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the impact of a self-organized learning strategy on the acquisition of stand-up and move techniques in junior boxing

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Abstract

Each task is characterized by a distinct specific goal, and the objective of this study is to identify the effect of the Self-Regulated Learning Model on the performance of the ready stance and movement in boxing for junior boxers.

Despite the efforts of researchers to develop modern, diverse, and varied models, what is observed today in lessons and during training is a lack of variety in the use of models, strategies, and modern methods in the learning process, with a reliance on traditional methods in teaching skills. This conventional method does not take into account the unique characteristics of learners and lacks a sustained impact.

The experimental method was adopted by designing two groups (experimental and exploratory) to suit the research sample and its problem. The research sample consisted of the Al-Musayyib Boxing Club, with a total of 14 players. Following a random selection process, six players were designated for the experimental group, while an equivalent number were selected for the control group. Two players were excluded from the team due to a perceived lack of commitment and frequent absences.

The exploratory group comprised two players. The educational units were administered in accordance with the Self-Regulated Learning Model over a period of eight weeks, with three educational units per week on Friday, Saturday, and Monday.

The researcher concluded that the Self-Regulated Learning Model has an effect in improving the learning rate of the experimental group in the ready stance and movement. The researcher posits that the adoption of the Self-Regulated Learning Model is imperative for the acquisition of fundamental boxing competencies and analogous sports skills. .

Keywords:

Self-organized learning model, stand-up and move, boxing.

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1.Introduction:

Boxing is regarded as a highly specialized sport that demands a distinct set of competencies from its practitioners. Among these competencies, the ready stance is widely regarded as the foundational skill of the sport. The ready stance constitutes the fundamental position adopted by the boxer to evade falling when struck by an opponent's punch. This position has been delineated in a variety of ways. For instance, Arab (2012, p. 48) describes it as the position a boxer adopts during a bout, enabling them to continue executing their technical plans while simultaneously defending against the opponent's punches in an appropriate defensive manner. In a similar vein, Nasser (2014, p. 17) underscores the significance of the boxer's stance within the competitive environment. This stance facilitates the simultaneous execution of offensive and defensive technical maneuvers, characterized by swiftness, agility, and equilibrium. This capacity to swiftly adapt to the dynamic nuances of the match is a hallmark of a proficient pugilist. Furthermore, Al-Hawi (1999, p. 60) emphasizes that foot movement constitutes a pivotal aspect of the ready stance that must be mastered. Boxers are required to develop their footwork skills from both stationary and moving positions. Mastery of foot movements is a fundamental principle in the learning of boxing. Boxing training fosters self-confidence and enables control over the course of the match with agility. In the event of an attack, the boxer has the capacity to either engage in combat, retreat, or withdraw to either side for defensive purposes.

The progression of science is not confined to a finite boundary; rather, it exhibits a continuous and uninterrupted trajectory, propelled by scientific research, particularly within the domain of motor learning. This domain has undergone a substantial advancement through the medium of games and sports activities. This progression, however, was not arbitrary; it resulted from the implementation of diverse models, strategies, and teaching methodologies, particularly those grounded in self-directed learning. The latter, as defined by the American Council on Education, is contingent upon the presence of intellectually proficient individuals who possess the capacity to process information and subsequently transform it into novel knowledge.

The term "self-regulated learning" has witnessed a marked increase in its usage in recent years. It is not regarded as a substitute for traditional education; rather, it is conceived as a complement and an enhancer of what is acquired through conventional methods. According to Mushri (2014, p. 168), the emergence of this concept coincided with numerous developments, reflecting profound shifts in researchers' interests across different educational and theoretical affiliations during the latter half of the last century. Al-Darabka (2018, p. 150) defines it as an organized cognitive mental process in which the learner is an active and effective participant in their learning process, optimally utilizing their abilities to acquire knowledge, skills, and solve problems.

