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Effect of the driver model on reflective thinking and teaching some basic basketball skills to students

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Abstract

The study aimed to prepare educational sessions according to the Driver model for some basic skills in basketball, to identify its impact on the study variables, the experimental approach was followed by designing the two equivalent groups with a pre-and post-test, the research sample represented by students of the first stage was selected in the Department of Physical Education and Sports Sciences, Ashur University College for the academic year 2022-2023, and the study variables were determined, which included the reflective thinking test, dribbling and passing skills, the educational sessions were applying over a 6 weeks period, by an educational session per week, after educational sessions application completing and conducting the post-test and statistical processes, The study came out with several conclusions, the most important of which is that both (the driver model and the method used) had a positive impact on the process of reflective thinking and learning some basic skills in basketball, that the process of building knowledge whenever it is good and depends on the development of higher mental abilities such as meditation, thinking, discussion and comparison of concepts whenever knowledge becomes good and optimal, as well as the superiority of the Driver model at the expense of the method used by the teacher in reflective thinking and learning basic skills in basketball.

Keywords: Driver model, reflective thinking, basic skills, basketball

1. Introduction

The process of acquiring sound scientific knowledge to reach error-free learning, which in turn enables the learner to understand and interpret the scientific phenomena that occur around him is one of the important and main things that must be interested in researchers and those interested in the science of education, and at the same time that the process of learning the concept has become one of the educational goals and the main concern of all those in charge of the learning process and educational curriculum experts and designers, whether in physical education or in other disciplines. Therefore, one of the main points to be taken into account in the educational process is the necessity of choosing and relying on appropriate educational methods and methods in the learning process according to the level of learners, and perhaps one of them is educational models that aim to realize the learner of concepts in their general form and his awareness of errors and thinking about them to correct them, and modify the wrong ones, and this is done by providing an educational environment that motivates learners to face their concepts and beliefs, and to participate and cooperate to find solutions to the educational situations facing them.

Teaching model is a certain style of education methods adopted by the educational processor, this pattern must be coherent and recognized, and at the same time this must be taken into account in the choice of the model because each model differs from other models, each according to the stages and steps of its work, so each model specializes in a specific set of educational objectives according to a clear and logical basis in how to direct the course of education through several mental processes of conclusion or through personal perception or By investigation or by argumentation of information, The driver model, which refers to this model to an organized framework of steps, which works to help learners coordinate steps by defining their concepts to reach a clear position for the learner about the educational material, which contributes to the speed of their learning, to complete the process of building the correct knowledge, and shares with several factors that affect the educational process, including the extent of the learner's readiness and ability to learn and reach the best level of understanding and comprehension.

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The Driver model contributes to the overlap of a set of factors, including the chosen model between the two education processes, the specific teaching method, the appropriate strategy and the scientific model that is commensurate with the factors mentioned, so the organizers of the learning process and experts always emphasize the need to find teaching models and strategies that suit and suit the intellectual level and maturity of the chosen age stage, as well as the capabilities of students in order to be consistent with the requirements of the model and its stages to reach the desired goal.

As thinking is one of the important aspects that must be focused on in the educational process, as well as its importance in all aspects of life and the basis for the success of interaction with the environment surrounding each individual, its importance in the educational process through the success of the learner in making appropriate decisions for the educational situations that face him in a timely manner, and finding appropriate solutions to the problems presented to him easily and easily, as well as that thinking contributes to the development of the learner's mental abilities such as analysis, reflection and conclusion, and reflective thinking is of great importance to the learner by helping him In thinking about the situation in front of him and analyzing it into its elements, and drawing the necessary plans to understand it until it reaches the results and then evaluating the results in the light of the plans set^[1].

