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The effect of mental cognition on some basic football skills according to performance levels of learning

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Abstract

This paper contributes to the mental perception in the educational process and the necessity of codifying its size. We gave the mental perception regularly with different iterations to teach some basic skills of football for a set of beginners, average age (12-13) years. We identify the best repetition that leads to faster learning process in every skill during every level of performance learning.

Keywords: *mental perception, performance learning, basic football skills*

I. Introduction

The main research problem lies in not codifying the size of mental perception and not touching on the number of iterations during learning. Most teachers, workers in the teaching profession, and even researchers who try to quantify mental perception to learners either at the beginning or end of the educational unit for one time. This process depends on self-assessments other than the scientific, not taking in the account the studied associated with the subject of study, learning level of the student or the difficulty level of the skill, which prompted the researcher to go into this problem and direction.

As for the research objectives, they included:

1. Have a better knowledge of the repetition of mental perception according to the repeated attempts of skill performance in teaching some basic skills of football according to the levels of learning performance
2. Identify the most appropriate repetition of the mental perception according to the repeated attempts of skill performance in teaching some fundamental skills of football according to the levels of performance learning.
3. Knowing the rates of development and evolving rate for the levels of learning performance for some basic football skills and for each of the repetitions of mental perception

As for the research hypotheses, they were as follows:

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1. All repetitions of mental perception based on the reputation of the attempts of skill performance have a positive effect on the process of teaching some basic skills of football according to the levels of performance learning

2. There are statistically significant differences between repetitions of mental perception according to the repeated attempts of skill performance in teaching some basic skills of football according to their levels of performance learning.

3. There is a variation in the rates of development of some basic football skills according to the levels of performance learning

The research also included the following aspects:

The human aspects: First year students, average age (12-13) years, in Al-Ghadeer Secondary School for Boys in DhiQar Governorate.

Time domain: for the period from 4/2/2019 to 20/9/2019

Spatial domain: The playground in Al-Ghadeer Secondary School for Boys

The researcher discussed the main aspects related to the subject of the research, which included the concept of kinetic learning, what is mental perception and its types, the benefits of mental perception and its principles, and when to use mental perception, the difference between mental training and mental perception, as well as the role of mental perception and its importance in motor learning, The concept of skill, athletic skill, and some basic football skills was discussed in addition to similar studies.

The researcher used the experimental approach with equal groups. The research sample reached (48) firstgrade students average in Al-Ghadeer Secondary School for Boys, the sample was divided into three groups and by (16) students for each group where each group performs a specific repetition of mental visualization. The application of the educational curriculum that lasted (18) educational units and by the presence of two educational units per week for each group. The time of the educational unit (45) minutes, and the distance tests were carried out periodically after each (6) educational units and the use of appropriate statistical means to reach the results that have been achieved research objectives and hypotheses.

In this chapter, the results obtained by the researcher were presented and analyzed, then a scientific discussion supported by the available scientific sources was discussed.

Chapter five: The researcher reached several conclusions, the most important of which are:

1. The repetitions of mental perception according to the repeated attempts of skill performance have a positive effect on the process of teaching some basic football skills (rolling, handling, suppression) .

2. The first group that used repetition of mental perception (1:1) in teaching some basic skills of football under study excelled in the level of learning. The first performance except for the basic football skill of rolling, so was the superiority of the second group that used repetition of mental perception (1:2) over the third group.

3. The second group that used the repeated mental perception (1: 2) in teaching all the basic skills of football under study outperformed the second level of learning performance.

4. The second and third group who used repetition of mental perception (1: 2) and (1: 3) outperformed the first group in teaching some basic skills of football which are under the process of the study at the level of third performance learning except for the suppression skill where the superiority was for the second group that used repetition perception Mental (1:2) over the third group.

5. High rate of development appeared in the first performance learning level for all basic football skills under study, then gradually decreased in the subsequent performance learning levels.

Among the most important recommendations:

1. It is necessary to use repetitions of mental perception according to the repeated attempts of skill performance when teaching skill performance in soccer for middle school students, due to its clear impact on the learning process.

2. The need to codify the size of the frequency of mental perception when teaching skill performance in football, according to the levels of performance learning.

