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The Influence of Mental Maps Strategy on Students' Cognitive Achievement and Learning the skills of defense and attack in Fencing for Girl Students

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Abstract

The researcher applied experimental methodology on a sample of thirty Tertiary-level students from Physical Education and Sport Science College at University of Diyala to identify the influence of mental maps strategy on students' cognitive achievement and learning offensive and defensive skills in fencing. Having done the main experiment, pretests and post-tests and data processing statistics, the study's main findings were: the experiment's results proved that students were able to retrieve responses effectively from the mental map; The mental maps helped the students to better understand cognitive information, and the students stated that mental maps enabled them to recall and understand information in a better and faster way. Therefore, the researcher recommends the following: the importance of utilizing mental maps strategy in learning offensive and defensive skills in fencing and academic disciplines due to its positive influence on students. Furthermore, it is viable to conduct similar researches to study the influence of mental maps strategy on learning the rest of fencing basic skills and other academic disciplines using a sample of students.

Key Words: Cognitive Achievement, Fencing, Mental Maps, Offensive and Defensive Skills**.**

Introduction

One of the main goals of recent trends in teaching physical education and sports is the development of physical, motor and skill abilities by stimulating mental processes of both basic and integrated types among female students. And expand the cognitive perception of learning and correct understanding when receiving information on the skill to be learned. These processes depend on what they have acquired from information that enhances the practical aspects of the performance of the chosen mathematical skill, which requires students to perform it correctly and professionally as the learner is the focus of the educational process to make him a producer of knowledge not a consumer of it by linking previous knowledge or his experiences about the skills to be learned and the new information that he will acquire as a result of the use of different teaching methods and strategies by the teacher. It must be noted that all teaching strategies, methods and methods used by teachers are of benefit and positive impact on the learning and teaching process, although each one of them has its own advantages and disadvantages, as it raises a lot of students' interest and motivation to learn. Mind maps are one of the strategies that work to help students improve the learning and teaching process for various school subjects, by developing ideas about the subject to be studied in a sequential, organized and artistic manner that simulates the work of the human

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brain. It organizes the information that reaches the brain in the same way it organizes it, so the cognitive information is re-represented in a coherent network diagram based on previous knowledge and ideas, and it provides the learner with contrasting visual images that represent the relationships and information related to the skills he learned during the different stages of study.

Literature review

Mentality Of the means Modern Which help On acceleration Learning, And discover knowledge An image Faster From Through draw Diagrams with graphic technology Strong Are expressed About Thinking Irradiated, can Applied On Each side From Aspects of life, And support using Colors And pictures And cipher And dimensions To impart More from Suspense And beauty And individuality than Motivate creativity And memory Especially Operation Repeat the information. (Buzan, 1996) Has It was Motivation To innovate the map Mentality and awareness that Systems Educational focus By degree Major On Recruit side one of the brain and he the side The left And responsible About Use Logic and language, And arithmetic, And sequencing, And study the details. And there Neglect of the side Right-hand And not Benefit From Its potential Represented Using pictures, And imagination, And emotions, And colors And outlook the college For topics .(Murley , 2007) that Learning Hinges On Realization relations And deduce principles And laws, And not On Connectivity Random between Triggers and responses Just. Realization Concepts And relationships Must be that is being Based on Strategies organization To make this is Concepts And relationships The same Meaning (euphoria,2 003) And when Manage The learner From Link Experiences New learning With Of experience Educated Previously, Happen or occur What He calls Uzubel learning The meaning. It depends Success this is the operation On Activities Mentality that Initiate Out The learner towards Subject Educational, And how group Article on Toward Makes Of which The same meaning of And midwife To understand, And submit Subject In a way that helps The learner On Evoke Learning Tribal, Realization Relationship Between this Learning And learning the new (Zaghoul,2015) And count the map Mentality From Organizations Graphical; It is Visual drawing identical when Happen or occur in a Operation storage the information In the brain it is strategy Important And useful for learning(Buzan, 1996) The sport of fencing with sword is one of the oldest sports, and the sword is one of the oldest weapons of war between fighting armies, as the nature of sword fencing is for the individual to compete with his opponent individually and take turns attacking his opponent sometimes and fleeing defensively at other times, until one of them gets killed or injured by a miracle that determines who is victorious It is defeated .(Ibrahim, 2018) defined it as “Modern fencing is one of the manifestations of sports activity with its sporting, social, educational and psychological goals. It emerged from the old fencing after several developments and reached the current situation to be practiced in accordance with the laws and special organizational rules that govern the contest between the competing competitors without interference or Help from anyone while playing other than the etiquette of this ancient sport with noble traditions. ” (Abdulaziz, 2018) and (Zafer, 2014) points out that “the idea behind the sport of fencing is for the fencer to touch his opponent with the touch slash before he touches it, in order to be able To do so, he must perform offensive and defensive movements that increase mobility and mobility and include preparations to help create appropriate opportunities to score a touch on the opponent. The aim of modern fencing is to record the legally specified number of touches using the most appropriate methods of skill performance, and the armed arm is extended or the armed arm extended with stabbing or moving forward. " (Al-Taie, 2014, 35) The development of sports skills is a necessity to raise the level of the athlete and reach high levels, and this will require following the basic skills used, teaching them, applying them and mastering them in good harmony in order to achieve the desired goal in their performance. (Abbas, 1993) points out that “the fencing is characterized by the diversity of its offensive and defensive