This characteristic is not only an integral component of effective learning but also constitutes a fundamental objective of long-term learning processes. This underscores the significance of research in developing a model for self-regulation of knowledge and behavior, as it constitutes a fundamental aspect in the learning process of young athletes, particularly in the sport of boxing, which is characterized by the complexity of skills and numerous variables. According to this concept, learning is not merely a passive process; rather, it is an active and effective action undertaken by the learner through their engagement with the educational situation.

2.Research problem:

A review of the extant literature reveals that the methods employed to instruct novice boxers, particularly among younger age groups, are predominantly conventional techniques that emphasize the role of the coach. In these methods, the coach is responsible for explaining and presenting the skills to the learners, regardless of their abilities and capacities to effectively deliver the educational material. Consequently, the learner becomes a mere recipient of information, which frequently results in the loss of a substantial portion of what was acquired over a brief period.

In light of the aforementioned issue, it is imperative to delve into the realm of alternative educational models that prioritize the learner as the pivotal element in the learning process. This exploration encompasses the self-learning model, wherein the learner is entrusted with the responsibility of acquiring sports skills through autonomous means. A meticulous examination and systematic planning are imperative for this model to be effective. The learner is regarded as a pivotal component in the application and execution of skills, contingent on their individual effort and the extensive scope for self-directed learning that the model affords.

1.2 Research Objectives:

1- To identify the effect of the structured learning model on the performance of the ready stance and movement in boxing for juniors.

2- To identify the differences in post-tests regarding the performance of the ready stance and movement in boxing for juniors between the experimental and control groups.

1.3 Research Hypotheses:

1- There is an effect of the structured learning model on the performance of the ready stance and movement in boxing for juniors.

2- There are differences in the post-tests regarding the performance of the ready stance and movement in boxing for juniors between the experimental and control groups, favoring the experimental group.

1.4 Research Scope:

1- Human Scope: Junior boxers of Al-Musayyib Sports Club.

2- Temporal Scope: From November 6, 2024, to January 13, 2024.

3- Spatial Scope: The boxing hall of Al-Musayyib Club.

2. Research Methodology and Field Procedures

2.1 Research Method:

The choice of method must be appropriate to the research problem and sample; therefore, the experimental method was selected.

Table (1)

Illustrate the experimental design of the research

Groups	First Step	Second Step	Third Step	Fourth Step	Fifth Step
Group	First Test	Application of Error Analysis Method and Its Understanding	Second Test	Differences Between the First and Second Tests	Differences Between the Two Groups in the Post-Test or Second Test
Control Group	First Test	Traditional or Conventional Method	Second Test		

2.2 Research Population and Sample:

The research population included the players of Al-Musayyib Sports Club, totaling (12) players.The research sample was selected using the comprehensive enumeration method at a 100% rate and divided into two groups: a control group and an experimental group, with (6) players in each group.

2.3 Equipment, Tools, and Data Collection Methods Used in the Research

2.3.1 Equipment and Tools Used in the Research:

1. Dell computer
2. Fujifilm camera (1 unit)
3. Boxing gloves (40 units)
4. Boxing ring
5. Data show projector (1 unit)

2.3.2 Data Collection Methods:

1. Previous studies and sources
2. Scientific observations
3. The international Internet network

2.4 Test Used in the Research

2.4.1 Readiness and Movement Stance Test:

Purpose of the Test: To evaluate the correct performance of the skill.

Required Tools: Boxing gloves, stopwatch, scoring form, video camera.

- Performance Description: The boxer performs the readiness stance in the following positions:

1- Stability.

2- Crawling in four directions.

3- Jumping in four directions.

Each condition is allotted 30 seconds.

Conditions: The boxer performs the readiness and movement stance under the following conditions:
1- Coverage (guard position).
2- Balance.
3- Ease of movement.
Scoring: A total of 10 points are awarded for the performance of the readiness and movement stance, distributed as follows:
From stability:
1- (1.5) points for coverage.
2- (1.5) points for relaxation.
For the four directions:
1- (1.5) points for balance.
2- (1.5) points for fluidity.
From movement:
1- (2) points for balance.
2- (2) points for movement fluidity.

