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Attentive control and its impact on learning some defensive skills of handball players

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Abstract

The importance of the research lies in reaching the players to good levels of attentional control and psychosocial compatibility by performing some of their defensive and offensive skills, and this is what works on the coherence of the defensive and offensive lines and playing centers. Handball, to identify the level of the measure of psychosocial compatibility and defensive skills of the research sample, and the researchers followed the descriptive and experimental approach. 15-17 years old, and their number is (144) players, and the entire community was taken. They were distributed to a sample of scale preparation, samples of exploratory experiments, and a sample of the main experiment. The two researchers chose (24) players from the National Center for Handball Talent Care of the Ministry of Youth and Sports in Wasit Governorate To conduct the main experiment in a deliberate manner, and the two researchers verified the results With the SPSS system, the conclusions are that the exercises prepared by the two researchers were effective in reaching the players to perform the duties within the defensive skills better, as well as the existence of an effective effect of the educational units on the results of the experimental group members within the defensive handball skills, and that the development of attentional control reflected positively on the performance of the players Handball The two researchers recommended that it is necessary to pay attention to the adoption of measures of attentional control to track the level of players in specialized centers, and it is necessary to increase the interest of the departments of physical education and sports sciences in activating mechanisms of cooperation with the faculties of physical education and sports sciences on developing the potential of volleyball teachers within continuing education courses and the need to pay attention to conducting Similar studies on educational stages, or on other sports events and games

Keywords

attentional control, defensive skills

Introduction:

The learning process is one of the important processes and the basis through which the correct knowledge and information is delivered to the learner, which helps to motivate him and increase his desire to reach full knowledge. To the goal of the educational process, and handball is one of the games that witnessed a great development in the world because it contains various skills and plans (14), and thus the importance of research lies in reaching players to good levels of attentional control and psychosocial compatibility by performing some of their defensive and offensive skills, and this is

what It works on the cohesion of the defensive and offensive lines and playing centres. Hence, the research problem is evident in the coaches not choosing the appropriate meth-od with the ability of the players, through their reliance on indoctrination, recitation and simple discussion, to remain far from stimulating the thinking of the learners and not taking into account their tendencies and aptitudes, which led to a weakness in their creative side due to the lack of programs for learning defensive and offensive skills along with Thinking and giving the largest part to physical and skill abilities only and thus

does not give the learner the opportunity for creativity or even correct thinking and experimenting with kinetic solutions and choosing the best ones quickly commensurate with the situation of the match. Especially in learning defensive and offensive skills through the reduction of time and effort. The two researchers aimed to prepare a measure of attentional control in the research sample, to identify the effect of the measure of attentional control and defensive skills in handball, to identify the level of the measure of psychosocial compatibility and defensive skills in the research sample. The two researchers assumed that there are statistically significant differences between the pre and post-tests of the experimental and control groups in the attentional control of the induction sample, and there are statistically significant differences between the pre and post-tests of my group in the defensive skills of the research sample, and there are statistically significant differences between the experimental and control groups in the post tests of defensive skills in the research sample.

Method and procedures:

The method means following certain logical steps in dealing with problems or phenomena and addressing scientific issues in order to reach

the discovery of the truth (1). One of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting data and standardized information about the phenomenon or problem, classifying it, analysing it, and subjecting it to careful study (7). Scientific hypotheses and assumptions through experience to identify causal relationships or relationships between the various phenomena included in the experiment, predict and control them (2), and because it is the closest method of scientific research to solve the problem in a scientific and experimental way (12). The research community was identified and represented by the players of the centres The National Sports Talent Sponsorship affiliated to the Ministry of Youth and Sports and the training centres affiliated to the Iraqi Central Handball Federation in some governorates with ages (15-17) years. They are (144) players, and the entire community was taken. It was distributed to a sample of scale preparation, samples of exploratory experiments, and a sample of the main experiment. The researcher chose (24) players from the National Centre for Handball Talent Care of the Ministry of Youth and Sports in Wasit Governorate to conduct the main experiment on them in a manner deliberate.

