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EFFECT OF SKILL KINEMATIC EXERCISES ACCORDING TO NEURAL BRAIN PROGRAMMING TO DEVELOPING MOTOR BALANCE AND LEARNING HANDLING AND CORRECTION SKILLS BY HANDBALL

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Abstract:

Physical education is one of the educational sciences that has received increasing attention, which is an important part of the general educational process and has an advanced position in the lives of peoples and nations, as it highlights its importance in developing and developing physical and mental capabilities and improving the social and health aspects of the individual, and it also aims to reconcile its powers Physical, mental, moral and psychological, so the exercise of physical activity and physical exercises makes the individual possesses a stand-alone motor activity, and makes the body healthy able to work and produce as well as makes the mind sound able to think and assimilate as well as an interesting recreational medium, and one of the prominent and important sciences in physical education is dynamic learning What seemed to be a great interest in him through the many and recent research and studies, which made him take an organizational form and a quick link for all new developments in the scientific methods, means and methods used to increase learning. Dynamic learning aims to learn mathematical skills through the use of educational methods and appropriate and targeted methods for the success of the learning process, but from the present time interest has become better on the theoretical information not at the higher mathematical levels but in building the foundation and learning skills that are the first step and solid base in helping The athlete has to know when the assignment is performed, when it will be accomplished and what works after performance, as

well as to know if the assignment has not been completed and to know how to summon and communicate the duty, and that information processing occurs through a series of mental processes in the brain where the information entered is processed in different patterns for the purpose of converting them into representations It produces outputs that differ in treatment according to many variables, and all students are subject to them in terms of physiological and psychological laws in perception and remembering, but they are not equal in their representational patterns, their methods and strategies in information processing, that the choice of cognitive and skill treatments to perform the skill for the student through simulating the representative systems For students according to the study of sensory, auditory or visual patterns (NEURAL BRAIN PROGRAMMING) The teacher will be able to develop a curriculum and program for treatment according to each type of NEURAL BRAIN PROGRAMMING systems in the sports field, and studies and research have confirmed that there is an effect of using the methodology of information processing strategy at the skill and cognitive level.

Introduction:

Programming the educational and training activity as one of the psychological preparation sessions in handball, has become a great rank for teachers, teachers and coaches of handball, as the results of studies and field experience have proven that it has a great impact in confirming technical and planning skills on the one hand, and facing different situations on the other hand. After the methods of collecting information, processing and storing information have evolved, it has been used as a method of great benefit in increasing the ability to learn skills in general, hence the importance of research in preparing skillful motor exercises according to linguistic programming, including information processing in developing motor balance and learning the skills of handling and correction by hand by developing the student's ability to process information in his way of dealing with the information, in terms of the prevailing system and his method of understanding and remembering and its dependence on many forms including: classification of this information, analysis, storage and retrieval when necessary and these processes practiced by the student, which contributes to a clear role in developing the motor balance and learning the skills of handling and scoring by hand, the research problem lies in the fact that university students in general, and students of physical education in particular, face a pattern of study that differs from what they were used to in the past, they bear responsibility for their learning to a large degree especially that the focus at the present time on the importance the interaction of the learner's activity, by being proactive rather than negative, as the information processing strategies they use to deal with information, acquire, store and retrieve it may differ from that which they used to use in the past, especially, and that there are two main aspects that the student of physical education deals with, namely the theoretical side and the practical side and the amount of interaction between them in order to develop the educational process and obtain the best learning results and in view of the researcher's knowledge of references, sources, and his modest experience in handball being one of the course instructors. notice the lack of interest in the psycho-mathematical aspect in learning basic skills, especially in those with neurological linguistic programming (visual - auditory - sensory), which leads to weakness in learning some types of basic skills in handball, which is reflected negatively on employing the theoretical information that is given to the student to serve the applied side of practical performance and then its effect on the level and degree of learning, the research aims to prepare skill movement kinematics according to neurological linguistic programming and to identify

these exercises in developing the motor balance of students and then get acquainted with the teaching of handling and correction skills by hand as for the research hypotheses, there are statistically significant differences between the results of the pre and post- tests in developing the balance the motor is in favor of the post test, and there are statistically significant differences between the tribal and the post results in learning the handling and correction skills with handball and in favor of the post test. There are statistically significant differences between the experimental and control groups and in favor of the experimental group.

Research objective:

- Identify the extent of the influence of skill motor exercises according to NEURAL BRAIN PROGRAMMING in developing motor balance.
- Learn the skills of handling and aiming with handball.

