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Attentional control and the percentage of its contribution to the level of performance of the kinetic formation with the hoop tool in rhythmic gymnastics for students of the College of Physical Education and Sports Sciences for woman

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Abstract

The purpose of this paper is to apply a specialized measure of attentional control with the hoop tool in rhythmic gymnastics and to identify its level, and the level of performance of the kinetic formation of the hoop tool in rhythmic gymnastics for female students of the College of Physical Education and Sports Sciences for Woman. The researchers assumed that there is a significant correlation and contribution to the results of the attentional control measure with the results of a performance test. The kinetic formation of the hoop tool in rhythmic gymnastics in the research sample, and the descriptive approach was adopted in the method of correlational relations on a sample of female students who were chosen intentionally in a comprehensive enumeration method with a percentage of (100%) from the original research population represented by female students of the second stage in the College of Physical Education and Sports Sciences for Woman/University Baghdad, numbering (109) students continuing the morning shift for the academic year (2022-2023), were measured in the field with the scale and tested the kinetic formation of the hoop skills in rhythmic gymnastics over a period of (11) days in the gymnastics hall, and after processing the results with the (SPSS) system, the conclusions were The scale of attentional control with the hoop tool in regulated rhythmic gymnastics is suitable for what it was prepared for in measuring the attentional control of students in the College of Physical Education and Sports Sciences for Woman, and it has the conditions for accepting measurement tools in accordance with the specifications of measurement and evaluation, and it is possible to evaluate this attentional control among female students normatively and verbally through it, and it has Students of the College of Physical Education and Sports Sciences for Woman have an acceptable level of attentional control that enables them to perform the kinetic combination of the hoop tool in rhythmic gymnastics. Attentional control is linked to, contributes to, and positively affects the performance of the kinetic combination of the hoop skills in rhythmic gymnastics, and in a direct direction among the students of the College of Physical Education and Sports Sciences for Woman, and the two researchers recommended It is necessary to pay attention to mental measurement and work to support its precise specialized measurement that accompanies rhythmic gymnastics lessons at the College of Physical Education and Sports Sciences for Woman to increase attentional control because of its positive role in their performance of the kinetic formation of the hoop tool. It is necessary to adopt the results of specialized academic studies in sports tests when striving to improve the skill performance of the kinetic formation of the hoop skills in rhythmic gymnastics for female students, the College of Physical Education and Sports Sciences must increase its interest in increasing the availability of academic specialists in mental measurement to exercise their practical role in supporting the teachers in the rhythmic gymnastics lesson with this category of female students.

Keywords attentional control, kinetic formation, rhythmic gymnastics.

Introduction:

When judging the level of female students, appropriate measurement tools must be available to avoid random subject teachers and improvisation in that evaluation, to suit the

measurement of the mental factor when performing kinetic formation kinetics with the hoop tool, and to be appropriate to the orientations and inclinations of the female students when they perform the kinetics of both the front and back

balance, and the moving balance and the kinetic flexibility of the rotation. On the combs and the compatibility between the eyes and the legs for the successive leg kinetics of the cat jump or the scissors jump, and that a good measure or test, as is known, must have scientific foundations and parameters, as well as evidence that it is suitable for the target sample to measure the type of ability that is important in the game or event, and is easy to apply. And it is low in cost. For example, in the specificity of kinetic formation with the hoop tool in rhythmic gymnastics, most of the skillful kinetics of artistic performance have limitations in the direction of kinetic, its strength and speed, in addition to its direction in the kinetic of the body and limbs. Here, the conditions for the measurement procedures required for special physical and kinetic abilities must be as close as possible to It can be similar to artistic performance in rhythmic gymnastics, so that the work in this approach is based on the specificity of hoop skills in rhythmic gymnastics and the specificity of female students in the College of Physical Education and Sports Sciences. Thus, the scientific productivity expected from studying tests in this field is to serve the educational process of measuring and evaluating female students, as Kinetic performance must have careful control of the body positions in the six sequential kinetics in the kinetic formation of the hoop tool in rhythmic gymnastics, in addition to paying attention to the various surrounding stimuli during the performance so that its flow, aesthetics, and the students' confidence when moving are not affected, so that this measurement is supportive and supportive of those in charge of the educational process. In enhancing kinetic performance through familiarity with everything that affects it, as "attentional control increases the cognitive capacity of working memory for the purpose of processing the largest possible number of cognitive representations that facilitate the process of learning and assimilating the information that the learner receives in the lesson and is one of the main parts carried out by the controller." The central executive in the brain, in terms of controlling stimuli and their connection to the ability to create flexibility and retrieval. This means that attentional control gives the learner awareness and the will to control the

