Journal of Sport Science Technology and Physical Activities
ISSN : 1112-4032
eISSN 2543-3776

VOL 21 / N°: 02 (01 December 2024), p:186/196

The contribution of mental training program proposal to improving shooting skills in basketball for junior class.

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ARTICLE INFORMATION
Original Research Paper
Received : 15/01/2024
Accepted : 22/10/2024
Published : 01/12/2024

doi.org/10.5281/zenodo.15183231

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Keywords :
Mental training
Shooting skills
Basketball
Junior

Abstract:
The Object of the study aims to identify the contribution of mental training program to improve the performance level of the skill of shooting in basketball, for this purpose, we used the experimental method On a sample composed of , two groups of players section 10 players for each group Chosen as intentional and for data collection, we used a mental training program to improve the performance level of the skill of shooting in basketball After collecting the results and having treated them statistically, we conclude thatThe results of the study showed significant differences between the experimental group and control group in post-test in performance skills for front and lateral shoot under the basket and the free throw, and statistically significant differences between the experimental group post-test to improve mental skillsOn this basis, the study recommended using mental training with skills training in teaching skill of shooting because of their importance in raising the level of skill performance.

1. Introduction

All interested basketball agreed that any team's success depends on how its mastery of the basic principles of the game, this "Meißner", "Merz" say "that excellent basketball team members can perform passes quickly and tightly and timed and that kick toward the goal quickly and accurately, and to move their legs lightly and control and deception. **(Moawad, 2003)**And increased attention to achieve prominence in the sports field to the emergence of more pressure on players, and to a range of problems associated with the development of performance, and became an urgent need for a psychological and mental training programmes meet these needs **(deuff, 2002)**
and works to overcome stressful circumstances and help players to achieve the best results in the competitive sphere **(Shimon, 1999)**-
And is mental training was an important factor in the acquisition and development of motor skills or in various stages of motor learning **) Ismail ، (2001**and play an important role in brainpower sporting accomplishments, neglecting that role and disinterest hurt performance significantly, and that such mental skills is viewed with the same level of attention that is given to other aspects of preparation for the player, where each of them contributes to reaching the ideal performance state **(Shimon1996)**
And basketball player as other players, to improve its performance in General requires knowledge of all methods and means which lead to it, and his need to mental training to improve his skills and his need for skills training, and the fact that arises is the extent to which basketball players of this type of training and how their understanding of its importance.
From this perspective the researcher thought in scientific study intended to highlight the importance and the role of mental training to improve the performance level of basketball players to stage the Cubs, and chose a sample search of Relizane Cubs basketball team. After selecting the seeker to find problematic and purpose thereof, regarding the theoretical side highlight important points and psychological preparation needed for athletic trainer or framed and player alike, this as input to separate mental training and skills that will address her mental training program researcher. And then take the skill in basketball, and the psychological characteristics of the player and its changes in this critical stage of life.
Understanding that mental training is an important factor in the acquisition and development of motor skills or in biomechanics. **(Ismail(2001 ،**And

considering the correction towards the basket of basic skills and ranks first in importance as reached that many researchers **(Zidan, 1997)**

And the light of the opinions of researchers and experts in addition to the field researcher's Experimente as a former basketball player for several years, and their exposure to basketball coaches remarked that mental training to improve the basic skills of basketball is not included in the training program is underlined, therefore poses the following questions:

- does mental training contribute to improve skill in basketball?
- does affect mental training to improve the skills of a basketball player?

1.1. Literature Review

- (study of showea Boudjemaa 2009):

"The influence of mental training on some terrestrial movements device skills"

And the purpose of this study is to identify the differences in skill tests mental training hubs results in gymnastics after testing two pilot and officer sample search. Reached that there is a correlation between the results of the psychological skills oriented link which is under study and tests of motor skills **(bojemaa., 2009)**

- (Mahmoud Al-Atrash 2008):

"The influence of psychological skills training programme proposal to develop performance skills and tactical football players"

The purpose of this study is to identify the impact of proposed psychological skills training program "relax – altsoralakli – to focus attention on the development of tactical and psychological skills and performance when members of the experimental group. Psychological skills programme effective in elevating the level of skill performance in football for the stage. Psychological skills programme effective in upgrading the skills of relaxation and mental visualization and focus attention **(Mahmud Hosni Al-Atrash, 2008)**

2. Method and Materials

2.1. Keywords in the study:

. **mental training:** a perception or skill with mentally imagine her actual performance.

