

THE EFFECT OF USING TEACHING WITH MOTOR TASKS AT TOTAL & PARTIAL TRAINING IN DEVELOPING ATTENTION FOCUS AND LEARNING SOME TYPES OF SCORING IN BASKETBALL

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Abstract

Variability and overlap in teaching and learning methods achieve high percentages of development in characteristics, skills and other aspects of teaching strategies and methods. Teaching is one of these methods using motor tasks which currently play an effective role in modern teaching through which a part of the teacher's authorities is transferred to students.

The problem of the study lies in that teachers did not use modern teaching methods, training schedule and organization and they kept the concept of generality in teaching and learning these skills. They also did not consider effective factors and conditions, so the researcher conducted this study to solve this problem.

The researchers used the empirical method. The sample was represented in students of the first grade at the Sport Education Department in the Faculty of Basic Education, Al Mostanserya University (40 students). The sample was divided into a first empirical group (20 students) using the method of teaching with motor tasks due to total training and second empirical group (20 students) using the method of teaching with motor tasks due to partial training. The researchers conducted sample homogeneity, applied tests of attention focus and skill tests. Pre-tests were applied on the sample of the study with the use of teaching method of motor tasks in the educational units. Researchers concluded that:

- There are differences between pre and post tests for both empirical groups which refer that teaching using motor tasks due to pre and post training is correct.
- Results showed that the second empirical group excelled in attention focus using teaching with motor tasks due to partial training.
- Results showed that the second empirical group excelled in learning some types of scoring from the free throw line and peaceful scoring using teaching with motor tasks

Keywords: Effect. Teaching. Motor. Learning. Basketball

1. INTRODUCTION

Sport education is considered one of the important fields of education as it prepares athletes physically, skillfully and emotionally according to their attitudes and emotions. Therefore, a lot of countries around the world resorted to develop their educational systems in the light of caring with modern educational methods in the field of sport education. This was a turning point in the teaching process that contributed to develop teaching differently in its goals and contents especially in the field of individual differences and participation in the light of their education levels and among their choices. Variability and overlapping between teaching and learning methods by this way leads to achieve high percentages of developing characteristics, skills and others that need to be achieved by strategies and methods of teaching. Among these methods, there is teaching using motor tasks which currently plays an effective role in modern teaching through which a part of teacher's authorities is transferred to students and help give students roles in the learning process, increase motivation and care with lessons.

Scheduling training is one of the important aspects in learning as it contributes to facilitate learning different sport skills through gradation and according to the difficulty of the skill that needs to be learnt. In addition, using various and different methods helps generate new ideas for learners and then achieve the best level of learning. Therefore, scheduling training is one of the methods

which were considered by educational process officials as it positively contributes to achieve variability in the used training and its implementation methods as well as facilitation of skill and physical learning in sports including total and partial methods.

Basketball is considered one of the games which are characterized by multiple and various basic skills as well as its relation to physical, planning and psychological aspects. Because of this great importance of physical skills and abilities of basketball players, there is an increased concern with developing these skills and abilities for the purpose of acquisition and mastery with high efficiency. They require high degree of attention and concentration by learning their skills, especially scoring. This motivated a lot of specialists to conduct researches and studies searching for the best and the most optimal methods of raising this game reaching the vest levels. To achieve this, we should depend on experts and specialists in setting educational and training curricula depending on scientific methods in planning and application in order to raise the level of concentration, attention and ensure achieving goals of the educational process through overlapping teaching and learning methods due to training scheduling. Thus, the significance of the study lies in determining the importance of overlapping the use of comprehensive teaching of motor tasks and integrating total and partial training in order to develop attention focus and learn some types of scoring n basketball.