Therefore, reflective thinking must be paid attention to in the education process as it contributes to the learner's reflection by drawing a picture in his imagination and seeks to analyze it into its initial elements and draw the necessary plans to reach the correct understanding and take the appropriate decision for that situation, with the aim of reaching the results required by the situation itself and evaluating the results according to the plans set and this looks forward to analyzing the situation to different elements and searching for internal relationships between these elements in this case the learner must be helped in how to correct analysis Interview and direct observation methods are ideal in the practice of reflective thinking. Hence the importance of the study in the researcher's endeavor to rely on modern educational models that take into account the learner and are interested in investing mental abilities in the process of cognitive construction and the development of one of the methods of thinking, which is reflective thinking and how to employ them in the process of learning some basic skills in basketball.

1.2 Research problem

Some studies sought to reveal alternative perceptions of some scientific concepts and the use of models and strategies aimed at developing and employing mental abilities in the learning process such as thinking and other abilities, perhaps one of which is reflective thinking, and perhaps one of them is educational models that were based on constructivist theory, which depends heavily on the correct and accurate construction of knowledge at all stages of learning. From the foregoing, the problem of the researcher emerged as one of the teachers in the field of physical education and by virtue of her specialization in the game of basketball, she found that when teaching some sports skills, especially skills for open games, which require a high ability to perform skillfully in front of the competitor that there is difficulty in learning some basic skills in

basketball And the lack of great interest in the mental aspects and reliance on traditional methods used previously for their ease, but these methods do not target other aspects of learning, so the researcher resorted to research and investigation to find a model driver, which was based on constructivist theory and employed in reflective thinking in the question of the situation and how to find solutions to it by analyzing it correctly and hoping for that solution and investment in learning these skills may be appropriate and good and achieve better results than the educational methods used.

1.3 Research Objectives

1. Preparing educational sessions according to the Driver model in reflective thinking and teaching some basic basketball skills to students.
2. Identify the impact of the driver model and the method used by the teacher in reflective thinking and teach some basic basketball skills to students.
3. Identify the significance of the differences between the control and experimental groups in reflective thinking and teach some basic basketball skills to students.

1.4 Research Hypotheses

1. There are statistically significant differences between the results of pre-and post-tests in reflective thinking and some basic skills in basketball for the control and experimental groups in favor of post-tests.
2. There are statistically significant differences between the results of the post-tests of the control and experimental groups in contemplative atonement and some basic skills in favor of the experimental group.

1.5 Research terms

1. **Driver model:** It is an organizational framework for a set of steps in order to help learners modify and correct misunderstood concepts, provided that what the learner knows of previous concepts is harmonized with new educational experiences^[2].
2. **Reflective thinking:** The thinking in which the individual contemplates the situation in front of, and analyzes it to its elements and draws the necessary plans to understand it in order to reach the results required by the situation and evaluate the results in the light of the plans set^[3].

2.1 Research methodology

The researcher followed the experimental approach by designing the two equivalent groups (experimental and control) with a pre-and post-test to suit the nature of the research and its objectives.

2.2 Research community and sample

The researcher determined the research community, represented by the first-stage students in the Department of Physical Education and Sports Sciences at Ashur University College for the academic year 2022-2023, for the morning study, which numbered 86 students, and the research sample represented by the students of the first stage of the morning study (males), who numbered 76 students, was selected over two divisions, the study sample was randomly selected by lottery, Division B, which numbered 42 students, and after identifying the students of this division, 4 of them were found to be players In some clubs and possess a high level

of skill, so they were excluded to bring the number of sample members to 38 students, after which the students are evenly distributed 16 students for each of the two research groups on the two research groups to ensure the parity of the members of the two groups in the variables under study.

2.3 Field procedures

2.3.1 Research variables

The researcher determined the skills prescribed by the Department of Physical Education and Sports Sciences-Ashur University College for the first stage, which was (passing and dribbling) within the curriculum of the first course, as for reflective thinking, the researcher adopted the scale prepared by (Marwan Yassin, 2021) [4].

