

The effect of the advanced organizations 'strategy on attentional control and learning some offensive skills installed with basketball for students

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Abstract

The researcher used the experimental method with the two experimental and control groups with the two pre and post tests on his sample of 65 students from the second stage students in the University College of Knowledge, Department of Physical Education and Sports Sciences. Researcher measure attentional control on a sample The main experiment, in addition to conducting skill tests, after which the curriculum for the strategy of advanced organizations was applied, and then the researcher used appropriate statistical means to extract the results, and in the light of the results he reached a number of conclusions, which are that the attentional control helped the students in the smart diversity in thinking methods and solving the problems they face, the effect The units prepared by the researcher over the experimental group, as they outperformed the control group in developing the offensive skills combined with basketball because they were suitable for the sample and varied with its exercises, tools and methods used, and in light of the conclusions the researcher recommends the following: Examine the students and know the level of attention control they have at the beginning of each An educational season, the adoption of educational units prepared according to the strategy of advanced organizations in learning complex offensive skills with basketball, the need to pay attention to modern teaching strategies that carry with them methods based on behavioral and constructivist theories and meaningful learning that contribute to raising the level of students and developing the educational process.

Keywords: Strategy , attention and skills.

Introduction

Students in general, and university students in particular, are the basic building block for community building as they are the source of conscious young energies capable of building society in a way that makes it a developed society. Therefore, caring for the level of this segment and preparing it well must be a priority and this is done through the use of thoughtful strategies and plans that raise the mental and scientific level Strategies are considered one of the most important types of educational plans based on the foundations of psychological theory that give the learner experiences and effective mental capabilities that will activate the role of the learner within the educational community. Strategies often focus on the mental aspect, methods of thinking, and the emotional state of students, and strategies transfer practices and theoretical sciences. To be applied, as is the case in the sports field, where these strategies play an important role in learning skills and raising them to higher levels by providing him with information and directing him towards correct learning methods as well as enhancing the learner's self and his internal ability to reach the state of learning and then creativity in the learned skill.¹

The strategy of advanced organizations is one of the strategies that can be used to facilitate learning, and it consists of an introduction and an introductory material that is presented to the learner prior to learning the new material and is general and comprehensive, aiming to provide the learner with a general knowledge base on which to build in the formation of concepts, principles and main ideas. Attention control is important in the learning process by enabling the individual to regulate his behavior and control it. The student who is able to observe himself is the one who has positive internal directives towards the educational process and thus is able to plan for his learning and organize himself as he is the most capable of solving problems and facing the

challenges that It is imposed by difficult tasks, and self-monitoring can give the learner an opportunity to develop his learning styles and give him better competencies for performance by demonstrating greater levels of ability and motivation.²

The basketball game is one of the competitive team games that took the lead in terms of its spread in the world and which contains in its content a number of complex offensive skills, as the complex offensive skills are important and difficult skills that the player cannot easily perform, as they need a longer time And a greater effort to learn and master it, as learning and mastering it is an effective element in achieving the best results in matches. Hence the importance of research in using this strategy in developing attentional control and learning the offensive skills combined with basketball because of the important educational steps it contains in addition to the use of various educational methods that help to transmit information more clearly and this is what called the researcher to conduct experimental research in order to contribute to Developing the educational process and enriching it by creating effective means that stimulate the minds of students, thus helping to facilitate information acquisition, storage and retrieval faster.³

Research objectives

1. Identifying the degree of attention control among second-stage students in the University College of Knowledge/Department of Physical Education and Sports Sciences.
2. Preparing educational units using the strategy of advanced organizations to learn some offensive skills combined with basketball for the research sample.
3. Identify the impact of the advanced organizations 'strategy on attention control and learn some offensive skills combined with basketball for the research sample.

Research fields

- The human field: A sample of the second year students in the University College of Knowledge / Department of Physical Education and Sports Sciences.
- Time range: The period from 2-11-2019 to 1-13-2020.
- Spatial field: the interior hall and classrooms of the University College of Knowledge.