-skill: outstanding performance in a particular area to achieve a particular goal with great thoroughness and persistence.

-relax: is a period of absence of activity and stress and overlook the senses.
mental emegery: an individual's experience is called or acquires visual components, mentally and auditory and motor and emotive.
focus attention: is the ability of the individual to limit the focus of interest in sexy bound for a period of time.

2.2. Participants

sample search (20) basketball player, divided into
Two groups are equal the experimental group (10), and (10) of the control group

2.3. Materials

Means: a laptop computer Hp.data projector Epson.camera photography samsung type. 10 rubber jump type. Medical scales to measure weight/height measurement tool.chronometer and whistle (CD) for skill players correction Pro. basketballs/isolated room inside the stadium.
-Statistical methods used: statistical treatment program (S.P.S.S). -Arithmetic mean.-standard deviation correlation.-.-test (t) student.
-Morphological measurements: morphological measurements were performed for players in terms of weight and length by a medical scale measures weight in kilograms and height measuring performance per centimeter.
-The tests: I use an array of skill tests and, after consulting the scientific references and previous studies, as well as the opinion of doctors in same field..
-Test of skill shot:
-Front shoot test- lateral shoot shooting under the basket for 30.
-Free-throw shooting test.
-Mental tests:
-Ability to relax-scale mental imagery-focused attention in basketball

2.4. Design and Procedure

Human domain: sample search (20) basketball player, divided into
Two sets are equal the pilot number (10), and (10) of the control group.

spatial domain: composite experience "taher zokari" of basketball city of Relizane.

time: field work began: 30/01/2017. Until 17/04/2017.

A preliminary study: from: 30/01/2017. Until 08/02/2017, which is to create conditions in order to have your work scientifically based research

Pre-tests: it was on today, 15/02/2017. For the control group.

And she was on: 16/02/2017. For the experimental group.

The application program: program researcher started mental training and skills for the experimental group, and was on: 19/02/2017. Until: 14/04/2017. either control group applied skills training in the same period and timing with the pilot group

Post-tests: on: 16/04/2017/control group. 17/04/2017.

-Research variables:

Independent variable: mental training program .

Dependent variable: mental skills in basketball.

2.5. Statistical Analysis

I used statistical treatment program (S.P.S.S). -Arithmetic mean.-standard deviation correlation.-.-test (t) stodent.-law

3. Results

After a researcher applicate basketball training program both groups in addition to mental training program for the pilot group to get the following results:

Table (1)

Represents the arithmetic mean and standard deviation calculated value (v), and tabular And statistical significance for tribal measurement and post for soccers for experimental group

skills Variables	Unit Measurement	Pretest		Post Test		The valeu of (t)	Value (t) Crossta b	statistical significance
		x	y	x	y			
Frontal shoot	15.3	1.56	24.4	2.91	8.69	15.3	2.26	significant
Lateral shoot	14.6	4.92	22.4	4.03	3.87	14.6		significant
Under basket shoot	8.8	2.69	14.2	1.81	5.25	8.8		significant
Free shoot	6.3	1.7	11.4	2.06	6.02	6.3		significant

Illustrated by the table (1) and there is a significant moral differences between pretest and postest of variable skill shoot experimental group and in favor of the postest

Table (2)

represents the arithmetic mean and standard deviation and the value of (t) calculated and tabular And the statistical significance of the measurement pretest and postest variables of mental emagery and the ability to relax the experimental group.

emagery mental & The ability to relax Variables	Unit Measurement	Pretest		Post Test		The valeu of (t)	Value (t) Crosstab	statistical significance
		x	y	x	y			
Visuel emagery	degree	10.6	1.17	14.9	1.19	8.11	2.26	significant
Auditor emagery	degree	10.6	0.84	14.7	1.15	9.04		significant
sensomotor emagery	degree	9.7	1.15	14.4	1.42	8.07		significant
emotional emagery	degree	9.5	1.5	14	1.24	7.26		significant
Total emagery	degree	40.4	1.95	58	3.16	15		significant
The ability to relax	degree	31.4	2.54	47.8	2.14	15.6		significant

Illustrated by the table (2) the existence of significant differences between tribal and telemetric measurement of the variables mental visualization and the ability to relax the experimental group and in favor of telemetric differences

Table (3)

Represents the arithmetic mean and standard deviation and the value of (t) calculated and tabular

And the statistical significance of the measurement of tribal and dimensional variable focus attention experimental group.

