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Original article

EFFECT OF HABITS OF MIND PROGRAM ON THE DEVELOPMENT OF POSITIVE THINKING AND THE LEVEL OF LEARNING BASIC SOCCER SKILLS AMONG STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION

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Abstract

Aim. Employing "Habits of Mind" requires a composite of many skills, attitudes cues, past experiences and proclivities. It means that we value one pattern of thinking over another and therefore it implies choice making about which pattern should be employed at this time. It includes sensitivity to the contextual cues in a situation, which signal this as an appropriate time and circumstance in which the employment of this pattern would be useful. The purpose of this study was to investigate the effect of habits of mind program on the development of positive thinking and the level of learning basic soccer skills among students of the Faculty of Physical Education.

Methods. The sample comprised random from among first year students at the Faculty of Physical Education at the University of Mansoura. (30) Students, The subjects divided into two groups. The experimental group (n= 15) participated in habits of mind program Three- times weekly. To eight weeks. The control group (n= 15) participated in the traditional program only.

Results. Statistical analyses showed that the improvement significantly higher between the post measurements for the experimental and control groups in all positive thinking variables and Performance Level of basics soccer for the experimental group.

Conclusions. Finally, the research hypotheses verify that the program positively affect the improvement of positive thinking and performance level of soccer. These results have to be taken into account by teachers in order to better understand and applicate it.

Keywords: habits of mind, positive thinking, soccer.

Introduction

The end of the last decade of the twentieth century a new trend in the modern educational thought calls for a focus on achieving a number of educational products and emphasizes the development of thinking. in particular, the development of critical thinking skills, positive thinking, problem solving, and the owners of this trend has focused on the need for the development of a number of strategies think-tank, later it became known as mental habits.

It was launched both Costa & Kallick (2009) on this special thinking, "Habits of Mind" skills, and they transcend all traditional subject areas and apply equally to all ages.

In the grasp of educational outcomes focus on traditional learning on the number of correct answers that are known to the student. Costa & Kallick (2008) believes that the habits of mind focused on how to act when a student does not know the correct answer.

In addition, calls for modern education methods to be mental habits, a major objective in all levels of education starting from primary education up to the university, where Marzano, et al. (2001) that poor mental habits usually lead to learning is weak, regardless of our level in skill or ability.

Costa & B. Kallick (2008) noted that the neglect of the use of reason habits cause a lot of deficiencies in the educational process results, mental habits not possess information but is figuring out how to work it and use it well, it is a pattern of smart behaviors leads the learner to produce knowledge, not reproduce a previous pattern.

Educational outcomes in traditional settings focus on how many answers a student knows. In how students behave when they do not know an answer. The Habits of Mind performed in response to questions and problems, the answers to which are not immediately known. The enhancing the ways student has to produce knowledge rather than how they merely reproduce it. Students to learn how to develop a critical stance with their work: inquiring, editing, thinking flexibly, and learning from another person's perspective. The critical attribute of intelligent human beings is not only having information but also knowing how to act on it.

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Although there are many diverse programs and used to improve thinking, but most experts in the field of education agree on the existence of some of the thinking skills that can be applied generally to all branches of knowledge.

Moreover, Interest in mental habits through a number of developed curricula that have adopted habits of mind as the basis for Educational Development, including the British National Curriculum, which stressed the need for these mental habits Development: (curiosity, respect for evidence, and the Department of tolerance, perseverance, mental and openness, and environmental common sense, cooperation with the others).

In addition to some educational projects that have adopted the mind as the basis for the educational development of habits, and these projects of scientific culture or science education to all Americans until year project (2061). Foundation of American scientific progress (1993), where the project has identified a number of mental habits that focuses on the development of science education, including (integration, diligence, curiosity, openness to new ideas, skepticism of the building on the knowledge and skills to respond critic, and imagination, and justice ... etc). And the Elizabeth queen project (2004) to develop the habits of mind, and specialists stressed the need for these mental habits Development (flexible thinking, and listen to others, the pursuit of accuracy, and determination (perseverance), curiosity and pleasure in solving problems, and to see the situation in an unconventional way) through improved curricula.

And refers Ritchhart, et al. (2011) noted that the habits of mind development requires teachers to use teaching methods help to embody the ideas to be absorbed, it is also linked to the stages of cognitive development; and this should be educational activities by which we seek to develop mental habits proper to the stage of developmental cognitive learner be.

