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## The percentage of the contribution of mental alertness to the performance of the optional motor group for students of the College of Physical Education and Sports Sciences for Girls

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### Abstract

The movement formation is almost traditional or an exact copy of previous movement formations, which are supposed to be innovative. The reason is due to one of the variables related to the performance, which is the student's lack of mental alertness, which would give the student the ability to innovate, focus, and have flexibility in thinking during the performance. This study aims to identify the statistical values of mental alertness and the performance of the optional motor combination in rhythmic gymnastics among the research sample, and to identify the relationship between mental alertness and the performance of the optional motor combination in rhythmic gymnastics in the research sample, as well as identifying the percentage of mental alertness' contribution to the performance of the optional motor combination in rhythmic gymnastics in the sample. Research and devise a predictive equation for the level of performance of voluntary motor formation in terms of mental alertness in the research sample. The two researchers used the descriptive approach in the survey style and correlational relations to suit the nature of the research problem and its objectives, as the research population reached (107) female students, and the research sample was chosen randomly, as (10) were chosen. (50) female students for the exploratory experiment and (50) female students for the main experiment, at a rate of 46.728%. The results were presented, analyzed and discussed, and the most important conclusions were reached: Mental alertness has a good contribution rate in performing the optional motor combination, which confirms its effectiveness in performing the optional motor combination in rhythmic gymnastics, and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education). The most important recommendations were reached: Emphasizing the knowledge of the importance of mental alertness by female teachers. The subject and how to improve it among female students in order to improve the level of skill performance.

**Keywords** | mindfulness, voluntary movement formation, rhythmic gymnastics

### Introduction:

Scientific research in the field of physical education still contributes to changing the old approved methods and working to develop them by adopting good and new scientific formulas to raise the level of the educational process, as modern studies and research seek to find the best methods used in order to reveal the variables related to the level of skill performance for all activities and events, including Rhythmic gymnastics, and given the specificity of performance in rhythmic gymnastics in the field

of demonstrating performance techniques and the field of artistic presentation, regarding the possibility of performing skills in implementing a number of difficulties, good motor abilities must be available in addition to the possibility of innovation in linking skills. Therefore, the proper interaction between indicators of motor and mental abilities is reflected. Positively on the performance level of the motor formation. This connection requires the student to be more aware and attentive to every skill executed in the movement formation, that is, to be alert and

present in her body and mind during performance, which reflects her enjoyment of mental alertness, as Brown indicates that “it is a state in which the individual is attentive and aware of what is happening around him at the present time” (14). Mindfulness in sports practice, as Fan points out, is an important part of sports psychology, as it helps athletes take full advantage of their physical and mental potential. Through deep focus and comprehensive attention, athletes can improve performance, increase emotional control, and enhance harmony between the body and the mind, improving attention and concentration, as research shows that consistent mental alertness helps improve the ability to focus and pay attention to specific tasks and notice important details, and contributes to improving the ability to think deeply, analyze accurately, and solve problems by enhancing mental performance (21). As a result, the mentally alert student goes through an increased state of cognitive contemplation, which makes her able to be creative and find appropriate alternatives at the right time. This has a positive impact on performance, and mental alertness is no less important than motor, physical, and skill abilities, as it is an influential aspect of the performance of the motor formation in terms of the ability to Discernment and attention during performance. Through the experience of the two researchers as teachers of the subject, they found that the movement formation is almost traditional or an exact copy of previous movement formations, which are supposed to be innovative. The reason is due to one of the variables related to performance, which is the student’s lack of mental alertness, which would give the student the ability to innovate and focus on the flexibility in thinking during performance, which makes skill performance weak. Hence, the importance of the research lies in determining the extent of the contribution of mental alertness to the performance of the movement formation and putting the results in front of the teaching of the subject to focus on improving the level of mental

alertness of the female students, which reflects positively on the performance of the movement formation in rhythmic gymnastics. The research aims to identify the statistical values of mental alertness among the research sample. And identifying the statistical values of the optional motor formation in rhythmic gymnastics in the research sample, and learning about the relationship between mental alertness and the performance of the optional motor formation in rhythmic gymnastics in the research sample, and identifying the percentage of mental alertness ’ contribution to the performance of the optional motor formation in rhythmic gymnastics in the research sample, and then deriving an equation. Predictive of the level of performance of the optional motor selection in terms of mental alertness in the research sample. The research hypotheses were that there is no statistically significant relationship between mental alertness and the performance of the optional motor selection in the research sample. There is variation in the percentage of mental alertness ’ contribution to the performance of the optional motor selection in the research sample. As for the areas of the research included the human domain: third-year students in the College of Physical Education and Sports Sciences for Girls for the year 2022-2023, the temporal domain: the period from 3/17/2023 until 4/28/2023, the spatial domain: the indoor hall in the College of Physical Education and Sports Sciences for Girls/University of Baghdad.