movements, and this is why it is advisable when training and education to merge them and not to separate them from each other, because the duel is not an attack only, nor is it limited to defense alone. After his failed attack, he returns to defend, and therefore the defender must try to gain the right to attack after his successful defensive maneuver. ”(Ramli, 1993) As for (Mark, 1991) He states that "achieving the technical aspect of dueling will require mastering its motor skills such as touch movement, striking and defense postures, mastering the movements of the two legs and holding the weapon with the index finger, thumb and other fingers, and a ready position that helps to perform movements forward and backward."(Mark, 1991) Attacking is a skill that relies on arm forward and forward or arm extension and challenge with fast timing in order to reach the opponent's target and score the touch correctly. Defense in fencing is one of its important pillars, and it is sometimes called “the art of defense, as defense consists of the group of movements that are used to repel offensive movements. Therefore, defense in any way is one of the most important pillars of the duel plan not only because it prevents the competitor from registering touches, but On the basis of it the strikes can be selected to build different attacks. (Ramli, 1993) The importance of this is attached Responsive search for several From Recommendations Research Pedagogical And studies The precedent that dealt with the importance of using strategies, methods and teaching methods, which emphasized that the student is the focus of the educational process called for With necessity Procedure More From Studies About Use Strategies Harmonious teaching With principles Brain-Based Learning Theory For its importance Pedagogical And modernity In the field of physical education.

Research problem:

- difficulty remember Concepts Knowledge of fencing skills by female students distance passage interval From The time is that it is practiced for the first time by them and they do not have any previous information or experience about it except that fencing with a sword is a combat fencing.
- Not Mastery Female students For skills the operation, And speed Loss the information ; Because Not doing Female students Implement By training and repeating mathematical skills continuously or outside of lecture times. And building On What Previously P may be Choose researcher Theme Teaching using Maps strategy Mentality ; For its importance in a Investigation integration between Two sides Cognitive And the skill of the learner,

Although it (mind maps) has become widely used in the educational field in many countries of the world due to its unique characteristics, and although it is one of the easiest ways to enter and output information, it is one of the creative ways to take notes and plan ideas fully, but it is It is still neglected in Iraq. The teaching methods in most of our educational institutions are still based on rote memorization and rote memorization without taking into consideration the students ’learning and thinking styles. And problem solving search Answer the question Next research: What is the effect of the mind maps strategy on cognitive achievement and learning offensive and defensive skills by fencing with guns for students?

Research aims *are to identify* the effect of mental maps on cognitive achievement and learning offensive and defensive skills by fencing with artillery for students .And the differences between the two groups in the pre and posttests in cognitive achievement and learning offensive and defensive skills by fencing with a rifle for students.