While sees McGuinness, (1999) that a major failure for the formal education of the reasons is that teachers begin to abstract things through printed materials and through verbal language instead of physical acts and behaviors, and attitudes towards mental.

Erickson, (2006) that the decline in the ability to academic absorption may be due to the mental habits that followed the disciples.

Confirms, Joseph and Oumayma (2005) that the mental habits development helps regulate the stock of knowledge of the learner, and managing his thoughts effectively and trained to organize assets in a new way and to look at things in an unusual way to organize existing knowledge to solve problems.they benefit the teaching of mental habits in the academic comprehension development.

Ibrahim (2002) confirms that the educational reality that students lack the use habits in various educational activities and the operation, in addition to that they have memorized the terminology and scientific concepts without understanding or accommodating.

So confirms Magdi (2003) McGuinness, (1999) to include mental habits in the academic curriculum.

He adds Afaf Abdullah Nihad Mohammed (2008) to be a physical education teacher does not care much intellectual preparation inside the module and all the focus is on the physical and skill aspects.

Where the development of thinking skills is considered a social necessity, education is a right for all, and each individual has the right of access to education slander commensurate with his abilities and inclinations and the development of intellectual skills Kaaadat mind.

The researcher believes that the education of students thinking skills may make them able to deal with different knowledge and information in a positive way. in addition to the flexibility which is characterized by a program (Costa and Calik) which made him capable of entering into the educational curriculum in any way fit the teacher to face the better some teachers are studying the program (Costa and Calik) as an individual, while others enter into the curriculum-based.

Through access to the global information network (Internet) researcher noted the lack of studies on the program (Costa and Calik) in the domain General Sports In the field of sport especially football, prompting a researcher to conduct this study.

The purpose of this study was to investigate the effect habits of mind program on the development of positive thinking and the level of learning basic soccer skills among students of the Faculty of Physical Education

Participants

The sample comprised random from among first year students at the Faculty of Physical Education at the University of Mansoura. (30) Students, The subjects divided into two groups. The experimental group (n= 15) participated in habits of mind program Three- times weekly. To eight weeks. The control group (n= 15) participated in the traditional program only. The homogeneity in height,

weight and chronological age and level of intelligence will show in table (1)

Testing Procedures

Positive thinking test (Syed Abdul Salam (a)

The researcher used the innovative thinking test for Syed Abdul Salam. to measure the level of positive thinking for the students of Faculty of Physical Education students - Mansoura University skills and expressed from Sayed Abdel Salam (2010) (9). This test is applied collectively and in favor of applying for all age groups except for children below the fourth grade level primary, since the test requires a written response, and measures the verbal test his image (10) skills are

1. Positive expectations and optimism (phrases from 1to 8)

Any positive expectations for gains in the various aspects of a person's life, as well as an increased level of optimism and expectations of positive results in our personal lives, health, social and professional.

2. Control and emotional control in the higher mental processes (phrases from 9 to19)

Person's skills in directing his attention and his memories and abilities to imagine the sound and useful trends fit in with the requirements of health and psychological development of the tally appropriate cognitive processes psychological and social compatibility.

3. Blooming love of learning and cognitive health (phrases from 20 to 30)

What distinguishes it from the positive trends in the possibilities of change, including attention from the knowledge and love of learning and knowledge of what is new and appropriate to achieve mental health, and is characterized by the owners of this pattern is also positive of the importance of psychotherapy and confidence outlook as provided by the processor of the tips and guidance.

Our knowledge-based and information on health‹happiness‹ balance and how to deal with the attitudes of fear, anxiety, depression and psychological disorder.

4. General feeling of satisfaction (phrases from 31 to 42)

General complacency and happiness to achieve the overall objectives in life, including the standard of living and achievement and education.

5. Acceptance positive difference for others (phrases from 43 to 54)

Adoption of ideas and social behaviors indicate to understand the difference between the people the truth and we are demanding encouraging difference and consider a positive perspective and open.

6. Tolerance and generosity (phrases from 55 to 65)

Any adoption tolerant of what beliefs over us from experiences or psychological pain associated with the events of the past, in other words the adoption of ideas and behaviors that look to the past, which I experienced as a bygone ordered It is unfortunate that remain bound to it.

To accept the reality and the challenges without overlook what do the impossible things cannot be changed. And accept what cannot be changed also means the lack of a complaint or frequent grumbling of your life not know the complaint does not complain all the time of things beyond his control

7. Emotional intelligence (phrases from 66 to75)

This concept refers to a set of personal qualities and social emotional skills that enable a person to understand the feelings and emotions of others, and then be more able to rationalize his psychological and social basis of these skills.