2.3.2 Identification of research tests

1. Reflective thinking

The researcher relied on the scale prepared by (Marwan Yassin: 2021), which consisted of 34 questions, as it included the nature of the multiple-choice questions, as each question includes three alternatives (always, sometimes, never), while the estimate of the degree according to the alternatives will be as follows (3, 2, 1) in sequence, so the total score will be 102 and the minimum score is 34.

2. Skills tests

After identifying the variables of the basic skills of basketball, after reviewing many studies and scientific references that dealt with tests for the two skills, two tests were selected for each skill to suit the age stage and level of knowledge of the individuals of the study sample, and presented to a group of experts and specialists in the field of basketball and tests to indicate the validity of the appropriate test for each skill as shown in the table below :

Table 1: Shows the opinions of experts on the skills tests nominated in basketball for students

Skills	Tests	Fit	Unfit	Percentage	X ²	Sig.	Sig. level
Passing	Chest pass	11	2	84.69	6.23	0.033	Sig.
	pass and receive towards interlaced circles on the wall	2	11	15.38	6.23	0.033	Insig.
Dribbling	Dribbling among cones	1	12	7.69	9.30	0.000	Insig.
	High dribbling speed	12	1	92.30	9.30	0.000	Sig.

2.3.3 Research tests

1. Pass accuracy test with push (chest pass): [5] The purpose of the test is to measure the accuracy of passing by pushing (pectoral pass) in basketball.

Tools used: wall, 10 legal basketballs, stopwatch, basketball pitch, tape measure, chalk, whistle to give the start signal.

How to perform the test: The student stands behind the throw line drawn on the ground, which is (7.5 m) away from the circles, with a ball, with the whistle student passes with both hands on the three circles whose measurements are the first circle is (150 cm), the second circle is (98 cm), and the third circle is (45 cm) trying to hit the target.

Test conditions: The test is performed with both hands (chest pass). The test must be carried out from behind the line drawn on the ground. The student has the right to take a

step when performing the pass, provided that he does not cross the line. The student may perform ten passes.

Recording: The attempt that hits the ball is calculated as a small circle 3 points, 2 points is calculated as the attempt in which the ball hits the middle circle and 1 point is calculated the attempt in which the ball hits the large circle, but in the case of hitting the ball to one of the lines of the three circles, the student gets the grades allocated to the circle that hit the ball The line that represents its boundaries on the lines within a scale of degrees that can be obtained circles, the maximum score that can be obtained is 30 degrees.

2. High dribbling Speed Test: [6]

Purpose of the test: Measure the speed of high patting in basketball.

Tools used: Basketball pitch, on which two parallel lines are drawn, the distance between them is (20) m, the two lines represent the start and end and to be (A, B), a stopwatch, balls, a tape measure, chalk, and a whistle to give the start signal.

Test performance method: Student stands from standby from high start and behind the starting line (A) drawn on the ground and holding the ball. with starting signal student runs with the high dribbling of dominant arm as fast as possible until it crosses the finish line (B).

Conditions: Student takes the correct position (standby mode from high start) with the ball in hand .The test ends when student crossing the finish line (B) as quickly as possible. Each student has two attempts.

Recording: The time it takes to take the test from the moment it gives the start signal at line A until it crosses the finish line (B) is recorded.

2.4 Exploratory experiments

The researcher conducted the first exploratory experiment accompanied by the assistant team in the basketball pitch of Ashur University College, on a sample of 6 students from Division B from outside the research sample, and the purpose is identifying what the researcher may face for some obstacles or difficulties while conducting tests and identifying the time of the tests and how to manage them and the extent to which the assistant team understands how to manage the tests, as well as to identify how to clarify the answer to the special test Visual thinking and how to answer it. As for the second exploratory experiment, the researcher conducted it and accompanied by the assistant team on the members of the experimental sample as an introductory lecture for the model used in the study, to show the stages of this model and how to perform it during the educational unit and what is required of the members of the experimental group in the educational unit and the researcher concluded the possibility of applying the driver model as it was appropriate for the sample members and the researcher's ability to apply it in terms of time and educational material.

