

The importance of sensory-motor training in the quality of tactical performance in matches

Professor Nevein Mamdouh Zeidan

The integrated preparation of team players aims to enable the players to achieve effective tactical performance that qualifies them to win matches. Therefore, the coach must plan well for the preparation content of his team, whether from the (physical - skill - tactical - psychological - mental) aspect. The coach must take into consideration that tactical performance is the result of the integration of all types of preparation content in a way that allows his players to achieve the desired tactical goals and duties.

Team games have a special character for tactical performances that differ from one game to another according to the nature of the specialized activity of each of them, as they are characterized by having many plans, whether offensive or defensive, so the team players must have the ability to deal with different and changing situations within the matches, which may vary according to the strengths and weaknesses of the team players and the competing teams, and the players' response to dealing with them may differ, which led to the importance of having many individual, collective and team tactical alternatives, so the coach must take into account all the variables that affect the performance of his players in one way or another so that he can plan well for the training process.

In fact, coaches may be highly successful in identifying variables and drawing up appropriate plans for them, with effective training that gives a high success rate during the training process, while statistics for the actual measurement of players' performance of their tactical duties during matches may show a noticeable deficiency in most cases due to the presence of some uncalculated variables that may appear during performance and are not related to the mechanism of implementing tactical duties.

Those with academic and practical experience in training team sports indicate that making a quick decision from a group of tactical alternatives that players have been trained on, relying on their physical abilities and technical skills, is not sufficient for effective performance, but the coach must take into account the importance of training players on them in psychological and mental conditions similar to what players are exposed to during matches so that they can maintain their high effectiveness and achieve high productivity rates.

References and research indicate the importance of preparing players psychologically and mentally, along with physical, skill and tactical preparation, which gives them the opportunity to perform in an integrated manner while implementing tactical meals. This will only be done through qualitative training of a special nature that enables the coach to develop the player's capabilities in a manner that is consistent with the various variables of the specialized activity in a more integrated manner.

The writer believes that qualitative sensorimotor training is one of the basics of players' success in performance during competitions because it improves their psychological and mental efficiency due to its close connection to each of them and to the same forms of performance in competitions.

Here we find that the word capabilities are the plural of ability and means a person's ability to do something, and ability is everything that an individual can do from the work, whether this ability is natural or acquired due to environmental conditions.

While the word sense refers to an ability that the player perceives through one of the senses and enables him to respond to his internal and external environment, this process is the starting point for most of his behavior.

Sensation is defined as the direct effect of external or internal stimuli on the sense organs through sensory receptors (touch - vision - hearing - smell - taste) and this effect is transmitted through the nervous system to the brain.

Sensation is considered the first mental process and the initial response to one of the body's organs, in which the player recognizes the individual characteristics of things and events that occur in the world around him. The process of sensing (regardless of the type of sense) is carried out by providing a stimulus suitable for that sense with sufficient intensity so that the reception process begins and the receiver receives the signal and transmits it to the brain, so the signal is activated in the brain, which records the signal as one or more sensations and translates it, and thus the player can decide on the appropriate reaction and proceed to implement it.

When players are trained on these abilities by being exposed to various internal and external stimuli while performing skills and tactical duties, the player becomes skilled in dealing with them and making quick and appropriate decisions and translating them into highly effective and productive motor performance.

The sensorimotor abilities of players at an advanced stage after a period of training turn into sensorimotor skills in which the player can use his abilities with high skill in relation to skillful and tactical performance and by possessing high physical abilities qualified in an appropriate scientific manner, so he becomes able to perform in an integrated and effective manner.

The sensorimotor skill means that it is a series of coordinated muscle movements that succeed in performing a specific task, and the senses play an important role in the process of performing the motor skill, as they transmit sensations to the brain to be transformed into perception, i.e. organizing the information received from the various senses and interpreting it, and coordination between the muscles is done through the nervous system to perform a high-quality movement.

Players are exposed to many variables in matches, including those related to the audience who always seek to distract them or affect their focus negatively or positively through sound or lighting in a random manner or variables related to the stadium where the match is held as it is different from their training stadium, whether (floors - measurements - lighting - damage to any of its contents). They are also exposed to many influences that may expose them to performing unconventional and unfamiliar responses because of unusual movements by opposing players or an unexpected rebound of the playing tool, so players are forced to change the form of skill performance or tactical duty by shortening it or changing the form of its performance in an unfamiliar way. For example, the preliminary stage may merge with the basic stage and cancel the final stage. Also, the rhythm of skill performance and the timing of performing tactical duties may differ accordingly and other unusual forms. Therefore, players' sensory-motor skills must be developed and improved because they have a great impact on their success in achieving quality performance and increasing their productivity during competition.

In order for the coach to achieve this, the players must be exposed to performance in different and changing conditions and to unexpected environmental variables, in which he uses his sensory-motor abilities in addition to training him to perform motor skills and duties in a manner that is consistent with these variables (stimuli) under multiple, changing and unfamiliar pressures and situations so that he has many alternatives through which he can achieve his goal and thus he can gain his players high sensory-motor skills that raise the level of achievement of his players in terms of skill and planning.

In order for the players to reach a distinguished level of skill and planning performance, the coach must design a large group of qualitative training that depends on integrating the stages of skill performance and planning duties, with the focus in these trainings on the players facing situations and variables that expose them to different stimuli related to sensory and motor abilities and provide them with a group of motor alternatives as available responses to performance.

Scientists confirm that there are many abilities related to sensation that players rely on to interpret the performance of the competitor or colleague and enable him to perform the appropriate response. Therefore, coaches must focus on qualitative training that seeks to train (perception in its types - attention in its types - sensation in its types).

Therefore, the coach must allocate a set of skill and planning exercises related to perception, including perception of (place - time - distance - direction) by using the senses to distinguish the strength, speed, direction, distance and time of performance for a specific expectation, based on which the player chooses the appropriate alternative from the performance possibilities, provided that these exercises provide a set of alternatives that are supposed to be options for the player through which he can train on the speed of decision-making in a manner consistent with achieving the goal, and the response is often unconventional.

Attention is also one of the sensory-motor skills that the coach must consider when planning training for his players, considering the qualitative link between performance and the nature of the sports activity practiced for both the direction of attention and the manifestations of attention.

As players need to direct attention in two directions, the first direction is his internal self and includes thoughts and feelings, associated with sensations, ideas and internal glimpses, and the second is the external environment surrounding him and the events taking place in it (such as playing situations, for example), i.e. directing attention to the competition and the movements of fellow players, competitors and the audience.

Experts confirm that the safety of the senses related to the sense of movement and the sense of balance is largely perceived by players through internal attention, while tactile, visual and auditory sensations are perceived by players through external attention.

The association of attention aspects with different team games varies according to the nature of the performance in the competition for each of them, and it is expected that skill training and tactical performances will contain more than one aspect in each of them, so the coach must take into account determining his sensory-motor goals associated with attention aspects according to the association of each of them with the skill and tactical goals to be achieved.

There are many aspects of attention associated with sports performance that must be considered when planning specific training, namely (distraction of attention - distribution of attention - focus of attention - intensity of attention - fixation of attention - volume of attention - shifting attention - selection of attention). The coach can set many exercises by linking performances to different aspects in an interchangeable manner.

In conclusion from the previous presentation, we find that the specific sensory-motor training is training of a special nature, characterized by complex technical performances designed in a way that is integrated with the sensory-motor abilities of different types and the nature of their performance in a studied and standardized manner that enables the players to perform skillfully under the changing and varying internal and external conditions, leading the players to a quality in performance that enables them to win championships at the local, regional and international levels.