Focus attention Variable	Unit Measurement	Pretest		Post Test		The valeu of (t)	Value (t) Crosstab	statistical significance
		x	y	x	y			
Focus attention of the large external	point	19.2	1.98	28.1	1.19	10.2	2.26	significant
External stimuli overload	point	32.5	6.75	45.1	4.22	5		significant
Focus attention of the large internal	point	22.4	2.75	30.9	6.2	7.09		significant
Internal stimuli overload	point	24.5	3.56	34.5	3.95	5.94		significant
Narrow focus attention	point	32.5	3.71	44.1	4.55	6.23		significant
Reduce Focus attention	point	38.5	4.3	56.8	5.22	8.55		significant
Information processing	point	48.4	5.87	72.6	6.36	8.83		significant
overall focus attention	point	217	10.5	313	9.57	21.2		significant

Clear to us through the table (3) the existence of significant differences between tribal measurement and telemetric in variable dimensions' differences to focus attention and focus attention total experimental group and in favor of the postest measurement

Table (4)

It represents the arithmetic mean and standard deviation and the value of (t) calculated and tabular and statistical significance of the measurement of the variables technique for the control and experimental groups.

skills Variables	**Unit Measurement**	**Experimental group**		**Control group**		**The valeu of (t)**	**Value (t) Crosstab**	**statistical significance**
		x	**y**	**x**	**y**			
Frontal shoot	point	18.1	3.17	24.4	2.91	4.62	2.10	significant
Lateral shoot	point	16	3.8	22.4	4.03	3.65		significant
Under basket shoot	point	9.9	2.51	14.2	1.81	4.38		significant
Free shoot	point	7.7	1.15	11.4	2.06	4.93		significant

Evident from the table (4) the presence of significant differences between the experimental and control groups in the telemetric variable skill, and correction for the experimental group

Table (5)
Represents the arithmetic mean and standard deviation and the value of (t) calculated and tabular
And the statistical significance of the measure dimensional variables of mental perception and the ability to relax the control and experimental groups

emagery mental & The ability to relax Variables	Unit Measurement	Experimental group		Control group		The value of (t)	Value (t) Crosstab	statistical significance
		x	y	x	y			
Visuel emagery	degree	10.7	1.25	14.9	1.19	7.66	2.10	significant
Auditor emagery	degree	10.7	1.05	14.7	1.15	8.05		significant
sensomotor emagery	degree	10.4	1.34	14.4	1.42	6.4		significant
emotional emagery	degree	10.1	0.56	14	1.24	9		significant
Total emagery	degree	41.9	1.79	58	3.16	14		significant
The ability to relax	degree	32.1	3.03	47.8	2.14	13.3		significant

Evident from the table (5) the existence of significant differences between the experimental and control groups in the dimensional measurement of the

variables of mental perception and the ability to relax and for the benefit of the experimental group

Table (6)
Represents the arithmetic mean and standard deviation and the value of (t) calculated and tabular And the statistical significance of the measurement of the dimensional variable to focus attention to the control group and the experimental.

Focus attention Variable	Unit Measurement	Experimental group		Control group		The valeu of (t)	Value (t) Crosstab	statistical significance
		x	y	x	y			
Focus attention of the large external	point	19.4	2.06	28.1	1.19	9.77	2.10	significant
External stimuli overload	point	32.5	4.43	45.1	4.22	7.31		significant
Focus attention of the large internal	point	22.9	2.72	30.9	6.2	6.71		significant
Internal stimuli overload	point	23.8	4.46	34.5	3.95	5.67		significant
Narrow focus attention	point	29.9	3.08	44.1	4.55	8.21		significant
Reduce Focus attention	point	38.3	6.41	56.8	5.22	7.07		significant
Information processing	point	48.7	7.25	72.6	6.36	7.83		significant
overall focus attention	point	216	14.9	313	9.57	17.3		significant

The table above shows us the existence of significant significant differences in the tests a posteriori the variable focus attention between the control group and the experimental group

