

The Effect of the Strategy of Differentiated Education According to the Auditory Learning Style by Using Assistance in Learning the Back Kick (T-Chagi) for the Young Players of Specialized Schools in Taekwondo

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Abstract

The purpose of this paper is to design assistance in learning the back kick (T-chagi) for junior specialized school players, preparing special exercises using assistance designed according to the strategy of differentiated education (auditory style) in learning the back kick (T-chagi) for the research sample. The researchers used the experimental approach with the design of the experimental and control groups. The research community consisted of players from specialized schools emerging in Taekwondo in Baghdad, who numbered (70) players, and the research sample was selected according to a set of conditions, including that the training age of the player is between 4-8 months. The researchers chose the back kick skill (T-chagi). The sample was divided into two groups (control group), which included 8 players, and the audio experimental group, which included 6 players, based on the pattern scale, whose paragraphs were adapted by the two researchers to suit the selected sample, and then apply the main experiment and the post-test afterwards to obtain data and Interpret and discuss it. The researchers concluded that the individual differences between the players were addressed through differentiated education and that the designed assistance tools had a positive impact on the players' learning process and added to them the factor of excitement and suspense during the performance. The researchers recommended the adoption of assistance tools designed in the process of learning the players and giving them more space to be motivated to raise the level of performance of the players and their development and to introduce the coaches to differentiated education and the most important advantages and benefits of this method and train them on it because the coach's knowledge of the strategy and the most important things related to it facilitates the learning process.

Keywords: differentiated teaching strategies, auditory style, assistance tools, taekwondo, back kick (T-chagi).

1. Introduction:

Today, the world is witnessing great change and development in various aspects of life, whether in terms of knowledge or in terms of technology, and with this tremendous speed of development in science, there is a need to catch up with development in all areas of life, including the sports field, as a great responsibility lies The coach, in terms of improving the ability of the players and their development, and reaching the best results through the use of different means and tools that help in achieving this, in addition to taking into account the individual differences between the players, as each player has a preferred style in learning, the more this style is strengthened, the more he is given Better results, and this requires the use of different strategies that help to take into account these

differences, and among these strategies is differentiated education, which confirms that each player has a preferred style of learning that differs from one person to another, and that taekwondo is one of the individual combat sports that began to spread widely, especially after It was recognized as an Olympic sport in the year 2000 AD. As it is based on a fight between two players and the player who can score more points wins, and this depends on what the player has in terms of capabilities and capabilities in mastering the various movements in Taekwondo to achieve this, and here the research gains its importance through the use of the strategy of differentiated education according to the pattern Auditory learning using assistance tools for the purpose of dealing with the difference and differentiation between players for the purpose of obtaining high-quality education and according to the

ability of each player. Among the studies related to the subject is the study (Al-Jassar, 2020), which aimed to prepare skill exercises according to the strategy of differentiated education in the form (learning styles, cooperative learning) in developing auditory and auditory memories and learning some basic skills in futsal for female students, and a study, and a study (Abbas, 2017), which aimed to prepare suggested exercises in the back kick from the base and jump for the young Taekwondo players and to identify the values of some biomechanical variables in the back kick, and the study (Kazaz, 2006), which aimed to know some kinematic variables of the back kick in the players The Iraqi Taekwondo team, and a study (Jubbari, 2017), which aimed to prepare a special curriculum for developing physical and movement abilities and Taekwondo skills.

2. Research problem:

A problem has arisen that the difference between the players is not greatly focused during learning, and that the amendments that occurred to the law of the Taekwondo game are many, including obtaining the number of points per kick, as the new law gave preference to high-level skill kicks in obtaining A larger number, including the back kick, where it is possible to obtain (5) points if it kicked correctly at the level of the head and (4) points if it kicked correctly at the level of the chest protector, while the rest of the kicks can be obtained through which (3) if it kicked correctly at the level of the chest The level of the head and (2) two points, as it was kicked at the level of the chest protector, as the execution of these kicks requires high capabilities and according to the difference from one player to another, and through the modest experience of the researcher as he is one of the heroes of the game in Iraq and his follow-up to most tournaments, he noticed that there is a weakness in The use of this kick, so the researchers decided to use the strategy of differentiated education according to the auditory pattern and by using assistance tools in order to reach the optimal performance of the skill in question for the emerging Taekwondo players in Baghdad.

