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The Effect Of Mental Simulation Strategy On Implicit Intelligence And Learning The Apparent Kinesthetic Form Of Several Types Of Passing And Serving Skills In Volleyball

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Abstract

The study aimed to investigate the effect of mental simulation strategies on developing implicit intelligence. It also aimed to investigate the effect of mental simulation strategies on learning various volleyball passing and serving skills. Furthermore, the study compared the control and experimental groups in learning various volleyball passing and serving skills. The researcher used the experimental method as it was suitable for the nature of the current research. It included creative researchers from the first intermediate year students, with (30) students from the educational colleges community, and adults, with a number of (50) students in the Department of Education and Sports Sciences, College of Basic Education, University of the University For the academic year 2021/2022, the researcher used the following statistical methods: (arithmetic mean, standard deviation, simple correlation coefficient, percentage, t-test for related and independent samples). The researcher concluded the following: The designed program proved effective in teaching the skills studied in this context, as evidenced by the positive results in the post-test between the two research groups. The researcher recommended using the mental simulation strategy in teaching the skills studied in this context and other volleyball skills.

Keywords: Strategy, Mental Simulation, Implicit Intelligence, Skill, Passing, Serving, Volleyball.

1-1 Introduction:

The contemporary sports field is witnessing a remarkable development in the application of modern strategies based on motor learning, given their active role in improving skill performance and raising the level of athletic learning. Volleyball is a team sport that requires a high level of accuracy, motor coordination, and quick decision-making, particularly in skills.

Basic skills like passing and passing are the cornerstone of building a team's tactical performance.

Among the modern strategies that have garnered the attention of researchers is mental simulation/mental imagery, which involves mentally visualizing the action without actually performing it, thus allowing...by activating the neural pathways responsible for movement and improving the quality of motor learning. Numerous studies have confirmed that mental simulation has a positive effect on developing skill performance, increasing self-confidence, and improving motor control in both learners and athletes (Holmes & Collins, 2001).

The success of motor learning is closely linked to what is known as implicit intelligence, which This refers to an individual's ability to acquire skills and knowledge indirectly and without explicit awareness of the rules of performance, which is a crucial element in fast-paced sports like volleyball. Implicit intelligence contributes to rapid motor response, precise execution, and the ability to adapt to changing game situations.

Furthermore, learning the apparent movement pattern is an important indicator of skill performance quality, reflecting fluidity, coordination, and precision in executing motor skills. Studies have shown that combining physical and mental training effectively improves movement pattern and reduces technical errors during performance. (Guillot & Collet, 2008.p3)

Given the importance of linking mental and motor aspects in the educational process, this study aims to highlight the impact of mental simulation strategies on implicit intelligence and learning the overt motor form of certain skills .Passing and serving in volleyball, in an effort to provide a scientific framework that can be used in developing sports education and training curricula, in order to improve the skill performance level of learners.

1-2 Research Problem:

Despite significant advancements in educational curricula, learning basic volleyball skills, particularly passing and serving, still faces several challenges, most notably the continued reliance on many traditional methods.

It focuses solely on physical repetition, neglecting the mental and cognitive aspects accompanying motor performance. This often leads to slow learning, poor performance accuracy, and instability in the apparent motor form of the skill.

Recent studies have indicated that motor learning does not depend solely on physical practice, but is greatly influenced by unconscious mental processes, primarily implicit intelligence, which contributes to the smooth acquisition of motor skills without explicit awareness of performance rules.

The mental simulation strategy is also one of the effective strategies that has proven its ability to improve motor learning by activating neural representations associated with movement. However, its use in teaching volleyball skills, and linking them to implicit intelligence and apparent motor form, is still limited in the Arab environment, according to what the researcher has seen.

Hence, the research problem is defined in the following question:

What is the effect of the mental simulation strategy on implicit intelligence and learning the apparent motor form of some types of passing and serving skills in volleyball?

1-3 Research Objectives:

This research aims to reveal:

- The effect of the mental simulation strategy on developing implicit intelligence in first-year students.
- The effect of the mental simulation strategy on learning several types of passing and serving skills in volleyball.
-Comparing the control and experimental groups in developing implicit intelligence.
-Comparing the control and experimental groups in learning several types of passing and serving skills in volleyball.