Research Methodology

Research community and sample

The research community was determined by the intentional method, and they are the second stage students in the University College of Knowledge / Department of Physical Education and Sports Sciences for the academic year (2019-2020) and their number is (95) students distributed among (3) people. Division (A) is the experimental group of (33) students, and Division (B) is the control group, whose number is (32) students, so that the total number is (65) students.

Table 1. Shows the division of the research sample

Classes	Groups	Number of student
A	Experimental	33
B	Control	32
C	Pilot	5
Total	-	70

Means, devices and tools used in the research

- Arab sources.
- Attention Control Scale.
- Tests used.
- Educational units.

- Statistical means.
- Polling questionnaires.
- Forms to record and dump data.
- Observation and experimentation.
- A questionnaire for the attentional control scale.
- Dell computer (1).
- Sony (1) photography camera.
- A tape measure to measure distances.
- Manual stopwatch, count (1).
- Legal basketball Molten 6G, count (33).

Field research procedures

Determination of complex offensive skills in basketball:

Skills are learned from the first stage. Therefore, within the second phase curriculum of the first semester is learning to link between previously learned offensive skills, and among these skills is handling, patience and scoring.⁴

Determine the skill tests

Often the researcher needs to choose or develop multiple tests to measure some of the variables that are related to the phenomenon to be measured, so the researcher must choose some tests that measure what you really want to measure, so the researcher, being a teaching basketball specialist, chose the compound offensive tests.⁵

The following describes the tests used in the research:

The first test: receiving and a high chuck ending in peaceful correction⁶

- The purpose of the test: To measure the ability to receive and dribble (dribble) high, ending in peaceful scoring.
- Necessary tools: A basketball court, four hurdles, a person, eight (8) legal basketballs, a leather tape measure (20 meters), a tape, an electronic stopwatch, two chairs, and a whistle.

The second test: Receipt ending with a jump shot⁷

- The purpose of the test: To measure the ability to receive ending with a jumping shot - two points.
- Necessary tools: a basketball court, three barriers, 10 legal basketballs, a leather tape measure (20 meters), adhesive tape, an electronic stopwatch, two chairs, and a whistle.

Determine the scale used

Attention Control Scale

The researcher has reviewed many sources, scientific references, studies and research for the purpose of finding a scale through which to identify the amount of attention control for a sample of research, and the researcher did not find anything other than the scale prepared by,⁸ which consists of (37) paragraphs Distributed in three dimensions (attention focus - attention shift - control flexibility of attention) I have placed five alternatives in front of each paragraph and the answer is one of the alternatives and it applies to me always, applies to me, applies to sometimes, applies to me rarely, does not apply to me at all.⁹

The Attention Control Scale Correction Method

To calculate the degree that the respondent gets through his answer to the scale paragraphs, the researcher identified five alternatives and five weights, which are (they apply to me always, they apply to me often, they apply to me sometimes, they apply to me rarely, they do not apply to me) by comparing the laboratory answer with the correct answers prepared in advance Its grades were determined gradually for positive (1,2,3,4,5) and negative (5,4,3,2,1) paragraphs, and accordingly, the lowest score for the scale obtained by the laboratory is (37) and the highest score (185) with an hypothetical average (111).

Pre-tests

The researcher carried out the pre-tests on the research sample (control group and experimental group) during two consecutive days. On Tuesday, November 5, 2019 AD, the Attention Control Scale was applied in one of the classrooms in the University College of Knowledge, Department of Physical Education and Sports Sciences. Students answer the scale paragraphs honestly and objectively, because of its great importance for scientific research and the educational process.

Table 2. Shows the parity of the two research groups in the pre-skill tests and the Attention Control Scale

Tests	Experimental group			Control group			(t) value	Statistical significance
	N	Mean	SD	N	Mean	SD		
Attention Control Scale	33	119.520	2.849	32	111.540	4.895	1.612	No sig.
Receipt and high chuck ending in peaceful correction	33	2.23	0.461	32	1.90	0.323	0.087	No sig.
Receipt ending by shooting from a jump	33	2.27	0.116	32	1.82	0.114	0.313	No sig.