Definition of research

a. Research introduction and its importance:

The educational process has taken shape and organization consistent with the new development in the methods. This development happens due to use the process of selecting the foundations and constants upon which planning the educational curriculum is based on. Relying on the existing capabilities and employing them in a manner that is compatible with the ability and capability of the learner and his acquisition of mathematical motor skill and mastery, so that she or he can earn a good use of it and great economic benefit.

Football is one of the sports activities that adopt basic skills as an important base for progress and integration of the player's level, since all aspects of the plans cannot be applied without relying on mastering the performance of the skills. This skills prompted teachers to spend most of the time teaching these skills and giving them a greater share in the educational curricula. Nevertheless, the long time teaching a skill is not the only way to teach and develop basic skills. There are many different methods and multiple educational methods that help to quickly teach and acquire skills, including mental perception as it works to reduce the burden. The learner must, through the exchange of work between the physical and mental side, and this is what Muhammad (2001) indicated that "learning is a unified process that includes the mental and physical sides.)1("

The development of the educational process with the development of the pace of play to rapid gave importance to mental perception and make it occupy an important position, as the learner needs to think about the skill mentally as is the case with the performance of skill physically, and the teaching of mental perception is one of the successful educational methods that have taken a large place in the field of learning Kinetic because of its important role in the learning process, especially during the stages of acquiring motor skill, since when the mental conception is done in a correct way, the learner visualizes and thinks about the course of the movement and its various stages and imagines how the performance will be presented so that the learner can form a partial partial image It and try to translate it into a movement, and many previous studies indicate that the use of mental perception

leads to pushing the learning process and reducing the time period required for it, also makes the learner responsible and a positive participant to a large extent in the educational process after he is just a recipient and imitator when using Traditional methods of learning, and Mahmoud (1995) emphasizes that "mental practice as a cognitive strategy is more effective than non-practice and should be used in a complementary way with physical practice to give better results.)1("

However, the repetition of mental perception during the educational unit is not random and diligent, but rather according to scientific foundations and rules that help to improve the skill level better, but what is the size of what the teacher gives from the mental perception ?Do we remain behind scientifically unexplained jurisprudence ?The teacher may not know the appropriate repetition for that age group of beginners, for every level of performance learning, and for every football skill.

Hence the importance of studying is highlighted by giving different repetitions of the mental perception of beginners in football through the educational curriculum, and from them we can infer the best repetition that leads to the speed of teaching some basic skills of football for beginners in each level of performance learning and this in turn leads to Beginners' level of learning progresses faster and more importantly for coaches, teachers and economics with effort and time

Research problem:

From the observation of the researcher for most of the educational units and the lessons of Physical Education noted that most of the teachers and workers in the teaching profession and even researchers who have touched to the mental perception given the mental perception of learners either at the beginning of the educational unit or at the end of a one - time, depending on the estimates of self - non – scientific. None of them touched on giving the mental perception during the educational unit and with different iterations, given that the mental perception of the skill has a strong ability to correct errors in performance and increase focus, it is not possible to give each skill the same size of iteration. Mental perception or that we give the beginner to learn the skill the same size from the repetitions of the mental perception that we give to the person who acquired the skill. Hence, so we need to codify the size of mental perceptions during educational curricula that contribute to shortening the time and effort spent by the sports educator. Through this study the researcher use mental perception as a method or as a method accompanying skillful education during the educational unit and with different iterations and to find the best repetition of the suggested repetitions of mental perception can be given to beginners during each level of performance learning so that it has an effective and influencing effect in teaching some basic football skills in a way that serves the teacher and the novice learner to reach a better level

Research objectives:

The research aims to:

1. Knowing the repetition of mental visualization according to the frequency of skill performance attempts (*) in teaching some basic football skills according to the levels of performance learning.
2. Identifying the most appropriate frequency of repetitions of mental perception according to the repeated attempts of skill performance in teaching some basic skills of football in accordance with levels of performance learning.\

3. Knowing the rates of development between the levels of learning performance for some basic football skills and for each iteration of mental perception.

Research hypotheses:

The researcher assumes the following:

1. All repetitions of mental perception according to the repeated attempts of skill performance have a positive impact on the process of teaching some basic skills of football according to the levels of performance learning.
2. There are statistically significant differences between repetitions of mental perception according to the frequency of attempts at skill performance in teaching some basic skills of football according to levels of performance learning.
3. There is a variation in the rates of development of some basic football skills according to the levels of performance learning.