amount of stimuli received and process them in a manner of efficient performance. (8) "The learners' brain also suffers from a kind of lethargy as a result of an abundance of stimuli, fatigue, or fatigue of the mind, which is reflected in the memory of processing information. Activating this memory in the brain increases the learner's perceptions and helps prepare his mind to accept or mobilize information, store it, and retrieve it in a way that allows or it helps in the emergence of the desired response, and this activation is governed by the type and strength of the stimulant or sedative that the learner receives, and advanced psychological studies in this regard confirm that activation can occur whether it is forced or at the desire of the learner, but it is not possible to activate the brain forcibly and obtain desired responses, but rather the one who organizes the educational environment must create the conditions for stimulation by avoiding coercion, regardless of the type of stimulation method that affects the receptors of that stimulation." (7) As "attentional control gives the learner awareness and the will to control the amount of received stimuli and process them in an efficient manner, which gives him the ability to flexible cognitive processing of information and knowledge, which is reflected in the efficiency of the received information, whether the nature of those stimuli is auditory or Visual or both. (10), and through the experience of the two researchers in the fields of measurement, evaluation, and teaching the kinetic formation of the hoop tool in rhythmic gymnastics, they noticed the lack of interest in measuring the mental factor in practical lessons, despite its importance to artistic performance. In addition, measures of the mental factor must be adopted to support interaction in the lesson. It fulfills its tasks, including attentional control, by taking into account the privacy of the students and the specificity of the hoop skills in rhythmic gymnastics. Overall, what was observed is a problem in obtaining the accuracy of the appropriate measurement, and it requires developing solutions, as this problem is considered to have come from an initial observation after the aforementioned deliberation that demonstrated the need. The actual trend towards specialization in testing and measurement, which calls for the design of

measurement tools that take into account this specificity through direct measurement that derives its data from this same sample, and is characterized by ease of application and correction, in order to serve the educational system in preparing and implementing its programs later based on the data of those specialized tools through direct measurement, with the aim of doing so. The research aimed to apply the measure of attentional control in rhythmic gymnastics and identify its level, and the level of performance of the kinetic formation of the hoop tool in rhythmic gymnastics for students of the College of Physical Education and Sports Sciences for Woman. The researchers assumed that there is a significant correlation and contribution to the results of the measure of attentional control with the results of the test of the performance of the kinetic formation of the hoop skills. In rhythmic gymnastics among the research sample.

Method and procedures:

The requirements for reaching solutions to the current problem imposed on the researcher to adopt the method of correlational studies from this descriptive approach, as correlational studies are

defined as “a research method that describes a quantitative description of the values and direction of correlations between variables by examining their phenomena as they are.” (4) The original boundaries of the research community were represented by the female students of the second stage in the College of Physical Education and Sports Sciences for Woman/University of Baghdad, continuing full-time for the academic year (2022-2023), with a total number of (109) female students distributed naturally into four (4) academic divisions. For that stage, which is: Section (A) (26) female students, Section (B) (29) female students, Section (C) (27) female students, and Section (D) (27) female students, the main research sample was chosen intentionally using a comprehensive enumeration method with a percentage of (100%) of the original research community, and the Attentional Control Scale was adopted (Maryam Abdel Wahab 2023) Appendix (1), which is a specialized scale using the collar tool and for the female students of this college themselves, and the foundations and scientific transactions were conducted for it in more than one way, as its structure is shown in Table (1)

Table .1 shows the structure of the scale of attentional control with the hoop tool in rhythmic gymnastics

Five dimensions	Number of paragraphs	Answer alternatives to paragraph statements	Paragraph correction key	Border total degree	Hypothetical mean
Attentional focus	6			6-30	18
Selection and attentional direction	6	completely applies	5	6-30	18
		often applies	4		
Attentional shift	6	sometimes applies	3	6-30	18
Attentional control	6	rarely applies	2	6-30	18
Stimulus-driven attention system	6	never applies	1	6-30	18
Total	30	5	5	30-150	90
The scale contains (5) guiding instructions for answering the paragraphs					