8. Accept unconditional with (phrases from 76 to 92)

It mean to accept yourself and know its value. The accepted means of self-satisfaction, including ownership of the possibilities and avoid the lack of self-denigration in front of others in order to get their attention or compassion or even just to draw attention. And accept the self that includes much of rationality because you do not get upset and complain about things beyond your control, and encourages you accept you for yourself on the risks aiming for the establishment of a list of mutual respect and love for others social relations.

One manifestation of a lack of self-accept that adopts a "poster" that any negative concepts ourselves had expected damage self-esteem and become an obstacle to the growth and development obstacles. I, when you describe yourself, "I am neurotic or" I'm an introvert by nature, "or" timid "or" lazy "or" This is my nature ".etc., you are depriving yourself of the change and linking things impossible restrict your movement and your growth and fears and negative imperatives that cannot be addressed.

In other words you find the person who accepts the same do not get upset quickly, do not put a negative headline simplifies its exposure to passive acceptance of the disease and unhappiness. It does not get upset when it is exposed to external criticism or assessment of what puts it in a calm frame of it or

because they trust in themselves and their capabilities.

9. Accepted personal responsibility (phrases from 93-100)

The positive people do not use the excuse of lack of time, or throwing excuses to others and have the courage allows them to assume their responsibility without hesitation, and therefore such people, they are beautiful models that succeed and help others succeed and achieve victory for those who have around.

10. Positive risk (phrases from 101 to110)

The positive persons highest in terms of curiosity and a desire for the unknown and accept ambiguity discovery capabilities, and then they more ability to take effective positive decisions and calculated risk-taking. That is why we find them:

•prefer work that requires thinking and decision-making more than the usual routines

•their friends and acquaintances are diverse in their interests and their ways of thinking and interacting

•prefer the positive activities that require a high degree of originality and innovation

•develop a family atmosphere allows those around them to grow and diversity‹ curiosity

•afford to take an important decision is that it describes as positive and effective

The total score for the test of all these skills.

Tutorial using habits of mind:

The overall objective**:**

This tutorial is designed to develop the habits of mind of the students category at the Faculty of Physical Education at the University of Mansoura, which implicitly leads to the development of positive thinking three dimensions (fluency, flexibility and originality), is also working on the development of critical thinking and thinking beyond the cognitive.

Sub-objectives:

Ramifications for the overall objective of the training program a number of sub-goals came in the form of educational outputs can be monitored as follows:

1. The student recognizes the concept of mental habits, according to A.L., Costa, & B. Kallick,
2. Born student synonyms or intelligent behaviors for each habit of mental habits.
3. Student largest possible number of diverse positions on each generates a habit of different life situations experienced by.
4. Employs student mental habits in situations faced in the overall daily life activities.
5. Draws students with the basic principles of each usually mentality.
6. Enable the student to generate alternatives that help in solving the face of problems.
7. Enlighten the students of the importance of openness to the views and experiences of others.
8. Providing students with a range of strategies harmonious with his control cerebral style, being able to compare the problems encountered in the course of their daily lives.
9. Students communicate effectively with peers enabled.

Determinants of Habits of Mind:

1. Persisting: Sticking to task at hand; Follow through to completion; Can and do remain focused. 2. Managing Impulsivity: Take time to consider options; Think before speaking or acting; Remain calm when stressed or challenged; Thoughtful and considerate of others; Proceed carefully. 3. Listening with Understanding and Empathy: Pay attention to and do not dismiss another person's thoughts, feeling and ideas; Seek to put myself in the other person's shoes; Tell others when I can relate to what they are expressing; Hold thoughts at a distance in order to respect another person's point of view and feelings. 4. Thinking Flexibly: Able to change perspective; Consider the input of others; Generate alternatives; Weigh options. 5. Thinking about Thinking (Metacognition): Being aware of own thoughts, feelings, intentions and actions; Knowing what I do and say affects others; willing to consider the impact of choices on others and myself. 6. striving for Accuracy: Check for errors; Measure at least twice; Nurture a desire for exactness, fidelity &craftsmanship. 7. Questioning and Posing Problems: Ask myself, "How do I know?" develop a questioning attitude; Consider what information is needed, choose strategies to get that information; Consider the obstacles needed to resolve. 8. Applying past Knowledge to New Situations: Use what is learned; Consider prior knowledge and experience; Apply knowledge beyond the situation in which it was learned. 9. Thinking and Communicating with Clarity and Precision: Strive to be clear when speaking and writing; Strive be accurate to when speaking and writing; Avoid generalizations, distortions, minimizations and deletions when speaking, and writing. 10. Gathering Data through All Senses: Stop to observe what I see; Listen to what I hear; Take note of what I smell; Taste what I am eating; Feel what I am touching. 11. Creating, Imagining, Innovating: Think about how something might be done differently from the "norm"; Propose new ideas; Strive for originality; Consider novel suggestions others might make. 12. Responding with