2.5 Main experience

2.5.1 Pre-tests

The researcher conducted pre-tests on the members of the experimental and control groups over a period of two days (Monday and Tuesday) corresponding to 28-29/11/2022, as the first day included a reflective thinking test, in which the researcher took into account the conditions to be implemented at nine in the morning, as it is the first lecture and was not preceded by any practical lecture that could

affect the thinking and mind of students, but on the second day only, the skill tests for the study were conducted, on the basketball court At Ashur University College at exactly ten o'clock in the morning, taking into account in the assistant work team all the conditions to be implemented, such as emphasizing the public and private warm-up, as well as the correct application of the conditions of each test after being explained by them.

2.5.2 Equivalence

Table 2: Shows the equivalence between the two research groups

Variables	Measurement units	Experimental group		Control group		T value	Sig.	Sig. level
		M.	ST.D	M.	ST.D			
Reflective thinking	Degree	37.407	7.100	38.233	6.961	0.876	0.955	Insig.
passing		8.800	2.907	9.167	2.617	0.480	0.182	Insig.
Dribbling	Second	8.733	1.213	8.933	1.024	0.964	0.930	Insig.

Table (2) shows that both groups are under one starting point depending on the value of T and the corresponding sig. value and for all variables were less than 0.05 to ensure that there are no differences between them.

2-5-3 Educational sessions according to the driver model:

The researcher prepared the educational sessions according to the stages of the approved educational model, after relying on scientific sources and studies that dealt with the model, taking into account the educational content, the level of students and the time of the lecture, as it included educational units as scheduled in the Department of Physical Education and Sports Sciences at Ashur University College and by an educational unit per week and a time of 90 minutes included 15 minutes introduction, general and private warm-up and other organizational matters, 20 minutes for the theoretical side, 35 minutes for the side Applied skills, while it included 5 minutes on the final side, while it included 10 minutes related to organizational and administrative matters of the lesson such as fetching and returning tools and others, and the researcher took into account the distribution of the stages of the model according to the sections of the educational unit as follows:

- The first stage included the stage (guidance) (3-4 minutes), which was represented in the first stages of the main section, which aimed to guide students and prepare their minds and excitement towards the lesson, scientific material and academic content in order to ensure that all students' ideas and information are directed to think about at this stage (as this stage is one of the most important stages that take into account reflective thinking) and this is done by asking an interesting question that motivates them and attracts their attention and eagerness to get the answer.
- The second stage included the stage (showing the idea) (6-5 minutes): This stage was to listen to the students' answers towards the question posed after reflection and thinking about it, and at the same time the professor in showing and correcting the conceptual errors contained in the answers, in addition to that, the professor asks more than one question that aims to show the student's information and they are required to answer them at a specific time after distributing students into groups of 3 or 4 Students after they discuss them, and then the teacher discovers the errors and wrong ideas generated

by the students and corrects them again to clarify the correct ideas and rely on them.