#### **Definition of terms:**

Karvin defines mindfulness as: “a continuation of being present in the mind on an intentional basis. It includes two aspects, the first of which is awareness and the second is attention. Awareness increases through general surveying and continuous and constant monitoring of the experience, while attention increases from the degree of sensation of the experience and focus on it” (22).

**Method and procedures:**

The two researchers used the descriptive approach in the style of survey and correlational relations to suit the nature of the research problem and its objectives. The research population was determined by the third-year female students in the College of Physical Education and Sports

Sciences for Girls / University of Baghdad for the academic year 2022-2023, who numbered (107) students, and the research sample was chosen randomly, as it was (10) female students were selected for the exploratory experiment and (50) female students were selected for the main experiment, with a percentage of 46.728%.

**Table .1**

The research community and its sample	Main experiment	exploratory experiment	Presentge
107	50	10	%46.728

**Means of collecting information, devices and tools used**

**Supplementary means and tools:**

Arab and foreign sources and references, mental alertness scale (Appendix 1), personal interview, expert opinion poll forms, registration forms, tests and measurement, (20 balls).

**Field research procedures:**

Mental alertness scale: After reviewing several studies related to the research topic, the two researchers relied on the mental alertness scale by (Abdullah, Ahlam) (1) (Appendix 1), which was based on the self-design theory (special and differential treatment), which is defined as Mindfulness means that “it manages memory through self-activity and satisfies basic psychological needs for self-authentication. People who are mentally alert to sensory experience have more memory than people who engage in distracted work.” The scale consists of (35) items distributed over four dimensions: The first dimension ( Attentive Excellence) contains (12) paragraphs, the second dimension (openness to newness) contains (12) paragraphs, the third dimension (orientation towards the present) contains (6) paragraphs, the fourth dimension (awareness of different points of view) contains (5 ) paragraphs, and the answer to this scale is done with a five-dimensional scale: (Always applies - Often applies - Sometimes applies -

Rarely applies - Never applies) respectively. As for the degrees of the alternatives for the weights, they are distributed from right to left (5-4 - 3-2-1) for positive items and vice versa for items with a negative trend, and the lowest score for the scale is (35) and the highest score for the scale is (175) with a hypothetical mean (105). Evaluation of the performance of the optional movement formation: The performance of the optional movement formation was evaluated by three experts and specialists in the field of gymnastics, and a performance evaluation score of (10) was adopted, and the average (arithmetic mean) of the three arbitrators 'scores was calculated. The exploratory experiment: The exploratory experiment, as referred to by the Arabic Language Academy, is “a preliminary experimental study carried out by the researcher on a small sample before carrying out his research with the aim of choosing research methods and tools” (2) and in order to identify the difficulties and problems that the researchers may face when implementing the main experiment. to ensure the validity of the tools used in the research and to verify the scientific foundations of the scale, the two researchers conducted the exploratory experiment on April 13, 2023, corresponding to Thursday at nine in the morning, on a sample of (10) female students.

**Scientific foundations of the scale:**

**Honesty:**

The two researchers relied on content validity by presenting the scale in a questionnaire form to a group of experts and specialists to poll about the validity of the scale and its suitability for the research sample. After collecting the data, the results resulted in the experts agreeing on the validity of the scale for the research sample at a rate of 100%.

**Stability:**

The two researchers extracted the reliability coefficient using the split-half method, then applied the score correction equation using the Spearman-Brown equation. After extracting the results, the value of the reliability coefficient reached (0.858), and after applying the correction equation the reliability coefficient reached (0.923). This indicates that the scale has a high degree of stability.

**Main experience:**

After completing the exploratory experiment, the two researchers conducted the main experiment

on April 19, 2023, corresponding to Wednesday, on the main experiment's sample of (50) female students. They distributed the forms for the mental alertness scale, with the help of the assistant work team, to the members of the research sample. After completing the answers and collecting the forms, a survey was conducted. The performance of the movement formation was evaluated in the presence of three arbitrators in the field of gymnastics. The evaluation score was (10) degrees, and the evaluation score was calculated by means of the arithmetic mean of the three arbitrators' scores.