Research objective:

- Designing assistance in learning the back kick (T-chagi) for junior specialized school players, and preparing special exercises using assistance designed according to the strategy of differentiated education (auditory style) in learning the back kick (the kick) for the research sample.

- Designing a skill test to measure the skillful performance of the back kick (T-chagi) for the junior specialized school players, to identify the effect of exercises in the experimental research group in learning the back kick (T-chagi)

Research hypotheses:

- There are statistically significant differences between the results of the pre and post-tests of the two groups of research in learning the back kick (T-chagi) for junior specialized school players,
- There are statistically significant differences between the results of the post-tests of the two research groups in learning the back kick for the research sample and in favor of the experimental group.

Research methodology and field procedures:

Research Methodology:

The researchers used the experimental approach in the style of the two groups (the control and the experimental) due to its suitability to the research problem.

Community and sample research:

The players of the specialized schools in Taekwondo in Baghdad for the junior category, which numbered (70), represented the research community players, and the research sample was represented by (14) players. It was chosen according to a set of conditions, including that the player's training age be from 4-8 months, and the sample was divided into two groups (experimental, control) (6) players in the visual experimental group and (8) players in the control group, and the scale of the pattern was used Educational for (Fadel Shaker and Karim Abdel Sager) (Al-Bayati, 2017,), whose paragraphs were adapted by the two researchers on the research sample, in order to know the type of educational style that they are distinguished by, which consists of (12) paragraphs (6) paragraphs for the visual style and (6) for the auditory pattern.

3. Methods and tools:

- Personal interviews.
- Questionnaires.
- Taekwondo drip device.
- Camera.
- Screen.

- A gelatinous indicator on which a drip is placed.
- Metric tape to measure length.
- Whistle.
- Rackets used for kicking.
- Designed tools that consist
 - Tool to correct spatial kicking accuracy for Taekwondo players.
 - A tool for correcting the auditory movement path in Taekwondo.

In order to design the back kick test (T-chagi) and organize the work in the best way and in a scientific way, the first exploratory experiment was conducted on (Thursday) corresponding to 11/10/2022 on a sample of (30) players from the research community. The aim of the exploratory experiment was:

- Ensure the safety of the Taekwondo drip system.
- Standing on the consequences will face the researcher avoid them in the main experiment.
- Identify the time taken to implement the test.
- Knowing the suitability of the test for the research sample.
- Investigate the validity of the test.
- Organizing the work of the assistant team.

The two researchers conducted a second survey experiment on (Thursday) corresponding to 11/17/2022, seven days after the same sample had passed. The aim of the second survey experiment was:

- Identify the positives and negatives that the researchers may face during the application of the test.
- Achieving the scientific foundations of the test (stability, objectivity).

Pre-test:

The researchers intended to design a test compatible with the skill under study:

Name of the test: the back kick on the body from the movement (T-chagi).

Aim of the test: to measure the skillful performance of the back kick on the body from the movement (T-chagi).

Used equipments :

- Electronic taekwondo drip device (electronic chest protector).
- A gelatin sign on which the electronic chest protector is attached.
- Sensitive foot palm.
- Arbitrator's registration form.
- Whistle.
- Metric tape for measuring length.

Test instructions:

- Three attempts are given to each player.
- The score is out of 10 for each attempt.
- The player chooses his favorite man when performing.
- The height of the target is according to the height of the player.
- If the attempt was inaccurate (the main part of the kick), it is considered a failure and no score is given.
- A registration form is distributed to experts (arbitrators) that includes dividing the skill into three parts: the preparatory part (3 degrees), the main part (4 degrees), and the final part (3 degrees).
- An electronic taekwondo scoring device (chest protector) was used in order to know if the attempt was correct (accurate) or not, regardless of the strength of the kick.