The performance test of the hoop tool in rhythmic gymnastics was also adopted according to the technical performance specifications approved by international law, and in the rhythmic gymnastics lesson at the College of Physical Education and Sports Sciences for Woman/University of Baghdad, by evaluating the artistic performance score by (4) referees, and the highest score and the lowest score are crossed out and combined. The

remaining two grades are divided into (2), so that the final grade is the evaluation of the performance of the kinetic formation of hoop skills in rhythmic gymnastics out of (10) grades. This evaluation was done by filming the students with a video camera and storing the film of these tests on a CD, and then showing it to (4) Arbitrators, unit of measurement: degree.

The two researchers conducted the main survey study in the gymnasium hall at the headquarters of the College of Physical Education and Sports Sciences for Woman/University of Baghdad, for the period of time extending from Sunday, corresponding to (14/5/2023) until Sunday, corresponding to (28/5/2023). By applying it to the female students of the main application sample of (109) female students from the second stage, by following the following procedures for applying the scale and calculating its scores:

- 1- Calculating the weight of each paragraph for the alternative chosen by the responding student by adopting the correction key for the paragraphs.
- 2- The scores of the items were collected to determine the total score for the dimension and the total score for the scale obtained by the student respondent.

The performance test of the kinetic configuration of the hoop tool in rhythmic gymnastics was also applied, which was filmed on video and presented to (4) evaluators to judge the grades for each student according to the previously mentioned law, as the paper scale was applied before conducting the tests for each

student at a rate of (10) students per day of the week. The study was carried out on the last day of measuring (9) of the female students, as the survey continued using the scale and test for the students of this sample for a period of (11) days according to the conditions and instructions for each test, taking into account the rest between one test and another and their need for complete rest to restore energy sources, then they were collected. The data of each student from this sample for both the scale and the kinetic formation performance test for hoop skills in rhythmic gymnastics was processed statistically using the Social Statistical Package (SPSS) system, version (V28), (statistical package for social sciences) by automatically extracting both the percentage values and the arithmetic mean. The standard deviation, the linear (regression) coefficient, the percentage of contribution (contribution), the standard error of the estimate, the (F) test for goodness of fit, the slope (effect) of the (T) test for regression, the law of the hypothetical (evaluative) mean for the scale, and the law of the total score. Each dimension of the scale has a law of the total degree of the scale.

Results:

Table .2 shows the comparison of the arithmetic mean with the hypothetical mean for the scale of attentional control with the hoop tool in rhythmic gymnastics (scale level compared to the test)

Number of female students in the application sample	Number of paragraphs	Total degree	hypothetical mean	arithmetic mean	Std. Deviations	Standard error	Average difference between the two means	T value calculated	Level Sig	Type Sig
109	30	150	90	112.27	4.902	0.47	22.266	47.422	0.000	Sig

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (108) and the significance level (0.05), the unit of measurement (degree)

Table .3 shows the comparison of the arithmetic mean with the hypothetical mean for each dimension of the attentional control scale for hoop skills in rhythmic gymnastics.

dimensions	Number of paragraphs	total degree	hypothetical mean	arithmetic mean	Std. Deviations	Standard error	Average difference between the two means	T value calculated	Level Sig	Type Sig	sequence
Attentional focus	6	30	18	19.8	0.911	0.087	1.798	20.616	0.000	sig	Fifth
Selection and attentional	6	30	18	20.75	0.904	0.087	2.752	31.777	0.000	sig	fourth

direction											
Attentional shift	6	30	18	23.72	0.934	0.089	5.716	63.9	0.000	sig	second
Attentional control	6	30	18	26.32	1.339	0.128	8.321	64.859	0.000	sig	first
Stimulus-driven attention system	6	30	18	21.68	0.942	0.09	3.679	40.789	0.000	sig	third

The difference is significant if (Sig) > (0.05) at the degree of freedom (n-1) = (108) and the significance level is (0.05) and the unit of measurement is (degree)

Discussion:

From reviewing the results presented in Table (2), it becomes clear that the students of the second stage in the College of Physical Education and Sports Sciences for Woman/University of Baghdad averaged their arithmetic mean on the evaluative hypothetical mean for the scale of attentional control with the hoop tool in rhythmic gymnastics, which is considered a criterion for judging the level of the students in it, which confirms This phenomenon was available to them, and this was consistent with the results of the standard evaluation reference for this scale mentioned in Table (3) mentioned above. The two researchers attribute the emergence of these results to the fact that the actual need for the mental factor to control attention during the stages of performing the kinetic formation of the hoop skills in rhythmic gymnastics is what requires or It requires the availability of the required level of this attentional control to facilitate the process of controlling the direction, strength, and speed of kinetic, as well as the direction in the kinetic of the body and limbs to perform both the front and back balance, rotation on the combs, and successive leg kinetics for the cat jump or scissors jump. All of these partial kinetics require attention and control. With this attention and shifting it at the stages of linking them to suit the performance of this kinetic formation in the lesson, as "linking the aspects of attention and reaction constitutes one of the basic requirements in performance, especially since kinetic performance is coupled with the intensity and unity of attention, which results in a good reaction and a correct kinetic response." (2) Also, "to recognize the distinctive characteristics of the skill and the progression of kinetic forms that can be observed, and the

possible errors and instructions that are given to the learner, it is natural that he must focus on them by directing attention on specific parts of the skill or specific parts of the body during the performance". (1) The two researchers also attribute the emergence of this result at this level among the students of the main application sample of female students to the fact that the contact and application in the practical lesson of rhythmic gymnastics helped them acquire mental training, especially when performing the kinetic formation of the hoop tool, and the nature of the body's kinetics and the rotation of the hoop requires awareness of attention. In addition, transform it according to the transition between connected kinetics, so that the composition is aesthetic and gives confidence in the performance without breaks or pauses. Here, the matter requires attention to the body and the surroundings, and this interference in itself requires concentration, direction, control, and control of attention according to what the performance tasks dictate to the students, as it "requires training." Mental: Allocating time to acquire mental skills in light of daily training and specific weekly periods, if the learner decides to develop and control the mental side just as he does the physical side and work in a serious manner in order to save the necessary time. (9) Bandura also believes, quoting (Barakat), that "individuals have the ability to influence their behavior and their environment, by using cognitive processes, that is, when a person arranges the variables of the situational environment and creates cognitive foundations to produce the desired effects that can be derived from them." variables, it exercises the characteristic of self-control and therefore the energy, ability, means, methods or strategies that

enable us to continuously and successfully interact with the environment.” (3) From reviewing the results presented in Table (3), it becomes clear that the students of the second stage in the College of Physical Education and Sports Sciences for Woman/University of Baghdad calculated their arithmetic mean for each of all five dimensions of the scale of attentional control with the hoop tool in rhythmic gymnastics on the hypothetical evaluative mean. For each dimension, the results of attentional control came in first place in the ranking of these dimensions. The researchers attribute the emergence of this result to the students' acquisition of this control of applied factors for sequential kinetic skill performance with performance transitions and the temporal organization of each of them according to the nature of the performance duties for each related skill in the kinetic formation of the hoop tool. In their taught lessons, the levels of attentional

shifting from one stimulus to another increased, stimulating their performance in those stages of this kinetic formation, which requires neuromuscular coordination to link the stages and produce them with a performative aesthetic in accordance with their specifications, by stimulating the internal motivation of the students towards selection and attentional direction at a level that requires focusing attention on this production and its aesthetics. Without technical errors, meaning that the researchers did not interfere in the appearance of this result for the total scale, but rather it came as a result of these factors combined with each other through their interaction with the practical performance of each student and with clear individual differences in the lesson, which together helped in exceeding the value of the hypothetical evaluative mean for the scale and rising above her level in this Descriptive results.