Wonderment and Awe: Intrigued by the world's beauty, nature's power and vastness for the universe; Have regard for what is awe-inspiring and can touch my heart; Open to the little and big surprises in life I see others and myself. 13. Taking Responsible Risks: Willing to try something new and different; Consider doing things that are safe and sane even though new to me; face fear of making mistakes or of coming up short and do not let this stop me. 14. Finding Humor: Willing to laugh appropriately; Look for the whimsical, absurd, ironic and unexpected in life; Laugh at myself when I can. 15. Thinking Interdependently: Willing to work with others and welcome their input and perspective; Abide by decisions the work group makes even if I disagree somewhat; willing to learn from others in reciprocal situations. 16. Remaining Open to Continuous Learning: Open to new experiences to learn from; Proud and humble enough to admit when do not know; Welcome new information on all subjects.

Statistical analysis

All statistical analyses calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups were reported as mean difference ±95% confidence intervals (meandiff ± 95% CI).Student's t-test for independent samples was used to determine the differences in mental and soccer skills parameters between the two groups. The $p<0.05$ was considered as statistically significant.

Results

Table 1. Age, Anthropometric Characteristics and physical variables of the Groups (Mean ± SD)

Variables	Mean	Standard Deviation	coefficientof skewness
Age (years)	18.55	1.65	0.34
Height (cm)	170.76	2.54	0.45
Weight (kg)	72.44	3.28	1.11
IQ	122.56	11.34	0.68

Table 1 shows the age, anthropometric characteristics and physical variables of the subjects. There were no significant differences were observed in the anthropometric characteristics and intelligence level(IQ) for the subjects.

Table 2. Mean ± SD and "T" sign. Between two Groups (experimental and control) in positive Thinking and Performance Level of soccer basics

Variables	Experimental group			Control group			T
	Before	After	%	Before	After	%	sign.
Positive expectations and optimism	5.36 ±0.57	7.47 ±0.38	40.36	5.22 0.66	5.28 0.65	1.15	Sign.
Emotional control in the higher mental processes	4.69 0.69	8.42 0.45	68.74	5.20 0.57	5.12 0.46	1.79	Sign.
Blooming love of learning and cognitive health	6.12 0.91	8.47 0.69	38.40	6.23 0.83	6.22 0.77	0.17	Sign.
General feeling of satisfaction	4.78 0.47	6.34 0.32	32.64	4.91 0.51	5.13 0.43	4.48	Sign.
Acceptance positive difference for others	5.67 0.56	8.14 0.59	43.56	5.53 0.55	5.53 0.46	0.55	Sign.
Tolerance and generosity	6.64 0.78	8.43 0.35	26.96	6.83 0.67	7.43 0.71	8.56	Sign.
Emotional intelligence	5.37 0.22	7.71 0.19	43.58	5.78 0.46	6.11 0.51	5.77	Sign.
Accept unconditional	7.31 0.12	9.22 0.33	26.13	7.78 0.34	8.00 0.31	2.78	Sign.
Accepted personal responsibility	6.45 0.99	8.76 0.43	35.81	6.12 0.87	6.55 0.66	6.96	Sign.
Positive risk	5.93 0.53	8.49 0.57	43.17	6.21 0.44	6.35 0.51	2.26	Sign.
Total	58.62 3.69	81.45 4.12	38.95	59.63 3.22	61.68 3.11	3.42	Sign.
Performance Level (Degree)	6.22 0.55	8.83 0.34	41.37	6.15 0.47	7.21 0.39	17.23	Sign.

The t-test showed statistically significant differences between the post measurements for the experimental and control groups in all positive thinking variables and Performance Level of basics soccer for the experimental group.

Discussion

Findings supported the hypothesis that when students generated self-discovered images about material they needed to learn, their retention of the material improved.

