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The effect of the self-organized learning method on the stability of attention and learning some forms of basketball shooting skills for students

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Abstract

The purpose of this paper is to identify the method of organized learning in the stability of attention and teach some forms of the skill of shooting basketball to students. The researchers took the sample of the research, which included first-year students at the University of Babylon - College of Physical Education and Sports Science, with a total of (40) students divided into two groups, one experimental and the other a control group. Before the teacher, with (20) students per group, the parity was conducted between them in the research variables, and after collecting and unloading the data, the following conclusions were reached: the self-organized learning method had a major role in learning the forms of basketball shooting for students, the development of attention stability reflected positively on learning the forms of shooting basketball for students. Under these conclusions, the researchers recommended several recommendations, the most important of which are the necessity of adopting the method of self-organized learning in learning the basic skills of basketball and emphasizing the method of self-organized learning during the educational units in learning skills in games and other activities.

Keywords: Self-organized learning method, stability of attention, basketball shooting skill

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Introduction

Educational studies point to the importance of self-learning in order to overcome some of the difficulties teachers face, including the individual differences between students. It also assists students in their learning by using a variety of methods or structured learning skills and showing continuous flexibility in modifying their behaviors for the purpose of achieving the goal of learning. Self-regulated learning refers to the process in which the student activates his knowledge and behaviors in an orderly manner for the purpose of achieving his learning goals, and self-organized learning is the degree to which individuals are behaviorally and motive positively involved in the process of learning through which they are learning, through which they are learning. Directing and monitoring their own learning process, as self-organized learners are able to manage their own learning experiences, and they share characteristics that indicate that they are self-organized in the learning process, as its dimensions are based on asking questions by the learner to include learning and helping to control these learning aspects. (Why do I learn? How do I learn? When do I learn? What should I learn? Where do I learn? With whom do I learn?). The effectiveness of basketball occupies a special place among the team games, which have spread widely around the world, as is the case with the rest of the other team games, and learning basketball skills is the main requirement for the purpose of mastering the game, and basketball skills are characterized by accuracy, speed and coordination during the performance, as well as their interconnectedness. Skills while playing the game, and it is not possible to separate one skill from another, as each skill depends on the previous one as well as the subsequent one. The basic requirement for the performance of each skill is a necessary requirement for identifying the specificity of the skill during the performance, as the student must possess an awareness of every movement situation and the task he is performing and his ability to distinguish in performance for each skill.

Hence, the importance of this study is in the possibility of using self-organized learning in kinesthetic awareness, learning some forms of basketball shooting skills and keeping up with all the modern educational methods in learning kinetic skills.

Research problem:

Through the foregoing, the researchers identified the problem of their research, which is finding educational and teaching alternatives in the field of teaching basic skills in basketball through the use of the self-organized learning method, which depends mainly on the student's abilities through organizing himself and finding appropriate solutions for the purpose of mastering the skill to be learned and reaching a stage Awareness of appropriate movements.

Research objective:

- Identify the organized learning method in the stability of attention and learn some forms of basketball shooting skills for students.

Research hypotheses:

The researchers hypothesized that there is an effect of the organized learning method on the stability of attention and learning some forms of basketball shooting skills for the students.

Research fields:

- Human field: Students of the first stage in the College of Physical Education and Sports Sciences - University of Babylon for the academic year (2021-2022),
- Time field: (22/10/2021) to (26/1/2022)
- Spatial field: The indoor sports hall of the College of Physical Education and Sports Sciences - University of Babylon.

Research methodology and field procedures:

Research Methodology:

The experimental method was used because it fits with the nature of the research problem and by designing the method of two equal groups with pre and post-tests.

Community and sample research:

The main research sample was selected for students in the first stage in the College of Physical Education and Sports Sciences / University of Babylon, which was a research sample consisting of 40 students divided into two groups at random: an experimental group (20) students, which studied according to self-organized learning, and a control group (20) students, which studied According

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to the method followed by the teacher, where homogeneity and parity were conducted for both groups.

Devices, tools and means used in the research:

Means of data collection:

1- Arabic and foreign sources and references.
2- Personal interviews.
3- Tests and measurements.
4- Special forms for recording the results of the tests for the players.

Tools and devices used:

1- Legal basketball court
2- Basketballs (10)
3- An electronic calculator (laptop) and CDs.
4- Measuring tapes and medical balls of different weights
5- A video camera to photograph the tribal and remote tests, perform exercises, and document the research process.

