

The Effect Of Different Iterations Of Mental Perception In Teaching Some Basic Skills In Basketball According To Levels Of Learning Performance

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Abstract: *The research aims to uncover the effect of different iterations of mental perception in teaching some basic skills in basketball according to performance learning levels and the importance of mental perception in the educational process and the need to legalize it by giving it appropriately and with various iterations in teaching some basic skills in basketball from second-grade middle school students At the age of (13-14) years, and identify the best frequency of learning these skills during each level of learning performance.*

The researchers used the experimental approach with equal groups, and the research community included students of Aleppo Intermediate School for Boys, and the research sample was (48) middle school students in Aleppo Intermediate School for Boys in Nineveh Governorate for the academic year 2019-2020 AD, the sample was divided into three groups and by (16) A student for each group, where each group carries out a certain frequency of the iterations of mental perception, and post-tests were conducted in order to obtain the results and use the appropriate means to reach the results by which the research results and hypotheses were achieved, and the most important statistical results were that of the occurrences of mental perception] (A), (B), (C) [Positive impact on the process of teaching some basic skills in basketball (patience, passing, scoring) and the superiority of the first group that used repeated mental perception (A) in teaching some basic skills in basketball under study in The first performance learning level except for the rolling skill was the second group that used repeated mental perception (b) and the second group that used repeated mental perception (b) in teaching all the basic skills of basketball under study at higher level The second performance and the third group that used repetition of mental perception (c) in teaching some basic skills in basketball under study in the third performance learning level except for suppression skill. The second group, which used repeated mental perception (b), excelled.

1. INTRODUCTION

The modern studies and theories brought by specialists in a particular game through their continuous and continuous research and creativity of modern educational and training methods and methods, have greatly improved the mathematical level.

Basketball is one of the sports activities that rely on basic skills as an important basis for progress and integration of the level of the player, as all planning aspects cannot be applied without relying on the mastery of performance these basic skills, which prompted teachers and specialists for this game to spend most of the time teaching and training these skills and giving It has a greater share in educational and training curricula, and there are various methods and methods that help to speed up the teaching and acquisition of skills, including mental perception, as it works to reduce the burden on the student through the exchange of work between the mental and the physical side. (Shamoun) states that "learning is a unified process that includes both mental sides. And the physical "(Shamoun, 2001, 210), the mental perception is given according to scientific foundations during the educational unit in order to help raise the skill level better, the teacher may not know the appropriate amount of repetition for that age stage of beginners and the appropriate level of levels of learning performance and for each skill Basic basketball game.

In light of the above, we see the importance of this study in giving different iterations of the mental perception of beginners in basketball during the educational curriculum, and from them we can infer the better frequency that leads to the speed of teaching some basic skills in basketball at each level of learning performance and this in turn Lead to beginner learning progress faster, more important for teachers, and save effort and time.

Research problem:

The educational process in physical education depends on the interconnectedness between mental and physical training at the same time and the use of diversification in the use of methods for their implementation. Modern trends in sports education and training require the use of various methods that complement the skill performance and one of these methods is the use of mental perception, and through the observation of most researchers Physical education lessons have noticed that most of the researchers who dealt with mental perception provide the mental perception of learners either at the beginning or at the end of the educational unit and for one time only, and this depends on the teacher's self-assessments. None of them touched upon giving the mental perception during the lesson and with different iterations given that the mental perception of skill It has a strong ability to correct errors when performing, it is not logical to give each skill the same volume of iterations of mental perception, or to give the novice in learning the skill the same volume of iterations of mental perception that we give to the professional who has mastered the skill, so we need to legalize the size of the repetitions of perception Mental health throughout the educational curricula, which contributes to shortening the time and effort expended, and the problem of research lies in the lack of legalization of Hajj M mental perception and not specifying its repetitions during learning, most teachers give it randomly and once in the educational unit without taking into account the student's level of learning or the level of skill difficulty, which prompted researchers to study this problem.

research aims

- 1- The effect of repetitions of mental perception [(a), (b), (c)] [on teaching some basic skills in basketball according to levels of learning performance.
- 2- The most appropriate repetition of mental perception [(a), (b), (c)] in teaching some basic skills in basketball according to levels of learning performance.
- 3- Development rates between levels of learning performance for some basic skills in basketball and for each iteration of mental perception.

Hypothesis search:

Researchers assume the following:

- 1- All iterations of mental perception [(a) - (b) - (c)] have a positive effect in the process of teaching some basic skills in basketball according to levels of learning performance.
- 2- There are statistically significant differences between the frequency of mental perception [(a), (b), (c)] in teaching some basic skills in basketball according to levels of learning performance.

2. RESEARCH METHODOLOGY AND FIELD PROCEDURES:

Research methodology: The researchers used the experimental approach to suit the nature of the research.

