The Processing of Information According to the Linguistic Neural Programming and its Relation to the Level of Skills Performance of the Monument and Undermine the Scout Tent

Aqeel Yahya Hashim Abdulaziz*, Elad Mohammed Abd Zaid

Republic of Iraq - University of Kufa - Faculty of Education for Girls - Department of Physical Education and Sports Sciences.

*Corresponding Author: aqeel.alaraji@uokufa.edu.iq

Abstract

Recently, the interest of trainers and teachers has increased to study the mental and physiological aspects of the player and the learner. The interest in the study of information processing and treatment levels has been highlighted as being one of the types of learning that has to do with the learner himself, directing and self-driving towards learning, and there is a close link between the representative systems owned by the learner whether (audio, visual, sensory) and the level of information processing on the one hand and between these systems and the level of learning skill on the other hand, the problem of this research is that there is a fluctuation among the students in the performance of the skills of erecting and undermining the scout tent. This may be due to the difference in their representation systems of the linguistic programming of the nervous system (auditory, visual and sensory) and related to the process of information processing within the brain.

The researchers followed the following steps in the research procedures:

The descriptive approach was used in the method of interconnectivity.

- The research was conducted on the students of the first stage in the Department of Physical Education College of Education for Girls - University of Kufa for the academic year 2016-2017
- The sample (30)

- The sample was divided according to the Neural programming test into three groups representing the first group (the auditory system), the second group represented the visual system and the third group represented the sensory system.

The research requires the use of several tests included the following

- Information processing test.
- Testing neural programming for representative systems (auditory, visual, and sensory).
- Skill tests of skill (erecting the tent, undermining the tent).

The results of the research

- The level of information processing and accurate performance of the skill of setting the tent for those with the visual system is better than the audio and sensory system.
- The level of processing information undermines the tent for people with a visual system better than the system of audio and sensory.
- The processing of information is an important and essential role for the people of the visual system and the performance of the skills of the monument and undermines the tent.

Keywords: Information Processing, Neural programming, Monument and undermine the scout tent.

Introduction

The development of knowledge, science and technology to the events of changes and rapid developments in various aspects of life, especially the scientific, educational and
psychological aspects, a better investment of mental and physiological abilities is required to build a balanced personality in all its emotional, mental and cognitive aspects. The study of the learner's mental aspects has been increased by educators and teachers, interest in the study of neural linguistic programming, which represents the representation and reception of information from the outside world using the senses (hearing, sight, touch, sense, smell, and taste).

The senses are the outlets of perception, and all that man knows or learns is carried out by the senses. Therefore, neural linguistic programming works to develop the senses and sharpen their energies and abilities to be more efficient and better in the accuracy and objectivity of the observation, there is no doubt that the more our means of monitoring increased our perceptions and increased our awareness and culture and created opportunities for better success, as the processing of information occurs through a series of processors in the brain, the information is entered into different patterns for conversion to representations and result in that output.

The importance of the research lies in the identification of neural linguistic programming and their three representative systems (audio, visual and sensory) in the processing of information and the level of performance of the basic skills in scouting, which include skills (erecting and undermining the tent) for the purpose of achieving the optimal system that leads to the perception of stimuli received from the periphery, and thus leads to better learning so that teachers can learn how to learn the basic skills of scouts to develop skills level locally, internationally and globally.

As a result of the researchers' follow-up of scouting and the level of performance of the basic skills of this subject, they observed that there was a fluctuation between the students in performing and undermining the skills of the monument. This may be due to the difference in their representative systems of neural linguistic programming (audio- ) And the link to the process of processing information within the brain, so the researchers decided to go into the solution of this problem believing in the effectiveness of this variable in the impact on the learning process and in order to identify the relationship of these three systems processing information to help the Teachers to develop the appropriate educational curricula for the sensory systems possessed by students to upgrade the basic skills of this science (scouts).

**Practical Part**

**Procedures of Field Research**

The researchers used the descriptive approach in the way of the correlation relationship to suit the nature of the research. The sample of the research chose the researchers in a deliberate manner, the research society, which represented the first phase of the academic year 2016-2017, and the number of female students who participated in the exploratory experiment, The sample was determined according to the NLP test. After obtaining the results, the students were determined according to the three systems (audio (15), visual (8), sensory (7)).