1-4 Research Hypotheses:

-There are statistically significant differences between the results of the pre-test and post-test for the two research groups in implicit intelligence among first-year students in the

Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul, in favor of the post-test.
-There are statistically significant differences between the results of the pre-test and post-test for the two research groups in learning a number of types of passing and sending skills among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul, in favor of the post-test.
-There are statistically significant differences between the post-test results of the two research groups (control and experimental) in implicit intelligence among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul.
-There are statistically significant differences between the post-test results of the two research groups (control and experimental) in learning a number of types of passing and sending skills among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul.

1-5 Research Areas:

-Human Scope: First-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education, University of Mosul.
-Temporal Scope: From January 2, 2022, to February 28, 2022.
-Spatial Scope: The indoor hall at the College of Basic Education, University of Mosul.

1-6 Defining Terms:

- Mental Simulation Strategy:

-Defined by (Fayvabel, 2025) as: "The method by which an individual utilizes their ability to mentally simulate (cognitive imagination) to practice events, situations, or processes within their mind in order to improve their understanding, predict their outcomes, or make better decisions." Real-life situations. Through this strategy, the learner or individual mentally experiences different scenarios before implementing them in reality, which helps develop skills in perception, planning, and problem-solving. (Fiveable, 2025)

- Implicit intelligence:

- It was defined by (Sarinin and Hamalainen, 2004) as: "The intelligent behavior of an individual within complex systems involving interactions and reactions, such that the individual understands the system's impact on themselves and others and interacts with it intelligently. This definition includes an awareness of interconnectedness, feedback, and productive behavior within the system." (Sarinin and Hamalainen, 2004, 3)

2- Research Procedures:

2-1 Research Methodology: The researcher used the experimental method as it was suitable for the nature of the research problem and experiment.
2-2 Research Population and Sample: The research population was selected purposively because this material falls within the scope of the research.
The first semester courses taught to first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul for the academic year 2021/2022, totaling (75) male and female students distributed across three classrooms (1, 2, 3), with (25) male and female students per classroom. Female students were excluded as the scope of the research was limited to

The research sample consisted of (30) students, and they were randomly divided by lot into two groups. Hall (2) was the control group, which included (15) students, and Hall (3) was the experimental group, which included (15) students.

2-3 Experimental sampling: use of experimental sampling under the name (collective sampling) of the population And sometimes it's necessary to strike. (See Voice: 1999, 30) Visual Appearance That (1).

Posttest	Independent variable	Pretest	Groups
-Implicit intelligence -Assessing the skill performance of several types of passing and sending skills	The teacher's method	-Implicit intelligence -Assessing the skill performance of several types of passing and sending skills	Control group
	Mental simulation		Experimental group

Figure (1) illustrates the experimental design of the two research groups

2-4 Methods of collecting information and data: The researcher used several research tools to obtain the data required in the research, which are:

(References and scientific sources, previous and similar studies, questionnaire, physical and motor element tests, observation, evaluation of technical performance of a number of skills, implicit intelligence scale).

2-5 Homogeneity of Age, Height, and Mass Variables: The researcher performed homogeneity testing of the age, height, and mass variables for the students in the research sample, as shown in Table (1):

Table (1) shows the statistical parameters of the age, height, and mass variables for the students in the research sample

Statistical parameters/variables	Arithmetic mean	Standard deviation	Less value	Highest value	Torsion coefficient
Age/years	19.5	2.54	18	21	0.24
Height/cm	170.5	2.63	161	180	0.20
Mass/kg	67.5	7.41	60	75	0.30

* The skewness coefficient (L) ranges between (±3) therefore the sample is homogeneous in the variables (age, height, and mass).

Table (1) shows that all the variables (age, height, and mass) meet the normal curve, which indicates that they range between (±3), thus demonstrating the good distribution and homogeneity of the research sample

2-6 Implicit Intelligence Scale:

The scale prepared by (Saeed, 2020) was adopted. The scale consists of (20) items, and each item includes five alternatives (always applies to me, often applies to me, sometimes applies to me, rarely applies to me, does not apply to me). Therefore, scores (5, 4, 3, 2, 1) were given, and thus the highest score in the scale is (100) and the lowest score is (20) with a hypothetical average of (60).