2.5 Exploratory Trial:

After completing the pre-test, an exploratory trial was conducted on two (2) junior players outside the research sample on Monday, 6/11/2023, to ensure the validity of the procedures followed. The purpose was also to assess the coach's ability to implement the method used in the study and to identify and avoid errors and obstacles.

2.6 Pre-Test:

The pre-tests were conducted at the Al-Musayyib Boxing Club hall on Monday, 13/11/2023, at exactly 3:00 PM. The assisting team conducted the pre-tests related to the standing and movement variables in boxing. The researcher and the assisting team sought to fix the conditions concerning time and place during the post-test. The researcher prepared a performance evaluation form for the researched skills, while three (3) specialized expert judges were consulted to assess the skill performance level of standing and movement for each player in the sample.

2.7 The Main Experiment

The primary experiment was initiated on Monday, November 20, 2023, and concluded on January 11, 2024, encompassing a total of eight weeks and three sessions per week. Each session was scheduled to last for a duration of ninety minutes, meticulously divided into three segments: a preparatory phase lasting twenty minutes, a primary phase comprising sixty minutes, and a concluding phase spanning ten minutes. The model's objective was to augment the learner's role in acquiring the skill of standing and moving.

Self-Regulated Learning: According to Zimmerman (2002), it is the process of constructing activities in which the learner sets goals, then plans, directs, organizes, and regulates their knowledge, motivation, behaviors, and the context in which learning occurs to achieve learning objectives. The model encompasses metacognitive and motivational-behavioral processes, and its phases are as follows:

The initial stage of the project is the Preparation and Planning Phase. The learner identifies and analyzes tasks, sets goals, selects strategies, and plans the time and effort needed to implement learning strategies.

The present phase pertains to the performance aspect. The learner responds to self-generated inquiries and methodically organizes diverse dimensions of knowledge, tasks, and contexts in a self-regulated manner, with a focus on the organization and regulation of knowledge, motivation, and behavior.

The present phase is characterized by the implementation of monitoring and regulatory mechanisms. The learner is responsible for monitoring their progress toward established goals and adapting their strategies accordingly to the conditions they encounter. This phase is characterized by dynamic and cyclical processes involving cognitive regulation, motivational regulation, and environmental regulation.

The present study will proceed into the self-evaluation phase. The learner assesses the impact of performance on achieved learning and applies learning conditions in subsequent planned phases to continue learning steps. This phase involves the provision of feedback, self-assessment, the estimation of the extent of learning, and the comparison of task performance with the goals set.

2.8 Post-Test

After completing the procedures for implementing the main experiment, the post-test was conducted on Wednesday, 18/1/2024, in the boxing hall at Al-Musayyib Club in Babil Governorate on the research sample by the assisting team, replicating the same conditions as in the pre-test.

2.9 Statistical Tools

Data were analyzed using the Statistical Package for the Social Sciences (SPSS).

3-1 Presentation, Analysis, and Discussion of Results:

Table (2)
Demonstrates the results of the experimental group in the research variable

No.	skills	Sample number	Pre-Test		Post-Test	
1	Standing and moving	6	S	A	S	A
			2.78	0.83	7.11	0.91

Table (3)
Illustrates the results of the experimental group in the research variable

No.	variables	N	S F	A F	H	degree of freedom	Valuet calculated	level of significance	type of significance
1	Standing and moving	**6**	**4.33**	**0.56**	**0.014**	**11**	**18.69**	**0.000**	**semantic in favor of the dimensional**

Table (4)
Displays the results of the control group in the research variable

No.	Skills	sample number	Pre-Test		Post-Test	
1	Standing and moving	6	capacity2	P	X	P
			65 .	0.74	4.04	0.88