Field Research Procedures:

Determining the tests for the variables:

(Landolt) test to measure the stability of attention (Khater and Al-Baik. 1978)

The Landolt test to measure the stability of attention is a paper that contains (15) lines consisting of loops, the slots of which point in different directions, and the paper is usually divided into three equal sections, each section contains (5) complete lines of loops (each line It contains twenty episodes) meaning that the choice contains (300) episodes, and the test episodes have been elaborately developed and taken into account in their position to be irregular in distribution to avoid the possibilities of memorization, the test is explained to the student by means of a note to the paper and as follows:

Method to perform the test:-

- Look at the paper in front of you so that you notice the existing links in a good way, trying to search for the links that you are required to cross out by placing an appropriate mark on them.
- When giving the start signal and running the stopwatch directly, the tester puts an appropriate mark in pencil on the rings whose slots point to the direction of the twelfth o'clock (U), starting from the left side to the right, line by line until the end of the first part of the test, which is the first five lines. This is done accurately and as little as possible.
- The clock is stopped the moment the student finishes this part.
- The referee records the number of circles that have been crossed out, as well as the time spent in performing the first part.
- The referee gives a rest of (15) seconds.
- The previous work is repeated on the second five lines (to calculate the second part of the test) and the recording is done in the same way (number and time)
- The previous work is repeated on the third five lines (to calculate the third part of the test) and the recording is done in the same way (number and time), and thus the test is over.

Method of calculating work output:-

The work output (Q) is calculated for each of the three stages of the test according to the following equation:

The result of the work of the first part (Q1)

{(0.436 x the number of correct loops in the part) - (0.708 x the number of errors in the part)} / performance time

In addition, the same is the case with the product of the work of the second part (Q2) and the product of the work of the third part (Q3), and the stability of attention is calculated according to the following equation:

Stability of attention = Standard deviation of {(Q1, Q2, Q3) /(Q1 + Q2 + Q3)} /3

Shooting tests:

First: The shooting test from jumping: (Abbas and El-Din. 2015)

- The purpose of the test: to measure the accuracy of the triple shooting from specific places.
- Tools used: Five legal basketballs - legal basketball court - cones - ball holder.

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- Performance specifications: The player shoots from the specified places outside the arc of (6.75) meters from the five points.
- rules:
  - Each player has five shots per point with a total of (25) attempts.
  - Moving from one point to another is counterclockwise.
- Registration:
  - For each correct hit, one point is awarded.
  - Moving from one point to another is counterclockwise.
  - The maximum score for the test is (25) degrees.

The shooting locations are determined as follows:

- Outside the arc (6.75 meters) and along the ring and at an angle of 180 degrees to the right
- Outside an arc (6.75 meters) and at an angle of 45 degrees from the ring to the right.
- Outside an arc (6.75 meters) from the middle facing the ring.
- Outside an arc (6.75 meters) and at an angle of 45 degrees from the ring to the left.
- Outside an arc (675 meters) along the loop at an angle of 180 degrees to the left.

Second: The shooting test from jumping from inside the arc (Al-Lami and Al-Tamimi. 2020)

- The purpose of the test: measuring the skill of shooting by jumping from a specific place from the left side of the target and the right side of the target.
- Performance specifications: The player shoots the ball from the specified place directly outside the free-throw area, from an area located at the intersection of the free-throw line with the circle, a specific point on the left and right of the basket, and it must be identified with a mark drawn on the ground. The tester can perform the shooting with one hand or both hands or by any method of shooting, noting that the shot is made directly to the basket without the ball touching the goal board. The tester leaves the place of shooting after each set and moves to the other side, and so on. This is allowed before the performance to make some throws as an experiment.
- conditions:

The shooting must be done from the designated place.
The laboratory has the right to take (20) throws.

- Registration :
  - One point is awarded for each successful attempt entered into the basket.
  - Scores are not counted when the ball touches the board or does not enter the basket, and the laboratory records the total number of scores in twenty attempts, meaning that the maximum score on the test is twenty.

Main experience:

Pre-tests:

The researchers conducted the pre-test on 10/24/2021 at ten o'clock, the skill tests were done, and the attention stability was tested on 10/25/2021.

Preparing and implementing the educational program for the self-organized learning method:

A - The experimental group was taught according to a program based on self-organized learning through:

1- Activate the prior knowledge related to the skills to be taught: where the skills are explained to the students to think about them themselves present their previous experiences related to the concept of those skills and write what they learned through the worksheet.

2- Discussion: Holding discussion sessions between students (4 students per session) to discuss how to apply the skill and discuss the details of the skill in terms of its apparent construction.

3- Modeling: the teacher performs a set of models for the skills to be learned.