Table (1)
shows the distribution of the main experiment sample and the percentage

Group	Sample number	Percentage
Control	12	%8.33
Experimental	12	%8.33
Total	24	%16.66

The two researchers conducted homogenization for some variables, as shown in Table (2).

Table (2)
shows the homogeneity of the research community

Variables Statistical parameters	Measurem ent unit	Asthmatic mean	Median	Standered deviation	Coefficient of torsion
Age	Year	16.25	16.3	0.496	-0.302
body mass	.Kg	62.58	62	2.895	0.601
Length	.Cm	167.45	168	4.128	-0.399
training age	Year	1.37	1.3	0.349	0.601

Through the two researchers' review of what came in many relevant scientific sources and references, the two researchers prepared a questionnaire form to solicit the opinions of experts specialized in the field of handball to determine the duties within the defensive formations of the area appropriate to the age of the eye. A poll on (8) players from the specialized training centre of the late Khaled Ahmed Mansour / Baghdad, on Thursday corresponding to 23/2/2022 at four o'clock in the afternoon, for the purpose of identifying the positives and negatives that may hinder the main experience of the research (13) and then the two tribal researchers On the two research groups (the control and the experimental) on (Thursday and Friday) corresponding to 24-25/2/2022, at four o'clock in the afternoon, in the closed sports hall of Wasit Sports Club. The two researchers prepared the scale and the two tests, and it was applied for a period of two months. /4/2022) according to the method and conditions in which the pre-tests were conducted. Through the two

researchers' review of what was reported by many relevant scientific sources and references. For this, the two researchers prepared a questionnaire form to explore the opinions of experts specialized in the field of handball to determine the duties within the defensive formations of the area appropriate to the age of the eye, as the researchers adopted the test of cutting and dispersing the ball and the test of handing and receiving the ball, and the two researchers conducted the experiment reconnaissance on (8) players from the specialized training centre of the late Khaled Ahmed Mansour / Baghdad, on Thursday corresponding to 23/2/2022 at four o'clock in the afternoon, after which the two tribal researchers conducted the two research groups (the control and experimental) on the days (Thursday and Friday) corresponding to 24-25/2/2022, at four o'clock in the afternoon in the closed sports hall For Wasit Sports Club, and the two researchers prepared the scale and the two tests, and it was applied for a period of two months.

Results:

Table (3)

Shows the results of the pre and post-tests of the experimental group on the measures of attentional control and psychosocial adjustment of handball players

Variable Statistical parameters	Measure ment unit	Pre test		Post test		Calculated (T) value	test signific ance level	signifi ce Type
		A	STD±	A	STD±			
Attentive control	Score	108.583	7.477	160.667	10.508	12.207	*0.000	Sign

Table (4)

show the arithmetic mean, standard deviations, and t-value calculated between pre and post tests for the control group

.Seq	Variables Statistical parameters	Meas urem ent unit	Pre test		Post test		Calcul ated (T) value	test signif icanc e level	signifi ance Type
			A	STD	A	STD			
1	Cut and deflect the ball	Score	4.83	1.642	7.17	1.946	5.530	0.000	Sign
2	Delivery and pickup	Score	19.666	3.114	22.166	3.738	5.528	0.000	Sign

Table (5)

Show the arithmetic mean, standard deviations, and t-value calculated between pre and post tests for the experimental group

.Seq	Variables Statistical parameters	Meas urem ent unit	Pre test		Post test		Calcul ated (T) value	test signifi cance level	signifi ance Type
			A	STD	A	STD			
1	Cut and deflect the ball	Score	20.000	3.015	24.916	1.832	9.055	0.000	Sign
2	Delivery and pickup	Score	5.08	2.065	8.83	1.801	10.688	0.000	Sign