Table (5)
Shows the results of the control group and the (t) value in the research variable

No.	variables	N	S F	A F	H	degree of freedom	Valuet calculated	level of indication	type of indication
1	Standing and moving	6	1.39	0.48	0.107	11	13.59	0.000	semantic in favor of the dimensional

Table (6)
Results of both groups in the post-test for the research variable

No.	Skills	Group	sample number	S	A	degree of freedom	value (V)	error ratio	type indication
1	Standing and moving	experimental	6	7.11	0.91	11	15.33	0.000	moral
		control	6	4.04	0.88				

3-2 Discussion of Results:

As demonstrated in the preceding tables (2, 4, 6), there are statistically significant differences for the experimental group in learning the skill of standing and moving. The researcher ascribes this phenomenon to the impact of self-regulated learning model training in acquiring and developing the fundamental skills of young players.

This perspective aligns with the assertions put forth by Rashwan (2006, p. 55). This model enables the learner or player to manage the learning process and attain proper mastery of performance. It differentiates between accurate performance, as evaluated by the learners, and the player's comprehension of the advantageous impact of visualization and the provision of self-regulated learning model via video presentation. This model offers a comprehensive representation to the learner while considering individual differences.

In this regard, Bani Ahmed (2014, p. 14) posits that "mental visualization helps eliminate negative thinking, provides more support and self-confidence, builds positive performance patterns, and achieves goals."

In a similar vein, Keith Pritchard (2002, p. 22) observes that "the establishment of a goal is concomitant with the subsequent pursuit of that goal, characterized by motivation, self-confidence, and determination. A player who aims to enhance their skill or physical performance must engage in rigorous training to achieve this objective and overcome obstacles related to a particular sport activity or those obstacles associated with an individual's endeavor to attain the highest level in that sport.

Statistically significant differences were also identified between the two post-tests for the experimental and control groups, with the post-test of the experimental group demonstrating superior performance in the skill of standing and moving.

The researcher ascribes this phenomenon to "the fact that self-organized learning provided the trained players the opportunity to demonstrate their abilities in learning methods that are compatible with their personal characteristics and their interaction with the educational material." In addition to their active and positive participation in educational situations and the acquisition of knowledge according to their abilities, readiness, and individual capacities, as well as their own pace with minimal teacher guidance, which allowed for integration with the cognitive, emotional, and motivational dimensions of their behavior in performing the motor sequence (Al-Husainan, 2010, p. 17).

As stated by Abu Aliya and Al-Wahr (2001, p. 1), "this type of learning helps learners to learn better, improves and regulates their self-management, and enhances their motivation and learning abilities." The necessity of employing teaching methods that accommodate individual differences is emphasized, particularly in boxing, as it is an individual sport that necessitates significant attention in the learning process.

4. Conclusion:

1- The efficacy of the Self-Regulated Learning (SRL) model in enhancing the learning rate of the experimental group in the context of boxing stance and movement readiness.

2- The utilization of an array of educational models and methodologies has been demonstrated to foster motivation and excitement among learners, thereby generating a lasting impact on their developmental trajectory.

4-2 Recommendations:

1- The researcher posits that the adoption of the Self-Regulated Learning model is imperative for the acquisition of fundamental boxing competencies.

2- Research and studies must be conducted using the Self-Regulated Learning model in order to learn other sports skills for different games.

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Appendixes:

(1)

Performance Evaluation Form Explanation

No.	Skills		Degree	class hermetic	class notes
1	Standing and moving	coverage and relaxation	3		
		Balance and Flow	3		
		Balance and Fluidity of Movement	4		
:notes					

Appendix (2)

Names of the esteemed reviewers

No.	Names	The referee's grade notes	Observations
1	**Asst. Dr. Muthanna Ayad Kaduri**	**Boxing Techniques**	
2	**Asst. Dr. Ayad Kamel Shaalan**	**learned boxing**	
3	**Mohamed Munshid Faleh**	**local referee**	