Problem of the Study

One of the goals of sport education lessons in universities and schools is to make teachers aware of playing skills and rules that regulate performance for all games and especially basketball. Since the researchers are teachers, they found a vacillation in learning some skills of scoring among students. This is may be due to not considering individual differences between learners because of difference in perception level and abilities of students through learning and adopting specific methods on one hand, approving these educational methods on the other without consideration of the use of modern teaching. This means teaching and overlapping between teaching and motor education through the use of training scheduling. The concept of comprehensive teaching and motor tasks was not recognized by school teachers. This concept considers individual differences. In addition, teachers did not use modern teaching methods and training organization and scheduling inside educational units. Moreover, the adopted teaching methods do not consider these individual differences. They also kept the concept of generalization in teaching and learning these skills nor the factors or conditions affecting them. Therefore, researchers decided to study this issue through the use of multi-level teaching due to total and partial training as they are among methods which the researchers think that they affect the perception, attention, focus and learning of students in scoring types of basketball reaching a high degree of learning and mastery.

Goals of the Study

- 1- Using teaching with motor tasks method (comprehensive teaching) due to full and partial training in learning some types of scoring skills in basketball.
- 2- Knowing the effect of using teaching with motor tasks (comprehensive teaching) due to full and partial training in attention focus and learning some types of scoring skills in basketball.
- 3- Determining which is better than full and partial training using motor tasks (comprehensive teaching) in attention focus and learning some types of scoring skills in basketball.

Hypotheses of the Study

- There are statistically significant differences between results of pre and post tests for the first and second empirical groups in developing attention focus and learning some types of scoring skills in basketball.
- There are statistically significant differences between results of post tests for the first and second empirical groups in learning some types of scoring skills in basketball for the sake of the first empirical group.

2. METHODOLOGY

The researchers used the empirical method.

Sample of the Study

The sample of the study is represented in students of the first grade at the Sport Education Department in the Faculty of Sport Education, Al Mostanserya University for the academic year 2014 / 2015 chosen purposively (55 male and female students). Students who are not regular and those who participated in the exploratory trial (15 students) were eliminated. Therefore, the sample became (40 students) representing 72.72% distributed on two halls No. 1 and 2. Hall No. 1 was chosen for the 1st empirical group using comprehensive method in teaching including motor skills due to total training (20 students) and hall No. 2 for the 2nd empirical group using teaching with motor tasks due to partial training (20 students) selected by the toss.

Sample Homogeneity:

Since the sample was subject to testing during approval, to be sure, the researchers conducted homogeneity in some anthropometric measurements (length, weight and age) on a single line with all sample members as shown in table (1)

Table (1) Sample Homogeneity

| Statistics Variables | Measuring Unit | Arithmetic Mean | S.D | Skewness Coefficient |
|-------------------------|----------------|-----------------|------|----------------------|
| Length (cm) | Cm | 172.80 | 6,29 | %3,39 |
| Weight (kg) | Kg | 63,63 | 7,97 | %11,55 |
| Age | Month | 218,73 | 6,88 | %3,15 |

The table showed that difference coefficient in measurements was (2.39%, 11.55% and 3.15%) consecutively, so the sample is homogeneous as it is less than 30%.

Tests of the Study

- Peaceful scoring test from movement. Scoring level evaluation (Faez Bashir & Moaid Abdallah 1987: 234 – 235).
- Peaceful scoring test from the free throw line. Measuring scoring accuracy of free throw (Ali Salloum 2004: 179).
- Attention focus test by Animov to measure attention focus (Iqbal Rasmy et al 2004: 8).

Pre-Tests

The researchers conducted pre tests on 15/03/2015 on the sample of the study in the internal sport hall at Sport Education Department in the Faculty of Sport Education, Al Mostanserya University for skill tests. It was applied by specialist professors in basketball and under the supervision of both researchers. The attention focus test was applied on the next day after skill tests.

Using teaching with motor tasks (comprehensive teaching) due to full and partial training

The researchers integrated this method at the main section of the educational specialist units selected at Sport Education Department in Al Mostanserya University for 4 weeks. The first empirical group was taught the method of motor tasks in comprehensive teaching due to full training, but the second empirical group used the method of motor tasks in comprehensive teaching due to partial training.