It is clear from Table (3-4-5) that the (T-test) for attentional control amounted to (12) and this indicates a significant effect in favour of the experimental group. The two researchers attribute that the educational units had an effective role in showing these results, as attentional control is considered Planning for situations to which the individual does not have appropriate responses and requires the formation

of new responses in order to reach the goals, and this planning must be characterized by modern techniques through which the learner progresses towards better and faster learning (6), and through the results presented in the two tables (5), (6) which show the existence of significant differences between the pre and post tests for the control and experimental group members) and in favour of the post tests, the researchers attribute

the significance of those differences between the pre and post tests for the control group members to multiple variables and influences that interfered in the learning process and led to the emergence of differences Morale between the pre and post-tests, including the feedback, and it had an effective effect, as it is given in the method used by the coach directly to the player during the performance, and it can be given at the end of the educational unit, and this is confirmed by (Ali Al-Dairy and Ahmed Batanieh) "After the end of the period of application and preparation for the end of the educational unit, the teacher corrects the mistakes for the learners" (2: 66), and this was confirmed by (Schmidt, 2000) that "feedback increases the energy and motivation of individuals, and promotes correct performance and avoidance Wrong performance" (11), and that the reason for the development of the control group is that the players in this group are always committed to attending, similar to the players of the experimental group, in addition to the experience that the coach possesses and employing it in helping them to perform the duties correctly, which was consistent with the level of the sample members with The level of the sample individuals and their understanding that the educational curriculum inevitably leads to the development of performance if it is built on scientific foundations in organizing the learning and training process under the supervision of specialists and under good educational or training conditions in terms of space, time and tools used, in addition to repeating the exercise several times and a variety that enables the learners to perform the duty properly It improves and increases their efficiency and their access to achievement, and it is agreed that this learning escalates through repetition of educational situations, and with the correct response to it, errors associated with

performance and retention are eliminated. on the correct aspects until the player reaches the highest peak or achievement (3), but it did not rise to the level of the results of the experimental group. Asking questions that are in fact supportive of how to reach the proper application of duties, which depends on the different positions that the competitor made had A role in stimulating their thinking in portraying the duty and applying it and giving them the freedom to connect to the correct performance by themselves Controlling the perceptions of the learners in an organized manner works to destabilize their confidence in current concepts and makes them face a cognitive conflict between inaccurate a priori concepts and scientifically accepted concepts that would lead to voluntary adoption of them (4), and the repetition of this process in all applied units was not limited to mere knowledge and providing the learners with information, but extended to the possibility of employing that information by them so that it becomes applicable to the different situations that are expected to occur within the stadium, and this is what the two researchers sought by linking the answers of the sample members to the questions and the practical application of them. It agrees with what the two researchers indicated by linking the sample's answers to the questions and their practical application (8) that the real success of the player is achieved in combining knowledge with practice of the activity and the necessity of knowing the mathematical information and knowledge of the game that he plays (5) Thus, they became aware of the different defensive situations and took the appropriate place within the defensive formation used, which contributed to increasing the level of their mental capabilities, which helped in developing performance and thus reaching those results. The repetition of each exercise within the time

allowed for its performance is considered a factor. Increased helped the learners to perform duties and led to harmony and harmony among the learners and took the right place and achieved the purpose sought by the members of the formation as repetition and repetition increase and support the relationship between the central nervous system and the muscles and lead to a reduction of stimuli not concerned with performance and then followed by a change in The body leads the development of physical and motor capabilities and the application of these exercises by using tools and auxiliary means such as indicators, specific signs, work to determine the movement of the defender, it has become responding well and correctly through the application, which led to an increase in better perception (9), in addition to providing feedback for the purpose of correction Encouragement and reinforcements increased their energy and motivation, and this means that feedback increases the energy and motivation of individuals, as motivation is one of the basic things on which the achievement of the goal in the learning process depends, the promotion of correct performance, and the avoidance and treatment of wrong performance (18), as reinforcement is an important factor One of the learning factors because of its impact on stabilizing learning, stimulating motivation towards it, and ensuring its continuity in educational situations (10), The researchers confirm that learning and improving skills is a result of practice and training (15), and it must be mentioned here a very important issue that helped in one way or another in this superiority of individuals and the group, which is the performance of a group of players at the same time in the performance of many exercises applied in the educational units, although One of the natural phenomena of the learning process is that there must be a development in the learning

