

عنوان مقاله:

The Effects of Instructional and Motivational Self-talk on Learning a Dart Throwing Skill in Children with Mild Mental Retardation

محل انتشار:

مجله بین المللی کودکان, دوره 10, شماره 6 (سال: 1401)

تعداد صفحات اصل مقاله: 7

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خلاصه مقاله:

Background: The aim of this study was to investigate the effects of instructional and motivational self-talk on learning a dart throwing skill in children with mild mental retardation. Method: The subjects included ۴۵ children with mild mental retardation who were equally divided into three groups of instructional self-talk, motivational self-talk, and control. The motor task included darts throwing skill in which children's darts throwing scores as well as self-efficacy were measured as dependent variables. The Participants performed pre-test (including ۱۵ throws), acquisition phase (including five ۵-minute practice blocks), and retention test (including ۱۵ throws). The participants in the instructional self-talk group were asked to repeat the "Center-Target" phase before each attempt during the training phase and then throw the dart. Those in the motivational self-talk group were asked to use a motivational phrase "I Can" before the throw. The children in the control group followed a similar protocol but were not given any self-talk instructions. Results: The results showed that mentally retarded children who practiced instructional self-talk had better performance than those who used motivational self-talk and the control group in throwing darts in the retention test ($P=0.000$). Moreover, the motivational self-talk group performed better than the control group in dart throwing in the retention test ($P=0.000$). Finally, the results showed that children in the instructional and motivational self-talk groups reported higher self-efficacy scores than those in the control group in the retention test ($P=0.000$), while no significant difference was observed between the instructional and motivational self-talk groups. ($P=0.527$) Conclusion: The results of this study show that children with mild mental retardation are able to learn motor skills through self-talk

کلمات کلیدی:

Instructional self-talk, Motivational Self-Talk, Mental Retardation, Self-efficacy

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