4- Remembering: The student individually remembers everything that is important in the details of the skills to be learned.

5- Support: The teacher supports, reinforces and follows up on the students while they perform the motor duties mentioned in the worksheet.

6- Independent performance: the student's performance of motor duties and skill training independently.

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B - The control group was taught according to the method used in teaching, and the method followed by the subject teacher was the commanding method, as the decisions for the stages of the teaching process are subject to the teacher.

Post-tests:

After completing the application of the educational program for the method of self-organized learning, dimensional tests were conducted, where the experimental and control groups were tested on (3-4/1/2022) in the same sequence of post-tests.

Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Presentation, analysis and discussion of the results:

Presentation and discussion of the results of the pre and post-tests of the control and experimental groups for the variables under study.

Presentation of the results of the pre and post-tests of the control group for the variables investigated.

Table (1) shows the arithmetic means, standard deviations, the (t) value calculated for the interconnected samples, the level of the test significance, and the significance of the difference for the pre and post-tests of the control group for the researched variables.

Table 1: Shows the arithmetic means, standard deviations, the (t) value.

Variables	Measuring unit	Pre-test		Post-test		T value	level Sig	type Sig
		Mean	standard deviation	Mean	standard deviation			
stability of attention	degree	0.714	0.062	0.371	0.044	19.745	0.000	sig
Shooting from inside the arc	Count	4.321	0.894	11.547	1.032	13.124	0.000	sig
Shooting from outside the arc	Count	7.268	0.836	15.136	2.097	7.961	0.001	sig

Presentation of the results of the pre and post-tests of the experimental group for the variables investigated:

Table (2) It shows the arithmetic means, standard deviations, the calculated (t) value of the interconnected samples, the level of test significance, and the significance of the difference for the pre and post-tests of the experimental group for the variables investigated.

Table 2: It shows the arithmetic means, standard deviations, the calculated (t) value.

Variables	Measuring unit	Pre-test		Post-test		T value	level Sig	type Sig
		Mean	standard deviation	Mean	standard deviation			
stability of attention	degree	0.714	0.062	0.371	0.044	19.745	0.000	sig
Shooting from inside the arc	Count	4.321	0.894	11.547	1.032	13.124	0.000	sig

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Shooting from outside the arc	Count	7.268	0.836	15.136	2.097	7.961	0.001	sig

Presentation of the results of the tests (post-test, post-test) for the two experimental and control groups for the variables investigated.
Table (3) shows the value of (T) calculated for the independent samples, the level of significance of the test, and the significance of the differences between the test results (post-test, post-test) for the two experimental and control groups for the variables investigated.

Table 3: Shows the value of (T)

Variables	Measuring unit	Control		experimental		T value	level Sig	type Sig
		Mean	standard deviation	Mean	standard deviation			
stability of attention	degree	0.481	0.036	0.371	0.044	6.321	0.000	sig
Shooting from inside the arc	Count	7.421	1.211	11.547	1.032	5.302	0.001	sig
Shooting from outside the arc	Count	12.201	1.329	15.136	2.097	8.426	0.000	sig

Discuss the results:
The results presented in the previous tables (1), (2), (3) show us the presence of significant differences in the tribal and remote tests for individuals of the two groups and the post-tests between the members of the experimental and control group, the moral differences in the stability of attention and forms of correction for members of the control group The researchers attribute it to many variables and influences that interfered in the learning process, which led to the emergence of this difference between the pre and post-tests.Including providing the information (feedback) provided by the subject teacher, and it played an effective role.This was confirmed by (Ali Al-Diri and Blaniyah. 1987) "After the application period ends and prepare for the end of the lesson, the teacher corrects the students' mistakes", and also confirmed that (Richard and GraigWrisberg. 2000) "that feedback increases the motivation of individuals and their energy, enhances correct performance and avoids performance The error ".
While the significant differences are shown by the above tables for the members of the experimental group, the researchers attribute it to the use of the self-organized learning method in terms of planning the educational units preparing exercises and implementing them tightly according to the steps of the method, as the exercises developed by the researchers and applied have transferred the learners from the usual pattern that makes them recipients The information provided by the teacher or the prescriptive method, which is often relied on in traditional lessons, leads to a new pattern based on questioning and giving the learner the opportunity to explore the phenomena associated with forms of correction skill and to choose appropriate solutions. It is often viewed with negligence and indifference, which facilitated the process of understanding and absorbing the skills under study in its three sections (preparatory, main, and final),
In addition, the reasons for these differences are due to the new educational situations that the learners were exposed to, which focus on activating mental processes, especially the stability of attention, as they are in line with the steps of that method, which is characterized by the clarity of

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the goal and what the learners are required to achieve, and it was not customary in the usual educational units. , which led to a clear improvement in their performance, and this was indicated by (Qalada. 1989) "The clarity and identification of goals in the light of certain behaviors or performance levels, they are meaningful and effective, and the interaction between the members of one group and their active discussions about the task The learning they do has an impact on their understanding of the educational material.

