Development Effect of Attention and Memory through Ph. Ed Lesson on School Boys Skill Level

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Abstract: The research aims at developing the skills level in the main part of sports lesson through developing attention and memory.The experimental methodology is used by a design of pre-measurement and post-measurement of two groups. The sample of study consists of the pupils of the 1st year of Sadat preparatory School in Sharkia whose number is 188. The sample embodies 80 in three groups.
[Abdullah Mohamed Mannaa Altahawy. **Development Effect of Attention and Memory through Ph. Ed Lesson on School Boys Skill Level.** *J Am Sci* 2013;9(12): 426-429]. (ISSN: 1545-1003). http://www.jofamericanscience.org. 58

Keywords: Attention , Memory, Skill Level

1.Introduction and the research problems:

Higher nervous activities are represented in Neurophysiological process which give us consciousness and subconsciousness regarding information and body reactions towards environmental effect. In other words they are the general activity of the higher parts of nervous system, which supplies the individual conductive accommodation for man and animal facing the variable environmental elements. Such activities run inside the cortex, and the nervous net sub-cortatid formations, upon which the body conduct depends and which represents the higher nervous activity, and appears in the body reactions towards the inner variations and the environment. Unlike the higher nervous activities, there are lower nervous activities based on the whole reactions destined to unification of the inner functions of the body **(Plassinger, 1999).**

Knowing the main principles of nervous activities physiology is of higher practical importance. It allows discovering how to learn and how to acquire the opposite reactions which are main principles of acquiring knowledge and skills and making viable the imagination **(Ali Galal El-Dein, 2010).**

Imaging physiological principles of learning and bringing of children. Success of newly movements requires an ideal background while learning such activities by using a variety of means and tools of activating attention and so it helps a psychological initiation for the best performance of nervous system in the beginning of the lesson **(Ali Galal El-Dein, 2010).**

The nervous and psychological activities in both children and adults seem selective. They require scientific, sporting and amusing activities of children or pupils, and also the productive activities of worker, farmers scientists or teachers who have to select what concern them alone among wide variety of things and Phenomena, while Performing such activities **(Ali Galal El-Dein, 2010).**

Such is not sufficient for human higher nervous and psychological processes. It is necessary to add the importance of guiding the activity to what one chooses without directing the attention to the less needed **(David Lovallee, Jeom, 2008).**

David Lovallee (2008) and Aly Galal Eldein (2011) say that the attention is two-parted, the voluntary and the involuntary, both of the two consist of some subdivisions, the size of attention, the lasting of attention, the concentration of attention, the distribution of attention, and the scale of attention. The involuntary attention begins from birth date to the age of ten years, the involuntary beings from eleven or twelve and lasts to the end of man's age **(Ali Galal El-Dein, 2010).**

Memory is one of the most important themes. It arouses curiosity and attention of physiology, bio-chemistry, psychology, medical research and mathematics, especially after the wide spread of computer sciences Memory is the result of fixation, staring and temperance process.

Memory is an essential element in thinking processes, and has many to do with conditional reflective connections in brain.

Succeeding in education of children and adults is quite involved with their memory peculiarities. Such are considered one of physiological essential measurements which indicate their ability to learn **(David Lovallee, Jeom 2008).**

Though we haven't yet known the basic peculiarities of memory, yet, the information acquired allow to imaging many of its physiological, chemical rules which enable to develop the educational activities of children and adults.

The form of physiological mechanism of human memory is defined by the environmental and scientific

elements which have a deep influence on child's group.

The full development of memory of children and adults is quite important while educational and training activities. As muscles must be trained **(David Myers, 1995).** Memory is voluntary or involuntary, it's also a temporary or long. Memory is classified as well to many other subdivision according to senses, visual, autistic, touching, motor, logical… **(Ali Gala El-Dein, 2010).**

The motor memory is important due to its giving the ability to restoring the measurements of movement and the effort and time consumed in performing. Such is done by certain exercises and certain tools in sporting activities.

The position of a lecturer in methodology dept in the faculty of sports allowed me to discover the lack of additional concentration on developing attention and memory in preparatory school. And so suggest an educational program which can be a part of sports lesson at the end of preparatory and the beginning of the main part as to stress these two elements.

Research objective:

The research aims at developing the skills level in the main part of sports lesson through developing attention and memory.

Research Terms:

Attention: is the individual ability to put senses on a certain one of the themes concerned as to get to know its elements and relations more quickly and more easily **(Doman Burton& Thomas, 2008).**

Distributing attention: is the individual ability to concentrate on two or more of activities **(Ali Galal El-Dein, 2010).**

Altering attention: is the individual ability to move attention quickly from an activity to another **(Ali Gala El-Dein, 2010).**

Memory: is the outcome of processes of fixing, storing and restoring the information one receives all over his life time.

Motor memory: is restoring the movements and their important continuants to acquire the habits and skills related **(Ali Galal El-Dein, 2010).**

2. Research procedures

Research methods:

The experimental methodology is used by a design of pre-measurement and post-measurement of two groups:

Research sample:

The sample of study consists of the pupils of the 1st year of Sadat preparatory School in Sharkia whose number is 188. The sample embodies 80 in three groups.

Table (1): Describing the research sample:

Research community	Investigational sample		Control sample		Excremental sample		Total research	
	Digit	%	Digit	%	Digit	%	Digit	%
The students of preparatory first one	20	25	30	37.5	30	37.5	80	100

Table (2): The homogeneity of the individuals who are the research sample in all the parameters under study.