And it attributed the researcher to the effect of thinking in improving positive thinking among a

sample search where the program features that expands the perception habits program using performance method of approach. in the teaching of thinking, has been providing tailored thinking skills carefully to students as practical tools, and then the students are trained to use the tools in the positions variety. In addition to the educational program for Costa and Calik characterized by regulatory and scientific specifications it helped greatly in the development of the level of positive thinking by using the habits of mind of the students. Since the program depends on the free-guided activities indirectly-such as students express their ideas and to use his imagination to draw new ideas and express them freely in front of their colleagues, making them able to creativity.

In this way, students develop their skills in the use of thinking tools, and then they can move in any of the aspects of the curriculum or in public life outside the educational atmosphere.

The Costa Calik program for teaching thinking to make students focus of the educational process and give them the freedom to express opinions is Almighty. or fear or hesitation and helped give the students exercise greater knowledge and active participation in the classroom, and to create positive attitudes and strong urge towards the follow-up lesson careful to attend educational units of the program until the end. Which reflected positively on their achievement in the posttests on positive thinking scale.

In this regard, Haider (2012) that the program away from traditional programs to think positive usual in education in terms of components of the program and how to teach it, and use habits of mind, one of the modern methods used to develop positive thinking. Where there is the ability to deliver the goal of the lesson and the idea to the students in a simple and interesting and gives the freedom for students to think and put forward their ideas and opinions without restrictions and without embarrassment. Which the student pays the breed has a desire for a deep and wide thinking about the questions and things that arise to create and draw a new creative ideas in the topics covered in the program's activities. The program also helped the students to develop a way of thinking among students and organizing a series of ideas and displayed in an orderly fashion, helping to blow up the ability to have a positive production.

Afaf (2008) of the flexibility of thinking confirms this, the program made him capable of entering into the educational curriculum in any way fit the teacher to face the better, and some professors are studying thinking as an individual, while others enter in a substance or in the curriculum Entire.

It is noteworthy Hosni (2001) that the duties of athletic training divided into (teaching duties, educational and duties) and consists of educational duties of physical preparation and preparation skills and tactical preparation and setup intellectual.

In this regard, Ameen and Mahmoud (1999) that the role of the teacher in the sports field is no longer limited to the transfer of information and knowledge and to inform learners of modern gadgetry. However, it became necessary to accustom students to think so constantly seeks to develop what he knows, especially in the field of learning motor skills and looking at ways to upgrade to a more intense performance levels. as thinking the development of the sport to help him figure out when lead duty and assess what works in performance and knowing when to be done and what works after the performance as well as to find out what is to be in certain circumstances and find out how the call of duty.

The researcher believes that Kurt program is simple and practical and can be used by teachers in a wide range of styles, in addition to that the advantage of cohesion so that it stays intact throughout his move from trainee to trainee to another teacher to student.

And improve performance skills to students level refers in this regard Gibboney, et al. (1990) that studies have indicated that the course content coupled with education teaching thinking skills entail higher skills.

This was affirmed by Qais (2000) as he believes that he cannot set up and design of third-party programs in teaching thinking skills but should those skills within the curriculum as a whole to focus the teacher to think through the course material skills. In addition, stressed the importance of including different school curriculum teaching thinking skills in all academic subjects in various stages of education from kindergarten as the thinking patterns and different skills are subject to learning and training, which is distinct from other skills susceptibility to jump.

And it emphasizes the taste of hope and greatness Rand (2003) that the development of thinking skills mean raising the level of intelligence and increase mental capacity levels in the individual and build a sound and only think about. A. Magdi (2003), indicated that training in general practice and education lead to the development of thinking skills. Sue Knight also confirmed (2004) provides that training to broaden thinking leads to increased

brainpower in the same way it does exercise to increase the fitness of the body patterns.

The researcher believes that the development of thinking within the educational units helped students to increase the amount of motor skill learning better than the control group, which was to learn by the method of the college, and that the specificity of the sport of soccer. When you learn the basic skills, especially since motor behavior is characterized by diversity and pluralism due to the interaction of several elements at one time. Which would require the development and use of thinking when learning these skills in order to help that requires a student to be appropriate and how performance leading to be performed successful for those skills.

The results of the study are consistent with a study Afaf (2008) CoRT program that improves the performance level of skill for the students of the Faculty of Physical Education.

Yet the study of both Mohammed (2010), Rushall, (2002) in thinking that programs contribute to the improvement of positive thinking among university students.

Conclusion

Thus, the research hypotheses verify that the program positively affect the improvement of positive thinking and performance level of soccer.

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