Performance method:

The player stands in the Taekwondo ready position after selecting his favorite man to perform in front of the test tool, taking into account the distance is appropriate between the player and the test tool (taking into account the height difference between the players). When the start signal (the whistle) is heard, the player begins to perform a back kick on the body from Movement on the test instrument and then returns to the standby position after the performance.

Register:

The best score is calculated from the three attempts of the back kick on the body from the movement (T-chagi).

Back kick on the body from the movement (T-chagi):

The backward movement of the body from the movement is performed with the rotation of the body in a semi-circle, and from its name, it is inferred from its shape, as it is struck during the rotation of the body at an angle of 90 degrees and is done with the inner part of the foot or the heel and hits on the center

of the body and the performance is from the movement as in the case of a fight and through it, it is possible to obtain (4) Points if she kicked correctly at the level of the electronic chest protector in the event of a fight.



Figure. (1) Shows the back kick test to the body (T-chagi)

On (Saturday) corresponding to 11/19/2022, the pre-test was conducted at (5) in the evening, at the specified time for the test that was determined during

the reconnaissance experiment and a suitable day was determined from all circumstances.

Table (1) shows the stability and objectivity of the tests designed

Skill	Stability coefficient	Level sig	Type sig	Objective coefficient	Level sig	Type sig
back kick T-chagi	0.818	0.000	sig	0.907	0.000	sig

Below the level of significance (0.05)

Main experience:

The exercises that were prepared by the two researchers began to be applied according to the differentiated education strategy and using assistance tools, including those designed by the researchers, on the research sample on (Saturday) corresponding to 26/11/2022 until 5/1/2023 corresponding to Thursday, and the application of the exercises continued (6) weeks with (4) educational units per week for days (Saturday, Sunday, Tuesday, Wednesday) and this division is approved in the specialized schools in Baghdad as the total number of educational units is (24), and the application of exercises in the educational unit was in a hall Baghdad Sports Center for Taekwondo.

Post-test:

The two researchers conducted the post-test on (Saturday) corresponding to 7/1/2023 at (5:00 pm), and the same conditions as the pre-test.

Results and discussion:

1- Results of pre and post-tests for the control group:

Table (2) shows pre-test results for the control group

Variables	Measuring unit	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value calculated	Level Sig	Type Sig
		Mean	standard deviation	Mean	standard deviation					
back kick (T-chagi)	Degree	5.000	0.377	5.562	0.495	-0.562	0.176	-9.000	0.000	Sig

At a degree of freedom (7) and a level of significance (0.05).

2- The results of the pre and post-tests for the experimental group.

Table (3) shows the results of the pre- and post-tests for the experimental group

Variables	Measuring unit	Pre-test		Post-test		Difference between arithmetic mean	Difference between standard deviations	T value calculated	Level Sig	Type Sig
		Mean	standard deviation	Mean	standard deviation					
back kick (T-chagi)	Degree	5.000	0.547	6.250	0.524	-1.250	0.237	-11.180	0.000	Sig

Back Kick (Jackie) Score 5.000 0.547 6.250 0.524 1.250 -0.237 11.180 -0.000 Significant

At a degree of freedom (5) and a level of significance (0.05).

4. Discussion:

When observing tables (2, 3), it appeared to us that the significant value of the differences between the pre and post-test of the two research groups (the control group, the experimental group) for the back kick skill is (0.000), and this value is smaller than the significance level of (0.05), and this is evidence There are statistically significant differences between the results of the pre and post-test for the skill of the back kick (T-chagi) and for the two research groups, the control and the experimental, and therefore a development occurred in the level of performance of the players for the skill in question during the research period. And through Table (2) for the control group, we found that there was a development in the level of performance of the members of her group for the skill under study, and the researchers attribute the reason for this development due to the method used by the trainer in this group in his management, organization, and his ability to implement the educational units during a period The research, which had a positive role in

improving the performance level of the players for the skill under discussion in this group, and it is mentioned (Khudair and Hussein, 2022) that the characteristics of a good coach are many, including his ability to create a positive and good learning environment in which the player interacts with all His potential and ability to develop players and improve their levels and choose the appropriate methods to achieve this and motivate and encourage players in order to learn the skills well and give appropriate feedback and at the right time in order to correct the errors that occur during learning.