II.Research methodology and field procedures.

A.Research Methodology:

The nature of the problem is the basis through which the research method is chosen, since the curriculum is "the way the researcher uses to study the problem in order to arrive at the truth and reveal it, as the nature of the problem is what determines the research method" (1), and accordingly the researcher used the method Experimental to its relevance to the nature of the research problem.

- Research community and its sample:

The research community consisted of average first-grade students in Al-Ghadeer Secondary School for Boys (*) - DhiQar Governorate, ages (12-13) years, and they numbered (141) students for the academic year 2007/2008 distributed among (4) people, namely (A, B, C, D), and randomly using the lottery method. Division (A) was chosen to implement the mental perception after each exercise repetition, Division B implemented the mental perception after every two repetitions of the exercise, and the C division implemented the mental perception after every three iterations of the exercise. (D) The researcher conducted the exploratory experiment.

As for the sample, it is "part of the original research community that the researcher chooses in different ways and includes a number of individuals from the original community" (1). After having conducted homogeneity and parity (we will provide that in detail within the field procedures for research) the researcher conducted his field experiment on a sample consisting of (48) students representing three people (A, B, C) (*) by (16) students from each division. The percentage of the sample from the parent community was equal to (34%), and the researcher excluded a number of members of the sample who are students who failed and who suffer from impairments and students practicing the game Football, and Table (1) shows the number of individuals in the research sample.

Research tools: Questionnaire

forms:

- Questionnaire for experts' opinion poll on the suitability of the mental perception scale for a sample.
- Form for determining the most appropriate test for evaluating the technical performance of some basic football skills
- Technical performance evaluation form.
- Form for determining the number of educational units in each level of learning and for each skill

Tests and measurement.

Personal interviews

Scientific observation (technical performance evaluation).

Determine some basic football skills:

Some of the basic skills of football in research have been determined according to the vocabulary of the football curriculum for the first intermediate grade, which is approved by the School Sports Activity Directorate for DhiQar Governorate for the academic year 2007-2008, and the basic skills that are under research are (rolling, handling, suppression).

- Determine the most appropriate test to evaluate the technical performance of the skill:

First test: A zigzag jagged with the ball.)2(

The second test: Handling the ball towards a circle drawn on the ground.)1(

The third test: Stopping the movement of the ball (suppression).)1(

- Designing forms to evaluate the technical performance- :

For the purpose of evaluating the technical performance of each student in the skill tests, this requires designing a form for each of the football skills under discussion (rolling, handling, suppression). After examining a number of sources the researcher designed a form for each skill, and in order to evaluate the technical performance form and know its validity, the researcher presented his proposed form to a group of experienced and specialized (*) in the field of teaching methods, motor learning, football, testing, measurement and athletic training. A number of adjustments and changes were made in. The forms became comprehensive and valid for evaluating technical performance appendix (6), knowing that the final degree of upright (10) degrees and which relied on the virtual construction of the skill, and the class is divided according to the skill of the three sections:

The preparatory department grants (4) degrees.

The main department grants (4) degrees.

The final section awards (2) degrees.

- Field research procedures:

The researcher has determined all the requirements of the main experiment by defining the skill tests and after conducting the exploratory experiment and benefiting from it in organizing the work and preparing for the main experience. Before conducting the pre-tests the researcher gave two introductory educational units for each group of

research groups whose purpose is to give a pre-education to the student to know the nature of the skill to be Learned and also for the learner to learn the process of relaxing and mental perception of the basic skills of football under study, then the researcher undertook the following field procedures.

1. Pre-test:

The pre-test was conducted on Thursday/2020/3/6 at Al-Ghadeer Secondary Boys School. The researcher has relied on assessing the level of learning of the basic skills of football (rolling, handling, suppression) on evaluating the level of technical performance of a student by photographing the performance of each student from the research sample in all tests.

The researcher used six experts with experience and specialization in the field of football to evaluate the level of technical performance of the student in each of the basic skills tests of football under study and for each of the three research groups. The researcher calculated the degree of each student through the arithmetic mean of the six grades of the constituents.

