

# The effect of a proposed training curriculum in developing the skill competence of young boxers

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## **Abstract**

*Boxing is a sports game that depends, like other sports, on the scientific fields as a basis for developing and reaching it to high levels, as it is distinguished from other sports by the various technical movements of the arms, torso, and legs in which the reaction plays a large role of accuracy and speed, as well as focus for an elaborate response.*

*Boxing is one of the individual games where winning requires obtaining the largest number of points by paying the most possible amount of punches and the permissible areas that are (face, chest and abdomen) and this requires skill and physical efficiency and the application of high plans that contribute to increasing the capabilities of the boxer to obtain the largest A possible number of points and more punches is the focus of the research problem addressed by the researcher in his training method. The problem of research, which is represented by the method of arbitration and the calculation of points, and through the researcher's follow-up of local championships and the Iraqi boxers' struggles in external meetings, as the researcher noted that there are deficiencies in some boxers in investing all permitted punching areas, as the boxers rely very heavily in paying their punches to the facial areas, which is an area Small, leaving the chest. In the last ten years, the boxing game witnessed a great development after the adjustments that took place on the abdomen, which is a larger area as a target or is paid to it more punches compared to the head and face and assumptions that the opposite is true.*

*This performance negatively and very significantly affects the outcome of the fight, hence the researcher's vision to develop a proposed training curriculum through which the competence of boxers is developed to reach and invest all areas permitted in punching to obtain the largest possible number of points, which in turn is reflected in the outcome of the fight and in a positive way.*

*Research Objectives: Establish a training curriculum to develop all boxers in punching the legally permitted areas. Knowing the effect of the training curriculum on the development of all boxers in punching the legally permitted areas. Research hypotheses: There is a positive effect of the proposed*

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*training approach on the competence of skilled boxers in punching all areas of the body permitted by law. There is a positive impact of the proposed training approach on the results of the skillful boxers.*

*Chapter Three: Research Methodology and Field Procedures:*

*The researcher used the experimental approach in the manner of equal groups, as the sample members were (24) boxers. After conducting the pre-test tests, for both groups, the vocabulary of the training curriculum was applied to the experimental group. It took (8) weeks at an average of (8) units per week. After the end of the training curriculum, skill tests were conducted. The researcher used the statistical bag (SPSS) for the purpose of statistical data processing.*

*Chapter Four: Presenting, analyzing and discussing the results:*

*This section contained the presentation of the results in graphical forms and then their analysis, where the results were extracted through the use of appropriate statistical treatments from an arithmetic medium and for a standard deviation and test (T) for analogous and asymmetric samples. They were discussed in a scientific manner supported by scientific sources and the researcher reached through his discussion to Achieve two research goals and hypothesis.*

*Chapter Five: Conclusions and Recommendations:*

*Through discussion of the results presented, the researcher reached many conclusions and recommendations*

**Key words :** *proposed training curriculum , developing the skill , competence of young boxers*

## **I. Introduction**

The researchers and seek to develop and innovate in training methods to develop the competence, physical capabilities, skills and technical capabilities of athletes, as well as coaches are keenly interested in preparing their players correctly in order to achieve advanced achievements and these achievements require an increase in the level of skill capabilities of athletes through the application of correct scientific training curricula.

The boxing game is one of the sports games that depend, like other sports, on the scientific fields as a basis for developing and reaching them to high levels, as it is distinguished from other sports by the various technical movements of the arms, torso and legs, in which the reaction plays a large role of accuracy and speed, as well as focus for an elaborate response.

It is one of the individual games where winning requires obtaining the largest number of points by paying the most possible amount of punches and to the permissible areas which are (face, chest and abdomen) and this requires skill and physical efficiency and the application of high plans that contribute to increasing the capabilities of the boxer in obtaining the largest A possible number of points and more punches is the focus of the research problem that the researcher addressed in his training method.

Hence the importance of research in finding the best ways to develop the skillful and physical boxers competence to invest all punching areas allowed in the boxing game.

**Research problem:**

Boxers in general during the attempts are trying to pay the bulk of their punches to the head region, leaving the largest allowed part of the sleeve, which is the chest and abdomen, not interested in it, as it is a region that represents (75%) of the target legally permitted and through the researcher's follow-up of local championships and the Iraqi boxers In foreign meetings, he noted a lack of interest in this matter by boxers and coaches alike, as the boxing game has witnessed in the last ten years a great development after the amendments made to the law on calculating points, which are dependent on all areas legally permitted by registering or paying the largest number Possible correct punches to the allowed areas.