- The third stage included the stage of (reformulation of ideas) (10-9 minutes): At this stage, the teacher distributes students again to cooperative groups and gives them a specific time to re-discuss and put forward ideas and opinions and exchange them after correcting them in the previous stage and discuss and realize misconceptions and among the members of each group and determine the correct and wrong ones and change the wrong ones, as at this stage he will face some obstacles such as misunderstanding of opinions and the necessity of changing and modifying ideas with members of his group by presenting concepts The correct and then each student representing his group in reformulating their ideas with what they see as correct according to their reflection on the right ideas based on the correct concepts of the course content.
- The fourth stage included the stage (application of ideas) (30 minutes) This stage included the applied part of the skill after completing all stages related to the theoretical aspect, by involving students in the same cooperative groups that were identified in the third stage, as the teacher uses all methods of teaching physical education that suit and suit the performance of the skill, in addition to that, the researcher takes into account the correction of errors through feedback of various kinds, and the researcher also takes into account the expansion of students' perceptions and the identification of errors During performance, clarifying and modifying them according to immediate feedback by students, and if they are wrong, the teacher determines and corrects them to ensure the construction of a correct motor program and generalize motor programs through repetitions and find new positions for the skill to reach mastery of the skill in other educational sessions.
- The fifth stage included the stage (review of the change in ideas) (5 minutes): This stage is after the end of the main part by giving the teacher a set of questions related to the general concepts and the content of the lesson in order to know the extent of improvement in students' performance and their comprehension of ideas by identifying students' answers and comparing them with their answers in the first and second stages and identifying them on the previous or new errors contained at this stage to avoid them and emphasize the main concepts to enhance their knowledge.
- The educational units were given on Tuesday for each week to the experimental group, the second lecture, preceded by a theoretical lecture, while the educational unit of the control group was also on Monday of each week and preceded by a theoretical lecture as well, and it lasted for 6 weeks, as it included educational units, as the first educational unit was on Tuesday, 6/12/2022) and the last educational unit on Tuesday, corresponding to (10/1/2023).

2.5.4 Post-tests

After completing the implementation of the educational units, the researcher implemented the post-tests to test reflective thinking and basic skills in basketball under study over two days on Sunday and Monday (15-16/1/2023),

taking into account the same temporal and spatial conditions and conditions in the pre-tests.

3. Results Presentation and Discussion

3.1 Present, analyze and discuss the results of pre-and post-tests of the two research groups:

Table 3: Shows the means, standard deviations, t-value, level of error in reflective thinking and skill tests under study for the experimental group (driver strategy) in pre-and post-tests

Test	Pre-test		Post-test		T value	Sig.	Sig. level
	M.	ST.D	M.	ST.D			
Reflective thinking	37.407	7.100	68.267	6.163	19.876	0.000	Sig.
passing	8.800	2.907	18.267	2.637	9.496	0.000	Sig.
Dribbling	8.733	1.213	6.267	1.457	5.260	0.000	Sig.

Table 4: Shows the means, standard deviations, t-value, level of error in reflective thinking and skill tests under study for the control group (method used) in pre-and post-tests

Test	Pre-test		Post-test		T value	Sig.	Sig. level
	M.	ST.D	M.	ST.D			
Reflective thinking	38.233	6.961	49.267	6.876	6.970	0.000	Sig.
passing	9.167	2.617	13.267	2.006	6.386	0.000	Sig.
Dribbling	8.933	1.024	7.867	1.481	2.874	0.049	Sig.

Through Table 3 and 4, which shows that there are significant differences between the pre-and post-tests and for both experimental and control groups, and the researcher attributes this to the experimental group and the moral differences that appeared and in favor of the post-test to the effectiveness of the driver strategy that was applied to individuals, which contributed by applying its five stages of raising mental abilities and thinking among learners by seeking to build a correct concept that was given within the educational content and contribute to the development of higher mental abilities and its example Reflective thinking based on the questions posed and the information that was discussed after answering those questions and determining the right and wrong ones for them, as well as analysis, interpretation and exchange of information by cooperative groups and information survey according to what is required of them led to the development of thinking skills, especially reflective thinking based on questions that clarify the concepts and discuss them and correct the errors resulting through their thinking and reflection on the question according to the concepts they previously possessed, This is what he pointed out (Maysar Odat: 2008) "The process of building knowledge in the learner and through the information he possesses is one of the good characteristics and the most important successful stages for him, which provides an opportunity for the learner to have a positive and interactive role at certain times of the lesson to reach a good level of thinking and reflection on the information stored and the information provided during the lesson in the stages of the model, as thinking is an active mental process that contributes to creating opinions and beliefs based on the individual's experiences and information. to enable him to reach the results and solutions to the problems that we assume", and the researcher attributes the improvement in learning basic basketball skills to the effectiveness of the cognitive construction of the model and how to store it within a special kinetic program that enables the learner with the help of repetitions to deal with performance well, as well as the stage of reformulating ideas and applying

them, which contributed to correcting errors and some of the wrong perceptions of learners and refining the new ones with all repetitions made learners to reach a good educational level contributed to Improve their performance and teaching of these skills, This was confirmed by both (Yusuf Kamash and Saleh Bashir: 2010) "It is possible to reach the learner with a good learning process and good performance of sports skills and movements faster and better, by ensuring that the learner has good information about performance because the skill goals depend on the knowledge goals because there is a great correlation between both skill goals and motor performance, as the latter is the product of integrated interaction between the cognitive and skill sides" [7].