III. Presenting ,analyzingand discussing theresults:

Presentation and analysis of the results of the effect of repetitions perception of mental depending on the frequency of attempts performance skill to teach some of the skills of basic reel foot according to the levels of learning performance:

a) Presentation and analysis of the results of the four skill tests for the first group:

For the purpose of knowing the effect of repeated perception of mental)1 :1(which is used by the first group to teach some of the skills of basic reel foot on the four tests skill at each level of learning performance in each skill of basic reel foot under study used the researcher test analysis of variance (F) so as to find out differences effect between and within the tests of the four as shown in the Table 1.

Table (1) shows the results of the median and F-test variance analysis for the four tests for the first group in some of the fundamental football skills.

Statistical significance	Value (F)		Average squares	Degree of freedom	Sum of squares	Source of contrast	Processors Statistical Skill
	Tabular	Calculated					
Moral		31.109	21.03 0676.	3 60	63.091 40594.	Between groups Within groups	Rolling

	276.		23495.	3	70.477	Between groups	
Moral		4433.	053.	60	31.726	Within groups	Handling
Moral		60.361	17.531 0307.	3 60	55594. 17.449	Between groups Within groups	suppression

Figure 1 shows the values of the calculations media for the performance of skill in the four tests of the first group for some of the basic football skills