4. Discussion

- discuss performance related skills hypothesis:
Indicated in table 1 statistically significant differences between tribal size m and post to the experimental group performance skill correction for telemetric and table (4) statistical function differences between the experimental group telemetric and control group and the experimental group, as illustrated by table 2 statistical function differences between tribal measurement and telemetric to experimental group in mental visualization skills and ability to relax and focus attention for telemetric.
And the researcher attributed improvement to the mental training effect applied to the experimental group balmoazat with skills training in basketball, where the Group has achieved a moral differences in skill correction and mental skills, that style of combining skills training and

mental training for members of the experimental group led to the correct learning skill correction stage any debugging inside the mind of the player and visualize the correct mental skill and focus on precise aspects that had overlooked most of the players for their performance in a proper manner, and that's what Agrees with Shimon (1996) that mental visualization is a key factor in the development of motor skills and performance **(Shimon, 1996, p. 219)**. He mentioned both Annan and Laura Norman (2001) that mental training can facilitate better learning and performance, **(Laura Norman, 2001)**, and the program of mental training in order to improve skill performance line and the pilot group and was better as guess, and better than the control group, and agree with previous studies for each of the study **(Lutfi, 1998)** and **study (shwea boudjemaa, 2009)** Vancomycin **(Emad Abdel Haq, 2011)** so the results These studies on the groups that benefited their mental training programs might get better results from the results of the control groups, and study) that mental training helps improve performance in some basic skills in basketball and shoot.

And returns an int to gain a thorough knowledge of player skill parts and then identify the overall framework and correct performance after her picture in the brain, and focus on the good performance and good proficiency of relax and away from agitation is through mental training has improved skill correction, and thus achieved the first hypothesis that mental training has a positive effect on improving the skill of shooting.

- discussion of hypothesis associated with mental skills:

Table 2 shows differences statistically significant between tribal telemetric measurement and mental skills (ability to relax and mental visualization) of the experimental group, where the value (v) calculated for the ability to relax is greater than the value (v) mental visualization and tabular value (v) greater than calculated as indicated in table table 5 differences among statistical function telemetric for experimental and control group and experimental group.

And returns an int results obtained using experimental group relaxation exercises and mental visualization and mental training programme contained, as the inclusion of training modules on relaxation exercises led by the players ability to get rid of stress, which the player is in emotional situations, and thus gain confidence.

That's consistent with the study of Ahmed El Akkad and Saad (2000) that respiratory and muscle relaxation exercises led to the rapid development of

the ability to relax, reduce stress and anxiety and improve the performance of some basic skills (Saad, 2000)

It also agrees with Osama salary (1995) the skill of relaxation makes the individual operational pressures that come as a result of internal or external factors, being able to fill our mental and emotional energy, and allows to reduce stress and anxiety and arousal in excess to the appropriate level (salary, 1995, page 271).

As for the mental visualization researcher attributed the improvement in the results that the proposed programme had contributed to strengthening the capacity for mental visualization of internal and external quality, dimensions, audio, Visual, motor, emotional sense, and take into account so that the player better visualization skill and ability to configure correctly inside the mind and ability to recall when necessary, and this is what the Arab referred Shimon (1996) that mental visualization helps the player to call Sense of optimal performance, and focus attention on skill and exclude negative thinking, and give more support and confidence**, (Shimon, 1996)**

And agreed with Allawi said (2002) that mental visualization used in helping to quickly learn the motor skills and mastery and some mental skills **(Allawi, 2002)**

And the view finder that the results obtained showed that mental visualization is mental skill and source of many positive thoughts and negative, which are in the mind, so that positive thoughts improve sports performance and development of performance and this is confirmed by Osama rateeb (2000) that mental visualization is a mindset can configure perceptions of past experiences, or new scenarios haven't happened before.

As the control group did not record any improvement in skill of relaxation and mental visualization capability, lack of access to mental training program for previous skills

As indicated in table (3) to moral differences between tribal telemetric and measuring of the skill focus attention for the experimental group, and table (6) moral differences between the experimental group after tests and officer, and for the experimental group, and researcher attributed the improvement in level to the player wishes to isolate triggers that distracts, from discount and discount fan and governance, and thus maintain the level of play.

And the players in an effort to improve this skill, and that's what the Arab referred Shimon (1996) that attention skill can be learned and developed through training and continuous effort **(deuff, 2002)**

And he realized the importance of player attention seeker and urge them to take that good starting point than indicated by Osama salary (2004) that most of the players are not thinking seriously about developing the skills of attention and concentration, they rarely reach the optimum experience mental energy **(rateeb, 2004)**

And thus achieved the second premise that the program has a positive impact in improving mental skills and mental perception and focus of attention.

5. Conclusion

Mental training program the user has had a positive effect in improving the level of correction in basketball for the experimental group.

-Found statistically significant differences between the experimental group telemetric and control group and experimental group.

-Found statistically significant differences between the experimental group and control group's skill and correction for the experimental group.

-Found statistically significant differences between the experimental group and telemetric telemetric control group's mental skills and for the experimental group.

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