Defining terms:

*Maps mindset strategy***:** it is a strategy teaching The teacher uses it To provide the information For the student Neatly And the Organizer, And thus help him in a Organize its construction Cognitive, And in flow Thoughts And understanding Detailed For concepts From Side, And as a medium he uses it requester in a Summarization The brightest From Side Other,

Orderly in a One sheet in which Stationed The idea Main in a The middle And branching out Of which Sub- ideas are used Colors And pictures And icons". (Waqad, 2009)

Scholastic Attainment "Collection the information and data Scholastic and skills And the competencies that Acquires it the learner through Operation Learning, gesticulate Get it From Acquisitions Scientific about Way Experiments and experiences within Framework Curriculum Educational Applicable with it". (Gerges, 2005)

- **The study of Haydar Qais Mubader Nahi (2016)**

The current research aims to know the effect of mind maps on cognitive achievement and achievement responsibility and learning the front and back beats in tennis among second-stage students in the College of Physical Education and Sports Sciences at Al-Muthanna University .The researcher used the experimental method on a sample consisting of (30) students divided into two groups, the experimental and the control, on cognitive achievement and achievement responsibility and learning the front and back strokes of tennis, and the mental mapping technique has a greater impact than the traditional method in cognitive achievement and achievement responsibility and learning the front and back strokes of tennis .The researcher recommends to the need to employ creative and innovative ways (mental maps) to help improve the learning and teaching process .To complement and develop the current research, the researcher suggested conducting subsequent studies, such as similar studies, on other stages of study and on other lessons and on female students, and by using other types of mental maps.

Methodology

Research methodology: The researcher used the experimental approach with the design of the equivalent groups of pre and posttest for its suitability to the research problem and its objectives.

Research community and sample: The research community included the third stage students of the Faculty of Physical Education and Sports Sciences at the University of Diyala for the academic year 2018-2019, and their number was (47) students. The research sample of (30) students was chosen by the method of lottery and divided into two groups, the odd numbers as a control group and the even numbers as an experimental group at a rate of (15) One female student for each group, and the postponed and failed students, who were (9) students, were excluded

Research procedures

Determining the offensive and defensive skills of dueling: The researcher identified the offensive and defensive skills that are determined within the vocabulary of the third stage fencing subject, which are (simple attack (direct attack, change of direction attack, decisive attack), combined attack (numerical attack, circular attack), and defense types (horizontal, semicircular, circular, and diagonal) Figures (1) and (2), below, illustrate the mental map of offensive and defensive skills in dueling.