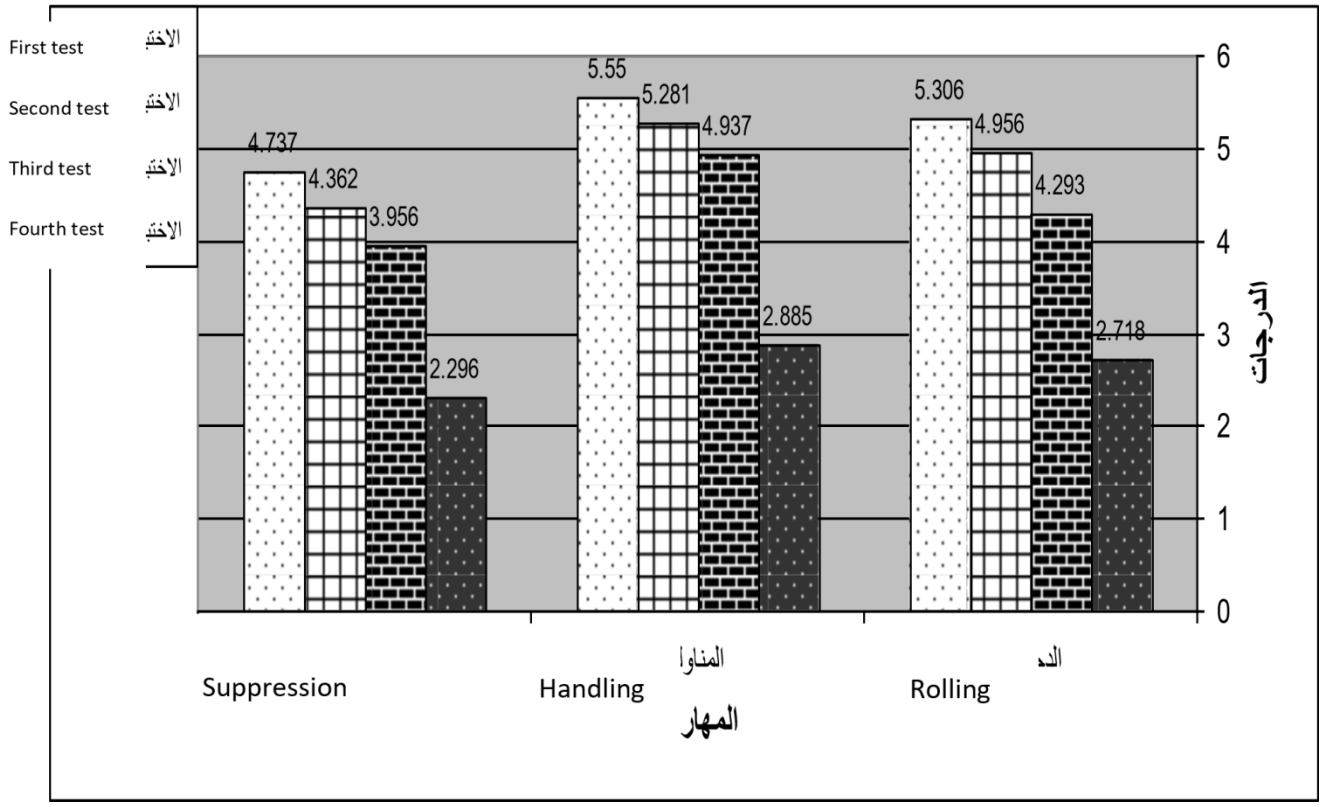

Table) 2 (shows the results of the median and F-test variance analysis for the four tests for the second group in some of the fundamental football skills.

Statistical significance	Value (F)*		Average squares	Degree of freedom	Sum of squares	Source of contrast	Processors Statistical Skill
	Tabular	Calculated					
moral	276.	70.750	37.726 0547.	3 60	116.479 32.936	Between groups Within groups	Rolling
moral		76.190	33442. 0377.	3 60	100327. 23319.	Between groups Within groups	Handling
moral		71.310	31.711 0390.	3 60	95.135 23452.	Between groups Within groups	suppression

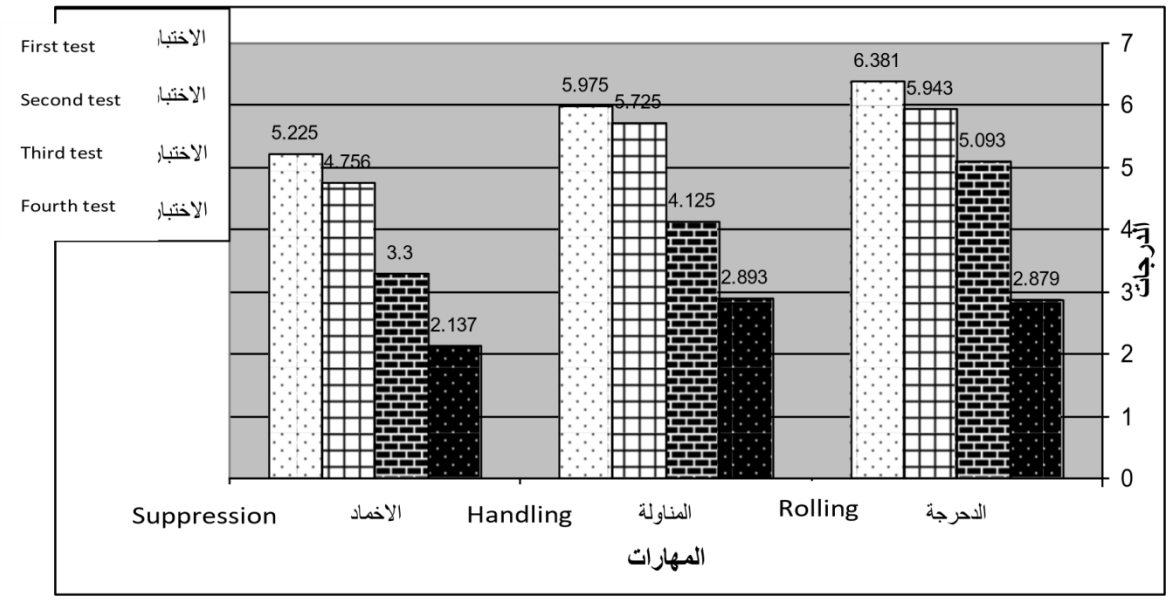

Figure (2) shows the values of the media calculations for the skillful performance for the four tests of the group II for some of the fundamental football skills.

Table (3)

Shows the results of the variance analysis test (F-test) between and within the four tests for Group III in some of the fundamental football skills.

