed arm hang (second)	10.20	0.79	1.29	7.73	
	Sit-Up (number/minute)	18.30	0.82	0.81	4.50	
	Shuttle-Run (second)	27.18	0.65	-1.35	2.39	
	Standing Broad Jump (cm)	85.90	2.33	-1.82	2.71	
	50 Yard Dash (second)	20.65	1.01	-0.54	4.90	
	Softball throwing for distance (m)	17.64	1.04	-0.84	5.87	
	300 Yard run and walk (second)	172.93	2.96	-0.96	1.71	
	Coordination between eye and hand	Amended Throw and receive a ball. (number/30 seconds)	10.81	0.86	0.44	7.92
	Coordination between legs and hand	Numbered circles test. (second)	8.67	0.28	0.48	3.26
	Stable Balance	long standing with Feet on the bar (second)	37.40	0.29	-0.78	0.77
	Motor balance	walking on the Swedish seat (seconds)	7.79	0.22	0.00	2.83
	Agility	Zigzag Running (seconds)	14.39	0.58	-0.26	4.02
PUNCH skills		Straight jab	2.34	0.24	-0.98	10.11
		Hook jab	2.03	0.17	0.43	8.39
		Uppercut jab	2.07	0.35	0.81	16.80

Table (1) shows that the skewedness co-efficient values range between -0.50 and 2.15 and that the kurtosis co-efficient values fall between -1.82 and 0.81. Thus these values fall at ± 3 , thus proving that the sample is free from defects of non-normal distributions. All the values of difference

co-efficient of the basic and physical variables of the total sample studied fall between 0.77% and 16.80% which is 20% below the mean, thus proving the homogeneity of the research subjects in all variables studied.



Table (2)
The Statistical Significances of the Basic and Physical Variables and punch skills of
The Total Research Sample before and after Experime
(n = 10)

Variables	Statistical indicators	Pre-measurement		Post-measurement		Difference between the two means		The T paired value	Improvement percentage %
		Mean	± standard deviation	Mean	± standard deviation	Mean	± standard deviation		
	Flexed arm hang (second)	10.20	0.79	19.60	1.78	-9.40	2.01	*14.78	%92.16
	Sit-Up (number/minute)	18.30	0.82	27.10	2.33	-8.80	1.99	*13.99	%48.09
	Shuttle-Run (second)	27.18	0.65	17.55	1.07	9.63	1.04	*29.18	%35.43
	Standing Broad Jump (cm)	85.90	2.33	117.20	3.74	-31.30	4.57	*21.65	%36.44
	50 Yard Dash (second)	20.65	1.01	11.37	1.09	9.28	1.35	*21.78	%44.94
	Softball throwing for distance (m)	17.64	1.04	27.70	1.66	-10.06	1.31	*24.22	%57.03
	300 Yard run and walk (second)	172.93	2.96	149.46	4.08	23.46	4.34	*17.08	%13.57
	Coordination between eye and hand Amended Throw and receive a ball. (number/30 seconds)	10.81	0.86	19.02	0.35	-8.21	0.79	*32.79	%75.93
	Coordination between legs and hand Numbered circles test. (second)	8.67	0.28	5.91	0.33	2.77	0.51	*17.13	%31.89
	Stable Balance long standing with Feet on the bar (second)	37.40	0.29	55.99	2.31	-18.59	2.17	*27.14	%49.70
	Motor balance walking on the Swedish seat (seconds)	7.79	0.22	4.29	0.21	3.50	0.26	*42.89	%44.95
	Agility Zigzag Running (seconds)	14.39	0.58	9.25	0.87	5.14	1.19	*13.64	%35.72
Punch skills	Straight jab	2.34	0.24	5.73	0.25	-3.39	0.40	*26.90	%144.87
	Hook jab	2.03	0.17	4.30	0.48	-2.27	0.46	*15.46	%111.82
	Uppercut jab	2.07	0.55	4.75	0.26	-2.68	0.60	*14.05	%129.47

The tabular T value at the level of 0.05 = 2.262

Table (2) shows that there are statistically significant differences at (0.05) between the tribal and remote measurements in favor of the post-measurement in all tests. The value of (T) was calculated between 13.64 and 42.89, At the level of (0.05).

- 1- Researcher return this improvement to effectiveness of the proposed physical exercise program, which was applied to the experimental group, including walk, leap and





throw exercises ... Etc. varied and exciting for this category, which in turn improved the physical abilities under discussion which has had greatest impact in improving motor skills of the research sample. The improvement rates for straight jab skills amounted to 144.87%

- 2- The hook jab is snatched at 111.82%
- 3- The uppercut jab reached 129.47%

These results are in consistent with findings of the Mohamed Mersal (1993), that basic movements development relatively slow as long as there is no suitable exercise, while this development is rapid and more diverse if we train pupils in a timely manner.(7:130)

Gomaa Sobhy (2006) confirmed that children training with mental disability on motor skills and craftsmanship bring them progress in motor performance and helps them to learn cognitive mental skills, because a mentally disabled child delayed in sitting, standing, walking, jumping and running, so he needs to train to develop of motor balance and motor skills development in general. (28:16)

In this regard Abdul Hakim Elmatar (1996), and Hassan Alnoasrh (2010) agreed that practicing sports activities lead to handicapped integration with their peers without disabilities, and acceptance of others. As lack in motor performance lead to withdrawal of disabled from motor experience motor, and thus lead to fall down of their performance level in sports skills, which leads to non-selection by their peers to participate in the play, which in turn leads to social isolation and inactivity life.(10:18) (6:158)

This is consistent with KHALIL (2002) that training, repetition and repetition is useful in children's learning and performance, and that repetition is very important in training

the mentally disabled child and teaching him to acquire new skills and concepts (17:20).

- Conclusions:

- 1- Developing motor skills for mentally disabled pupils have a positive impact in improving basic motor skills (Walking - running - throwing - catching-pushing- balance)
- 2- Mentally disabled pupils practice building and special purpose exercises with or without using tools and by following scientific foundations when implemented resulted in improved motor skills for pupils with mental disabilities.
- 3- The improvement rates for straight jab skills amounted to 144.87%
- 4- The hook jab is snatched at 111.82%
- 5- The uppercut jab reached 129.47%

Recommendations:

Recommendations:

- 1- Apply the program to other age groups with Down syndrome.
- 2- Apply the program to other disabilities of kickboxing players.
- 3- Applying the proposed program to other kickboxing skills

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