Research community and sample:

The research community consisted of intermediate second-grade students in Aleppo Intermediate School for Boys - Nineveh Governorate, aged (13-14) years, and the number of (100) students for the 2019-2020 academic year were chosen by the deliberate method distributed among (4) divisions, namely (A, B, C, D), and by drawing lots, Division (A) was chosen to implement the mental visualization after each repetition of the exercise, Division (B) implemented the mental visualization after every two iterations of the exercise, and Division (C) implemented the mental visualization after every three iterations of the exercise, and the Division (B) D) The researchers conducted the exploratory experiment on it.

The researchers conducted homogeneity and equivalence on a sample consisting of (48) students representing three divisions (A, B, and C) with (16) students from each division. The researchers excluded a number of the sample members, namely the students who failed and the injured.

Experimental design:

An experimental design called (Equal Groups Design) was used for tribal and dimensional observation "(Allawi and Ratib, 1999, 232).

Devices used:

(Medical scale, tape measure, electronic stopwatch, signs, 16 basketballs, 2 whistles, chalk, Sony video camera, C.D discs, handy scientific calculator).

Designing forms to evaluate technical performance: -

After analyzing the content of the scientific sources, the appropriate skill tests were determined for the research sample and appropriate for each skill, and a questionnaire was developed, and the questionnaire was distributed to a group of specialists in measurement, evaluation and basketball to determine the most important tests that serve the research objectives and are appropriate for each skill.

Field research procedures:

The researchers identified all the requirements of the main experiment by determining the skill tests and after conducting the exploratory experiment and making use of it in organizing the work and preparing for the main experiment. The learner takes the process of conducting relaxation and mental visualization of the basic skills of basketball, and then the researchers took the following field procedures: -

Pre-tests:

The pre-tests were conducted on Sunday 10/11/2019 at the external arena of the Aleppo-Nineveh district, in the presence of the assisting work team.

The researchers adopted the assessment of the level of learning for basic skills in basketball (punching, passing, scoring) and the evaluation of the student's technical performance was by depicting the performance of each student from the research sample in all tests, and the researchers sought the assistance of three experienced and specialized (*) in the field of ball The basket is to evaluate the student's technical performance level in each of

the basic skills tests in basketball under study and for each of the three research groups. The researchers calculated the score of each student through the arithmetic mean of the scores of the three components.

Homogeneity and equivalence of the research sample:

In order to control the variables that affect the accuracy of the research results, the homogeneity and parity of the research sample in the variables (age - height - mass - basic skills tests for basketball (chucking, passing, scoring) - conceptual level must be performed.

For the sake of homogeneity of the sample members at the conceptual level, the researchers used the mental perception test prepared by (Martinez, 1993) and localized it (Ratib, 1999). The test was presented to a group of experts and specialists (*). All their opinions agreed that the test is appropriate. With the research sample, the researchers used the law of the torsion coefficient to perform homogeneity among the sample members, that “the values of the torsion coefficient range between (3) and this indicates the homogeneity of the research groups” (Lekriti and Al-Obaidi, 1999, 178).

Groups work throughout the curriculum:

The research sample was divided into three groups represented in the first group, the second group and the third group, and each group carried out a certain frequency of the suggested mental conception iterations, and by (16) students from each group, and each group performed its work as follows: -

Group 1 (a): perform a mental visualization after each repetition of the exercise.

Group B (B): perform a mental visualization after every two repetitions of the exercise.

Group Three (C): Perform a mental visualization after every three iterations of the exercise.

Educational curriculum:

After taking the opinion of experts and specialists (*) in the field of motor learning, teaching methods and the basketball game about determining the number of levels of learning performance for each of the basic skills in basketball (under study), it was agreed that there would be three levels of learning performance for each skill, and after that The researchers looked at some of the sources and listened to the opinions of experts and specialists in the field of basketball and teaching methods. He developed an educational curriculum for the research sample and then presented it to a group of experts and specialists. To him through these experiences "(Sadiq and Al-Hashemi, 1988, 65). The Physical Education teacher (*) at the Aleppo School implemented the educational curriculum after understanding the objectives of the research, how to perform the mental perception, and how each group works under the direct supervision of researchers.

Post - tests:

The researchers conducted the tests periodically, i.e. after each (6) educational units, as they performed the post-test for the first learning performance level, then the researchers conducted the second learning level post -test, then conducted the third learning level post-test, and prepared itself for the final post -test.

Presentation and analysis of the results of the effect of repetitions of mental perception [(a), (b), (c) [on teaching some basic skills in basketball according to levels of learning performance:

Table (1) shows the results of the F-test between and within the tests in some basic basketball skills							
Skills	variance	Sum of squares	DF	Average of squares	F		Significance
					Calculated	Tabular	
The dribble	Between groups	63.09	3	21.04	31.09	2.76	Sign
	Within groups	40.59	60	0.679			

The pass	Between groups	70.486	3	23.49	44.29		Sign
	Within groups	31.82	60	0.51			Sign
Scoring	Between groups	55.59	3	18.53	60.26		Sign
	Within groups	18.44	60	0.306			

There are significant differences between the first and second test and in favor of the second test, and between the first and third test and in favor of the third test, while there were random differences between the second and third test, as Table (3) shows the results of the least significant difference in arithmetic circles for the scoring skill between the three tests of the first group. The calculated LSD value for scoring skill appeared (0.394), and there were significant differences between the first and second test in favor of the second test, and between the first and third test and in favor of the third test, and between the second and third test and in favor of the third test.