As for the players of the experimental group, when observing table (3) for the auditory group, we find that there is a development that occurred for the players in the level of their performance of the skill of the back kick during the research period, and the researchers attribute the reason for this development to the effect of the exercises that were prepared according to the auditory learning style by them using the tools Designed assistance, and that the differentiated education strategy has several

advantages such as taking into account the preferred learning style of each player and taking into account differentiation, differences and individual differences between the players, as well as providing the content of the educational unit in multiple and varied means according to the preferred style of each player, and this was confirmed by (Al-Mallah, 2017) that "Education based on preferred learning styles in the educational process is one of the modern methods that can be used to reach better results, as it aims to create a positive and distinct learning environment that meets the learner's needs."

As for the development of the auditory pattern group in the level of the players' performance of the skill under study in this group, the researchers attribute the reason for this development to the exercises prepared by them using the designed assistance tools that were used during the research period, which are based on the auditory pattern in giving feedback to the player during the performance, which had The positive impact on the development of the level of the players during learning, as it facilitates the educational process and what it adds of an atmosphere of suspense, excitement, and attraction towards learning, and this is confirmed by (J.Michael, 2010) . That the learner often interacts and integrates with the content of the interactive educational units that contain the tools and assistance devices that motivate him to make a greater effort to reach better results and that moving the player from the traditional atmosphere in learning to the atmosphere of interaction and enthusiasm needs diversity in learning resources to achieve it, and this is what He agrees with him (Hamza, Thamer, and Jamal Sakran 2021,) . The assistance tools are very necessary for learning skills, because they increase the learner's motivation and push him towards development. These assistance tools also work to develop physical characteristics, which reflects positively on the development of skills, in addition to the feedback provided by these tools on the correctness of performance through the voice, as well as Akkad (Hawash and Hillel, 2022). The use of assistance means and tools is necessary in the learning process during the educational unit, as they bring the idea closer to the player and make him able to understand and assimilate the movement skill, and on the other hand, they also play a not small role in terms of assisting the coach, as these tools facilitate his work in Managing, organizing, and bringing out the method used in learning the players that he works on, and also shortens the time and effort that can be spent to follow up on each player in the group to correct errors that occur during the

performance or to give information about the correctness of the performance, as the player who performs the skill required by using this The assistance tools will get feedback from the tool directly about the correctness of the performance, and thus it will know that the performance has been done correctly or not, so it will work to correct its performance in the next attempt if the performance was executed incorrectly, as it is considered "Knowing the performance results is a kind of immediate feedback that helps the player reach cognitive and skill development in the skill technique, and this leads to positive results in the performance level of the required skill." (Firas and Ehab, 2022).

Conclusions and Recommendations:

5. Conclusions:

- The individual differences between the players were addressed through differentiated education.
- The designed assistance tools had a positive impact on the players' learning and added to them the factor of excitement and suspense during the performance.
- The auditory experimental group was better than the control group in the level of learning the back kick skill (T-chagi).