Post-Tests

Post- tests were conducted on the first and second empirical groups. The researchers applied post tests at the same sports hall with the same professors at the first group. Tests were conducted on 20/04/2015. Attention focus test was conducted on the next day on both empirical groups.

Discussion and Analysis of Results

Discussion & analysis of results of pre and post tests for the 1st & 2nd empirical groups for attention focus, scoring from free throw line and peaceful throwing

Table (2) arithmetic means, Standard Deviations (S.D), T counted and tabulated values in pre and post tests for attention focus, scoring from free throw line and peaceful throwing in basketball for both groups

| Abilities & Skills | Group | Pre-Test | | Post-Test | | T counted value | Error level | Significance |
|--------------------------------|---------------------------------|----------|-------|-----------|-------|-----------------|-------------|--------------|
| | | Mean + | S.D - | Mean + | S.D - | | | |
| Attention Focus | 1 st Empirical Group | 1,95 | 1,28 | 3,30 | 0,88 | 2,950 | 0,036 | Significant |
| | 2 nd Empirical Group | 1,68 | 0,96 | 4,61 | 1,00 | 7,20 | 0,000 | Significant |
| Scoring from free throw line | 1 st Empirical Group | 5,00 | 0,88 | 6,50 | 0,55 | 6,71 | 0,001 | Significant |
| | 2 nd Empirical Group | 4,83 | 0,72 | 7,65 | 0,80 | 9,20 | 0,000 | Significant |
| Peaceful scoring from movement | 1 st Empirical Group | 3,99 | 0,65 | 5,67 | 0,55 | 5,00 | 0,004 | Significant |

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|--|---------------------------------|------|------|------|------|-------|-------|-------------|
| | 2 nd Empirical Group | 4,11 | 0,58 | 6,83 | 0,76 | 11,17 | 0,000 | Significant |
|--|---------------------------------|------|------|------|------|-------|-------|-------------|

Table (3) shows that the 1st and 2nd empirical groups advanced in attention focus and skill abilities (scoring from free throw line and peaceful scoring from movement) for the sake of post test. The researchers found this due to the use of teaching due to motor tasks and integrating this method in the educational curriculum. This gave students the chance to set their abilities according to their capacities and levels in addition to continuous evaluation, feedbacks from teachers during learning stage and finding errors to correct. This, in turn, leads to development and improvement in skills. Learner using motor tasks by learning self-image which gives the ability to continue attention and obtain information as (modern teaching depends on investing all senses of learners using different means addressing more than one sense in activating learning process) (Mohamed Labib et al 1997, 128).

Work documents related to each student allows a chance for them to return to the skill and remember correct performance due to sequence in skill performance and clear written steps which helps learner’s self-guidance and positivity. It also generates the sense of responsibility positively with integration with what is drawn and what is drawn which help remember the written and recall skill sequence.

The researchers found that the excellence achieved by both groups in post-test is due to the use of comprehensive method due to full and partial training. The researcher agreed with what was mentioned by (Essam Najdat Kasem 2004) as “the main goal from this method is to give a chance to learners for social participation with others and be more able to select the desired level. It is also an enjoyable and encouraging process for learners (Essam Najdat 2004, 32). This leads to self-confidence as confidence increases at an optimal point where performance enhances (Osama Kamel Rateb 1997, 72).

Table (3) arithmetic means, Standard Deviations (S.D), in pre and post tests for the first and second empirical groups in attention focus, scoring from free throw line and peaceful throwing in basketball

| Abilities & Skills | 1 st Empirical Group | | 2 nd Empirical Group | | T counted value | Error level | Significance |
|--------------------------------|---------------------------------|-------|---------------------------------|-------|-----------------|-------------|--------------|
| | Mean + | S.D - | Mean + | S.D - | | | |
| Attention Focus | 3,30 | 0,88 | 4,61 | 1,00 | 2,48 | 0,024 | Significant |
| Scoring from free throw line | 6,50 | 0,55 | 7,65 | 0,80 | 2,90 | 0,016 | Significant |
| Peaceful scoring from movement | 5,67 | 0,55 | 6,83 | 0,76 | 3,14 | 0,011 | Significant |

Table (4) shows that the 2nd empirical group using teaching with motor tasks due to partial training was more effective in developing attention focus and learning some attacking skills in basketball. The researchers found that this was due to the development in attention focus due to training during the educational units. They are in parts as to give a new chance for learners to control thoughts which increased their ability to focus away from distracters and attempting to focus on aspects related to performance which played an important role in developing their focus ability (an athlete who owns deep concentration is the one able to balance between his physical and mental situations for his own entity) (John Suer 2000, 33).