- Discussing the results of the effect of repetitions of mental perception [(a), (b), (c) [on teaching some basic skills in basketball. Through the results shown in Table (3), we find that there are significant differences in the effect of repeated mental perception] (A (B), (c) [between the three tests for some basic skills in basketball and in favor of the third test for all research groups, and the researchers attribute the reason for this to the safety of the educational curriculum and its containment of scientifically and correctly selected exercises with appropriate repetitions consistent with the level and ability of the sample members, according to For correct practice, repeated training on "a specific skill within a motor duty leads to an increase in mental experience and an improvement in physical ability. Therefore, practice is the most important variable in the process of learning complex and even simple skills" (Znm, 2005, 56), and among the factors that helped in Learning acquisition of individuals of the research sample is the effect of iterations of mental perception, where each group of research groups practiced a certain frequency of iterations of mental perception alternating with the physical performance and this in itself has a positive and effective effect on the educational process, where "strong positive results can be reached when using The mental exercises lasted during the intervals between the training sessions "(Mahjoub, 2001, 192), as these repetitions of mental perception organized the work during the implementation of the educational units. Each iteration of the mental perception used is not given randomly, but according to an organized method that depends on the size The performance that the learner performs, as (Shamoon) mentions that it can use mental perception in the stages of acquiring and mastering motor skills, as mental perception provides procedures and means that help provide individuals with appropriate methods that work to modify behavior and improve learning "(Shamoon, 2001, 32), As (the student and Weis) indicated in "that the mental perception of the performance of the skill and associated or followed by the actual performance of it within the process of motor learning is highly effective and achieves better results than if that learning was restricted to the practical aspect of performance only" (Student and Weis, 1993 66). The researchers also believe that the use of each group of research groups to visualize mental and with a certain frequency had a clear effect on activating motivation in performance during the application of skillful physical exercises, as Martin stresses that "mental perception is not limited to Not only raising the level of athletic achievement, but its role also goes beyond enhancing and increasing the level of self-motivation of the athlete himself, and he adds that individuals who practice mental visualization become more attached to the educational courses or educational curricula prepared for them during the time of training or learning, especially if compared to other individuals Control groups (Martin, 1995,61), as (Al-Khayyat) points out that "the learner is always eager to see every new movement that the trainer or teacher presents to him for the

purpose of learning. No matter how accurate the verbal description or explanation is, it cannot be in any way that The learner compensates for seeing the movement model, as the learning process is closely related to the real visual image ”(Al-Khayyat, 2004, 15).

The first group used the repetition of mental perception (A), and this in turn had a clear effect in evoking the image in a clear and uninterrupted manner, and this is what the novice needs at the beginning of learning any motor skill in order to be able to modify the incorrect paths, at this stage the learner gets the initial perception of the course of Movement and that this perception is still in its raw and incomplete form and contains errors as (Khayun) points out that "the central nervous system can use mental visualization to provide actual repetition, where the individual performs the process of continuous display of motor skill, repeating this presentation and trying to modify the incorrect paths, and one of These steps in this aspect are clarity, which is related to the realism and purity of the image through personal appreciation of the individual, and clarity increases with the frequency of the perception ”(Khayun, 2002, 130). (Ratib) is called “mental perceptions in the mental map, so that whenever this map is clear in the player's mind, the brain can send clear signals to body parts that specify what is required of him” (Ratib, 2000, 117). The researchers believe that the research sample is from beginners and that fatigue quickly What appears to them when the skill is repeated due to the neuromuscular effort that they exert as well as the participation of muscle groups that have nothing to do with the skill performed, as well as the frequent errors of individuals and all of these things contribute to generating fatigue, which is defined as "a temporary drop in the ability to continue to perform the work, and can be measured." From his outward appearance through the lack of mechanical work performed "(Lazm, 2005, 212).

3. CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

By presenting the research results, the researchers reached the following results: -

- 1- The first group that used repeated mental perception (A) excelled in teaching some basic skills in basketball in the level of learning the first performance, except for the skill of the plump.
- 2- The second group, which used the repetition of mental perception (B), excelled in teaching the skill of basketball in the level of learning the first performance.
- 3- The third group, which used repeated mental perception (C), excelled in teaching some basic skills in basketball in the third performance learning level, except for the scoring skill.

Recommendations:

Based on the results of the research, the researchers recommend the following:

- 1- The need to use mental visualization with its iterations [(a), (b), (c)] [when teaching skills performance in basketball to second-grade students, average, because of its clear impact on the learning process.
- 2- The necessity to legalize the frequency of mental perception when teaching skill performance in basketball according to the levels of learning to perform.
- 3- The necessity of conducting similar research and studies on the frequencies used for individual and group activities and for different age groups.

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