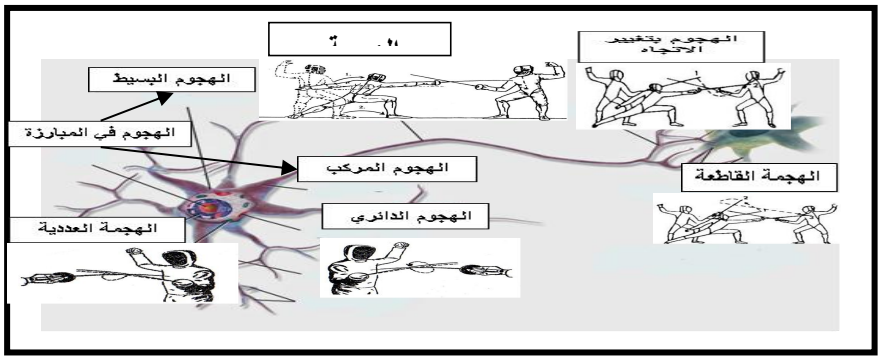

Figure (1) shows the mental map of the offensive skills of dueling

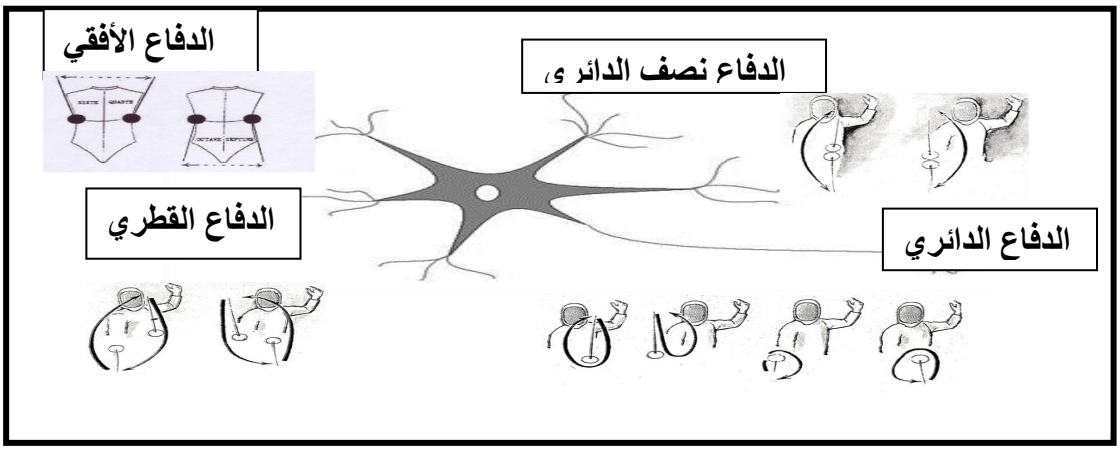

Figure (2) illustrates the mental map of defensive fencing skills

Cognitive test: The researcher adopted the cognitive test previously prepared by the researcher, which is codified on the same sample and used more than once in the achievement tests of the third stage in the fencing subject

The Exploratory Experience of Implementing the Mind Maps Strategy: The researcher experimented with using mind maps as a strategy in the educational units of the weekly fencing course on the members of the experimental group, in the first semester of the academic year (2018-2019) before applying the educational units he prepared on the basic research sample, in order to identify the following aspects:

1. Introduce students to what are mental maps and a strategy .
2. Introducing students to the importance of using mental maps in learning .
3. Introduce students to how to draw mental maps.
4. Training students on how to develop ideas about a topic in a way that simulates the work of the brain.
5. The clarity of the mind maps strategy and its suitability for students with all its components.
6. Identify the difficulties that may face the researcher during the application of the mind maps strategy to find formulas to reduce or reduce them as much as possible.
7. Preparing the lesson plan according to the mental maps strategy .

Pretest: The researcher conducted the pre-tests using the evaluation form for performing offensive and defensive skills, which is a codified form previously used by more than one researcher and (10) grades, and the assessment was done directly by the subject teachers on Thursday 10/25/2018 in the fencing hall of the Faculty of Physical Education and

Sports Sciences at Diyala University For the purpose of finding homogeneity and parity between the two groups of research in the performance of the skills under investigation .Table (1) shows that:

Table (1) shows the homogeneity and parity of the experimental and control groups in the pre-tests for offensive and defensive skills under consideration.

Skills	the group	the middle	deviation	Levin value (F)	mistake percentage	Values (T) Calculated	mistake percentage
Intelligence	Follicular	41,333	4,850	0.279	0.601	0.160	0.874
	Control	41.067	4.267				
Direct attack	Experimental	3.133	. 743	071	792	710	484
	Control	2.933	. 799				
The attack changes direction	Experimental	3.600	910	021	.885	. 845	.405
	Control	3.333	. 817				
The decisive attack	Experimental	3.400	. 828	158	694	. 211	. 834
	Control	3.333	900				
Scalar attack	Experimental	3.267	. 799	071	792	. 473	640
	Control	3.133	. 743				
Ring attack	Experimental	3.533	. 915	.300	. 588	1.027	.313
	Control	3.200	862				
Horizontal defense	Experimental	3.400	. 828	024	. 877	648	.522
	Control	3.200	862				
Defense Half Ring	Experimental	3.400	986	157	695	1.193	243
	Control	3.000	. 845				
Circular defense	Experimental	3.400	. 828	024	. 877	648	.522
	Control	3.200	862				
Qatar Defense	Experimental	3.467	1.125	.754	393	541	593
	Control	3.267	884				

The results of Table (1) showed that all the mean values associated with the test values) tIt was greater than the level of significance (0.05), which indicates that there are no real (significant) differences between the results of the two groups, and this means that they are equal in all tests. It appears from the same table that all the significance level values associated with the values was greater than the level of significance (0.05), which indicates that there are no real (significant) differences between the results of the two groups, and this means the homogeneity (equal) of the variations of the treatments for all tests.