Statistical significance	F-test		Average squares	Degree of freedom	Sum of squares	Source of contrast	Processors Statistical Skill
	Tabular	Calculated					
moral	276.	66.677	41.213 0617.	3 60	123604. 37.096	Between groups Within groups	Rolling
moral		79.699	27.017 0339.	3 60	71.054 20390.	Between groups Within groups	Handling
moral		47.079	21.063 0437.	3 60	63.19 26.33	Between groups Within groups	suppression

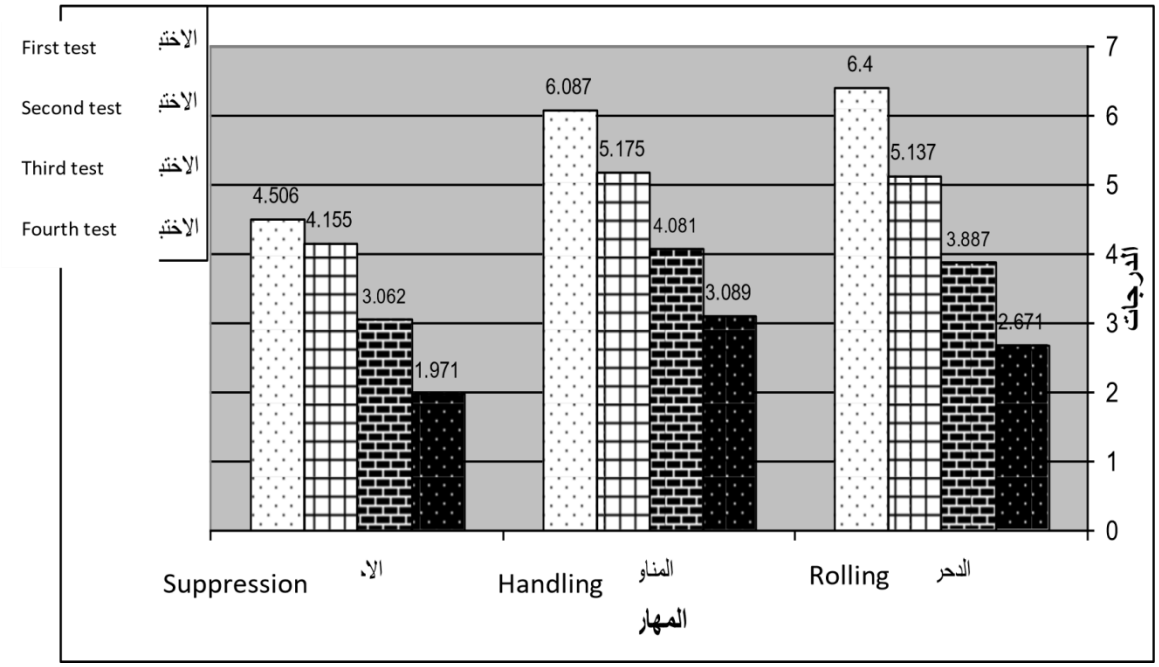

Figure (3) shows the values of the media calculations for the skillful performance for the four tests of the Group III to some of the fundamental football skills.

b)discuss the results of the effect of repetitions perception of mental depending on the frequency of attempts performance skill to teach some of the basic football skills:

Through the results that exhibited tables (1,2,3) and formats charts (1,2,3) of them we find that there are significant differences in the effect of iterations perception of mental] (1: 1) - (1: 2) - (1: 3) [between the four tests to some of the basic football skills and for tests dimensionality to the level of first, second and third learning performance and for all research groups according to what came in our first research assumption.

The researcher attributed the cause to the safety of the curriculum of education and its contain for the selected exercises in a scientific and correct frequent. This process make it coherent and consistent with the member levels and the capability of the sample. It stands on the basis of the right practice. We believe training and practice on a specific skill within motivated dynamic motion leads to increased experience and bring about the development of the skilled performance. So the practice is the most important variable in the process of learning the complex skills and even simple ones. (1) Mohammed (1987) mentioned that progress in movement or skill is achieved all through practice and repetition. Also, avoiding errors is done through performance and learner practical under the guidance of the teacher and this itself is one of the main steps to follow in the teaching motion skills (2).

The factors that helped in the acquisition of learning for research members of sample is the effect of mental duplicates perception where each group practiced an autonomic practice independently from other groups of aggregates associated with skill practice. In other words, the occurrences of the perception of mind alternating with the performance of the technically practice and this itself have a positive impact and effective in the process of educational terms which can reached to the results of a positive strong result of using mental exercises a periods interval between sessions of exercise (3).

