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ORIGINAL ARTICLE

The Effect of an Educational Program for Mental Visualization to Teaching Some Shooting Skills for Basketball Beginners

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ABSTRACT

Background. Although the educational program for teaching basketball shooting has been discussed, the mental visualization of teaching shooting skills for beginners has not been discussed yet. **Objectives**. The purpose of this study is to identify the effect of mental visualization in teaching some types of basketball shooting skills. **Methods.** The experimental method was chosen for its suitability for the nature of the research problem. The sample consisted of thirty (12-13-year-old) beginner players divided into two groups: experimental and control. The educational curriculum consists of twelve educational units distributed over six weeks. **Results.** The results showed a positive effect of the educational program in teaching some types of shooting, but there were statistically significant differences between the two groups under study and in favor of the experimental group. **Conclusion.** The need to use mental visualization during educational units, which has an effective impact in teaching some types of shooting in basketball, as well as conducting research and studies similar to the current study on the skills and other games, and circulating the findings to the relevant union, as well as training courses and workshops for trainers in the basketball game on mental visualization and its effect on sports training.

KEYWORDS: ***Educational Program, Mental Visualization, Shooting Skill, Basketball, Beginners, Sports Training.***

INTRODUCTION

The field of sports education and training has seen a lot of successes and an accumulation of knowledge; However, these successes were not the result of chance but rather of careful scientific planning, the application of various sciences and knowledge, and the conclusions reached by scientists, researchers, and specialists in the field of physical education as well as the continuous development of the educational and teaching process based on scientific basis in all sports (1, 2). Basketball is one of these games, and it has recently overtaken football as the sport that draws the most players and spectators worldwide. This is due to basketball's quick pace and the constant switching of tactics between offense and defense throughout the course of the game, which forces coaches and teachers to focus all of their resources on teaching and training, basic skills, the most crucial of which is shooting. All of the players' skills are combined in order to score a goal in the opponent's basket because shooting is one of the most crucial of these basic basketball skills and because it adds to the players' aesthetic performance (3, 4). The team that scores the most goals in the opponent's basket is the winner.

Therefore, I discovered a number of shooting techniques through the long history of basketball and the strategies that have endured to this day, such as the lay-up shot and the set-shot-jump shot. I also discovered these techniques through the

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development of the educational and training process mentioned earlier, which led to the development of play, which made the players' competition performances characterized by speed and placed a high value on mental visualization, which is the silent simulation that is carried out mentally (5, 6) and makes it an important and fundamental aspect of the educational process, as the learner needs to think about the skill mentally, as is the case with performing the skill physically (6, 7), because it has an effective role in the process of teaching the skill, especially during the stages of skill acquisition because the mental feeling makes the learner visualize and think about the course of the movement and its various stages and imagine how his performance will be presented, so that he can obtain a partial image of his own and translate it into a movement. Likewise, the performance is clearly affected, and the characteristics of the movement become more accurate and well mastered (8), hence the importance of the study.

The significance of the study is to address how the educational process in the athletic field depends on physical, skill and mental training in that one. Therefore, mental visualization is one of the best methods that give the beginner several advantages, including a rapid mastery of motor skills as well as aesthetics in performance. The problem of study lies in the researcher's observation as he is specialized in teaching and training basketball. In most educational and training units in schools, universities, and clubs that he supervises and visits, coaches or teachers do not give mental visualization sufficient importance during teaching basic skills, especially shooting skills. Where it was reported by many specialists in motor learning that in order to develop the level of athletes in various games, it is necessary to give mental visualization to athletes during the educational unit in order for the beginner to recognize the skill (1, 9), and then visualize it mentally so that the motor image inside the mind is complete so that direct coordination is done without any slowdown while performing various types of shooting skills, and here is the importance of the study.

The domains of study encompass the human domain: Al-Ansar club players for the category 12-13 years / Al-Madinah Al-Munawwarah / Saudi Arabia, temporal domain: from 8-7-2018 to 20-9-2018, and spatial domain: the basketball court in the covered hall of the Al-Ansar Club /Al-Madinah Al-Munawwarah.

This study aimed to identify the effect of mental visualization on teaching some types of basketball shooting, and the significance of the differences between the experimental group and the control group in teaching some types of shooting in basketball.