***Main Experience*:** The implementation of the main experiment starting from Thursday 1/11/2018 until Thursday (10/1/2019) for a period of (10) weeks, with an average educational unit every week according to the weekly schedule

prepared by the individual games department in the college, as it was agreed with the subject teachers that The teaching of the control group is at eight thirty in the morning for an hour and a half and is taught in the manner followed by the subject teachers, the experimental group at ten thirty in the morning for a period of an hour and a half and is taught according to the strategy of mental maps in the main section of an educational unit, provided that it includes examples, exercises and homework as an activity related to a topic The educational unit by assigning students to draw a map for each skill that includes the detailed topics of the direct attack skill, for example; (what is a direct attack, what are the educational steps for performing the skill, when it is performed, and on what its success depends, and the most common mistakes in it) with the development of illustrations for the performance of the required skill Then they are discussed with what they were assigned to during the subsequent units The researcher benefited from the absence of another lecture for the sample members, and at the same time the absence of a lecture in the fencing hall as well .J Perform the experiment.

Post-test*:* After completing the application of the main experiment, the researcher conducted the post tests on the members of the research sample under the same conditions of the pre-tests on Thursday 17/1/2019, as the cognitive test was conducted at nine in the morning for the two groups, and the practical test to assess the performance of the offensive and defensive skills of the two groups was at ten in the morning The Fencing Hall of the College of Physical Education and Sports Sciences - Diyala University, and the assessment was made directly by the subject's teachers.

Statistical methods*:* The researcher used the statistical bag (SPSS) for data processing, the methods used are (the arithmetic mean, standard deviation, (T) test for correlated and non-correlated samples, and Levin value .(F) For homogeneity.

Results

Presentation and analysis of the results of the pre and post tests for the experimental group and the control group

Table (2) shows the arithmetic mean and standard deviations for the pre and post tests of the experimental group

Skills	the exams	Arithmetic mean	standard deviation	Standard error
Direct attack	Tribal	3.1333	. 74322	19190
	Dimensional	7.4000	91026	23503
The attack changes direction	Tribal	3.6000	91026	23503
	Dimensional	7.6667	. 81650	. 21082
The decisive attack	Tribal	3.4000	82808	21381
	Dimensional	7.7333	.96115	24817
Scalar attack	Tribal	3.2667	799881	20625
	Dimensional	7.7333	1.03280	26667
Ring attack	Tribal	3.5333	91548	23637
	Dimensional	7.8667	1.06010	. 27372
Horizontal defense	Tribal	3.4000	82808	21381
	Dimensional	7.9333	88372	22817
Defense Half Ring	Tribal	3.4000	98561	. 25448
	Dimensional	7.8667	91548	23637
Circular defense	Tribal	3.4000	82808	21381

	Dimensional	7.8000	1.08233	27946
Qatar Defense	Tribal	3.4667	1.12546	29059
	Dimensional	7.6667	1.11270	. 28730

Table (2) shows the statistical estimates of the arithmetic mean and the standard deviations and the standard error of the pre and posttests in evaluating the performance of the offensive and defensive skills in the duel under investigation for the experimental group as there is a discrepancy between them and to find out the differences between them, the researcher used the test (T) for the correlated samples, and Table (3) shows that:

Table (3) shows the differences between the pre and post tests for the experimental group

Skills	Media teams	Deviation of the differences	Values (T) Calculated	mistake percentage	Statistical decision
Direct attack	4.2667	1.27988	12.911	.000	moral
The attack changes direction	4.0667	1.48645	10.596	.000	moral
The decisive attack	4.3333	1.29099	13,000	.000	moral
A scalar attack	4.4667	1.30201	13.287	.000	moral
Ring attack	4.3333	1.39728	12.011	.000	moral
Horizontal defense	4.5333	1.35576	12.950	.000	moral
Semicircular defense	4.4667	1.55226	11.145	.000	moral
Circular defense	4.4000	1.54919	11,000	.000	moral
Qatar Defense	4.2000	1.78085	9.134	.000	moral

Table (4) shows the arithmetic mean and standard deviations for the pre and post tests of the control group