Research methodology and field procedures:

Research Methodology:

The researcher used the experimental approach, which is an attempt to control all the basic factors affecting the variable or dependent variables in the experiment except for one factor that the researcher controls and changes in a specific way with the intention of identifying and measuring its effect on the variable or dependent variables, it is a dual experimental design.

research community:

To define the research community, the researcher defined the research community accurately and in an intentional manner and clarified its elements and the units that make it up, as the research community consists of the second stage students at the Faculty of Physical Education and Sports Science / University of Kirkuk, who total (248) students in the academic levels (A, B, C, D) .

The research sample:

The total number of the sample reached (54) students within two divisions (B and E), at a rate of (21.77%) from the research community. A Neural brain programming Scale has been applied to define NEURAL BRAIN PROGRAMMING systems in one of the classrooms. The scale forms have been distributed to students and clarification has been made Instructions for answering and setting a time (15 minutes) to answer the paragraphs of the scale. After the students finished answering, the forms were collected and emptied in a special form for the purpose of specifying the sample according to NEURAL BRAIN PROGRAMMING systems. After this was done, each division was chosen separately to represent the two research groups in order to equal the number Students between the two groups and the approach of the number of students in the two groups in terms of dividing the sample according to NEURAL BRAIN PROGRAMMING. Thus, the two groups were chosen in a random manner and in the lottery method to represent the experimental group and its number (27 students) and according to the following division (7 optical), (6 audio), (14 sensory) Represented by Division (B) and the other group, the remaining (27 students), and according to the following division (8 optical), (6 audio), (13 sensory).

Sample homogeneity:

The researcher made some measurements of the variables (age, weight, height) for all the sample members into two experimental and control groups in order to identify whether there were differences between the entire sample population in these variables.

Equal sample:

After the research sample was divided into two control and experimental groups, the researcher extracted parity between the two groups, to ensure that there were no significant differences between the two research groups in information processing and handling and correction skills.

Tools:

- Weight and height measuring device.
- Japanese hand-made stopwatch, count (2).
- Kenco Manual Electronic Calculator.
- Tests and measurements.
- Handball field.
- Handball goals (2).
- Legal hand balls, count (15).
- People.
- Sticky tape.

Field research procedures:

Cognitive processing of information:

The researcher has examined many sources, scientific references, studies and research for the purpose of finding a scale through which the amount of information processing is identified by a sample of research, and the researcher only found your measure of handling your information and the translator into the Arabic language and the user in a number of studies that aim to measure information processing at University students. The researcher obtained the original source of the scale (Schmeck, 1983)[(1)].

This scale consists of (62) items to determine the dimensions of information processing and its operations that characterize university students, classified into four sub-axes, namely: -

- The Deep Processing Axis consists of (18) items related to how the student organizes, classifies and analyzes academic information in order to absorb it in a deep and accurate manner, and then work to evaluate and criticize it.
- The focus of the systematic study, and it consists of (32) items related to how the student organizes his time and effort during studying and preparing for exams, and he called you (how we study).
- The axis of retaining scientific facts, and it consists of (7) paragraphs related to the ability to store study information in the brain, and retrieve it effectively when needed.
- The topic of detailed and expanded treatment. It consists of (14) paragraphs related to the student's ability to expand the subject matter with his own additions, and his attempts to express scientific ideas in his own style and find direct practical applications for them.

After that, the researcher presented the four paragraphs of the scale through a questionnaire to a group of experts and specialists in the field of tests, measurement, handball and the field of education and psychology to find out the suitability of the scale paragraphs for

the second stage students in the College of Physical Education and Sports Science / University of Kirkuk and its measurement of cognitive processes i.e. information processing at university students, and the extent to which they retain the original meaning as originally mentioned, and after collecting and emptying the forms, the extent of experts agree on the validity of the paragraphs to measure the amount of information processing for university students in addition to its suitability for the research sample after the experts recommended that this scale be accompanied by another measure to measure the aspect Skill knowledge of handball game skills.

Neural Brain Programming Test:

This test consists of (30) paragraphs to define the pattern for thinking, processing, storing and recalling information among students between (audio, visual, and sensory). The answer to each question includes three alternatives, each alternative showing a type or system from the three mentioned systems, and this test was taken from Among the four tests for representative systems are:

1. Neural brain programming Test for Representative Systems of Costurcom
2. Neural brain programming Test for Representative Systems of [1].
3. NEURAL BRAIN PROGRAMMING Test for Representative Systems of [2] .
4. Neural brain programming Test for Representative Systems of [3] .

After the above-mentioned tests were presented to a group of experts and specialists in physical education and psychology, the (Costurcom) scale for representative systems was chosen, and accordingly the researcher presented the test paragraphs to a group of experts in the Arabic language, physical education and psychology, to determine his apparent sincerity in terms of the suitability of his paragraphs Students of the Faculty of Physical Education and Sports Science and their testing of systems of representation and thinking, and that was true, as experts stressed the possibility of using the (Costurcom) scale on the research sample.