**Selection of tests**

In order to achieve the objectives of the research and measure its variables, the researchers used a set of tests for the purpose of collecting information about the behavior you intend to measure, in order to reach the comparison of the individual with others or compare the individual with himself in light of a certain ladder or specific measures [1]

**The test of Neuron-linguistic programming [2]**

He test consists of 10) questions for each question containing (3) answers. The laboratory selects one answer within (5) seconds. The duration of the time test to answer (10) questions is (50) seconds.

The laboratory is able to answer all the test questions on the computer after clicking on the "Get Results" command, this test will help determine your system or the system of any person subject to it, as shown in Appendix 1.

This test has been applied in the computer lab at the College of Education for Girls, University of Kufa, and the instructions for the test for the sample were clarified.
Scheme hometer for Information Processing

The researchers based their research on the scale prepared by Schmeek and his colleagues, [3] In order to address the information of the university students. The researcher (Nihad Mohammed Alwan) [4] translated it into Arabic. The researchers also extracted the scientific bases of this measure on a sample of university students within the Iraqi environment. (0.85). The validity of the content (or content) was also used by presenting the scale to a group of experts in the field of tests, measurement, education and psychology.

It consists of (62) items to determine the dimensions of information processing and processes that characterized the university students classified into four sub-axes as shown in Annex (2) These four axes are:

- The center of deep processing consists of (18) paragraphs on how the student organizes, categorizes and analyzes the study information in order to absorb it deeply and accurately and then work on its evaluation and criticism.
- The focus of the systematic study consists of (32) paragraphs on how the student organized his time and effort during the study and prepare for examinations and called Scheme (how to study).
- The focus of the retention of scientific facts consists of (7) paragraphs related to the ability to store the information in the brain and retrieve them effectively when needed.
- The detailed and expanded treatment axis consists of (14) paragraphs related to the student's ability to expand the course material with its special additions and attempts to express scientific ideas in its own style and to find practical applications directly.

The correction of this scale is based on a two-step response to (and not applicable to) the positive paragraph that the student answers (applies to) weight (1) and is given (0 if the answer does not apply to) (1), which is the highest score of 62, and Annex (2) shows the scale in its final form (after the integration of its four interlocutors).

These tests are skillfully erected and undermine the scout tent.

The Test of Tent Placement on the Outside

The Objective of test

Measuring the skill level of the monument

Tools Used in the Testing

(180) pounds and accessories, wooden hammer (2), pegs, stopwatch number (2), rope (to determine the starting area), (3 individuals assigned to support the columns only), whistle.

How to Perform the Test

The number of participants (2) Scouts at the hearing of the call to start towards the tent, which is less than (3) meters from the starting line and start erecting the tent:

- Open the tent and brush it on the ground, with the outer face facing the ground and the tent forming a rectangle so that all the ropes will go out as in figure (1).
- Pass the bridge in the middle of the tent and then enter the front column in the front ring of the bridge and the second column in the ring in the center of the bridge as well as the column in the back of the bridge, and then raise the tent by holding the front and back, just not jealousy).
- After that, the work of the Scouts begins. Each one works by one of the parts of the tent by fixing the four lateral ropes, including the front and lateral side ropes of the country. The rope is selected for either the front or the back of the tent and the two ropes on the side of the tent. After the completion of the monument, return to the back of the line. Figure (1) shows how to perform the test.

Measuring Unit

Degree/ second

How to Calculate the Score

It is calculated according to the law of measuring the skill level of Scout= the total score of the axis of the tent/Time spent on performance.
And that is Through

- Time measurement: The time is calculated from the time the whistle is heard to start until the completion of the return to the starting line
- Time division on (60 seconds).

- Assessing the skill performance: measured by a special assessment form for the skill of setting the tent, where scores are given for each axis of performance evaluators and then collected from 10 degrees.
- The final score for the assessment: the total output of the performance evaluation divided by the time taken.

