

The Effect of Mental Training That Accompanies Skill Learning to Learn Some of the Fundamental Skills in Boxing

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Abstract

This research deals with the importance and role of mental training in giving positive results to educational and training processes and raising the technical level in the performance of skills for all sports, and indicates the importance of the research as mental training is not limited to its use in competitions but is used in the field of movement in general. It is very important in the stage of acquiring skills, so it was of very high importance and influencing the education and training processes. As for the research problem, the researcher touched on the neglect of this type of training by our teachers and trainers when developing their educational or training curricula due to the lack of information available to them about the basics of this training and the factors required to be. Available to work on it to make educational and training operations successful. Therefore, the hesitation and fear of possible negative effects has an already prepared curriculum, which is the reason for moving away from this important type of training, and thus the lack of an important work pillar to reach the curriculum objectives. The research aims to identify the effect of mental training on learning basic boxing skills, in addition to a comparison between the effect of mental training added to the training curriculum and the effect of the training curriculum on learning basic boxing skills.

“Research Methodology and Field Procedures”: This chapter includes the methodology used by the researcher in the research, which is the experimental method, and a description of the research sample. The research procedures included preparing a curriculum for learning skills for boxing and another for mental training, presenting the two approaches to experts, each according to their specialization, Arabizing a questionnaire for athlete perception, and preparing a questionnaire to assess the skill performance of some. Basic skills in the game of boxing. Conducting the main experiment by applying the two approaches and conducting post-tests on the research sample.

The researcher concluded by discussing the results, the researcher reached several conclusions that the goal had achieved, as his research showed that the method of training mental facilities for physical learning was effective, although the use of this type of training gives greater effectiveness in learning basic skills compared to teaching the gifted technically only, and based on these results it recommended The researcher made some recommendations.

The study purpose:

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This study is aimed at knowing the effect of mental training that accompanies skill learning and comparing it with a skillful learning program to learn some of the Fundamental Skill of Boxing.

The study results:

Results indicated that there was no significant difference between the pre and posttest of imagination for the control group. There was a significant difference between the pre and posttest of imagination for the experimental group. There was a significant difference between the control and experimental groups in the skill test and favor of the second group too. These results emphasized the importance of the mental training that accompanies skill learning relative to skill learning alone

Keywords: *Mental Training, Skill Learning, Fundamental Skills in Boxing*

I. Introduction and importance of research:

Mental training is one of the training methods that drive the training and educational process to achieve better results and the results of studies indicate the positive effect of this type of training on the two processes, as many specialists in the field of sports indicate that the use of mental training supported by practical performance leads to more effective results than use the practice alone. Using mental training to mentally perform movements in any of the games is more accurate in estimating the time taken for movement or skill. And time is the period that the athlete takes to train to perform the movement or skill mentally, which is supposed to be equal to the time that requires the actual performance of the skill. The ability to perform the movements mentally within real-time is an important and essential part of the high level of achievement. Factors that negatively affect the ability to control performance, and when an athlete can mentally restore movements (mental training) and within real-time, the effect of anxiety on performance is minimal (5:12).

“The importance of mental training is due to the fact that it is not only used in sports competitions but is used in the field of movement in general, especially in the stages of acquiring motor skills, so that they play an important role in the learning process” (3: 30). Mental training also contributes to the accuracy of performing the skill level. Hence the importance of research through the use of mental training method in boxing exercises, which will reveal the extent of the benefit of this method in the accuracy of the skill performance of boxers and achieve progress in their level so that they can achieve better results in the accuracy of performing some basic skills in the game of boxing.

Research Objectives:

1. Identify the effect of mental training associated with skill training on learning some basic skills in boxing.
2. A comparison between the effects of the mental training associated with the skill training added to the training curriculum and the effect of the training curriculum on learning basic boxing skills.

hypotheses:

1. There are statistically significant differences between the pre and post-tests of the experimental group in the accuracy of performance of some basic boxing skills.

2. The existence of statistically significant differences in the post test between the control and experimental groups in the performance of some basic boxing skills.

Research areas:

- The human field: second stage students-K Education, Physical Sciences and Mathematics - University of Baghdad.
- The field is temporary from 1/16/2019 to 3/14/2019.
- Spatial domain: Boxing Hall/ College of Physical Education and Sports Sciences/ University of Baghdad.