MATERIALS AND METHODS

Participants. The study community included 50 players from the Al-Ansar club in Al-Madinah Al-Munawwarah who are beginners for the category 12-13 years of the sports season 2017/2018, and who are officially affiliated with the club. The study sample represented 36 players were randomly chosen, the researcher excluded 6 players to conduct the exploratory experiment, thus the total number of the sample 30, who constitute 60%, was divided into two groups, by 15 students in the experimental group and 15 students in the control group.

Participants Homogeneity. The researcher performed homogeneity to prevent the effects that may affect the results of the tests from the individual differences of the sample members (weight - length - free throw, jump shot, and lay-up- shot). The researcher used the coefficient of torsion to perform homogeneity as shown in Table 1 and Table 2.

Participants Equivalence. For determining the starting point, the researcher found the equivalence between the two groups using the T test for independent samples in the study variables and Table 2 shows that. By noticing the calculated T values for the search variables, we find that they are less than the tabular T value of 2.05. This means the two groups are equivalent in the research variables.

Study Procedures (Exploratory Study). The researcher conducted the exploratory experiment on a sample other than the study sample, and they are 6 players after a week has passed, and the researcher supervises that experiment. Where the exploratory experiment aims to know the obstacles that may hinder the work of the field experiment. In addition, ensure the validity of the tools used in the test, as well as identify the efficiency of the helping working team.

Scientific Transactions of Study Tools. The researcher relied on the content validity by presenting the questionnaire to a group of experienced and specialized individuals in the field of basketball. The researcher found the stability coefficient for the skill tests. The stability coefficient for the physical and skill tests was found by applying the test and re-examination

(Test retest) and with a time difference of only one week, on an exploratory sample from the study community and outside the sample consisting of 6 players, where the correlation coefficient (Pearson) was found between the first and second applications of the two tests (Table 3)

Table 1. The Arithmetic average, standard deviation, and torsion coefficient are shown in the study variables of the experimental group

Variables	Experimental Group				Control Group			
	Statistical treatments				Statistical treatments			
	Arithmetic Average	Standard Deviation	Average	Torsion Coefficient	Arithmetic Average	Standard Deviation	Average	Torsion Coefficient
Length (Cm)	1.63	1.46	1.54	0.01	1.59	1.68	1.51	0.41
Weight (Kg)	46.15	13.63	43	0.914	48.1	4.52	45	0.81
Set shot	2.06	0.79	2	0.231	1.73	1.16	2	0.71
Jump shot	9.51	2.61	12	0.53	10.84	1.62	11	0.13
Lay-up shot	2.44	0.81	2	0.45	2.51	1.11	2	0.345

All values of the torsion coefficient were between (+1), which indicates the homogeneity of the sample members in the above variables.

Table 2. The value of the arithmetic average, the standard deviations, and the calculated and tabular T value of both experimental and control groups in the research variables.

Variables	Experimental Group		Control Group		T value		Statistical significance
	Statistical treatments		Statistical treatments				
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation	Calculated	Tabular	
Length (Cm)	1.63	1.46	1.59	1.68	0.054		0.320
Weight (Kg)	46.15	13.63	48.1	4.52	0.305		0.410
Set shot	2.06	0.79	1.73	1.16	0.913	2.05	0.117
Jump shot	9.51	2.61	10.84	1.62	1.761		0.079
Lay-up shot	2.44	0.81	2.51	1.11	Zero		0.445

T Value at freedom degree 28 and significance level 0.05 is 2.05.

Table 3. Shows stability and objectivity coefficients

No.	Test	Stability Coefficient	Objective Coefficient
1	Free Throw	0.716	1
2	Jump Shot	0.84	0.939
3	Lay-out Shot	0.835	0.961

Pre-Test. The pre-tests were conducted after the availability of all the necessary conditions and requirements for the tests. The research carried out the tests on Saturday, 12/7/2018 in the covered hall of Al-Ansar Sports Club.