Failure to adopt this tactic negatively and very significantly affects the outcome of the fight, hence the researcher's vision to develop a proposed training curriculum through which he develops the efficiency of the boxers to reach and invest all areas permitted in punching to obtain the largest possible number of points, which in turn is reflected in the outcome of the fight and positively .

**research aims:**

- Establish a training curriculum to develop all boxers in punching the legally permitted areas.
- Knowing the effect of the training curriculum on the development of all boxers in punching the legally permitted areas.

**Research hypotheses:**

There is a positive effect of the proposed training approach on the competence of skillful boxers in punching all areas of the body permitted by law.

There is a positive effect of the proposed training approach on the results of the skillful boxers.

## **II. Research Methodology**

The researcher chose the experimental approach by designing the two groups, as it is the appropriate approach to solve the research problem.

**Research community and samples**

The research sample was chosen intentionally by the youth category boxers representing the national youth team. The total of boxers was (24) boxers and they were divided into two equal groups (12) boxer control group and (12) boxer pilot group by lot (random sample) where the experimental group is subject For the training curriculum prepared by the researcher, while the control group is subject to the training curriculum for the teams.

**Research Tools**

To provide a set of devices and tools necessary for the purpose of using them to solve the problem, whatever those tools, and to make sure that these tools are suitable for research to achieve hypotheses. In fact, the researcher used the devices, tools and means that helped the researcher to conduct his research, as follows:

- Boxing ring.
- Boxing bags.
- Boxing Gloves.
- Hand cushions (boxing shield.(
- Tennis balls.
- Stopwatch number (4).

### **The Testes**

#### **Measured variables:**

Moving ball test, Number bag test, Manual cushions test , Defense test against tennis balls , Boxer test with homey

#### **Applied Test**

The training curriculum started on 20/4/2019. The sample was divided into two groups by drawing an experimental group and a control group. The training unit begins with the warm-up process for the two groups under the leadership of the assistant team, then a theoretical idea is given about the vocabulary of the training unit that will be trained by Experimental group.

As for the control group, it was receiving training in developing physical and skill capabilities and explaining some articles of the law. This is an curriculum prepared by the sports coach.

It was taken into consideration during the training units to give the boxers mental training for a period of (5) minutes at the beginning of the applied part as well as to focus on giving external feedback on the performance of the sample being young boxers. The gradual increase accompanying the level development for each (6) units out of (24) was taken into account. (A training unit as well. The training unit included training to develop motor abilities and physical capabilities in the penultimate part of the application in the training unit. Given the importance of playing with the colleague in the process of detailing the training process, the sample was given an appropriate time for free play among the members of the sample, as well as focusing on the final part of The training unit, which includes calming, relaxing and straightening exercises.

### **III. Results and discussed**

View and discuss search results:

Table (1) shows the mean and standard deviation of the ball dance test for the control and experimental groups in the pre and post tests.

Moving ball test	Experimental group		Control group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	9.74	18.74	8.99	10.90
Std	3.70	1.77	4.22	3.21
Calculated value of T	7.70		3.87	
Table (T) value	2.2			

Table (2) Shows the results of the numbered bag test for the research sample in the pre and post tests.

Number bag test	Experimental group		Control group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	7.75	9.44	5.89	7
Std	23.2	0.77	2.2	1.21
Calculated value of T	5.70		4.87	
Table (T) value	2.2			

Table (3) Shows the results of the Manual cushions test for the control and experimental groups in the pre and post tests..

Manual cushions test	Experimental group		Control group	
	Pre-Test	Post-Test	Pre-Test	Post-Test

A	3.89	3.75	4.14	3.99
Std	23.22	0.70	1.2	1.12
Calculated value of T	5.90		3.87	
Table (T) value	2.2			

Table (4) The table shows the results of the defense against tennis balls for the experimental and control groups in the pre and post tests.

Defense test against tennis balls	Experimental group		Control group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	8	10.75	7.14	7.99
Std	1.22	1.70	1.50	1.88
Calculated value of T	7.80		4.87	
Table (T) value	2.2			

Table (5) Shows the results of the boxing test with homey of the research sample in the pre and post tests.