Figure 1: Shows the method of erecting the tent

Statistical Methods
The researchers used the SPSS program to analyze the search results.

Results and discussion

- This axis includes a presentation and analysis of the results of the Scheme scale for processing information and tests for the erection and undermining of the tent and by the three representative systems (audio, visual and sensory) after being processed statistically as appropriate, and Table (1) shows this.

<table>
<thead>
<tr>
<th>Tests</th>
<th>Division by representative systems (auditory, visual, sensory)</th>
<th>Sensory system</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Audio system</td>
<td>Optical system</td>
</tr>
<tr>
<td>S Mean</td>
<td>STD.EV</td>
<td>S Mean</td>
</tr>
<tr>
<td>Info. Processing</td>
<td>44.62</td>
<td>6.40</td>
</tr>
<tr>
<td>The skill of tent erecting</td>
<td>5.13</td>
<td>1.15</td>
</tr>
<tr>
<td>The skill of tent undermining</td>
<td>5.42</td>
<td>0.47</td>
</tr>
</tbody>
</table>

Table 1: Shows the computational environment and standard deviations of your Schmeek scale for information processing and basic skill tests according to the representative systems of NLP (audiovisual, sensory)

In our observation to Table (1) we find that there is a difference in the computational and standard deviations between NLP (audiovisual, sensory) in a thickness scale for information processing and in the skill tests of the monument and the undermining of the tent.

Table 2: Shows correlation coefficient values and significance values for information processing according to Neuron-Linguistic Programming (NLP)

<table>
<thead>
<tr>
<th>Tests</th>
<th>Processing of information according to people with NLP</th>
<th>S</th>
<th>r</th>
<th>Error Ratio</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skill of tent erecting</td>
<td>Audio system</td>
<td>15</td>
<td>0.000</td>
<td>0.877</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Optical system</td>
<td>8</td>
<td>0.624</td>
<td>0.030</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Sensory system</td>
<td>7</td>
<td>0.312</td>
<td>0.333</td>
<td>Not sig.</td>
</tr>
<tr>
<td>The skill of tent undermining</td>
<td>Audio system</td>
<td>15</td>
<td>0.313</td>
<td>0.380</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Optical system</td>
<td>8</td>
<td><strong>0.933</strong></td>
<td>0.020</td>
<td>Sig.</td>
</tr>
<tr>
<td></td>
<td>Sensory system</td>
<td>7</td>
<td>0.566</td>
<td>0.052</td>
<td>Sig.</td>
</tr>
</tbody>
</table>

**At a level of significance (0.05).
Through the results presented in Table (2) of the association between the results of the Scheme scale of information processing for NLP and the performance test of the skills of erecting and ruining the tent, we found that the correlation was significant among the optical system between the information processing test and the performance test. This indicates that the sense of sight allows the learner the opportunity to perceive and perform the new movement in general and will be performed by the learner in a certain way if the model is sound and clear and will See enthusiasm as well as help in the spatial configuration and dynamic movement [6].

The sense of sight is also a fundamental source in determining the movements to be implemented even if there are other senses involved in providing information about that motor behavior, [7]. The researchers also show that the sense of sight was used to obtain information about the nature of the performance correctly, and that the information received by students through sight, which confirms Paul Rodent "The sense of sight has an important role in learning and training because it is necessary to make a dynamic model of skill or The learned movement, be it through the living model, films or other means, which can also be used to clarify the mistakes in which the learners. In this way, the researchers see the importance of information obtained through the eyesight and have a role in the development of the movement of skill performance. With the help of this skill, we can take information not only about our movement but also the movements of others.

This fact gave the sense of sight a special importance when learning movements based on the model. Before another person to be a learning kinetic information transmitted by this sense, [8] despite the emergence of the role of the sense of sight in this research, however, most senses play an important role in learning the skills of sports mobility, both while learning or training alternately and they overlap and share together to achieve the perception of the right motor.

The learning of motor skills is strongly affected by the integrity of the senses and unity to practice the player is a certain skill that he must be well aware of until he stands on its sides and minutes. The realization is only a translation of sensations. The more sound, visual and sensory senses, the more accurate [9].

References

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