The researchers also attribute that the reason for making the moral difference for the members of the experimental group in the post-test is that the self-organized learning method helped these individuals to arouse their interest and motivate them to exert effort in their skill performance, in addition to that, this method was prepared in a way that is compatible with the learners' mental abilities. Such as criticism, analysis and comparison with them to reflect on the development of the process of attention and its stability because the development of the stability of attention leads to the development of the correct motor program for the skills in question and its enhancement in the memory of the learner, as we note through the differences in the post-tests of the stability of attention led to the development of the performance of the motor program for forms of correction (from jumping from Outside and inside the three-point arc) in terms of technical performance and accuracy, because the accuracy of performance requires (Al-Lami. 2006) "to collect all ideas and intellectual processes in one point to serve the work to be achieved", and this confirms the importance of developing the appearance of constant attention in performance to reach the state of mental and physical interdependence and then integration performance and achieve the required accuracy.

The superiority of the experimental group over the control group in the post-tests is also due to the use of the self-organized learning method, which allows the student to take sufficient time to learn according to own capabilities and abilities and in the way the educational material is presented, and this is consistent with what he mentioned (Ismail. 2002). For the learning process, there must be developed in learning as long as the teacher follows the steps of the sound foundations of learning and teaching, and in order for the beginning of learning to be sound, it is necessary to clarify the explanation, presentation and exercise on the correct performance and focus on it until the consolidation and stability of performance, and providing the learner with feedback increases his motivation the learner and urges him to perform correctly with desire and impulse"

The presentation of the educational material, whether in written text, static and moving images, or video clips, enables to use of more than one sense in the learning process, and this has contributed in an influential way to the development of the stability of attention through the diversity of sources of knowledge and the increase in opportunities for good learning, and this improvement in technical performance The accuracy of the skills studied came as a result of moving away from the usual in teaching through the self-organized learning method, which has the role of making the learner the focus of the educational process and his performance is organized and arranged according to the steps of the method in addition to the use of various positions, and continuous guidance on the performance of those positions and exercises, which helped reduce One of the mistakes that the learner may make in his performance of the exercises during the educational unit.

Conclusions and Recommendations

Conclusions:

- The self-organized learning method had a great role in learning the forms of shooting basketball for students.
- The development of the stability of attention reflected positively on learning the forms of shooting basketball for students.
- The experimental group showed clear and significant superiority over the control group in the post-tests.

Recommendations:

- The necessity of adopting the self-organized learning method in learning the basic skills of basketball.
- As well as emphasizing the method of self-organized learning during the educational units in learning skills in games and other activities.

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- Emphasis on conducting other studies of individual and team sports skills using the self-organized learning method and on other samples for both sexes.

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Appendix (1)
Shows an educational unit according to the method of self-organized learning

school year		2021-2020		time	90 min
academic year		second	Chest shooting skill in basketball	number of students	20
Lesson sections	time	Tools	Executive Lesson Procedures		
1- Preparatory section	15min		- Preparing the tools and conducting general and then private warm-ups, focusing on the flexibility of the joints of the body, especially those related to skill.		
2- main	70 min		- Explain the skill of shooting from jumping and show the students a model.		
A- educational	15 min				
b - applied		Distribute worksheets to students	- It includes the steps of performing the skill and special exercises with an explanation of how to work according to (self-organized learning)		
	5 min		- Forming groups of (4) students to discuss the most important steps of implementing the skill of shooting from jumping.		
		A worksheet for each student	Work individually and perform the skill of shooting from jumping by performing the exercises fixed in the worksheet		
exercise 1	5 min		Training on how to perform the skill to the colleague and the method of performance.		
exercise 2	7 min		Performing the skill on the wall from a distance of 3 meters, emphasizing the movement of the hands		
exercise 3	8 min		Perform the skill to the farthest distance.		
exercise 4	10 min		- Performing the skill from the legal throwing area to the colleague at a distance of 5 meters		
exercise 5	10 min		- Performing the skill to the area specified by the teacher (guidance accuracy) with a focus on technical management.		
Calendar	10 min		- Evaluation of students' performance of skill performance		
3- Final	5 min		Calm-down exercises, return the tools, and then leave		

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