Boxer test with homey	Experimental group		Control group	
	Pre-Test	Post-Test	Pre-Test	Post-Test
A	18.9	20.75	15.14	17.99
Std	1.33	2.14	1.99	1.50
Calculated value of T	8.70		3.87	

Table value	(T)	2.2
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Through the presentation and analysis of the results of the pre and post tests of the control and experimental groups in the tests under research, the development appeared clear to both experimental and control groups, since the two groups were subjected to a training curriculum, but there is a difference in the method of applying skills training between the two groups, where the skill performance, speed, and accuracy of the experimental group increased. As for the control group, we note that there is less development than the experimental group, and this indicates the effect and effectiveness of the training curriculum prepared by the researcher for the experimental group<sup>1</sup>.

The researcher attributes the reason for this effect and effectiveness because the training curriculum contains training vocabulary and aids tools that contributed to developing the capabilities of boxers in the experimental group, as the ability to use and employ training means to upgrade training operations leads to his contribution to mastering the skills<sup>2</sup>.

Consequently, the development in the speed and accuracy of skills for post-test accomplishes the assumption.

The researcher used an effective training vocabulary in the boxer that contributed to maintaining the experience and storing it for a longer period, as the use of tools, vocabulary, training and plural means helps to influence one or more of the athlete's senses that would complete the training process<sup>3</sup>.

The differences that appeared in the value of (T) calculated for the dimensional tests of the control and experimental groups shows that there is a clear difference in favor of the experimental group, despite the control group's reliance on a training curriculum prepared by their coach, but the use of the proposed training curriculum prepared by the researcher led to the development of the level of players from Skillful.

The researcher used in his curriculum auxiliary tools that contribute to increasing attention and speed of reaction and compel the boxer to make his look always on the boxer in front of him as giving a signal to the boxers and asking them to walk and move the opposite and the performance of groups of the quantity after the reference that contributed to the development of agility and speed of response from a positive impact on Dancing ball test and other tests<sup>4</sup>.

The significant differences that appeared in favor of the experimental group in the tests that aim to measure accuracy, speed and rapid response were the result of the curriculum guaranteeing exercises to perform punches accurately and correctly and increasing prevention of distracting the boxer's attention and shortening in putting the hands and torso back to its normal state in the stand-by.

From the foregoing it becomes clear that the training curriculum prepared by the researcher in the training process has achieved the hypothesis for which mastery of the quantitative skills and their

defenses and the movement of boxing on the ring require the operator in the training process to take into account the players in mastering the correct technique from different positions and multiple types of punches with the competitor and the use of exercises And means contribute to raising the level of skill performance.

This actually happened in the boxing test with the colleague, as this test contributed to measuring the boxer's endurance and his ability to focus visual acuity and the accuracy of distinct movements and confrontation in the place and time involved in addition to identifying the speed of the simple and complex reaction when performing punching movements and estimating the distance and feeling it and the speed in performing Various movements.

"The most important thing in the skill is that it be accurate, as accuracy indicates skill and mathematical movements are considered directing and disposal of functional devices and presented in the form of a system that reflects the building circle of motor work and the skill of this system is measured by reaction back with high accuracy in achieving the goal of skill5.

This is achieved in the tests that need accuracy as a result of applying the tests prepared in the curriculum to develop accuracy.

#### **IV. Conclusions and recommendations**

##### **Conclusion**

Through the above presented results and the researcher's analysis and discussion of these results, he reached the following conclusions:

- The training curriculum improved the players 'abilities to pay punches to all areas allowed for the experimental group.
- The traditional curriculum achieved for the control group an improvement in speed and accuracy, but at a lower level than the experimental group that was used in its training on the experimental approach.
- Evolution of the skill level and accuracy of boxers for the experimental group.
- The training curricula that include multiple methods of training help to improve the ability and assimilation of the sample to be applied.

##### **Recommendations**

Through what has been concluded, the researcher recommends the following recommendations:

- The necessity of adopting the proposed curriculum in the special training for this age group of boxers.
- The necessity of using tools and aids during the training process and investing all available ones, especially tools and means related to developing speed and accuracy in boxing.



-Emphasizing on special exercises to develop accuracy and speed as important in resolving boxing fights.

-Creating tools and aids to serve the training process for its contribution to the development of boxers.

-The necessity of diversification in the training and tools used to keep players out of boredom and increase the process of excellence.

-Carrying out similar research and studies to contribute to the development of the boxing game

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