As for the control group, the researcher attributes this development, which is due to the ability of the teacher and his role within the educational unit and his success in managing it and achieving the objectives of the lesson, which aimed to ensure the delivery of information to learners through the use of some educational methods that he deems appropriate and appropriate in learning these skills, as well as the role of the applied part through repetition, practice and feedback given to students during their performance or several reasons, all of which are reasons that made the members of the control group to improve their performance and visual thinking in Post-tests.

3.2 Presentation and discussion of the differences in the post-tests of the two research groups

Table 5: Shows the means, standard deviations, t-value, level of error and significance in reflective thinking and skill tests for the post-test between the two research groups

Test	Driver Strategy		Method used		T value	Sig.	Sig. level
	M.	ST.D	M.	ST.D			
Reflective thinking	68.267	6.163	49.267	6.876	12.989	0.000	Sig.
Passing	18.267	2.637	13.267	2.006	7.768	0.000	Sig.
Dribbling	6.267	1.457	7.867	1.481	2.969	0.031	Sig.

Through Table 5, which shows that there are significant differences in the post-tests between the two research groups, which indicate the significance of the results to the preference and superiority of the Driver model at the expense of the method used by the subject teachers, and the researcher attributes this superiority to the effectiveness of the model and its five stages that contribute to the learner's acquisition in making him a positive learner and has a role and participation during the lesson, which in turn contributes to the employment of all mental abilities and active mental processes during the lesson, as my stage Guidance and showing the idea and what it includes from asking a question that raises the motives of the learner and activates the learner's memory, and he is required to review the full information and reflect on it and realize what is required of him to answer according to the cognitive concepts that he possesses, as well as discussing in the second stage with this information with his colleagues within the group and obtaining other information and choosing what is required of him and revealing some information and misconceptions to isolate them and promote the correct information and include it within the kinetic program, This is confirmed by both (Nizar Al-Nafakh and others: 2016) "The first stage of the educational curriculum is a way to help the learner know the importance of knowledge and the way it affects motor performance, the

importance of the mental aspect when performing is by drawing initial coordinates in the brain about any movement or skill, many of the mistakes that may be committed by the learner during performance are not caused by the lack of physical aspect or lack of practice, but rather by a lack of mental skill around those skill and performance", in addition to that, the third stage in the model reformulating ideas in asking a question or a group of questions and the participation of learners among themselves within cooperative groups, creating an educational atmosphere characterized by dialogue, discussion and exchange of information to investigate what is appropriate is one of the most important stages of higher thinking relying on thinking, analysis and conclusion, all of which are essential stages in the process of building knowledge for the learner according to what came by the constructivist theory in learning, so the good construction of knowledge contributes In providing the learner with good knowledge.

This is confirmed by Kariman "The stage of dialogue and discussion to obtain information between learners is one of the good and effective methods in the learning process and enhancement, as it helps the learner to activate mental processes such as remembering for as long as possible and retrieving information, as well as urging the learner to continue learning and applying all that he has learned in new situations" [8].

The researcher also points out that the application stage and the subsequent evaluation process have an impact on how to translate what has been perceived and saved of information and building knowledge For each skill has an impact at this stage, so the repetition and practice of performing these skills and what is also accompanied by an opportunity to exchange ideas, opinions and new positions and give new information about them effectively contributes to enhancing and generalizing the motor program for each skill as well as the development of some higher mental abilities, especially reflective thinking, are all reasons that made the members of the experimental group to outperform the control group, and this is what it came out of (Marwan Yassin: 2021). The ultimate goal of the model is for learners to have the ability to develop their knowledge in such a way that they are able to continue learning during their lifetime.