process as long as the teacher follows the steps of the sound foundations of learning and teaching (17), where he worked to increase the intensity of excitement for the group by instilling a spirit of competition among them, cooperation and optimism among the members of the same group, and thinking in a similar way Complementarity, which led to a state of rushing towards better performance, and for each repetition performed by the members of the group, it was evident through the performance of those duties, as the internal desire of the player himself helps him to overcome difficulties and obstacles that require more effort, courage, and the ability to achieve goals. Taking responsibility and overcoming obstacles (19), and their response to all instructions was one of the most effective means to highlight energies, develop level, and achieve goals. (14), as it contributed to the development of their abilities and behaviour, instilling sound moral values, and enriching their knowledge with information (16).

Conclusions:

By presenting, analysing and discussing the results of the pre and post-tests, the two researchers concluded:

The exercises prepared by the two researchers were effective in getting the players to perform the duties within the defensive skills better, as well as the existence of an effective effect of the educational units on the results of the experimental group members within the defensive skills in handball, and the development of attentional control was positively reflected on the performance of the players in handball.

According to the conclusions reached by the two researchers, they recommended the following:

It is necessary to pay attention to the adoption of measures of attentional control to track the level of players in the specialized centres, and it is

necessary to increase the interest of the departments of physical education and sports sciences in activating the mechanisms of cooperation with the faculties of physical education and sports sciences on developing the capabilities of volleyball teachers within the continuing education courses and the need to pay attention to conducting similar studies on academic stages Or on other sports events and games.

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Appendix)1(Attentive control scale

1- Attentive focus: is directing the mind with flexibility and attention between and within tasks to achieve the maximum extent of performance

.Seq	Paragraphs in their original form	Paragraphs after setting	Valid	Invalid	Need to adjust
1	"I remember always performing my duties assigned by the coach.	I remember the coach's instructions when performing the handball skill during the educational unit.			
2	My mind goes back to my surroundings when I perform my duties assigned by the coach during the match	I feel distracted when I listen to the steps to implement handball skills			
3	I have difficulty completing assignments on time during the game	I feel distracted when I listen to the steps to implement handball skills			
4	I have difficulty concentrating on my duties assigned by the coach during the game because I think about many things.	I have difficulty linking the sections of handball skills.			
5	I struggle to focus on what is going on in the match	I suffer from focusing on what is going on around me while learning the handball skill			
6	Things distracted me during the match, even if they were small	I was distracted by simple things when I was playing handball			
7	I can easily do what the coach asks during the match	I can easily perform a skill as directed by the instructor.			

8	I find it difficult to organize my performance with my colleagues during the match	I am having difficulty performing the skill with a group of my colleagues during the educational unit.			
9	I think about the performance of the skills, especially the shots, before making them	I am thinking of performing handball skills, especially before implementing them.			
10	It is not easy to distract my thoughts from performing the duty assigned to me, especially the corrections	It is not easy to get distracted when performing a handball skill.			
11	When I focus my attention on the way the game is going, I ignore my feelings towards the coach and his assistant	When I focus on performing the handball skill, my feelings towards the coach are ignored.			
12	I get distracted when a teammate joins me in completing an attack that doesn't abide by the rules	I feel distracted when I compete with my colleague during the educational unit.			
13	I often tend to participate in the attack and complete tasks without bothering to think about them	I often tend to participate in the performance of handball skills without straining myself to think during the educational unit			
14	When I try to focus on offense or defense, I find it difficult to focus my thoughts on it	When I try to focus on the main part of the skill, I find it difficult to narrow my thoughts towards it.			
15	I need enough time to think about the type of shot during the attack before starting it."	I needed time to think about the motor path when I performed the handball skill during the educational unit.			