**Statistical methods:**

The two researchers used the statistical package (SPSS) to conduct statistical treatments.

-arithmetic mean. median. Standard deviation. Correlation coefficient (Pearson). - Correlation coefficient (Spearman).

**Results:**

Presentation and analysis of statistical estimates for the investigated variables:

**Table .2** Shows the arithmetic means and standard deviations of the investigated variables

Variables	Asthmatic mean	Standered deviation	Median	torsion modulus
Mindfulness	122.48	7.629	121	0.581
Optional lineup performance	6.18	1.475	6	0.366

The table shows that the torsion modulus values for the investigated variables reached (0.581 for mental alertness and 0.366 for optional selection performance). This indicates that the data is moderately distributed because the torsion modulus values were limited to (+ - 1).

**Table .3** Shows the calculated T value between the arithmetic mean and the hypothetical mean for the mental alertness scale

Variables	Arthmatic mean	Standered deviation	hypothetical mean	Calculated T value	Sig	Statistical significance
Mindfulness	122.48	7.629	105	34.021	0.000	Sign

\*Significant if sig ≥0.05

**Presentation and discussion of the results of the association between mindfulness and selection performance:**

**Table .4** Shows the values of the correlation coefficient between mental alertness and the performance of voluntary motor selection

Variables	Correlation coefficient value	Sig	Significance
Mindfulness			
Optional lineup performance	0.795	0.000	Sign

Significant if sig ≥0.05

**Percentage of the contribution of mental alertness to the level of performance of optional motor formation in rhythmic gymnastics:**

**Table .5** Shows the value of the regression coefficient for voluntary motor formation in terms of mental alertness

Search variables	Coefficients		correlation coefficient	Correlation nature	calculated f value	Contribution percentage
	Coefficient nature	coefficient value				
Fixed limit	Stable A	1.254	0.795	Simple	8.275	0.632
Mindfulness	B	0.862				

F value calculated at percentage error (0.05)

Predictive equation = 1.254 + 0.862 x performance score for the optional motor configuration.

**Discussion:**

Table (3) shows that there are statistically significant differences between the arithmetic mean and the hypothetical mean for the mental alertness scale, and in favor of the arithmetic mean for the research sample, as the sig value was smaller than 0.05. This indicates that the members of the research sample enjoy mental alertness, and the researchers attribute this to the effect of the motor exercises that the female students perform. During lectures in the academic years at the College of Physical Education, which utilizes stability, focus, mental imagery, and attention, as well as the effect of skill and tactical exercises for sporting events practiced by the student in the college, which gave her a state of mind through which awareness occurs and attention is focused in an intentional way on present or present experiences without issuing judgments or evaluating them. Which was born as a result of the accumulated experiences of the previous academic years, as (Al-Nouri) believes that “mental alertness is a way for the individual to have a high degree of awareness of what is going on inside and outside of him in the environment, with a focus on the present, realistic moment” (8)

and this agrees with (Al-Harithi). He states, “It is a flexible field of mental ability that is not tied to a particular point of view. It allows for a good and open view of a person’s mental and sensory experiences without issuing judgments.” (3) As Najwani sees it, “mental alertness is the constant monitoring of present experiences and facing current events as they are.” Without issuing evaluative judgments on them” (7). The researchers also attribute the results that emerged to the psychological characteristics that are supported by practicing sports activities in college, as well as to the positive effect of the physical, motor, and skill exercises that are applied during practical lessons, as (Ali) indicates that “ Physical and movement exercises have a positive effect in representing the physical perception, as practicing exercises gradually increases the focus on performance and by regular practice of exercises, which gives one a clear and conscious mind, in addition to the gradual increase in performance” (4). Zaid also points out: “The exercises, due to their special nature and diversity, whether they are practiced with or without an instrument or whether they are performed individually or in pairs, provide the