Skill tests: Handling, Correction.

Pre- tests:

The researcher carried out the tribal tests on the research sample at exactly nine o'clock in the morning on 5/10/2019 applying the (Shammak) scale for processing information and the NEURAL BRAIN PROGRAMMING scale in one of the classrooms, as the scale forms were distributed to the sample students and set a time (30 minutes) For each of the two tests i.e. (15 minutes) for each test, for the answer, the instructions for answering the paragraphs of the scale have been clarified, and after the students have finished answering the forms, the results have been collected and emptied in special forms for the ease of statistical work. And for each test according to the nature of its data registration to facilitate the work and record the results obtained by each student, while preparing the necessary tools for the tests, the researcher worked to install all the conditions related to the tests such as place and time and the method of implementation and the individual work team each and its location in order to work as much as possible to create the same conditions for post-test.

The main experience:

The researcher applied the educational method for exercises according to neural programming on 10/10/2019 with an average of two educational units per week for the experimental group and by (24) educational units. The duration of the educational unit (90 minutes).

Post-test:

After completing the implementation of the main experiment, the post-tests were conducted for the experimental and control research groups, and the researcher created the same conditions in which the tribal tests were conducted in terms of test time and the sequence of performing the tests and using the same auxiliary tools with the unification of the auxiliary team in the two tests.

Table (1) shows the value of (T) calculated between the pre - and post- tests of the research group controlling in the information processing test and the skill tests

Variables	MU	Programming classification	N	Pre-test		Post-test		A, D	Std, D	T Calculated	T tabular	Significance
				A	Std	A	Std					
Data processing	Degree	Visual	8	40.51	5.46	40.66	4.16	0.37	4.95	0.19	*2.365	Non-Sign
	Degree	audio	6	41.64	4.24	42.55	3.27	0.90	3.02	0.79	2.571**	Non-Sign
	Degree	sensory	13	42.04	4.65	43.12	5.52	1.08	4.71	0.81	***2.179	Non-Sign
Handling	Repetition	Visual	8	6.42	1.87	7.37	0.85	0.94	2.46	1.08	2.365	Non-Sign
	Repetition	audio	6	7.15	2.22	7.94	1.41	0.78	3.75	0.51	2.571	Non-Sign
	Repetition	sensory	13	6.25	1.04	7.52	1.20	1.27	4.99	0.91	2.179	Non-Sign
Correction	Degree	Visual	8	0.20	0.24	0.37	0.57	0.17	0.59	0.82	2.365	Non-Sign
	Degree	audio	6	0.33	0.51	0.57	0.54	0.16	0.47	0.86	2.571	Non-Sign
	Degree	sensory	13	0.17	0.41	0.33	0.43	0.15	0.54	1.05	2.17	Non-Sign

Table (2) shows the value of (T) calculated between the pre- and post- tests of the research group Experimental in the information processing test and the skill tests

Variables	MU	Programming classification	N	Pre-test		Post-test		A, D	Std, D	T Calculated	T tabular	Significance
				A	Std	A	Std					
Data processing	Degree	Visual	7	41.28	3.54	45.12	2.13	0.37	4.95	4.90	*2.447	Sign
	Degree	audio	6	41.56	3.70	45.95	0.32	0.90	3.02	8.65	2.571**	Sign
	Degree	sensory	14	42.76	4.47	46.14	1.47	1.08	4.71	5.98	***2.16	Sign
Handlin	Repetiti	Visual	7	11.8	1.2	8.72	0.3	0.9	0.6	7.26	2.447	Sign

g	on			7	0		6	4	7			
	Repetition	audio	6	11.65	2.18	9.77	0.24	0.78	0.94	9.50	2.57	Sign
	Repetition	sensory	14	6.88	1.33	9.59	0.66	1.27	1.41	9.22	2.16	Sign
Correction	Degree	Visual	7	6.13	0.37	3.16	1.58	0.17	0.73	10.97	2.447	Sign
	Degree	audio	6	6.12	0.70	3.22	1.36	0.16	0.94	7.10	2.571	Sign
	Degree	sensory	14	0.14	0.38	4.52	0.78	0.15	1.22	13.35	2.16	Sign