Table .4 shows the statistical parameters of the performance of the kinetic formation with the hoop tool in rhythmic gymnastics

Test	Highest degree for the test	Measuring unit	Arithmetic mean	Std. Deviations	Skewness
Kinetic formation performance (degree)	Out of (10) degree	Degree	6.87	0.862	-0.19

n = (109) the normal distribution of the normal Gauss curve if the value of the convolution coefficient is specified between (3 +)

Table .5 shows the results of the correlation between the investigated variables for the main application sample

Correlation	Performing the kinetic formation with the hoop tool in rhythmic gymnastics			Direction of the relationship
	Simple person correlation coefficient	(sig)	Type sig	
Attentional control with the hoop device in rhythmic gymnastics	0.905*	0.000	Sig	Directly proportional

Table .6 shows the results of linear regression for both the scale and the performance tests

Influencer	Affected	Simple correlation coefficient (R)	Linear regression coefficient (R) ² (coefficient of determination)	Contribution percentage	Standard error of the estimate
Attentional control of the hoop device in	Performing the kinetic formation	0.905	0.818	0.817	0.369

rhythmic gymnastics	of hoop skills in rhythmic gymnastics
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Table .7 shows the results of F tests to examine the goodness of fit of the linear regression model

Influencer	Affected	Variance	Sum of squares	Degrees of freedom	Mean squares	(f)	(sig)	Type sig
Attentional control	Kinetic formation performance	Regressi on	65.635	1	65.635	482.123	0.000	Sig
		Errors	14.567	107	0.136			

n = 109 (F) values are significant if the (Sig) value is > (0.05) at the significance level (0.05)

Table .8 shows the values of the constant term and slope (effect) estimates for the results of each linear regression model

Affected	Variables	β	Standard error	(t)	(Sig)	Type sig
Performing the kinetic formation with the hoop tool in rhythmic gymnastics	Fixed limit	-10.982	0.814	13.494	0.000	Sig
	Attentional control	0.159	0.007	21.957	0.000	Sig

N = 109 Significant (t) value if the (Sig) score is > (0.05) at the significance level (0.05)

The results showed the significance of the relationship of attentional control to the performance of the kinetic formation with the hoop tool in rhythmic gymnastics in the positive direction, the percentage of its contribution and its positive effect, and that the higher the level of female students in attentional control with the hoop tool in rhythmic gymnastics, it will lead to an increase in the level of performance of the kinetic formation with the hoop tool in rhythmic gymnastics. The researchers attribute the emergence This result indicates the goodness and soundness of the measurement with this scale in drawing conclusions from a specialized tool that is appropriate for the students' privacy, and that the nature of the performance requirements for this kinetic group requires each student to control the amount of stimuli in the rhythmic gymnastics lesson, and this cannot be done unless the required level of attentional control is available, considering the importance of The availability of control over external incentives and stimuli requires developing and improving the mental factors that support artistic performance, avoiding fatigue and distractions, and good control over all of this through attentional control, in addition to the impact of attentional control processes... and

other positive things within attentional control whose results are previously explained, as for the rest of the contribution percentage. The amount of (0.183) is attributed by the researchers to random factors that have not been researched, as "individual differences in attentional control also lie in the ability of some learners to quickly switch from one stimulus to another, in addition to the fact that there are some learners who have weak and strong attentional points, and it is believed that learners who have These broad analytical and attentional abilities will be more effective in tasks that require the ability to unify external or internal sensors, or both, and prepare an action plan, clearly demonstrating their ability to adapt to circumstances." (5) Likewise, "the learner needs to be able to control his attention process in order to control it and focus attention on the stimuli that are important to him, and then to be able to make appropriate decisions that are not influenced by stimuli far away from him." (6).

As it is mentioned in similar study (11)

Conclusions:

- 1- The measure of attentional control with the hoop tool in regulated rhythmic gymnastics is suitable for what it was prepared for in measuring the attentional control of female

students at the College of Physical Education and Sports Sciences for Woman, and it meets the conditions for accepting measurement tools in accordance with the specifications of measurement and evaluation, and it is possible to evaluate this attentional control among female students normatively and verbally through it.

- 2- Students of the College of Physical Education and Sports Sciences for Woman have an acceptable level of attentional control that enables them to perform the kinetic formation with the hoop tool in rhythmic gymnastics.
- 3- Attentional control is related to, contributes to, and positively influences the performance of the kinetic combination with the hoop tool in rhythmic gymnastics and the expulsive direction among students of the College of Physical Education and Sports Sciences for Woman.

Recommendations:

- 1- It is necessary to pay attention to mental measurement and work to support its precise specialized measurement that accompanies rhythmic gymnastics lessons at the College of Physical Education and Sports Sciences for Woman to increase attentional control because of its positive role in their performance of the kinetic formation with the hoop tool.
- 2- It is necessary to adopt the results of specialized academic studies in sports tests when seeking to improve the skill performance of the kinetic formation with the hoop tool in rhythmic gymnastics for female students.
- 3- The College of Physical Education and Sports Sciences must increase its interest in increasing the availability of academic specialists in mental measurement to exercise their practical role in supporting female teachers in the rhythmic gymnastics lesson with this category of female students.