The validity of the scale:

The implicit intelligence scale was presented to a group of experts in motor learning, teaching methods, and sports psychology in the form of a questionnaire in order to provide feedback and modifications to it, in terms of the validity of the items to measure what they were intended to measure. After collecting the scale, all the experts agreed on all the items with a percentage of more than (90%).

2-7 Technical Skills Performance Evaluation Form: After reviewing scientific sources, the researcher designed a form specifically for evaluating technical skills performance and distributed it to the experts and specialists (see Appendix 1) specializing in (motor learning, teaching methods, and subject teachers). The purpose of the form was to determine performance evaluation scores (performance evaluation score).

For each skill, divided into three sections, and according to the opinions of experts and specialists, (10) points are allocated for each part of the skill. The experts agreed on the following points for evaluating skill performance:
Preparatory Section (3) points.
Main Section (5) points.
Final Section (2) points.
The skills were assessed by a committee of three evaluators. Each skill was evaluated out of (10) points. The scores of the three evaluators were then added together for each student individually. Two attempts were given to each student, and the better of the two was counted. The arithmetic mean of the three evaluators' scores for each skill was then used, and the results were recorded on a special form prepared for this purpose.
The purpose was determined for each group separately, and the multiple correlation coefficient between the scores of the three evaluators was calculated and found to be (0.85), which is a high correlation coefficient in skills assessment. This indicates that the evaluation process was objective.
2-8 Equivalence of the two research groups: The researcher should form groups that are at least equivalent with respect to the variables.
Which is related to the research (Van Dalen: 1984, 398). Therefore, the process of achieving equivalence between the two research groups to control the variables was carried out using a t-test for two uncorrelated means of equal number. This serves as a pre-test for the two research groups. The equivalence process for the two research groups was carried out on Tuesday, January 4, 2022, and included the process
Equivalence of the following variables: (equivalence in physical and motor fitness components, equivalence in the implicit intelligence test, equivalence in serving and passing skills).
2-8-1 Equivalence of the two research groups in some physical and motor fitness components and their tests:
To verify the equivalence of these variables, it is necessary to identify the most important elements and the physical and motor tests that measure them. Therefore, the researcher used scientific and methodological principles to arrive at this procedure, as follows:
Table (2) shows the arithmetic means, standard deviations, and t-value for the two research groups for a number of physical and motor fitness elements and their tests.

Statistical Features / Tests	Unit of Measurement	Control group		Experimental group		(sig)
		x -	P+	x -	P+	
Throwing a 3 kg medicine ball overhead from a standing position	**Meter**	8.30	0.760	8.27	0.830	0.966
Standing vertical jump (Sargent's jump)	**Centimeter**	55	8.23	53.22	7.901	0.670
Rebound running within the lines of a volleyball court (9-3-6-3-9)	**Second**	9.23	0.355	9.89	0.277	0.740
Standing front-down trunk flexion from a platform	**Centimeter**	15.30	1.657	14.87	3.193	0.775
Measuring the range of motion of the shoulders from a fully extended arm position	**Centimeter**	3.24	0.824	3.12	1.245	0.887

*The probability value is not significant when it is greater than (0.05).
Table (2) shows that there are no significant differences between the individuals of the two research groups (control and experimental) in the tests of some elements of physical fitness and motor skills, as the probability values of the error ratio are greater than (0.05), which indicates the equivalence of the two research groups in those variables.
2-8-2 Equivalence of the two research groups on the implicit intelligence scale: The researcher conducted the implicit intelligence scale test on Sunday, January 2, 2022, on the two research groups (control and experimental). After collecting the scale, he was freed up to obtain the results. This test is considered a pre-test, and Table (3) shows that.

Table (3) shows the arithmetic means, standard deviations, and (t) value for the two groups in the implicit intelligence test.

Statistical Features Tests	Unit of Measurement	Control group		Experimental group		(sig)
		- x	P+	- x	P+	
Implicit intelligence test	degree	26.66	4.92	27.60	5.22	0.738

*The probability value is not significant when it is greater than (0.05) and in front of the degree of freedom (28). The results of Table (3) show that there are no significant differences between the two research groups in the implicit intelligence test because the error rate is greater than (0.05).