Educational Curriculum. The researcher has adopted the educational curriculum prepared by the subject teacher for the control and experimental groups, and the difference lies in giving the experimental group mental visualization at the end of the main and final section for a period of (10 minutes). The educational curriculum included six weeks in the period from 15/7/2018 to 30/08/2018. The curriculum included twelve educational units and two instructional units per week divided the educational unit divided into three sections, as follows: Preparatory section: 10 minutes - main section: 25 minutes - final section: 10 minutes (Appendix No. 1).

Post-Test. After completing the educational curriculum, the post-tests were conducted on Sunday 2/9/2018, under the same circumstances in which the pre-tests were conducted, and with the assistance of the helping working team.

Statistical Analysis. Arithmetic mean, median, standard deviation, torsion coefficient, percentage, law (t) for interconnected samples, the law (t) for independent samples was used for descriptive and inferential analysis by SPSS software. The significance level was accepted at $p<0.05$.

RESULTS

Table 4 displays the results of the set-shot skill pre-test for the experimental group, where the arithmetic mean was 2.06 and the standard deviation

was 0.79; in the post-test, the arithmetic mean was 7.3 and the standard deviation was 1.079; the calculated T value was 16.746, which is higher than the tabular T value of 2.13. This supports the first hypothesis, according to which there are significant differences in favor of the post-test.

The experimental group's jump shot skill pretest results showed an arithmetic mean of 10.49 and a standard deviation of 2.58, whereas the post-test results showed an arithmetic mean of 19.133 and a standard deviation of 2.189. The calculated T value was 14.3 and was higher than the tabular T value of about 2.13, indicating that there were significant differences in favor of the post-test.

The results of the lay-up shot skill pre-test for the experimental group were as follows: the arithmetic mean was 2.13 and the standard deviation 0.83, while the post-test results were 7.321 and 1.045. The calculated T value of was 16.598, which is higher than the tabular T value of 2.13, indicating that there are significant differences in favor of the post-test.

Table 4. The value of the arithmetic mean, the standard deviations, and the calculated and tabular value (t) of the pre and posttests of the experimental group.

Variables	Pre-test		Post-test		F	F2	T value		Significance
	Statistical treatments		Statistical treatments				Calculated	Tabular	
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation					
Set shot	2.06	0.79	7.3	1.079	5.13	415	16.746	2.13	0.001*
Jump shot	10.49	2.58	19.133	2.189	8,8	1240	14,3		0.001*
Lay-up shot	2.13	0.83	7.321	1.045	5.2	422	16.598		0.001*

The T value at the significance level ($p<0.05$) and the degree of freedom of 14 is 2.13. *: $p<0.001$.

According to Table 5, the results of the set shot skill pretest from the stable control group were the mean 1.7 and a standard deviation 1.15, while the results of the post-test were the arithmetic mean 4.6 and a standard deviation 1.029. The calculated T value was 11.501, which was higher than the tabular T value of 2.13, indicating that there are significant differences in favor of the posttest.

The control group's jump shot test results were as follows: the arithmetic mean 11.89 and standard deviation 1.64, while the arithmetic mean 17.056 and standard deviation 2.431 in the post-test, and the calculated T value between the pre and post-tests was 9.631 it is higher than the tabular T value of 2.13, indicating that the post test is the subject of significant differences.

In terms of the results of the lay-up shot skill, the pre-test had an arithmetic mean of 2.11 and a standard deviation of 1.11, while the post-test had an arithmetic mean of 5 and a standard deviation of 1.648. The calculated T value between the pre and post-tests was 11.209 which is higher than the tabular T value of 2.13, indicating that there are significant differences in favor of the post-test.

Table 5. The value of the arithmetic mean, the standard deviations, and the calculated and tabular (T) value of the pre and post-tests of the control group.

Variables	Pre-test		Post-test		F	F2	T value		Significance
	Statistical treatments		Statistical treatments				Calculated	Tabular	
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation					
Set shot	1.71	1.15	4.6	1.029	3.066	156	11.501	2.13	0.001*
Jump shot	11.89	1.64	17.056	2.431	5.133	455	9.631		0.001*
Lay-up shot	2.11	1.11	5	1.648	2.866	137	11.209		0.001*

The T value at the significance level ($p<0.05$) and the degree of freedom of 14 is 2.13. *: $p<0.001$.