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Appendix (1)

Shows the measure of attentional control of hoop skills in rhythmic gymnastics

No.	First: After attentional focus:	Always applies to me	often applies to me	Sometimes applies to me	rarely applies to me	Never applies to me
1	My mind is alert to receive information about the details of kinetic with the hoop tool in rhythmic gymnastics.					
2	I focus on performing the kinetic formation with the hoop tool in rhythmic gymnastics, regardless of the level of noise in the hall.					
3	I am able to block out distracting thoughts when I perform kinetic formations with the hoop tool in rhythmic gymnastics.					
4	I can perform the kinetic formation with the hoop tool in rhythmic gymnastics without the influence of the sound of people around me.					
5	I control the recovery of my performance through the sequence of the kinetic program when provided with feedback.					
6	I can limit my thoughts about performance only when applying the kinetic formation with the hoop tool in rhythmic gymnastics.					
No.	Second: After selection and attentional guidance:	Always applies to me	often applies to me	Sometimes applies to me	rarely applies to me	Never applies to me
1	I choose the necessary kinetics to perform the kinetic formation with the hoop tool in rhythmic gymnastics.					
2	I am able to control my body parts during quick transitions when performing kinetic formations with the hoop tool in rhythmic gymnastics.					
3	I am able to identify stimuli related to the transition between the stages of kinetic formation using the hoop tool in rhythmic gymnastics.					
4	I am able to control the exclusion of accompanying kinetics before performing them with the kinetic formation using the hoop tool in					

	rhythmic gymnastics.					
5	It is easy for me to alternate thinking between two ideas that support the kinetic program when performing the kinetic formation with the hoop tool in rhythmic gymnastics.					
6	I continue to focus my attention to study at the same level, even when people interrupt my performance in the hall.					
No.	Third: After the attentional shift:	Always applies to me	often applies to me	Sometimes applies to me	rarely applies to me	Never applies to me
1	I control the shifting of my attention when moving between sections of kinetic formation using the ring tool in rhythmic rhyme.					
2	It makes it easier for me to develop methods for focusing my attention on all the objects in the hall.					
3	It is easy for me to remember the ideas that increase the beauty of the kinetic kinetics using the hoop tool in rhythmic gymnastics when performing.					
4	I control the completion of the kinetic program by isolating the stimuli from my thinking while performing the kinetic formation with the hoop tool in rhythmic gymnastics.					
5	I feel that I have the ability to quickly shift attention while performing the kinetic formation with the hoop tool in rhythmic gymnastics.					
6	I am able to direct my senses towards the most important things required to perform the kinetic formation with the hoop tool in rhythmic gymnastics.					
No.	Fourth: After attentional control:	Always applies to me	often applies to me	Sometimes applies to me	rarely applies to me	Never applies to me
1	I can switch between two tasks quickly while performing kinetic formation with the hoop tool in rhythmic gymnastics.					
2	I am able to distribute attention by focusing on what is most important					

	while performing kinetic formation with the hoop tool in rhythmic gymnastics.					
3	I am able to judge the speed of the hoop's kinetics while performing kinetic formation with the hoop tool using rhythmic gymnastics.					
4	I can direct the paths of my attention with the paths of my kinetic performance using the hoop tool in rhythmic gymnastics.					
5	Controlling my attention to the required neural signals according to the timing of the sequential performance of the kinetic formation using the hoop tool in artistic gymnastics.					
6	I am able to control the amount of force required for muscle contractions for each kinetic of the sequential performance of the kinetic formation using the artistic gymnastics hoop tool.					
No.	Fifth: After the goal-directed attention system:	Always applies to me	often applies to me	Sometimes applies to me	rarely applies to me	Never applies to me
1	I am able to eliminate the non-purposeful thoughts that accompany my performance of the kinetic formation using the hoop tool in rhythmic gymnastics.					
2	I am able to control the increase in inappropriate speed that confuses the technical aspects of skill performance.					
3	I feel that focusing my attention guides me to the correct stimuli that support skill performance.					
4	I feel easy in interpreting the information to focus my attention regarding the performance of kinetic formation with the hoop tool in rhythmic gymnastics.					
5	I can remember stops and turns in their specific places.					
6	I focus my attention on bringing out the beauty of the kinetics without hesitation when applying kinetic formation with the hoop tool in rhythmic gymnastics.					