2-8-3 Equivalence of the two research groups in some research skills: The researcher, with the assistance of the support team, conducted skill tests on the members of the two research groups (control and experimental) on Wednesday, January 5, 2022. Table (5) shows this:

Table (4) shows the equivalence between the two research groups in the skills of passing overhead forward and receiving from below in volleyball.

Statistical Features Research Skills	Unit of Measurement	Control group		Experimental group		(sig)
		x -	P+	x -	P+	
Overhead Forward Pass	degree	3.70	0.67	3.50	0.70	0.784
Underhand Pass	degree	3.80	0.63	3.90	0.73	0.757
Underhanded Serve	degree	4.61	0.58	4.44	0.70	0.369
Overhanded Serve (Tennis)	degree	4.17	0.83	4.50	0.59	0.15

Table (4) shows that there are non-significant differences between the experimental and control research groups in the current research skills, as the probability values of the error ratios are greater than (0.05), which indicates that the two research groups are equivalent in these two variables. This procedure is considered a pre-test.

2-9 Pre-tests: Pre-tests were conducted on the two research groups on Wednesday, January 5, 2022, with the assistance of the support team. Before starting the pre-test, a simplified explanation and presentation of the current research skills was given by the course instructor. After that, each student performed two practice tests to get a basic understanding of each.

Motor skills were assessed, and pre-tests were conducted by giving each student two attempts. The student's performance in each attempt was filmed using a video camera.

2-10 Main Research Experiment: After the researcher verified the homogeneity of the research sample in terms of variables (age, height,

The study also examined the body, as well as achieving parity in some physical and motor attributes and basic skills between the two research groups. It further examined the content validity of the study units according to the mental simulation strategy prepared by the researcher, as well as his use of the curriculum prescribed for the control group. The researcher employed the procedures specific to each teaching method according to his own procedures.

The researcher implemented (8) educational units, starting on Sunday, January 9, 2022, and ending on Sunday, February 27, 2022, as follows:

2-11 Post-tests: After the two research groups (control and experimental) completed the educational curriculum for each skill

Regarding research skills, the researcher conducted the post-tests after the completion of the main experiment and with the same procedures that were applied in the pre-tests. This

took place on Monday, February 28, 2022. Implicit intelligence was assessed, as well as the performance evaluation for each skill in the current study, by the same evaluation committee that evaluated the skill performance in the pre-tests.

2-14 Statistical Methods: The researcher used the statistical package (SPSS) and used the relevant statistical laws: (arithmetic mean, standard deviation, simple correlation coefficient (Pearson), skewness coefficient, (t) test for the significance of differences between means for related samples, (t) test for the significance of differences between means for unrelated (independent) samples, multiple correlation coefficient).

3- Presentation and Discussion of Results:

3-1 First Hypothesis: There are statistically significant differences between the pre-test and post-test results for the two research groups (control and experimental) in developing implicit intelligence among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education - University of Mosul, in favor of the post-test for both groups. Table (5) illustrates this.

Table (5) shows the statistical parameters between the two research groups (control and experimental) in the pre- and post-tests of implicit intelligence

Statistical Features Research Groups	**Unit of Measurement**	**Pretest**		**Posttest**		**(sig)**
		- x	**P+**	**- x**	**P+**	
Control Group	degree	26.66	4.92	57.60	9.59	0.002
Experimental Group	degree	27.60	5.22	70.40	4.93	0.000

*Significant under a margin of error of (0.05) and in front of the degrees of freedom (28)

Table (5) shows that the margin of error for the implicit intelligence test for the two research groups (control and experimental) is (0.000, 0.00) respectively, which is less than a margin of error under (0.05), which means that there are statistically significant differences between the values of the pre-test and post-test in the implicit intelligence test, in favor of the post-test for the two research groups.

In light of the results obtained and presented in Table (6), it is evident that there are statistically significant differences between the pre-test and post-test results for the two research groups (control and experimental) in developing implicit intelligence, in favor of the post-test for both groups. This is attributed to the two educational approaches followed and the Bayby method, which contributed to developing thinking skills.