Through the previous results that were presented and analyzed for the pre and post tests and for the control and experimental research groups in the information processing test and learning tests for some basic handball skills, it appears that there are statistically significant differences for the experimental group, and for the benefit of the remote tests and the researcher attributes the causes of these differences to the effect of the curriculum prepared from before the researcher, we find that his effect was effective in (information processing and in learning the basic skills under study and then helped to show clear progress in the level of skill performance among members of the experimental group, as the gradual progress in providing skills from easy to difficult and from simple to complex led to reaching positive results, besides that the handball game is characterized by a multiplicity and diversity of its skills and attitudes, which contributed to creating an atmosphere of pleasure and desire to learn its skills, and progress by students, and this indicates that the educational curriculum prepared for the experimental group was appropriate to the level of the sample and its absorption as well as it was built on sound scientific foundations and was properly implemented by one specialist. This came as a result of proper planning to prepare students skillfully Unpleasant, and trying to reach the best level in learning skills, and this was confirmed by [4]in that "one of the natural phenomena of the learning process is that there must be an improvement in learning as long as the teacher follows the steps of the proper foundations for learning and education and for the beginning of learning to be It is necessary to clarify the explanation and presentation and exercise on the correct performance and focus on it until the solidification and stability of performance. " The careful planning upon which the educational curriculum is based leads inevitably to the development of learning and this is consistent with what he mentioned [5]that "the primary goal of the educational curriculum is to acquire new skills, mastery and development in advance because learning is the way in which information is acquired or skills or capabilities, whether as a result of experience, practice or training. "

The lack of development in the image required for the control group can be attributed to the lack of students' knowledge of how to handle effective information and the focus of the teaching staff on the lowest category of educational goals in the cognitive field which is the category of remembering without understanding, and that the low academic and skill achievement does not mean weak ability or lack of intelligence or low level, rather, it is the weak ability to process information effectively and positively, and the high development in the cognitive field can be attributed to the close and clear link between the educational and applied aspects of the program.

The educational curriculum prepared for the experimental group with its sub-strategies greatly contributed to increasing the ability to process information among students, as it did not focus on preserving and storing many facts and information and remembering them only, but its goal was to focus on developing higher capabilities for thinking and confirming understanding, application, analysis, and evaluation, thus increasing the ability of students on processing information effectively and positively, it is important for the student to learn how to think instead of what to think and learn to solve problems in a scientific and logical manner, how to deal with information and how to obtain it, and be aware that each problem has more than one solution and more than one method to reach this solution.

Also, the educational curriculum prepared for the experimental group with an information processing strategy contributed greatly to increasing the amount of learning for some basic handball skills, which indicates its relevance. The use of the principle of diversification in applied exercises also stressed this [6]that "diversifying and organizing exercise experiences in the duration of exercise and diversity in movement will increase the acquisition of educational experience through deriving variable exercise experiences that increase the ability to perform the skill better" as well We cannot overlook the role of motivation for performance, which was represented in suspense, excitement and competition among students of the experimental group for the diversity of exercises of the prepared curriculum and its different forms. The curriculum prepared by the researcher to help teach these skills is new to students and raises a state of curiosity and a desire to experiment and get rid of the state of boredom the example is to follow the traditional methods, which in some respects stay away from suspense and excitement.

Although the control group was provided with theoretical information about the learned skill and that information is available in the methodological book, and the dependence is on the preservation of this information, the experimental group was the differences in its favor in increasing the amount of theoretical learning of these skills, due to the educational curriculum, which was prepared for the experimental group The goal was to provide students with the ability to use cognitive information to solve their practical performance problems since "the cognitive aspect is one of the basic conditions for implementing any motor skill and without it one of the main ingredients of learning is absent," which indicates the importance of cognitive learning alongside practical practice in increasing the amount of Skillful learning [7],emphasizes that "the cognitive field is the first set of attributes and features that communicate and deepen knowledge and that take the form of multidimensional skills dependent on the focus in order to record, retrieve and process an individual's information."

Conclusions and recommendations:

Conclusions:

By presenting and discussing the results, the researcher reached the following conclusions.

- - The effect of the exercises was effective in processing information and in learning the basic skills under study, which showed clear progress in the level of skill performance among the members of the experimental group.
- - The educational method for handling information between its folds with NEURAL BRAIN PROGRAMMING (visual, auditory, sensory), and their mental characteristics has achieved positive results in increasing the ability to process information and in learning some basic skills with handball

- - Students with NEURAL BRAIN PROGRAMMING have the ability to process information, and to learn better than female learners with NEURAL BRAIN PROGRAMMING (visual, auditory), the effectiveness of the activities, methods, and methods used to present information processing that are appropriate to the learning patterns of NEURAL BRAIN PROGRAMMING subjects, (visual , Auditory, sensory) and then contributed to the excitability

Recommendations:

- The researcher recommends activating the use of the information processing method in learning some basic skills with handball for second stage students in colleges of physical education because of its positive impact on that.
- And to provide students with the skills that make them able to objectively address the solutions to problems that arise, and to give them experiences from interactions in working with real problems
- Using information processing strategy to learn basic skills in other individual or team games and to compare its results with the current research.

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