Recommendations:

- The researchers recommended the adoption of assistance tools designed in the process of learning the players and giving them more space to be motivated to raise the level of performance of the players and their development and to introduce the coaches to differentiated education and the most important advantages and benefits of this method and train them on it because the coach's knowledge of the strategy and the most important things related to it facilitates the learning process

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Appendix (1)

Shows the learning Styles Scale for (Fadel Shaker Hassan and Karim Abdel Sager)

Name:

Put a tick (/) in front of each paragraph and under the case that applies to you

No.	Paragraphs	yes	No
1	I prefer learning through texts, tables, maps rather than class lectures		
2	I prefer to learn by listening to others rather than reading the material myself		
3	I prefer to learn by working with the model rather than by looking at the subject image		
4	I prefer learning through physical and manual activities rather than listening to the description of the parts		
5	I prefer learning by listening to recordings rather than reading texts		
6	I prefer to learn by watching the film shown rather than listening		
7	I prefer to learn by drawing or illustrating the material rather than by listening to the lecturer		
8	I prefer learning through video tapes or TV programs rather than listening to audio tapes		

9	I prefer learning by doing the role rather than reading		
10	I prefer to learn by reading my homework rather than listening to the class lecture		
11	I prefer learning through activities that make me progress rather than reading		
12	I prefer learning by listening to the teacher's description of the parts rather than reading about it		
13	I prefer to learn when I can touch the natural thing than to listen to its description		
14	I prefer learning through class lecture rather than reading text		
15	I prefer to learn by looking at pictures rather than listening to descriptions		
16	I prefer to learn by listening rather than talking to others		
17	I prefer learning by building a plan rather than reading		
18	I prefer learning by participating in games or physical activities rather than listening to a conversation		

Appendix (2)

Adapted final pattern scale

Name:

Put a tick (/) in front of each paragraph and under the case that applies to you

No.	Paragraphs	yes	No
1	I prefer learning by seeing a text that fully explains skill performance		
2	I prefer to learn by listening to the coach and his instructions		
3	I prefer to learn skills by watching the model presentation rather than listening to the trainer's explanation		
4	I prefer to listen to an explanation of the skill I want to learn first		
5	I prefer learning by listening to the explanation of the skill by the specialist rather than playing games and serious activities		
6	I prefer learning through a drawing or picture of the skill rather than listening to the coach's explanation		
7	I prefer learning through videotapes, a movie shown, or a demonstration of the skill rather than listening		
8	I prefer learning by discussing the instructor's explanation rather than watching a skill demonstration video		
9	I prefer learning by listening to the trainer's description of the specific parts of the skill rather than by watching it		
10	I prefer learning by watching educational films about the skill		

11	I prefer to learn by looking at the pictures of the skill rather than listening to its explanation		
12	I prefer learning by listening to the skill explanation by the coach in its full form		

Appendix (3)

Designed tools

1- Spatial kicking accuracy correction tool for Taekwondo players:

It is a proposed electronic educational tool whose purpose is to correct the spatial kicking accuracy of the Taekwondo players, which leads to an improvement and development of their level, and thus the possibility of better scoring points and achieving victory, as it was designed according to the method of differentiated education strategy in terms of preferred learning styles (audio and visual) which consists of a base and a metal column covered with a compressed sponge that contains a number of arms, each arm contains a kicking paddle on it, in addition to the presence of a second metal column to carry the

control box at the top of the tool, which contains the operation button, the switch from sound to light, a number of LEDs, a headset, and A battery, and that the rackets contain sensors inside and when the player kicks correctly, a light will appear from the box placed at the top of the tool, and also when pressing the switch button in the box, a sound will be heard from it instead of the light, and this is commensurate with the preferred learning style of the players (visual style, style auditory) according to the way the differentiated education strategy works, in addition to the element of excitement and suspense that it adds, and the auditory style was used to suit it with the selected sample.



Figure (2)

Shows the spatial kick accuracy correction tool for Taekwondo players

Spatial Accuracy Kick Tool Components:

- 1- Base.
- 2- Helical spring
- 3- A standing metal column covered with compressed foam, which supports the arms (horizontal columns).
- 4- Horizontal columns.
- 5- An upright metal column covered with compressed foam, a holder for the tool control box.
- 6- Kicking rackets.
- 7- Electronic sensors.
- 8- Tool control box (box) which contains:
 - On and off button.
 - Switch button: from light to sound.
 - Earphone .
 - Dat.
 - Battery base.
 - battery .
- 9- Electrical connection wires

2- A tool for correcting the auditory-movement path in Taekwondo.