II. Theoretical and previous studies

2-1 Theoretical Studies

2-1-1 Mental Training

Mental training is defined as one of the special training methods that influence behavior change and enhance learning (1), and it is also known as strategies by which mental skills are used in attempts to develop performance (2). They pardoned the student Nizar Al-Was's burden as being a "dynamic and associated intellectual activity (3).

2.1.2 Objectives of Mind Training ((4)):

Mental training aims to develop the individual and his development to reach the required levels through:

1. Increase the quality of the ideal state of performance by developing the mental skills associated with it.
2. Increase repeatability, repeatability, stability and control of ideal performance.
3. Removing obstacles to general development.
4. Attention watch.
5. Reflection of isolation.
6. Get to know the body.
7. Self-support.
8. The unconscious mental programming.

2-1-3 stages and requirements of mental training 5:

A- The mental preparation stage:

Its goal is to teach muscle and mental relaxation, states of mind, and states of alternative consciousness, which are the basic rule for positive expression control.

B- The training phase on mental methods

It aims to learn alternative systems of self-control, methods of self-direction, and methods of self-awareness that have an impact on the alternative state of consciousness.

C- The mental training phase of

It aims to integrate mental skills in the first and second stages and apply them in various fields.

2-1-4 steps for mental training:

For the purpose of reaching a positive position and investing in mental training, the following steps must be taken:

First: Learn to relax:

Relaxation is a temporary and intentional withdrawal from activity that allows for recharge and the full use of physical, mental and emotional energy. The alternation between performance and the ability to relax, which is the focus of learning, contributes to achieving the best achievements while athletes fail to achieve their best levels during the race due to the nervous tension and anxiety that accompanies competitions, which leads to contraction of all the muscles of the body instead of contraction of the muscles participating in the performance of the skill (6).

Second: mental perception

Mental visualization is one of the most used cognitive techniques, as it gives the individual an opportunity to deal with the problem or circumstance before actually confronting it, which gives the individual the willingness to face the problem when it arises and deal with it better.

Visualization is used for the purpose of improving performance by reviewing the skill mentally and incorporating errors by visualizing the correct way to perform the skill, as most of those who have a clear idea of the main aspects of implementing the skill can, through mental visualization, compare their responses to optimal performance and then eliminate errors ((7)).

(2-1-4 types of mental training) (8).

There are two types of mental training:

A- Direct mental training includes:

- Mental perception.
- Attention.

B- Indirect mental training, which includes:

- Read to describe the skill.
- Watch the movies.
- Listen to the description of the skill.
- Watch live models.
- Combining audio and visual aids.

2-2 similar studies

The study of Muhammad Abd Al-Hussein 1998 (9).

Study title: The effect of mental training on learning some basic soccer skills.

The study aimed to present the impact of mental training as an educational method in learning some basic skills in football.

The study sample consisted of 45 students from the first intermediate grade, divided into three groups equally, (15) students for mental physical training, (15) students for mental physical training, and (15) students for physical training, and the study indicated that The use of mental training with the physical has better results than the use of physical training, and the use of mental training before the physical helps determine the correct performance of the learner.(Victory of Awaid Ali 1998) (10)

Study title: A comparison between the effect of mental and physical training on learning the skill of free throwing basketball.

The study aimed to find out the effect of mental and physical training on learning basketball free throwing skill.

The research sample consisted of (18) female students, and the students were divided into three groups at a rate of (6) female students for each group. The results of the study indicated that mental training has a better effect than mental physical training in learning the skill of free throwing, and the results of physical and mental training are better than mental training only.

III. Research methodology and procedures:

3-1 Research methodology:

The experimental approach was chosen due to its relevance to the nature of the research, as it gives complete and tangible results about the nature of the case and the approach that is being developed.

3-2 research samples:

The sample included (20) male and female students from the second stage/ College of Physical Education and Sports Sciences/ University of Baghdad. Students with prior boxing experience, heterogeneous age, or visualization level were excluded. Then the sample was divided into two equal groups according to the odd and even distribution, an experimental group and a control group.

3-3 Research procedures:

A- A curriculum for learning boxing skills was prepared and presented to experts in the field of boxing education, where a group of their opinions indicated that this curriculum is agreed upon and suitable for the research sample.