As these reputational occurrences of the mental perception have organized work during the implementation of practice units of education every, each used mental reputation of the occurrences don't be given randomly, but according to the structured methodology depends on the size of the performance. Despite the difference in the size of these iterations of the mental perception between the groups, but the impact is clear from the way of modifying and shaping the skills. The students performs all the core skill and then bring it to his mind mentally and vice versa. Thus the student may compensate for the mental perception for some iterative skills during the performance. Mohammed (2001) indicates that can be used mental visualization in the stages of the acquisition and mastering of motion skills where provides visualization of mental procedures which helps supplying individuals with appropriate work on modifying behavior and improve learning (4).

The researcher agrees with Nizar and Kamal referred (1993) " The mental perception for skill perform that combined or followed by the actual performance within the process of motion learning is highly effective and achieve results better than if it was limited to the applied performance only " (1).

As the researcher adopted the methods of modern in the field of motion learning utilizing audiovisual (display videos) and comment on them. Provides information to the learner through TV and then explain the exercises on the blackboard and comment on them which helped the development of activities and educational

observation, listening and reading. TV display helps observing the details of the skill which contributed to the strengthening of the process of learning and confirm or modify the right direction. This process helps to discover the points of weakness and strength in the performance of the skill through watching, which gives the learner the confidence and the ability to respond to learning. In addition, it support the process of presentation the model skill and giving the opportunity for the learner to create a picture of a full and clear performance whether the prototype model is alive or a photographer as indicating in Omar (2004) " learner is always eager to see all the new movements that offered by the teacher for the purpose of learning, whatever was verbal description is accurate or explanation, it cannot make up the learner from seeing the motion model whereas the process of learning are linked inextricably to the image of real visual"(2).

IV. Conclusions and recommendations

Conclusions

Based on the results of research found the researcher the conclusions as the following:

1. If the occurrences of the mental perception depending on the frequency of attempts to skill performance effect positive in the process of learning some of the skills of basic football skill (rolling , handling , suppression).
2. The superiority of first group that used repeated mental perception (1: 1) to teach some of the basic football skills under the study at the level of performance learning, except the skill of rolling was the superiority of the group II , which was used to repeat the perception of mental (1: 2) on the Group III .
3. The superiority of Group II, which used repeated mental perception (2: 1) to teach all the basic football skills under ongoing study at the level of second learning performance.
4. The superiority of Group II and III, who used a repetition of the mental perception (1: 2) and (3: 1) over first group in teaching some football basic skills under ongoing study at the level of performance learning, except the skill of suppression was the superiority of the group II, which used to repeat visualization Mental (1: 2) over the third group.
5. The best development rate in the first level of learning performance appeared in the handling and

suppression skills of the first group that used the repetition of mental perception (1: 1), and in the skill of rolling the second group that used the repetition of mental perception (1: 2).

6. The best rate of progression appeared in the level of second learning performance in the handling and suppression skills of the second group that used repetition of mental perception (1: 2), and in the skill of rolling for the third group that used repetition of mental perception (1: 3).
7. The best rate of development appeared in the level of third learning performance in the skills of rolling and handling for the third group that used repetition of mental perception (1: 3), and in the suppression skill for the second group that used repetition of mental perception (1: 2).
8. Emerged high rate of development in the level of first learning performance for all the basic

football skills under the study and then decreased gradually in the levels of latest of learning performance.

Recommendations:

Based on the results of research the researcher recommends the following:

1. The need to use the iterative mental perception depending on the frequency of attempts of skill performance when teaching some of the basic football skills for high school students for its influence and clear effect of the process of learning.
2. The need to codify the size of the frequency of mental perception when teaching skill performance in football, according to the levels of learning performance.
3. The need to use a repeated mental perception (1: 1) with the skills of handling in football during the level of first learning performance.
4. The need to use a repeat mental perception (1: 2) with the skill of football rolling through the first level of learning performance.
5. The need to use a repeated mental perception (1: 2) with the football skills under study by the second level of learning performance.
6. The need to use a repeated mental perception (1: 3) with the football skills of rolling and handling through the third level of learning performance.
7. The need to use a repeated mental perception (1: 2) with the football skill of suppression through the third level of learning performance.
8. The necessity of conducting similar research and studies on the iterations used for individual and

group activities and for different age groups.

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