Results and discussions

Table 3. Shows the mean, standard deviations, and the value of (t) calculated between the pre-test and the post-test of the experimental group in the investigated variables

Variables	Pretest		Posttest		Mean diff.	SD diff.	(t) value	Statistical significance
	Mean	SD	Mean	SD				
Attentional control	119.520	2.849	162.436	3.364	42.796	8.563	25.966	Sig.
Receipt and high chuck ending in peaceful correction	2.23	0.461	3.01	0.138	0.76	0.126	31.556	Sig.
Receipt ending by shooting from a jump	2.27	0.116	3.25	0,110	0,97	0.115	43.945	Sig.

Table 4. Shows the mean, standard deviations, and the value of (t) calculated between the pre-test and the post-test of the control group in the searched variables

Variables	Pretest		Posttest		Mean diff.	SD diff.	(t) value	Statistical significance
	Mean	SD	Mean	SD				
Attentional control	111.540	4.895	150.40	16.47	41.434	17.336	12.420	Sig.
Receipt and high chuck ending in peaceful correction	1.90	0.323	2.26	0.141	0.34	0.135	13.127	Sig.
Receipt ending by shooting from a jump	1.82	0.114	2.30	0.123	0.44	0.110	21.027	Sig.

Table 5. Shows the mean, standard deviations, and the value of (t) calculated between the experimental and control groups in the post tests of the investigated variables

Variables	Experimental group	Control group	(t) value	Statistical significance
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	Mean	SD	Mean	SD		
Attentional control	162.436	3.364	150.400	16.470	8.232	Sig.
Receipt and high chuck ending in peaceful correction	3.01	0.138	2.26	0.141	4.262	Sig.
Receipt ending by shooting from a jump	3.25	0.110	2.30	0.123	3.640	Sig.

Through the results that were presented and analyzed in the tables above for the pre and posttests of the experimental group, we find that there is a remarkable development in the level of skills learning, and the researcher attributes the moral differences between the pre and posttests of the experimental group to the effectiveness of the strategy of the advanced organizations because it encouraged students to organize their ideas according to their method appropriate to their abilities. Mentality by placing students in new educational situations in which they can develop the information they possess and stimulate their mental abilities, which leads to the survival of the information for a longer period.¹⁰

The researcher attributes the moral differences between the pre and posttests of the Attention Control Scale to the effectiveness of the strategy used. The acquisition of attention control by group members is evident by that it enables the individual to regulate and control his behavior and that the student who is able to observe himself is the one who has positive internal directives towards the educational process. An ability to solve problems and face the challenges posed by educational situations, as self-monitoring can give students an opportunity to develop learning methods and acquire better competencies for performance by showing greater levels of ability and motivation.¹¹

To consider the research sample are students of the second stage, as they have previous experience with basketball skills, and this provides them with the ability to enter new information and link it to the information obtained in the educational position with the information he has in his cognitive structure and this is clearly reflected in improving his level of achievement and increasing his motivation for learning And the impact of learning remains and all this leads to directing the mind with flexibility and attention between and within tasks to achieve the maximum extent of performance.¹²

As for the control group, the researcher attributes the simple development of it to the fact that the methods used in learning are traditional with little diversification and rarely have excitement or suspense,¹³(The lack of use of learning strategies and the lack of diversification in methods in addition to the absence of some kind of excitement. And the excitement in physical education lessons leads to the lack of development of the level of the control group significantly,¹⁴ In addition, the role of the student or the learner is limited to the role of the recipient, since the method used in teaching the control group is a method that depends on the teacher in a very large percentage, while the role of the student is secondary (as the traditional method is an imperative style on the part of the teacher and makes the student bound by the instructor's instructions and does not give him the freedom to perform, since the student's role here is to receive information and directions, which affects the level of his education).¹⁵

Conclusions

1. Attention control helped students to have a smart diversity in thinking styles and problem solving.
2. Karen's model and the method used by the teacher contributed to the development of mental fitness, attentional control, and attacking skills combined with basketball among the research sample, but to varying degrees.
3. The effect of the units prepared by the researcher on the experimental group, as they outperformed the control group in developing the offensive skills combined with basketball because they were suitable for the sample and varied with its exercises, tools and methods used.

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