A learner needs to control tension for the purpose of controlling his skill performance. High self-confidence of learners helps overcome difficult situations during performance (increasing self—confidence for players during performance helps increase attention focus) (Osama Kamel Rateb 1997, 361). Development of attention focus in this teaching method according to one criterion influences learners, saves time and effort in explanation of the skill needed to be learned and increases the ability of attention focus for learners.

In addition, the motor tasks method in general affects the increase in learning both skills of scoring from free throw line and peaceful scoring learners in the comprehensive method evaluate their performance of the skill and compare the execution of skill and model. This is the self-evaluation reference and it determines correct and wrong performances.

In comprehensive method, there is an interesting phenomenon that does not appear in other methods which is that there is a number of good students who may face difficulty in performance, so we should create conditions that help and facilitate reaching these requirements. Anxiety resulting from the height of devices requires the use of this type of responsive information which call for continuous reference as “the best”, so we find that the level of each student is good and acceptable according to their abilities. Learning how to be self-dependent in decision making in this method requires breaking barriers of self-dependence on teachers (Gamal Saleh et al 1991, 202). The researchers found that the excellence of the 2nd empirical group (motor tasks due to partial training) over the first empirical group was due to effectiveness of the motor tasks method accompanied with partial training as it

affected learning of this group agreeing with (Magill 1998) in that: “the overlapping in learning aims to regulate training (lesson), its variability and better effect on learning) (Mabill,A.Richard:1998. 230).

Dependence on partial training in performance practice with both skills added to learners an experience in the ability to perform, learn and control parts of the skill. Training on these parts reduces the degree of complexity and difficulty of skill performance. It also helps master this part correctly before uniting its parts together as in full performance. This was asserted by scientific evidences that partial and full training affect learning and depend greatly on the nature of tasks as well as variability in training methods with frequent repetitions. Sufficient educational units in training stages also increased learning. Knowing errors increased development by learners. This was asserted by (schmidt 2000) as “feedbacks increase energy and motivation towards promoting correct performance, avoidance of wrong performance by learners and giving them corrective suggestions for their hperformance) (Schmidt and Wrisberg :2000 .282). in addition, adopting the method of teaching through partial learning training was effective in developing accuracy and technical performance of the studied skills. Methods, training and increasing educational units are more appropriate for beginners, but when used it is better to unite and integrated skill moves to help learners and draw aplan for the motor program to be implemented as a comprehensive skill.

In sum, supporting the use of partial method with variability aims to facilitate learning as most complex and difficult motor skills use the partitioning method in learning although it is very complicated so it is better to learn it as a whole to facilitate learning transfer from part to another without interruption. (Magill, A.R.:1998.230).

3. CONCLUSIONS:

- 1- Differences between pre and posttests for both empirical groups show that there is good teaching using motor tasks due to full and partial training.
- 2- The second empirical group excelled in attention focus through teaching using motor tasks due to partial training.
- 3- Results showed the second empirical group which used teaching using motor tasks in learning some types of scoring skills from free throw line and peaceful scoring.

4. RECOMMENDATIONS

- 1- Benefit from results of current study to develop attention focus and learn some types of basketball skills.
- 2- Work to overlap the teaching method of motor tasks and scheduling of full and partial training in learning basketball skills.
- 3- Work to overlap other teaching methods and scheduling training to learn skills with other games, conduct similar studies on other samples and adding some physical and motor variables in basketball.

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