The post-test results for set shot skill for the control and experimental groups are shown in Table 6. The arithmetic means of 7.3 - 4.6 and 1.079 - 1.029, respectively; and a standard deviation is shown respectively. However, the calculated T value of between the two post-tests was 2.199, which is higher than the tabular T value of 2.05, indicating that there are significant differences in favor of the experimental group. The arithmetic means for the control and

experimental groups' jump shot skill post-test scores were 19.133 and 17.056, respectively; and a standard deviation of 2.189 and 2.431, respectively. While the calculated T value of for the two post-tests was 2.443 and was greater than the tabular T value of 2.05, it was in favor of the experimental group, indicating that there were significant differences. According to the post-test results for the control and experimental groups' lay-up shot skills, the arithmetic means were 7.321 and 5 and the standard deviations were 1.045 and 1.648, respectively. However, the calculated T value between the two post-tests was 4.638, which is higher than the tabular T value of 2.05, indicating that there are significant differences in favor of the experimental group.

Table 6. The value of the arithmetic mean, the standard deviations, and the calculated and tabular T value of the experimental and control group for the post-tests of the study variables.

Variables	Experimental Group		Control Group		T value		Significance
	Statistical treatments		Statistical treatments				
	Arithmetic Average	Standard Deviation	Arithmetic Average	Standard Deviation	Calculated	Tabular	
Set shot	7.3	1.079	4.6	1.029	2.199		0.039*
Jump shot	19,133	2,189	17.056	2.431	2.443	2.05	0.035*
Lay-up shot	7.321	1.045	5	1.648	4.638		0.021*

The T value at the significance level ($p<0.05$) and the degree of freedom of 14 is 2.05. *: $p<0.05$.

DISCUSSION

The results are shown the significant difference in favor of the post-tests for the two research groups to the educational curriculum's integrity and its inclusion of scientifically chosen exercises with appropriate and consistent instruction. Training and practice in a particular skill within a dynamic duty result in increased experience and development of mental, physical, and even skills. Practice is also the most crucial factor in the learning process for complex and even simple skills (10). The researcher further explains that, particularly in the early stages of learning, the use of feedback is one of the factors that determine the effectiveness of learning motor skills and the development of motor performance. This is supported in shooting (3, 11). The previous studies also support the beneficial and productive effects of mental visualization of the educational process (12-16).

We could see that the experimental group had a moral advantage. The use of mental visualization, which helped students learn the basic elements of the skill and improved their understanding of the image, led to the acquisition of the initial form of the skill, almost error-free performance, and consequently, a clear understanding of the key elements of skill implementation, and this is why the experimental group outperformed the control group. According to Appelbaum and Erickson 2018, and Sansone et al. 2020, as well as the quote from Mintel (At this stage, the learner begins to develop the capacity to absorb and comprehend information; This development manifests to us as an improved and accurate sense of motion, an understanding of the majority of the information from the presentation, an understanding of the clarification that results from the explanation, and finally as a clear and persistent perception of movement) (12, 17). Additionally, by altering and repairing the appropriate type of competence, the impact of mental visualization was obvious. The talent is implemented by the player, followed by mental conjuring, and vice versa. Thus, as illustrated by previous studies, mental imagery may make up for some skill repetitions during performance (18-20). Besides, mental visualization of the performance of the skill, coupled or followed by the actual performance of it during the motor learning process is highly effective and achieves better results than If only that learning was applied in performance terms," (4, 8, 21) and like the SCAMPER technique with fun learning that can foster students' creative thinking, collection of techniques used to find creative solutions to problems (17, 22).

CONCLUSION

The educational program prepared according to the methods used in the research has a positive effect in teaching some types of shooting in basketball. It is also concluded the experimental group outperformed the control group in the skillful performance of some types of basketball shooting.

APPLICABLE REMARKS

- The necessity of using mental visualization during the educational unit, which has an effective effect in teaching some types of shooting in basketball.
- Conducting research and studies similar to the current one on skills and other games.
- Dissemination of the results of the study for clubs and the concerned union of the game.
- Organize training courses and workshops for trainers in the basketball game on the importance of visualization and mental imagination and its impact on exercise and sports training.