4. Conclusions and Recommendations

4.1 Conclusions

1. Both (the driver model and the method used) had a positive impact on the process of reflective thinking and learning some basic skills in basketball.
2. The process of building knowledge whenever it is good and depends on the development of higher mental abilities such as meditation, thinking, discussion and comparison of concepts whenever knowledge becomes good and optimal.
3. The process of performance of skills depends largely on the amount of knowledge stored in the brain of the skill and how to build the motor program and efficiency.
4. The stage of discussion and dialogue between students and within the cooperative groups included in the

model played a positive role in making learners the ability to break free and not be bound by the lesson and employ their mental abilities and relying on the stored information and information received during dialogue and discussion with one group included in the stages of the model, as well as the learner's keenness to collect, organize and invest information optimally in the lesson.

5. The superiority of the Driver model at the expense of the method used by the teacher in reflective thinking and learning basic skills in basketball.

4.2 Recommendations

1. The need to rely on the use of modern educational methods and models that take into account the mental and mental abilities of the learner, which make the learner the focus of the educational process.
2. The need to include in the educational curriculum in learning mathematical skills methods based on thinking, reflection and comparison between previous and current cognitive concepts.
3. Supporting the methods used by teachers with modern models and methods because of their effective impact in providing learners with sufficient knowledge and correct performance of mathematical skills by organizing educational content.
4. Using the Driver model to learn closed skills or individual sports events and know their impact and preference.

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Appendix

No.	Phrases	Always	Sometimes	Never
1	Do you like to figure out and learn things other than your specialty?			
2	Do you remember scenes from a basketball game, for example, when watching them?			
3	Do you intervene when you see a problem between two people to solve it?			
4	Do you need a long time to think with yourself when learning a skill in basketball?			
5	Do you put a certain time to think about the world?			
6	Does reading basketball sports newspapers attract you more than reading art newspapers?			
7	Do you think before entering to solve public and private problems when they occur among colleagues?			
8	Do you have the motivation to perform skills without hesitation?			
9	Do you deal with new skills in basketball quickly and intuitively without analyzing, discussing and knowing how well they fit into your abilities?			
10	Do you give a little time to think about the information you receive from a basketball teacher?			
11	Do you participate with your friends in sports dialogues?			
12	Are you surprised to see famous basketball players?			
13	Is your mind focused in the lesson when explaining one of the basketball skills?			
14	Have you prepared an educational session or exercise related to one of the basketball skills?			
15	Do you think that sports values are constant and unchangeable?			
16	Do you allocate a specific time to read magazines or sports books?			
17	Would you rather watch a basketball game than watch a historical report?			
18	Do you think that following the reality of sports in Iraq is not boring?			
19	Do you tend to be more practical than intellectual?			
20	Do you prefer to see stadiums that have an ancient history?			
21	Do you sometimes meditate on the universe and what it contains?			
22	Are you looking at topics where you find ambiguity, especially in basketball?			
23	Do you identify illogical ideas and modify them?			
24	Do you persevere to reach logical and clear results when you do something?			
25	Do you prefer to solve scientific situations in isolation with yourself away from randomness?			
26	Do illustrations help you understand basketball?			
27	Do you set assignments to solve the problem you encounter during exercise?			
28	Do you care to reach clear and sober results?			
29	Do you think logically sequentially away from random in solving topics?			
30	Do you usually invent new ideas that help in reaching the solution of the issues?			
31	Do you propose more than one solution to choose the appropriate solution when performing skills?			
32	Do you prefer topics that need deep thinking and reflection?			
33	Do you regulate illogical thoughts?			
34	Do you assess the validity of the conclusions you reveal?			