principle of giving appropriate opportunities to express desires and inclinations, in addition to the pleasure that the student gains through practicing them” (13). Table (4) shows the presence of a significant and positive correlation between mental alertness and the performance of the elective assortment. This means that if the student has a high degree of mental alertness, her performance in the elective assortment will be better. That is, the higher the degree of mental alertness of the student, the higher her performance. The researchers attribute this result to When the student performs the optional motor combination, it will reflect her ability to present the learned skills in a new and thoughtful way. Likewise, there will be adaptation and harmony between the motor weight and the musical rhythm of the optional motor combination. This requires the student to have mental alertness that helps her in performing the combination, as Langer points out: “Vigilance Mindfulness is the ability to look at things in a new and thoughtful way with feelings, and it results from the individual’s tendency to present knowledge in an indisputable way, which leads to automatic responses that may work to make him able to make choices” (17), and the two researchers believe that mindfulness has a positive role in Performing the optional motor combination, as Saghbini points out, “enhances the focus of attention and gives the student the ability to change mental states by changing positions, not being stuck in the familiar, and presenting ideas about responses that do not belong to one category, as the focus resulting from alertness improves performance at work, in study, and in sports performance.” (5), as the two researchers believe that performing the optional combination requires having the ability to relax and have complete physical and mental awareness when performing the skills and linking them together and harmonizing with the rhythm, and here comes the role of mental alertness, as Al-Toto points out, as it "supports and develops awareness in registering stimuli and includes The physical senses, the activities of the mind, and

direct communication with reality” (6), where Jinan points out, “In order to achieve meaningful learning and increase the level of effectiveness of mental information processing processes, it must be mediated by employing multiple cognitive mental processes, and in reasonable times that contribute to facilitating the task of storing Information, transferring it, and integrating it into the students ’cognitive structure (11), and Saba points out (that obtaining knowledge results from personal experiences, experience, and practice, and is linked to the individual’s mental processes and his way of perception) (12). It is clear from Table (5) that Huda indicates that performing the optional motor formation with focus, enthusiasm, and a sense of dealing with the requirements of the performance keeps the student immersed in the performance with complete alertness (16). Ibtihal also indicates that there are many indicators that confirm that The interrelation between motor formation performance and mental alertness, including the students ’ability to control parts of the body and maintain their balance while executing the skills” (10), and the use of exercises and their variety, which are performed in a manner consistent with the nature of skill performance, has an impact in improving performance and high concentration, as The movements that the student performs, as mentioned by Zahraa, (require sufficient strength, accompanied by appropriate speed, good flexibility, and high attention and concentration, so that the performance is consistent) (20). Mental alertness is demonstrated, as Duaa indicated, (in that it enables the student to organize and control her behavior, and that the capable student To monitor oneself is the one who has positive internal orientations towards learning (15), and Alia points out that (mental alertness is determined through explicit and implicit actions and responses to direct the mind towards performance) (9) and also as (Tamara et al.) indicated that it is ( It works to improve the students ’ability to deal with information and their way of understanding, remembering, and

perceiving, and their reliance on many formats to classify, analyze, store, and retrieve this information when necessary (19), and this has been reflected, as Reem mentioned, in the students' performance and increased self-confidence, desire, and motivation) (18)

### **Conclusions:**

- 1- The members of the research sample have awareness of what is going on in the environment, focus, attention, and awareness of the current experience, and this came as a result of their enjoyment of mental alertness.
- 2- The enjoyment of mental alertness by the members of the research sample has a positive role in performing the optional movement formation in rhythmic gymnastics.
- 3- Mental alertness has a good percentage of contribution to the performance of the optional motor combination, which confirms its effectiveness in performing the optional motor combination in rhythmic gymnastics.
- 4- Devise a linear equation to determine the predictive value of the level of performance of the optional lineup in terms of mental alertness.

### **Recommendations:**

- 1- Conduct similar research to measure other variables and on different samples.
- 2- Emphasizing that knowledge of the importance of mental alertness by subject teachers and how to improve it among female students serves to improve the level of skill performance.
- 3- Conduct similar research on other subjects in physical education and sports sciences.

### **Author's declaration:**

**Conflicts of interest:** None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

**Ethical-Clearance:** this manuscript approved by local ethical committee of physical education and sport sciences college for women on (January /2024)

### **Author's contributions:**

All contributions of this study were done by the researchers (H.E. and S.R.) who get the main idea and work on writing and concluding also with number of experts, Warda Ali Abbas (Physical Education and Sport Sciences College for Women/ University of Baghdad) in Statistics, Ali Makki in revision, Nour Riadh in translating, Huda Shihab in proofreading

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(Appendix 1)