Skills	the exams	Arithmetic mean	standard deviation	Standard error
Direct attack	Tribal	2.9333	799881	20625
	Dimensional	6.4000	91026	23503
The attack changes direction	Tribal	3.3333	. 81650	. 21082
	Dimensional	6.2667	88372	22817
The decisive attack	Tribal	3.3333	89974	23231
	Dimensional	6.3333	72375	18687
Scalar attack	Tribal	3.1333	. 74322	19190
	Dimensional	6.4667	1.24595	32170
Ring attack	Tribal	3.2000	86189	.22254
	Dimensional	6.6667	1.29099	33333
Horizontal defense	Tribal	3.2000	86189	.22254
	Dimensional	6.5333	.99043	.25573
Defense Half Ring	Tribal	3.0000	84 515	21 822

	Dimensional	6.5333	.99043	.25573
Circular defense	Tribal	3.2000	86189	.22254
	Dimensional	6.6667	1.17514	. 30342
Qatar Defense	Tribal	3.2667	88372	22817
	Dimensional	6.4667	1.68466	43498

Table (4) shows the statistical estimates of the arithmetic mean and the standard deviations and the standard error of the pre and posttests in evaluating the performance of the offensive and defensive skills in the duel in question for the control group, as there is a discrepancy between them and to find out the differences between them, the researcher used the test (T) for the correlated samples.

Table (5) shows the differences between the pre and post tests for the control group

Skills T.	Media teams	Deviation of the differences	Values (T) Calculated	mistake percentage	Statistical decision
Direct attack	-3.4667	1.50555	-8.918	.000	moral
The attack changes direction	-2.9333	1.16292	-9.769	.000	moral
The decisive attack	-3.0000	1.13389	-10.247	.000	moral
A scalar attack	-3.3333	1.49603	-8.629	.000	moral
Ring attack	-3.4667	1.72654	-7.776	.000	moral
Horizontal defense	-3.3333	1.58865	-8.126	.000	moral
Semicircular defense	-3.5333	1.50555	-9.089	.000	moral
Circular defense	-3.4667	1.68466	-7.970	.000	moral
Qatar Defense	-3.2000	2.17781	-5.691	.000	moral

Discussing the results:

Through tables (2), (3), (4), (5), the results of the differences using the (T) test for correlated samples showed that there are differences between the pre and post tests and the experimental and control groups and in favor of the post tests. The researcher attributed the reason for this positive impact of the strategy of mental maps used with members of the experimental group of students being helped to link the cognitive side and side applied to perform the skills in question it may benefits Educational many Paid Educators To employ her in a field Learning and teaching as it works On Definition of Learners On the network Associative For overlapping relationships between aspects various For items Subject To be Display it, it is Through Maps Mentalism becomes clear Building Cognitive And skillful I have Learners in a Understanding The system Synthetics Integrated and Interpreted. " (Marguise, 2004) and surely The map Mindset helps On Integration Building Cognitive And skillful For the learner From through Its capacity On simulation Structure Natural For the brain, And merging Many From Skills An educated mindset From Through Integrated building For information Allow To explore the deep For thoughts and focus On the problem the basic (Pollitt, 2003) As for the control group, the method used by the teacher also proved its positive effect on the learning process

Presenting, analyzing and discussing the results of the post tests for the experimental group and the control group

Table (6) shows the results of the differences between the experimental and control groups in the post-tests in offensive and defensive skills and the cognitive test.

Skills	the group	the middle	deviation	Values (T) Calculated	mistake percentage	Statistical decision
Direct attack	**Experimental**	7.4000	91026	3.009	.005	moral
	Control	6.4000	91026			
The attack changes direction	**Experimental**	7.6667	. 81650	4.507	.000	moral
	Control	6.2667	88372			
The decisive attack	**Experimental**	7.7333	.96115	4.507	.000	moral
	Control	6.3333	72375			
Scalar attack	**Experimental**	7.7333	1.03280	3.031	.005	moral
	Control	6.4667	1.24595			
Ring attack	**Experimental**	7.8667	1.06010	2.782	010	moral
	Control	6.6667	1.29099			
Horizontal defense	**Experimental**	7.9333	88372	4.085	.000	moral
	Control	6.5333	.99043			
Defense Half Ring	**Experimental**	7.8667	91548	3.829	.001	moral
	Control	6.5333	.99043			
Circular defense	**Experimental**	7.8000	1.08233	2.747	010	moral
	Control	6.6667	1.17514			
Qatar Defense	**Experimental**	7.6667	1.11270	2.302	029	moral
	Control	6.4667	1.68466			
Cognitive test	**Experimental**	7.7333	88372	5.245	.000	moral
	Control	6.0000	92 582			

