



## The Effectiveness of Mental Training of Direct and Non-Direct learning backstroke

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### Article Info

Received: March 06, 2014  
Accepted: April 07, 2014  
Published online: September 1, 2014

### ABSTRACT

Experimental community of a total 137 students were volunteered from first year, college of physical education, university of Tikrit during 2012-2013, Samples consisted of 20 student (25%) divided into two equal groups, direct and indirect mental training to learn backstroke for 8 weeks. Results revealed that both of mental training contributed considerably in the backstroke learning, the first group used direct mental consummated significant improvement in the post-test of back swim. This may be support and suitable for different swim types and other sports.

**Keywords:** Mental training, direct and non-direct learning, backstroke.

### 1. Introduction

The use of different instructional and scientific tools leads to master and skill performance. Literatures inurement about effectiveness of mental training with different forms, since its high potential to perform the skill well through imaginable form kept in short-term memory, and when used in training muscles will be kept in the long-term. (Schmidt, 2000). Thus, mental techniques consider a crucial tool for development such meditative skills as backstroke presuppose each term of speed and techniques. (Khyon, 2010) demonstrated that mental training depends less on performance and greatly on the arousal or stimulation. Therefore, in the process of preparing performance, it can be used as assistant physiological factor.

Rapid learning of backstroke requires good ways and more experience. In this aspect, a teacher of swimming subject observed less application of direct and indirect mental training for backstroke learning, since consider a third in the terms of speed and importance and doesn't need a high physical stress but international of both physical and mental for control on the body's condition, because the body doesn't need the laws applicable compared to other sports. This work aimed to detection the impact of direct and indirect mental training of students, college of physical education through determination the mental abilities and grading of bodies motor learning using specialized scientific questionnaire for serial performance tests.

## 2. Methodology

### 2.1 Subject:

An experimental comment has been chosen consisted 20 students of a total 137(25%) in the first year, faculty of physical education, Tikrit university during 15 March to 2 May 2013. This sample divided into two groups; First depend on direct mental training, and indirect mental for the second, other students were excluded because:

1. (4) students who have a year's failure.
2. Female students of a total 33.

### 2.2 Data collection:

Questionnaire form for determination the mental abilities was including asset of equivalent mental abilities for both two students groups which have been reviewed by several specialist in the field of motor learning and swimming according to these questioners, identified mental capacities ranged between 0-100% as shown in Table (1).

(Table 1)

Percent Percentage of agreement	Number of specialists		Brainpower
	Like-minded	Total	
100	7	7	Attention
83	6	7	Focusing
33	3	7	Reaction
100	7	7	Perception
100	7	7	Visualization
43	3	7	Thinking
0	0	7	Remembering
71	5	7	Creativity

Thus, the mental abilities with agreement like-mind of 75% included; attention, focusing, conception, and visualization.

### ***2.3 Questionnaire for constriction grading of kinetic virtual in backstroke performance:***

Professional scientists designed questionnaire for morphological kinetic constriction and experts in motor learning, teaching method of each kinetic section and its parts: Predatory, chief, and final part of movement. The final degree was for evaluation the technical performance of post-test. Reviewers depended on 75% or more as agreement degree.

### ***2.4 Measurements and tests:***

1. Intelligence test using Raven progressive matrices.
2. Performance level in learning backstroke.

This trail conducted before mental training to know the performance of students sample as described in the forms and the samples of non-learners back swim were also identified.

### ***2.5 Exploratory experiment:***

This expression define a primary experimental study on a small sample carried out in 2 March 2013 for diffusion and exclusion non-learners backstroke and distribution students on both two groups of mental training.

### ***2.6 Main experimental:***

Two educational units for both two groups mental training used in laboratory to avoid students confusing and minimizing their randomized attention.

Direct and indirect mental training used to teach back swim for each body's part and there educational unit.

### ***2.7 Swimming post-test:***

Their test performed in 15 May 2013 and evaluated by the swim teacher directly after the completion of mental training.

### ***2.8 Statistical analysis:***

Mean and stander deviation used for calculation significant at  $\leq 0.05$ .

### 3. Results and Discussion

(Table 2)

**Shows the computational media and distractions and value (sig) in the post-test for two groups**

Value Sig	Second Group Training indirectly		First Group Direct training	
	Sd	M	Sd	m
*0.002	5.5	62.5	3.8	70.1

Direct training exceeded significantly in the swim performance ,these results achieved the first hypothesis of this study .The comparable impacts of direct training may be attributed to its arrangement and organized contents, and the best manner of students effort d distribution in addition to utilizing the time of each unit perfectly and the rest periods after each intention . (Faraj,2002) reported that the learning tool contribute in the kinetical skills rapidly through the watching of kineti model that help in the tradition of motor learning. Worthwhile, the learning on any action learners should be in psychological and mental to gain specific experience fit the abilities and aptitudes in the educational environment (Salem,2001).

Furthermore, the start-up learning through visualization of correct performance model using mental tools conduce to supporting the learner's conception and increase the control of its outline ,in addition give an opportunity to focus and identify the difficult sites in the performance before implementation ,and subsequent repetition using physical tools (Maliki,1998). Several empirical studies evidenced that a night of sleep may enhance motor performance after effective practice (Chirsetal , 2008). The second group of students that applied educational curriculum included indirect mental training i.e. a method designed to learn using mental conception. (viewing photos ,movies) and listing to the description the practice gave positive results in the past-test swimming. However, contents of indirect mental training of relaxation exercises, visualization and such semblance of acute and focused attention contribute in the performance improvement and achievement of the requested learning of research samples.

### 4. Conclusion

Apparently direct and indirect mental training contributed in the learning backstroke. First experimental group applied direct mental was the best since exceeded in the post-test of backstroke learning.

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