AUTHORS' CONTRIBUTIONS

Study Concept and Design:, Acquisition of data:, Analysis and interpretation of data:, Drafting of the manuscript:, Critical revision of the manuscript for important information:, Statistical analysis:, Administrative, technical, and material support:, and Study supervision: Majed Saleem El-Saleh.

CONFLICT OF INTEREST

This manuscript contains no material that could be considered a conflict of interest by the author.

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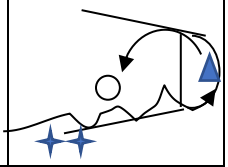
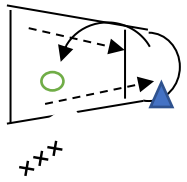
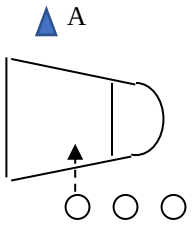
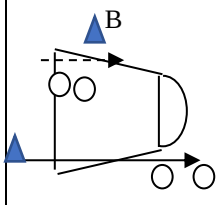
Appendix (1)

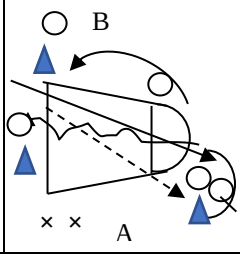
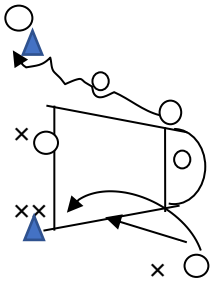
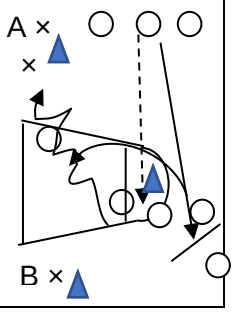
Educational unit model/ the goal / learning to shoot from free throw, Time / 40 minutes

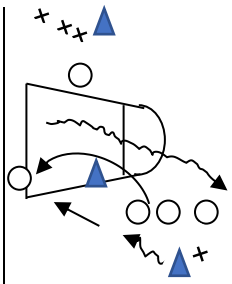
Section	Time	Details	Iterations		Notes
Preparatory	**10 min**				
Main	**25-30**				
	5min	Presentation and explanation of the implementation of the shooting skill from the free throw			
	20 min	Learn، practice، correct mistakes			
		1- Students stand in a single row at the bow of the free throw with balls and one player stands below the basket without a ball The first player advances to the free throw line and points towards the basket while the player standing below the basket follows the ball to exchange students positions and so on.	4min	Bigger Number	
		2- Students stand in a single row at the bow of the free throw and players stand below the basket، one on the right and the other on the left، with balls. The first player from the row receives balls from the players below the basket alternately to shot twice، then the positions are changed، and so are the rest of the students	4min	Bigger Number	
	5 min	The researcher gave the mental visualization at the end of the educational unit for 5 minutes.			
		3- Students stand in rows (A، B) at the free-throw arc، row (A) on the right side without balls، row (B) on the left side with balls and player (1) stands below the basket، the first player from (A) advances to receive a handling from player in row (B) to shoot from the free throw line. Player (1) keeps the ball to stand behind row (B) and player (B) is behind row (A)) and the player who will score takes the player's position (1) and so on	4min	Bigger Number	
		4- Students stand in rows (A، B) (A) at the free-throw arc without balls، (B) behind the final line of the court and with them balls. The player progresses from (A) to the free throw line to receive a rebound handling from the player in (B) to shoot towards the basket and keeps the ball to stand behind (b) and player (b) behind (a).	4min	Bigger Number	
Final	**5 min**	The researcher gave the mental visualization at the end of the educational unit for 5 minutes			

Note / the rest period between one exercise and the other is (1) min.