2- Attention shift: is to focus attention on a new task without harming the first task

.Seq	Paragraphs in their original form	Paragraphs after setting	Valid	Invalid	Need to adjust
1	"I can quickly become the speed of the type of corrections to another	I can switch from one skill to another with handball quickly without overlapping the skills			
2	I can find a solution any more than one type of corrections during the attack when one of the punishment is voted.	I can find more than one solution when I perform the skill of handball if a certain situation surprises me during the educational unit.			

3	When the defensive player interrupts me and distracts me, I can get back into play quickly	When my colleague interrupts me when performing a handball skill and I get distracted, I can quickly return to performing it.			
4	It is difficult to change the type of shot despite changing the type of defense	It is difficult for me to change my style of performance despite the coach's request of me.			
5	I find it difficult to fulfill the duties assigned to me during the game	I find it difficult to achieve the perfect performance of the skill required by the trainer during the educational unit.			
6	I find it difficult to divide my attention between listening and working during the course of the game	I find it difficult to distribute my attention between the coach and my colleagues while learning the skill in handball.			
7	It makes it easy for me to switch between two different missions while playing	It makes it easier to make more than one decision during my handball skill.			
8	I can complete several tasks at once while playing	I can complete more than one role during the educational unit, according to the coach's directions.			
9	When I get annoyed while playing I can switch to another task	When I get annoyed with a classmate during a unit learning handball skill, I can switch to another task			
10	When I am assigned a task by the coach and at the same time I am assigned by the captain, I cannot accomplish both of them	When I am assigned the task of performing the skill by the coach, and at the same time my colleague asks me to perform it in a different way, I cannot agree with it.			
11	I can move on to another task while keeping my attention on the most important task	I can perform two compound skills in handball, focusing on the most important skill.			
12	When I am assigned a surprise mission during the match, it does not affect the main mission while I am in the match.	When performing a handball skill and asking the coach to perform it in a different and new way, it does not affect my performance.			

13	I develop my responses during the performance of any task in light of the main objective of the task	I am developing my performance of handball skills in light of the basic skill.			
14	I deal with all players easily and efficiently	I deal with all my colleagues during the educational unit easily and efficiently.			
15	I correct my responses to situations according to the directions I get during my performance during the match	I correct my handball skills in light of the information I received from the coach during the educational unit.			

3- Attention flexibility control: It is the distribution of attention sources according to the requirements of the required tasks easily

.Seq	Paragraphs in their original form	Paragraphs after setting	Valid	Invalid	Need to adjust
1	I can carry out my duties perfectly when the coach suddenly decides to take me onto the field	I am able to perform the skill perfectly, even if the coach asks link it to another skill during to the educational unit			
2	I hope the coach stays instead of being replaced by an assistant during the course of the game	I hope that the coach will continue with the same style and method in learning handball skills during the educational unit.			
3	I find it difficult to get used to the provincial halls during tournaments	I find it difficult to perform handball skills if the usual court is changed			
4	I prefer to stay on the field and not be replaced by another player during the course of the game, especially in the first jumps	I always prefer to be at the head of the group while learning handball skills in the educational unit			
5	I make my decisions easily and easily during emergency situations	Make decisions regarding the performance of handball skills easily and easily during emergency situations.			
6	I can reach the opposing team's basket and shoot, despite the opposing team's strength, without mistakes	I can pay attention to the directions of all my colleagues when I perform handball skills during the unit			

7	I didn't feel tired during the game, even if I went past the official time	I feel a lack of focus on the coach's instructions if the time is long during the educational unit			
8	When I talk to my teammates during the match, I can direct my attention to them without embarrassment	When I talk to my colleagues during the educational unit, I can direct my attention to him without embarrassment.			
9	I can pay attention to the directions of all my teammates during the match	I can pay attention to the directions of all my colleagues when I perform the handball skill during the educational unit.			
10	I can arrange attention according to the circumstances I am in	I can arrange my performance according to the exciting difficulty while teaching handball skill			
11	My responses change according to the nature of the task assigned to me during its completion	My responses to performing the handball skill change according to the nature of the ease and difficulty of the stimuli that I am exposed to during the implementation.			
12	I am able to exclude any influences that interfere with my performance of any assigned task	I was able to isolate myself from all stimuli when I was playing handball			
13	I repeat and repeat my mental decisions for the type of attack and the appropriate shot during each new attack	I repeat mental imaging when I perform handball skills during the educational unit.			
14	I can choose appropriate responses to attacks by bringing other alternatives	I can choose alternatives to implementing a skill when exposed to difficult situations.			
15	I arrange my duties logically.	I am sequencing the steps of learning handball skills from to easy. difficult			