We note through Table (6) that the results showed that there are significant differences between the experimental and control groups in the post-tests of offensive and defensive skills by dueling and cognitive testing in favor of the experimental group .The researcher attributes the reason for this to the use of the mind maps strategy and its effective impact on group members, and this is consistent with the results of the study (Goodnough, 2002) as the technology of mental maps provided the opportunity for students to introduce creativity in preparing mental maps with choices of colors, symbols ,images and key words into the design .Also, the students in their study sample dealt with mind maps as a means of learning through play .It was an encouraging and enjoyable way to learn. The results of this research are also in agreement with the results of most of the studies that have been reviewed that have proven the effectiveness of mental maps in stimulating memory, raising the level of understanding, acquiring cognitive information among students, increasing their efficiency in organizing ideas and presenting them to others, and increasing the students 'self-confidence

by relying on the data and information stored in them that They can recall them from the brain faster and more orderly, and reformulate them and arrange them in a way that shows their understanding of these ideas and concepts (Kim, 2012)

Conclusions:

Through the results, the researcher reached the most important conclusions:

1. The results proved that the students were able to retrieve answers effectively from the mental map, and the mental maps helped them to better absorb the cognitive information .The students reported that mental maps enabled them to remember information better, and absorb it better and faster.
2. The presence of significant differences between the pre and posttests in assessing the offensive and defensive skills of fencing and for the experimental and control groups and in favor of the post tests.
3. There were significant differences between the experimental and control groups in the post-tests in favor of the experimental group.
4. The necessity of using the mind maps strategy in teaching offensive and defensive skills in fencing and other school materials for their positive impact on students.
5. Conducting similar research to study the effect of the mind map strategy in teaching the rest of the basic skills of dueling and other study materials on a sample of students.

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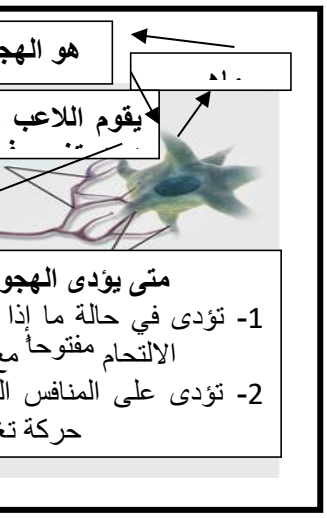
Accessory (1)

A model for teaching the skill of direct attack in the learning section of the educational unit



Appendix (2) Cognitive Test

Name of the student: Stage: Third Division: ()

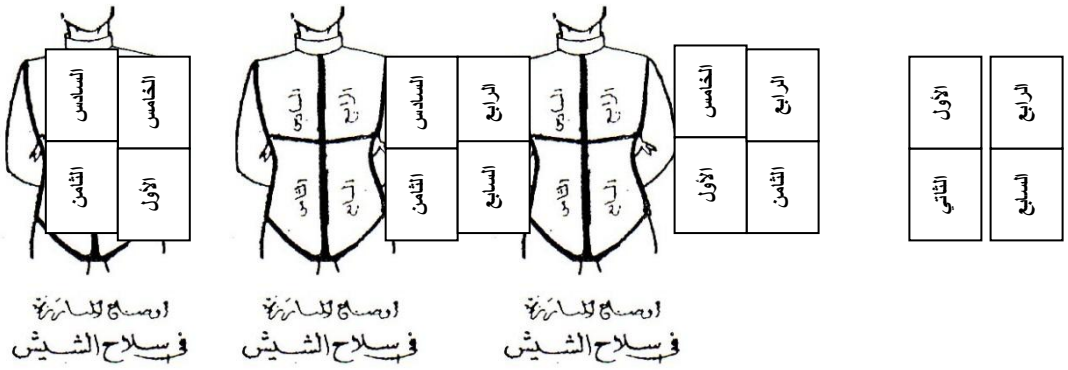
Q1 / Mark O On the letter the correct answer to each of the following: ـــ

1- For the defense to be successful and effective:

A- That the strong part of the defending player's weapon blade blocks the weak part of the opponent's weapon

B- That the defending player retreats back C- That the defense is executed at the first moment of the attack commence d- That the strong part of the defending player's weapon's blade counteracts the middle part of the opponent's weapon blade

2- Which of the following forms represents the distribution of defensive situations on the legal objectives?