B- Preparing a movie (CD) as a presentation aid that includes an educational curriculum for basic boxing skills.

C- Questionnaire for the perception of sports (a sports question, an original image), and it was presented to experts in the field of motor learning and psychology to ensure its validity, as the group of opinions indicated its validity. And the suitability of this questionnaire for the research sample.

Q- Preparing a curriculum for mental training and presenting it to experts in the field of motor learning, psychology, and training methods to ensure its validity, as their group of opinions indicated the validity of this approach and suitable for the research sample.

E- Preparing a questionnaire to assess the skill performance of some basic skills in boxing.

3-4 Key Experience:

- The educational curriculum includes (6) educational units for both groups, the duration of the educational unit is (90) minutes, and each unit contains a warm-up part, an educational part, an application part, a final part, and a special part. Both groups.

The experimental group combines the mental training curriculum with the practical part to form an integral part.

After completing the application of the educational curriculum, subsequent tests were taken:

- 1- A post-test of students' mental perception level.
- 2- A skill test by the arbitrators.

3-5 Statistical Treatments:

The following statistical treatments were used:

1. Arithmetic mean.
2. Standard deviation.
3. T-test for asymmetric samples.
4. T-test of the corresponding samples.

IV. Presentation, analysis, and discussion of results:

4-1 Presentation and analysis of the skill performance test result and its discussion to the control group:

Table (1). Represents the mean, standard deviation, and value of (T) To test the mental skill performance in the pre and post-tests of the control group

The significance of the test	Value (T) Tabularity	Value the calculated	Dimensional		Tribal		the test
			± P	s	± P	s	

Immoral	2.23	1.81	89.0	62.98	4.93	53.8	Skillful performance
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Less than the level of importance (0.05) and degree of freedom (10)

Table No. (1) shows us the result of the performance test of the control group for the pre-tests, where the arithmetic means and the standard deviation were then respectively (8.053) (93) for the pre-test, the arithmetic mean and the standard deviation for the post-test respectively (79.62) (0.) By extracting the value of (T), it was found that the calculated value (1.81) is less than the tabular value (2.23) (440: 9), meaning that the difference is not significant.

This is normal as the control group members did not improve in the skill performance test because they did not enter the mental training curriculum, which contributes to improving visual abilities that remove ambiguities in the motor picture of hitting skills.

4-2 Presentation and analysis of the skill performance result and its discussion for the experimental group:

Table. (2). The mean, standard deviation, and (T) value of the proficiency test in the pre and post-tests represent the experimental group

The significance of the test	Value (T) Tabularity	Value the (T) calculated	Dimensional		Tribal		test
			± P	s	± P	s	
moral	2.23	5.61	0.50	44.8	22.3	32.6	Skillful performance

Less than the level of importance (0.05) and degree of freedom (10)

Table No. (2) shows us the result of the test of the performance of the experimental group's skills from the tribal tests, where the post-test was done with the arithmetic mean and the standard deviation, respectively (6A.22) for the pre-test, the arithmetic mean and the standard deviation of the tribe after the post-test,

respectively (80.44) (0.50) To extract the value of (T), it became clear that the calculated value (5.61) is greater than the tabular value (2.23), meaning that the difference is large.

That is, there is a remarkable development for the members of the experimental group to benefit from the mental training curriculum, which led to improve their visual abilities after demystifying some aspects related to the kinematic image of boxing skills.

V. Chapter Five: Conclusions and Recommendations

5-1 Conclusions:

The researcher came to the following conclusions based on the results of the tests, as follows:

1. The mental training approach accompanying the skill learning was effective, and this effectiveness appeared in the post-test results of the experimental group.
2. The use of mental training accompanying the teaching of skills gives more effectiveness in learning basic skills of boxing compared to only skill education, especially since boxing is based on high cognitive aspects.

5-2 Recommendations:

Through the findings of the researcher, he recommends the following:

1. Using the mental training curriculum accompanying the teaching of skills during the educational units, because of this clear positive evidence in learning skills.
2. Relaxation training gives the learner a quiet opportunity to learn, and this opportunity is one of the basic conditions of learning.
3. Increase the share of mental training during educational units, as this has an effective effect on learning basic skills.

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