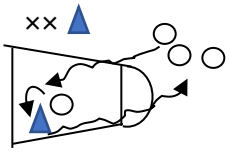
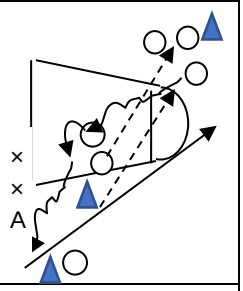
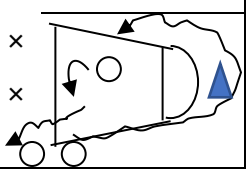
Educational unit model

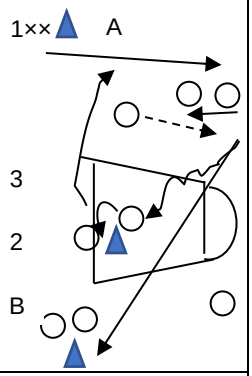
The Goal / Learn how to perform a jump shot، time / 40 min

Section	Time	Details	Iterations		Notes
Preparatory	**10 min**				
Main	**25-30**				
	5min	Demonstrate and explain how to do a jump shot skill			
	20 min	Learn، practice، correct mistakes			
		1- Students stand in two rows (A، B) (A) on the left side of the free throw line without balls، (B) behind the final line of the field and with them balls. The player in row (B) makes a chest pass to the player in row A to make a jump shot ، then follow the ball and stand behind (B) and player (B) behind row (A) and so on the rest of the students..	4min	Bigger Number	
		2- Students stand in a single row behind the final line of the field with balls. A chair is placed on the arch of the free throw، a sign is placed at the left corner of the free throw line، and a player stands under the basket without a ball. The first player from the line turns around towards the chair and then shoot from the mark، the player below the basket keeps the ball to stand at the end of the line while the player who will score takes his place and so are the rest of the students.	4min	Bigger Number	
	5 min	The researcher gave the mental visualization at the end of the educational unit for 5 minutes			
		3- Students stand in two rows (A، B) (A) at the side edge of the field with balls، (B) on the left side of the free throw line without balls and a mark is placed at the left corner of the free throw line. The player advances from (B) to receive a handling from above the head of player (A) to score from a jump shot and then keep the ball to stand behind line (A) and player (A) after carrying out the handling، he stands behind line (A) A and so on the rest of the students	4min	Bigger Number	

		4- Students stand in one row at the middle of the field on the left side with balls and one player stands under the basket without a ball. A mark is placed on the left side of the free throw line. The first player of the class advances and reaching the assigned mark، and make a jump shot. The player continues below the basket Hehe stands at the end of the row while the player who will score takes his place and so on.	4min	Bigger Number	
Final	**5 min**	The researcher gave the mental visualization at the end of the educational unit for 5 minutes			

Educational unit model
The Goal / learn the skill of lay-up shot، time / 40 min

Section	Time	Details	Iterations		Notes
Preparatory	**10 min**				
Main	**25-30**				
	5min	Presentation and explanation of the implementation of the lay-up shot			
	20 min	Learn، practice، correct mistakes			
		1- Students stand in one row at the middle line on the right side with balls. The first player cuts towards the basket to score at a "lay-up shot then continues the ball and stands at the end of the line، and so are the rest of the students.	4min	Bigger Number	
		2- Students stand in two rows (A، B) (A) at the middle of the field on the right side of the basket without balls. As for (B) standing on the left side of the basket with them balls، the first player from A will come forward to receive a chest pass from player (B). He then scores with a "lay-up shot" and then stands behind row (B)، player (B) stands behind (A)، and so are the rest of the students.	4min	Bigger Number	
	5 min	The researcher gave the mental visualization at the end of the educational unit for 5 minutes			
		3- Students stand in one row behind the final line of the field، with balls placed a chair or on the arch of the free throw. The first player of the row begins to hit the ball and spins around the chair، and then cuts	4min	Bigger Number	

		towards the right side of the basket to score with a lay-up shot، and so on to the rest of the students.			
		4- Students stand in two rows (A، B) without balls (A) at the middle of the field (B) Below the basket on the left side، player (1) takes his place at the final limit of the field on the right، with a ball passed to the player (3) standing In row (A)، which advances towards the basket to perform a lay-up shot ، player (2) moves in line (B) to collect the rebound ball and then takes the position of player (1) who moved to stand behind row (A)، while the player who will score stands behind row (B)، thus، the rest of the students.	4min	Bigger Number	
Final	**5 min**	The researcher gave the mental visualization at the end of the educational unit for 5 minutes			