The parameters		Measure's unit	Arithmetic mean	Standard deviation	Mediator	Contortion coefficient
Growth	Temporal age	Year	12.25	0.161	12.30	0.93-
	Body height	cm	150.51	3.052	150.00	0.50
	Body weight	KG	50.04	1.761	50.00	0.07
Bodily	General endurance	Minute	1.49	0.125	1.50	-0.95
	Flexibility	cm	-2.36	2.020	-3.00	-0.95
	Agility	Digit	6.19	1.736	6.00	0.33
	Speed	Second	6.84	0.787	7.00	-0.61
	Strength	Digit	2.71	0.845	3.00	-1.03
	Power	cm	75.56	7.384	97.00	-0.59
Skillful	Running	Second	6.54	0.572	6.50	0.21
	Long jump	Meter	1.91	0.260	1.99	-0.92
	Throwing	Meter	11.86	0.807	12.00	-0.56
Psycho-physiological	Attention	Second	29.28	0.754	29.00	1.11
	Memory	Digit	2.48	0.595	2.50	-0.10

Table (2) shows that all the contortion coefficient for research sample in the growth parameters, and the bodily, skillful and psychophysiological parameters, ranged (-1.03, 1.11), as restricted between (±3) this indicates that the moderate distribution of the research sample individuals in these parameters.

Table (3): The indication of the statistical difference between pre and post-measurements in the parameters under research for the control group.

Parameters	Measurement unit	Pre-measurements		Post-measurements		t-test
		Calculation average	Standard deviation	Calculation average	Standard deviation	
High start	Degree	1.63	0.65	5..37	0.809	*19.82
Running	Second	6.60	0.621	5.87	0.629	*4.45
Long jump	Meter	1.93	0.2222	2.15	0.113	*4.76
Throwing	Meter	11.73	0.868	12.90	0.759	*5.46

T-test in the table at the 0.05 level = 20.45
* Indication at level 0.05

Table (4): The indication of the statistical difference between pre and post-measurements in the parameters under research for the control experimental group.

Parameters	Measurement unit	Pre-measurements		Post-measurements		t-test
		Calculation average	Standard deviation	Calculation average	Standard deviation	
High start	Degree	1.67	0.661	7.73	0.785	*31.80
Running	Second	6.57	0.626	5.27	0.450	*9.08
Long jump	Meter	1.99	0.113	2.45	0.111	*15.64
Throwing	Meter	11.40	0.932	14.63	0.928	*13.23

T-test in the table at the 0.05 level = 20.45
* Indication at level 0.05

Table (5): The indication of the statistical difference between pre and post-measurements in the parameters under research for the parameters under research.

Parameters	Measurement unit	Pre-measurements		Post-measurements		t-test
		Calculation average	Standard deviation	Calculation average	Standard deviation	
High start	Degree	7.73	0.785	5.37	0.809	*15.94
Running	Second	5.27	0.450	5.87	0.629	*5.91
Long jump	Meter	2.45	0.111	2.15	0.113	*14.42
Throwing	Meter	14.63	0.982	12.90	0.759	*10.99

T-test in the table at the 0.05 level = 20.45
* Indication at level 0.05

From table (5) is shown that there are statistical differences at the sensible level between pre and post measurement results between experimental and control group in all the skillful parameters under research and for post measurements for the experimental group.

Table (6): The percentage of improving the post measurement than the pre-measurement results for experimental and control groups in the parameters under research

N1, N2= 30

Parameters	Experimental group n=30			Control group n=30			Difference in percentage
	Pre	Post	Improvement percentage %	Pre	Post	Improvement percentage %	
High start	1.67	7.73	362.87	1.63	5.37	229.45	133.42
Running	6.57	5.27	24.67	6.60	5.87	12.44	12.23
Long jump	1.99	2.45	23.12	1.93	2.15	11.40	11.72
Throwing	11.40	4.63	28.33	11.73	12.90	9.97	4.66

From table (6) is shown that there are a progress percentage in the results of for experimental and control in all parameters under research, as the experimental group over succeeded. The control grouping these percentages.

4.Discussion

Table (2) refers to the existence of difference between the measurements of the fixing groups. The results are better in post measurements in all skill varieties studied. Their range represents 4, 45-19, 82 at the level 0.0.5. Such differences, I suggest, are caused by the educational period according to the employed program.

Table (3) refers to differences of the same nature as above. The range is 9,08 to 31,80 at the level 0.5. The causes suggested are the same as above.

Table (4) refers to differences between the two post measurements of the two groups are better in the experimental group in all skill varieties, the range is 5,91-15, 94 at the level 0.5. The causes suggested are confined to the educational program suggested.

Table (5) refers to differences in developing degree among the results of post and pro of fixing and experimental groups. The range in 9,97-229,45 in fixing groups, while 362,87-23,12 in experimental group.

The causes suggested are the same as above.

Table (6) indicates differences in developing degree between the results of measurements of the two groups examined in the psychological varieties. The range is 1.00 1,17 for F. group. 30 the degree of developing is in the experimental group. Causes suggested are the same as above.

Conclusion:

1) The importance of concentrating on developing attention and memory during sporting lessons.
2) The importance of certain motives as zeal and anxiety for the experimental sample due to using special exercises and motor plays.
3) Sporting lessons must embody similar samples of developing element for attention and memory to raise the level of performance in preparatory schools.
4) The use of measures of attention and memory in the similar samples according to the results reported.

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11/22/2013