During the explanation and presentation of the skill to be learned and practiced, as well as the immediate and delayed feedback from the teacher, (Khyon) points out that "the repetition of giving feedback has varying effects on performance. At the beginning of learning, it is preferable to give feedback immediately after every two attempts, because the attempts need to improve performance, and therefore

Feedback is effective during this period, but in advanced stages of learning, the learner does not need feedback after every attempt; rather, it can be given after four or five attempts, as consistency in performance has been established (Khayoun, 2010, p. 122).

2.2 Second Hypothesis: There are statistically significant differences between the pre-test and post-test results for the two research groups.

(Control and experimental) in learning several types of passing and serving skills among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul, for the benefit of the post-test for both groups. Table (6) shows this.

Table (6) shows the statistical differences between the two research groups (control and experimental) in the pre- and post-tests in learning the researched skills.

Statistical Features Research Skills	**The group**	**Unit of Measurement**	Pretest		**Posttest**		**(sig)**
			x -	P+	x -	P+	

Overhead Forward Pass	control	degree	3.70	0.67	5.60	0.69	0.000
	Experimental	degree	3.50	0.70	7.00	0.66	0.000
Underhand Pass	control	degree	3.80	0.63	6.20	0.63	0.000
	Experimental	degree	3.90	0.73	7.10	0.73	0.000
Underhanded Serve	control	degree	4.61	0.58	6.81	0.54	0.004
	Experimental	degree	4.44	0.70	7.61	0.46	0.002
Overhanded Serve (Tennis)	control	degree	4.17	0.83	6.73	0.44	0.001
	Experimental	degree	4.50	0.59	7.74	0.55	0.001

*Significant under a margin of error of (0.05) and in front of the degree of freedom (28)

Table (6) shows that the margin of error for the implicit intelligence test for the two research groups (control and experimental) is respectively (0.00, 0.00, 0.00, 0.000, 0.004, 0.002, 0.001, 0.001), which is less than a margin of error of (0.05), which means that there are statistically significant differences between the values of the pre-test and post-test in the skills test under study, in favor of the post-test for the two research groups.

The researcher attributes the improvements in the skill levels of the two skills studied in the current study to the numerous repeated attempts within each learning unit and the emphasis placed on focus and accuracy in their execution, which had a significant impact on learning some basic skills. Furthermore, diversifying and varying the exercises and skill types, along with making good use of the time allocated for the lesson, all contributed to this success.

It had a significant impact on the development of these skills. Al-Mu'min believes that "learning is the organization of experience, not merely the addition of facts and skills. Every new experience combines with other similar experiences and modifies them to form a more probable ability and a more efficient skill" (Al-Mu'min, 2001, p. 24). Aziz (2013) confirms that "repetition and practice are effective educational methods."

Effective and positive in acquiring motor skills (Aziz, 2013, p. 143). In light of the above, the researcher believes that the students' commitment in both the control and experimental groups to practicing and repeating some basic skills, and their effective use of lesson time, contributed to learning these skills correctly.

3-3 Third Hypothesis: Comparing the post-test results of the two research groups (control and experimental) in developing implicit intelligence among first-year students in the Department of Physical Education and Sports Sciences at the College of Basic Education/University of Mosul, in favor of the experimental group. Table (7) shows this.

Table (7) shows the statistical parameters between the two research groups (control and experimental) in the post-test of implicit intelligence

Statistical Features Research Groups	**Unit of measurement**	Posttest		**(sig)**
		x -	P+	
control	degree	57.60	9.59	0.0001
Experimental	degree	70.40	4.93	

*Significant under a margin of error of 0.05 and with (28) degrees of freedom

Table (7) shows that the value of the margin of error was (0.000), which is less than a margin of error of 0.05. The arithmetic mean for the control group was (57.60) and for the experimental group (70.40) for the post-test of implicit intelligence. This indicates the existence of statistically significant differences in favor of the group.

The experimental group demonstrated higher mean scores on the post-test, favoring the experimental group.

The experimental group outperformed the control group in this level of implicit intelligence. The researcher attributes this result to the role of mental simulation, which helped learners organize the course material systematically.