السيطرة الانتباهية وتأثيرها في تعلم مهارتي قطع وتشيت الكرة والتسليم وكرة اليد للاعبين كرة اليد بأعمار (17-15) سنة

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مستخلص البحث

تكمن أهمية البحث في الوصول باللاعبين لمستويات جيدة من السيطرة الانتباهية بأداء بعض مهارات كرة اليد الدفاعية والهجومية وهذا ما يعمل على تماسك الخط الدفاعي والهجومى ومراكز اللعب ، ان عدم اختيار المدربين الأسلوب المناسب مع قابلية اللاعبين، من خلال اعتمادهم على التلقين واللقاء والمناقشة البسيطة ، تبقى بعيدة عن اثارة التفكير لدى المتعلمين وغير مراعية لميولهم واستعداداتهم مما ادى الى ضعف الجانب الإبداعي لديهم لافتقار برامج تعلم المهارات الدفاعية والهجومية إلى جانب التفكيرى واعطاء القسم الاكبر للقدرات البدنية و المهارية فقط وبالتالي لا تعطي للمتعلم فرصة الإبداع ، وقد هدفت الباحثتان الى اعداد مقياس السيطرة الانتباهية لدى عينة البحث ، التعرف على تأثير مقياس السيطرة الانتباهية والمهارات الدفاعية بكرة اليد واتبعت الباحثتان المنهج الوصفي و التجريبي، اذ تم تحديد مجتمع البحث وتمثل بلاعبين المراكز الوطنية لرعاية الموهبة الرياضية التابعة لوزارة الشباب والرياضة والمراكز التدريبية التابعة للاتحاد العراقي المركزي بكرة اليد في بعض المحافظات بأعمار (17-15) سنة والبالغ عددهم (144) لاعب ، واخذ المجتمع بأكمله وقد وزعت الى عينة اعداد المقياس وعينات التجارب الاستطلاعية وعينة التجربة الرئيسة وقد اختارت الباحثتان (24) لاعب من لاعبي المركز الوطني لرعاية الموهبة الرياضية لكرة اليد التابع لوزارة الشباب والرياضة في محافظة واسط لتجري عليهم التجربة الرئيسة وبطريقة عمدية ، وتحققت الباحثتان من النتائج بنظام (SPSS) لتكون الاستنتاجات بأن التمرينات المعدة من قبل الباحثتان كانت فاعلة في وصول اللاعبين لأداء الواجبات ضمن المهارات الدفاعية بشكل افضل كذلك وجود اثر فعال للوحدات التعليمية في نتائج افراد المجموعة التجريبية ضمن المهارات الدفاعية بكرة اليد وان تطور السيطرة الانتباهية انعكس بشكل ايجابي على اداء اللاعبين بكرة اليد واوصت الباحثتان انه من الضروري الاهتمام باعتماد مقياس السيطرة الانتباهية لتتبع مستوى اللاعبين في المراكز التخصصية ، ولابد من زيادة اهتمام أقسام التربية البدنية وعلوم الرياضة بتفعيل أليات التعاون مع كليات التربية البدنية وعلوم الرياضة حول تطوير امكانات مدرسات الكرة الطائرة ضمن دورات التعليم المستمر وضرورة الإهتمام بإجراء دراسات مشابهة على مراحل دراسية ، أو على فعاليات وألعاب رياضية أخرى

السيطرة الانتباهية ، قطع وتشيت الكرة

الكلمات المفتاحية