Today, the world is witnessing a great development in all fields, including the sports field and in various sports, including Taekwondo in terms of the results

achieved and the devices and assistance tools that helped reach this level in addition to the player's technique when performing skills that helps him achieve points in the fight with less possible effort, which guarantees him protection from the competitor and thus achieving victory, so this tool was designed by the researcher and according to the (auditory) learning pattern according to the differentiated education when taking the feedback, which consists of two parts, the first is the radiation transmitter (laser), which consists of A laser, a battery, and an operating button, and the second is the radiation receiver, which contains a wooden box, an earphone, a battery, and a sensor in order to sense the laser radiation, as it is placed on both sides of the player when performing, and in the event that the player performs an incorrect performance outside the required movement path, this leads to cutting the point of contact between the transmitter and the receiver of the radiation (laser), and a sound is heard from the laser receiver as an indication of the wrong performance of the required kick, and its aim is to correct the movement path when performing the required kick for the Taekwondo players.



Figure (3)

Shows the audio movement path correction tool

Tool Components:

1- The radiation transmitter (laser), as previously explained which consists of:

- Laser.
- Battery and its base.

- Run button.

2- The radiation receiver (laser) is square with a depth of (5) cm, consisting of:

- Box (box) square shape perimeter (40) cm.
- Sensitive.

- A small headset: its function is to give auditory feedback as an indication of the incorrect performance of the player.
- battery.
- Battery base.
- Run button.

Method work:

The way it works is similar to the way the optical movement path correction tool works, as the tool is placed on both sides of the player (laser transmitter) and the laser beam receiver is in front of the player, and when the player performs the skill required of him and performs an incorrect movement path and cuts the point of contact between the laser and its receiving point (sensitive), he will hear a sound from the receiving point, and in this way the player will get an auditory feedback about the performance he

has performed, and thus he will know directly that he made a mistake when he hears a sound from the radiation receiver in front of him.

Appendix (4)

Shows the educational unit model

An educational unit model for the audio style group

Week: first

Number of players: 6

Time: 60 minutes

Date: 27/11/2022

Didactic unit: the first

Symbols used: * player, coach Ω The goal of the educational unit: to focus on the steps of the back kick skill (taking a kick)

Sections of the educational unit		Time (min)	Events	Repetition	Notes
Preparatory section	the introduction	2	<ul style="list-style-type: none"> - Taking attendance - Clarify the purpose of the educational unit 		Emphasis on keeping calm inside the room
	warm up	10	<ul style="list-style-type: none"> - (walking - walking on the combs - walking on the heels with the arms raised up) - Trot - Jogging with arms rotated at both sides of the body forward - Jogging with the arms rotated at the sides of the body backwards - Jogging with the knees raised in succession to the top - Jogging with the legs raised successively backwards - When the hand signal is seen, they run quickly for a distance of 3 meters - (Standing open - arms in front) bending the torso to the middle and right to left - -(Standing with arms outstretched to one side) Twisting the torso to the sides 	10x1	Emphasis on performing the warm-up properly and the organized walk
main section	The educational section	12	<ul style="list-style-type: none"> - -The skill is fully explained by explaining it in detail by the specialist, and then it is fragmented to identify the performance details of the skill 		Focus on explaining the skill well

	applied section	30	<ul style="list-style-type: none"> - Flexibility exercises (4min) - The back spin is a semicircle from the back for the back kick skill on the body (Tejki) - The same performance as the first exercise for the skill of the back kick on the body, but with the presence of a tool for correcting the movement-auditory path when performing - -The same performance of the second exercise for the skill of the back kick on the body, but rotating twice in a row. 	10x2 for each leg	In the event that the player makes a mistake in turning and cutting off the connection point between the two parts of the tool, the player will hear a sound from the tool
Concluding section	game and then quit	6	Carrying the colleague: The coach points to one of the players, so he carries him and runs for a distance of 3 meters, then does calming down exercises and the salutation of departure		Emphasis on keeping calm