**Mindfulness questionnaire**

Seq .	Items	Always apply to me	Often apply to me	Sometimes apply to me	Rarely apply to me	Never apply to me
1	find myself able to listen to someone and do other things at the same time					
2	I am curious					
3	It takes part of my mind away from the work he is doing					
4	I use all the tools available to improve my abilities					
5	I try to solve problems, whether they are pleasant or annoying					
6	I have the ability to create abstract solutions to problems					
7	I tend to do a number of things at the same time					
8	I do not limit myself to one way to solve the problems I face					
9	Use some new thinking strategies to face difficult situations					
10	I see that all academic subjects are interconnected					
11	Use my past experiences to address similar problems in the future					
12	I feel like I'm direct automatically without being aware of what I'm doing					
13	It's easy for me to get distracted					

14	I try to benefit from the opinions of my colleagues to solve a specific problem					
15	Have the ability to predict events					
16	I'm curious to know what I will learn from observing things that interest me					
17	It's hard to find the words to describe what I'm thinking					
18	I am aware of all my thoughts and feelings for others					
19	I find myself having to think in a way (I think therefore I exist)					
20	I'm curious to know what's going on in my mind moment by moment					
21	I get involved in activities with others without being sure that I am paying attention to them					
22	I am a flexible person					
23	I can judge whether my thoughts are good or not good					
24	I perform my jobs and tasks assigned to me automatically without realizing what I am doing					
25	I talk about my mistakes and find them a way to learn from them					
26	I tend to evaluate whether what I perceive is right or wrong					
27	I tend to try everything new					
28	I am aware of the serious consequences of my actions					
29	I am a creative person					

30	I judge which things are worthy of attention and which are worthless based on my experiences					
31	I have a sense of humor and wit					
32	I feel anxious about any developments occurring in my life					
33	I am good at choosing words that describe my feelings					
34	Accept all pleasant and unpleasant thoughts					
35	Have irrational thoughts					

## نسبة مساهمة اليقظة الذهنية في أداء التشكيلية الحركية الاختيارية لطالبات كلية التربية البدنية وعلوم الرياضة للبنات

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2&1 جامعة بغداد / كلية التربية البدنية وعلوم الرياضة للبنات

مستخلص البحث

ان التشكيلية الحركية تكاد تكون تقليدية او نسخة طبق الأصل من تشكيلات حركية سابقة والتي من المفترض ان تكون مبتكرة والسبب يعود الى احد المتغيرات المرتبطة بالأداء والتمثل بعدم تمتع الطالبة باليقظة الذهنية والتي من شأنها منح الطالبة القدرة على التجديد والتركيز والمرونة في التفكير خلال الأداء، وهدفت هذه الدراسة الى التعرف على القيم الإحصائية لليقظة الذهنية وأداء التشكيلية الحركية الاختيارية بالجمناستك الإيقاعي لدى عينة البحث، والتعرف على العلاقة بين اليقظة الذهنية وأداء التشكيلية الحركية الاختيارية بالجمناستك الإيقاعي لدى عينة البحث، وكذلك التعرف على نسبة مساهمة اليقظة الذهنية في أداء التشكيلية الحركية الاختيارية بالجمناستك الإيقاعي لدى عينة البحث، واستنباط معادلة تنبؤية لمستوى أداء التشكيلية الحركية الاختيارية بدلالة اليقظة الذهنية لدى عينة البحث، واستخدمت الباحثتان المنهج الوصفي بأسلوب المسح والعلاقات الارتباطية لملائمته طبيعة مشكلة البحث وأهدافها اذ بلغ مجتمع البحث (107) طالبة، وتم اختيار عينة البحث بالطريقة العشوائية اذ تم اختيار (10) طالبات للتجربة الاستطلاعية و(50) طالبة للتجربة الرئيسية ونسبة 46.728%. وتم عرض وتحليل النتائج ومناقشتها وتم التوصل الى اهم الاستنتاجات: اليقظة الذهنية لها نسبة مساهمة جيدة في أداء التشكيلية الحركية الاختيارية مما يؤكد فاعليتها في أداء التشكيلية الحركية الاختيارية في الجمناستك الإيقاعي وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد). وتم التوصل الى اهم التوصيات: التأكيد على ان تكون المعرفة بأهمية اليقظة الذهنية من قبل مدرسات المادة وكيفية تحسينها لدى الطالبات خدمة لتحسين مستوى الأداء المهاري.

اليقظة الذهنية، التشكيلية الحركية الاختيارية، الجمناستك الإيقاعي

الكلمات المفتاحية