This makes it easier for students to connect prior and new knowledge, as well as new knowledge and its various branches, thus contributing to organizing and utilizing the learner's thinking and improving volleyball skills. It also facilitated the process of

implicit intelligence and its definition without scattering ideas, in a logical and sequential manner, through providing sufficient space for students during the activity.
The lesson involves discussion and interaction among the students, which develops their analytical and synthetic skills. This is achieved through educational plans that include sections on the skill and its sequential performance, avoiding errors during the sequence through a chronological approach. This is confirmed by Azzou and Tayseer (2004), who stated that it "moves the individual from abstract thinking to comprehensive thinking, which enables them to..."
He views many of the elements he was dealing with and considering as disparate subjects, but sees them as common in many aspects, meaning he views things from a systemic perspective (Azzou and Tayseer: 2004, 19-20). Helmy (2011) indicates that implicit intelligence is: “a means to help the individual see the system from a broad perspective that includes a wide view of structures.”
The system's components, rather than just seeing specific events within the system, provide a comprehensive view that helps identify the root causes of system problems and pinpoint the starting point for addressing them (Helmy, 2011, p. 3). Shirley and Dolansky (2013) state that "implicit intelligence includes the ability to distinguish between recurring patterns and patterns."
Specific to the work to understand how these patterns reinforce each other and influence the entire work system (Shirley & Dolansky, 2013, p. 5).

3-4 Fourth Hypothesis: Comparison of the post-test results of the two research groups (control and experimental) in learning a number
Table (8) shows the statistical differences between the two research groups (control and experimental) in the post-test for learning the passing and receiving skills in volleyball. This was observed in the experimental group.
Table (8) shows the statistical differences between the two research groups (control and experimental) in the post-test for learning the passing and receiving skills in volleyball.

Statistical Features Research Skills	Unit of measurement	Control group		Experimental group		(sig)
		x -	P+	x -	P+	
Overhead Forward Pass	degree	5.60	0.69	7.00	0.66	0.000
Underhand Pass	degree	6.20	0.63	7.10	0.73	0.000
Underhanded Serve	degree	6.81	0.54	7.61	0.46	0.000
Overhanded Serve (Tennis)	degree	6.73	0.44	7.74	0.55	0.001

*Significant under a margin of error of (0.05) and in front of the degree of freedom (28)

Table (8) shows that the value of the margin of error for the two skills (passing and receiving) was (0.000, 0.000, 0.000, 0.001) respectively, which is less than a margin of error under (0.05). This indicates the existence of statistically significant differences between the two research groups, in favor of the experimental group, as indicated by the higher arithmetic mean, and in favor of the post-test for the experimental group for all skills.
The researcher attributes the superiority of the experimental group, which used mental simulation, over the control group, which used the traditional method, to the learning of several types of passing and sending skills. This is because the experimental group's method was more suitable for skill performance, making the superiority of this strategy evident in the way the student progressed through the educational stages and participated in performing the tasks.
The skills that were previously imparted by the teacher, and the investment of time allocated to the main part of the lesson, along with the freedom of thought and performance among students, have led to an improvement in the correct practice of skill

exercises. One of the advantages of mental simulation is its ability to help increase motivation to learn skills due to the positive interaction between the learner and their peers on the one hand, and between
On the other hand, the learner and the skill technique, and Al-Shantawi and Al-Ubaidi (2006) mention that "the constructivist education strategy gives the learner a better opportunity to participate effectively in the educational process, as learners show enthusiasm and drive towards working to learn" (Al-Shantawi and Al-Ubaidi (2006), 215).

4- Conclusion:

In light of the results obtained, the researcher concluded the following:

1- Both the method used and mental simulation proved to have a positive effect on developing implicit intelligence.
2- Both the method used and mental simulation proved to have a positive effect on learning the skills of overhead passing and receiving from below.
3. Mental simulation proved effective in learning the skills required for the current study, as demonstrated by the positive results in the post-test between the two research groups.
4. The experimental group outperformed the control group in implicit intelligence.
5. The experimental group that used mental simulation outperformed the control group that used the traditional method in learning the skills of overhead and underhand passing.

In light of the researcher's findings, the following is recommended:

1. Using mental simulation strategies to learn current study skills and other volleyball skills.
2. Using mental simulation strategies to learn and develop various sports games and activities.
3. Utilizing mental simulation within the learning unit, given its ability to make the student an active participant in the educational process.

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