السيطرة الإنتباهية ونسبة مساهمتها في مستوى أداء التشكيلة الحركية بأداة الطوق في الجمناستك الإيقاعي لطالبات كلية التربية البدنية وعلوم الرياضة للبنات

مريم عبد الوهاب عبد الرزاق 1 ، نور حاتم الحداد 2
1 & 2 جامعة بغداد / كلية التربية البدنية وعلوم الرياضة للبنات

ملخص البحث

هدف البحث إلى تطبيق مقياس تخصصي للسيطرة الإنتباهية بأداة الطوق في الجمناستك الإيقاعي والتعرف على مستواه، ومستوى أداء التشكيلة الحركية لأداة الطوق في الجمناستك الإيقاعي لطالبات كلية التربية البدنية وعلوم الرياضة للبنات، مما أفترضت الباحثتان بأنه توجد علاقة ارتباط معنوية ومساهمة لنتائج مقياس السيطرة الإنتباهية بنتائج اختبار أداء التشكيلة الحركية لأداة الطوق في الجمناستك الإيقاعي لدى عينة البحث، وأُعدت المنهج الوصفي بأسلوب العلاقات الارتباطية على عينة من الطالبات اللواتي أُختيرن بالطريقة العمدية بأسلوب الحصر الشامل بنسبة (100%) من مجتمع البحث الأصل المتمثل طالبات المرحلة الثانية في كلية التربية البدنية وعلوم الرياضة للبنات/جامعة بغداد البالغ عددهن (109) طالبة المستمرات بالدوام الصباحي للعام الدراسي (2022-2023)، إذ تم قياسهن ميدانياً بالمقياس واختبار التشكيلة الحركية لمهارات الطوق في الجمناستك الإيقاعي على مدى (11) يوماً في قاعة الجمناستك، وبعد معالجة النتائج بنظام (SPSS) كانت الاستنتاجات بأن مقياس السيطرة الإنتباهية بأداة الطوق في الجمناستك الإيقاعي المقنن يصلح لما أُعدّ لأجله في قياس السيطرة الإنتباهية لطالبات كلية التربية البدنية وعلوم الرياضة للبنات، ويتمتع بشروط قبول أدوات القياس على وفق محددات القياس والتقييم، ومن الممكن تقويم هذه السيطرة الإنتباهية لدى الطالبات معيارياً ومحكياً بوساطته، ويمتلك طالبات كلية التربية البدنية وعلوم الرياضة للبنات مستوى مقبول من السيطرة الإنتباهية تمكنهن من أداء التشكيلة الحركية لأداة الطوق في الجمناستك الإيقاعي، وترتبط السيطرة الإنتباهية وتسهم وتؤثر إيجاباً بأداء التشكيلة الحركية لمهارات الطوق في الجمناستك الإيقاعي وبالاتجاه الطردي لدى طالبات كلية التربية البدنية وعلوم الرياضة للبنات، وأوصت الباحثتان بأنه من الضروري الأهتمام بالقياس العقلي والعمل على دعم قياسه التخصصي الدقيق المصاحب لدروس الجمناستك الإيقاعي في كلية التربية البدنية وعلوم الرياضة للبنات لزيادة السيطرة الإنتباهية لما لها من دور إيجابي في أدائهن للتشكيلة الحركية لأداة الطوق، ومن الضروري إعتناء نتائج الدراسات الأكاديمية التخصصية في الاختبارات الرياضية عند السعي لتحسين الاداء المهاري للتشكيلة الحركية لمهارات الطوق بالجمناستك الإيقاعي للطالبات، ولا بد من زيادة أهتمام كلية التربية البدنية وعلوم الرياضة بزيادة توافر المتخصصين الأكاديميين في القياس العقلي ليمارسوا دورهم التطبيقي المساند للمدرسات في درس الجمناستك الإيقاعي مع هذه الفئة من الطالبات.

السيطرة الإنتباهية، التشكيلة الحركية، الجمناستك الإيقاعي

الكلمات المفتاحية