3- The simple direct attack is performed if:

A - If the direction of joining is closed with the competitor, B- If the direction of joining is open with the competitor

C - by pressing or hitting the opponent's weapon D- by changing the direction of movement of the weapon

4- Perform a simple direct attack on the opponent:

Who moves forward a lot, B- who frequently changes the direction of his weapon, C- who hesitates to attack, D- whose armed arm is extended towards him?

5- The attack leads to a change of direction in:

The same direction as the opposing player's weapon, b- the opposite side direction of the opposing player's weapon

C - the upward trend of the legal target D - slow movement

6- The attack performs a change of direction when:

The direction of the docking line is open, b- The player frequently changes direction, C- The direction of the docking line is closed D- The opposing player's weapon fly threatens the target

7- When performing the attack by changing direction, it is:

By passing the weapon fly from the top of the opponent’s weapon blade in the upper directions b- Passing the weapon fly in front of the opponent’s weapon blade C- passing the weapon fly from behind the opponent’s weapon blade D- passing the weapon fly from the bottom of the competitor’s weapon blade in the upper directions

8- Among the common mistakes in performing the attack by changing direction:

Making a narrow changeover around the opponent’s weapon B- Making a wide change movement around the opponent’s weapon C- Extending the armed arm while advancing D- Not pulling the weapon back

9 - From the educational steps to perform the attack by changing direction:

A- Pass the weapon fly from the bottom of the opponent’s weapon blade from one side to the other. B- Pass the weapon fly in front of the opponent’s weapon blade C- Perform the stabbing skill before extending the arm D- Make large circular motions while extending the armed arm

10- The combined attack is:

A- Performing a compound movement of one of the simple attack movements B- Doing false attack movements C- Making a compound movement of two simple attack movements D- Performing the forward movement and retreating back

11- When performing the numerical attack, it is:

A- Change movements are large and around the competitor's weapon protection B- Change movements are large and far from the competitor's weapon shield C- Change movements are small and around the competitor's weapon protective D- Change movements are small and far from the competitor's weapon protective

12- From the educational steps for performing the numerical attack:

A- The performance of the change movement outside the target area B- The change movements from the top of the opponent's weapon blade in the lower lines C- The change movements from the bottom of the opponent's weapon blade in the lower lines D- The change movements in front of the opponent's weapon blade

13- Among the common mistakes in the performance of the numerical attack:

A- Performing the stabbing skill before completing the second change B- Performing the stabbing skill after completing the second change C- Performing the stabbing skill with the arm outstretched D- Performing the appeal skill immediately after the change

14- When performing a circular attack, you must:

A- The direction change movement is successive, B- The direction change movement is intermittent C- The direction change movement is to the opposite direction D- The change movement is wide and large circles

15- Divide the simple response into:

A- Direct response and indirect response B- categorical response and late response C- direct response and decisive response D- late response and counter response

16- Response is an offensive move that he performs:

A - the attacking player, b - the defending player, c - the two players together, d - the attacking player after he had attacked

17- Reply to be performed after:

A- Performing a successful defense B- Performing an attack and defending together C- Making a successful attack D- Doing an ongoing defense

18- The moves that a player performs before carrying out an attack are called:

A- Defensive movements B- Offensive variants C- Preparing for the attack D- Restoring the attack

19- It is the most used by the player when preparing for an attack.

A- Beating, b- pressing, c- crushing, d- joining

20- From the educational steps for performing a circular defense:

A- The rotation takes place in the upper lines from the top of the attacker's weapon blade B- The rotation takes place in the upper lines from the bottom of the attacker's weapon blade C- The rotation takes place in the upper lines in front of the attacker's blade D- The rotation takes place in the upper lines of the shoulder