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The relationship of thinking patterns associated with the two halves of the brain to the skills of handling and suppression in indoor soccer for female students of the College of Physical Education and Sports Sciences

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Abstract

The aim of the research was to identify the learning and thinking patterns of the two halves of the brain among first-year female students in the College of Physical Education and Sports Sciences. The researchers used the descriptive approach using the correlational method, due to its suitability to the nature of the research problem, as the sample of the research was first-year female students in the College of Physical Education and Sports Sciences - University of Basra. The researchers relied on building a scale of the two halves of the brain as well as several tests. The researchers concluded that the diagnostic scale of learning and thinking patterns associated with the two halves of the brain showed the dominance of the left pattern of thinking, followed by the right pattern. They also recommended organizing and diversifying educational content and teaching methods in a way that develops the characteristics of the two halves of the brain together, which contributes to improving the ability to perform skills well.

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11- Definition of the research

1-1 Introduction and importance of the research

Science has developed greatly as a result of the repercussions of scientific and technological progress. One of the most important basic goals of teaching has become teaching students how to think, not how to memorize academic subjects by heart without understanding, absorbing, and employing them in life. Thinking is a series of mental activities that the brain performs when exposed to a stimulus received through one or more of the five senses, and that each half of the brain has functions that differ from the functions of the other half. It is noted that the brain does not work linearly, but rather works according to patterns called thinking patterns. It is the way in which the learner receives experience, organizes it, records it, stores it, and then programs it in his cognitive store, which is synonymous with the learning style (Dhoqan & Abu Al-Sameed, 2005). There is a difference in the thinking patterns of learners, as each learner is unique in his learning style and thinking pattern, and thus in his teaching style. Torrance believes that thinking patterns differ according to the difference in the dominant half of the brain, and accordingly divided thinking patterns into three types: (right, left, and integrated). The right thinking pattern is characterized by the following features: (It deals with the problem in a comprehensive manner, addresses a number of variables and types of information at the same time, and is determined by non-verbal things such as arts and music, and addresses tasks Spatial and visual, and is interested in forming metaphors, similes and guessing, and prefers renewal, and is interested in tasks that require assembling parts to form a whole), while the left-handed thinking style is characterized by the following features: (prefers logical analytical processing, specializes in verbal and numerical materials,(Hamed & Ahmed, 2023) is interested in information related to time, prefers processing parts, and controls behavioral control), while the integrated thinking style is characterized by using both patterns (right and left) together and to the same degree. (Hamid, 2005)

And football skills require a great deal of activation of mental processes, especially thinking skills and what is related to them, especially in the early stages of learning.

Hence comes the importance of the research in knowing the relationship between thinking patterns associated with the two halves of the brain and the skills of handling and suppression in indoor football for first-year female students in the College of Physical Education and Sports Sciences.

1-2 Research Problem

Thinking patterns based on the functions of the two halves of the brain are important topics that occupy a large space in the field of scientific studies and research that have drawn the attention of researchers. Focusing on the skills of one half of the brain and neglecting the skills of the other half means wasting half of the learner's abilities. Hence, the research problem arises, which requires finding a way to exploit the maximum energies of learners with correct thinking by involving the two halves of the brain in the learning process to develop their minds and invest them in the correct way of performing movements and skills. All this led the researchers to study the thinking patterns of the two halves of the brain for first-year female students and the extent of their relationship to the skills of handling and suppression in football.(Abdulrahman et al., 2020)

1-3 Research Objectives

- Identifying the learning and thinking patterns of the two halves of the brain among first-year female students in the College of Physical Education and Sports Sciences.
- Identifying the relationship between the learning and thinking patterns of the two halves of the brain and the skills of handling and suppression in football.

1-4 Research hypothesis:

- There is a statistically significant correlation between the learning and thinking patterns of the two halves of the brain and the skills of handling and suppression in indoor football among first-year female students in the College of Physical Education and Sports Sciences.

1-5 Research areas

1-5-1 Human field: First-year female students in the College of Physical Education and Sports Sciences - University of Basra

1-5-2 Temporal field: The period from 2/25/2023 to 4/1/2023

1-5-3 Spatial field: Football field in the College of Physical Education and Sports Sciences - University of Basra.

1-6 Definition of terms

Thinking patterns: It is known as what has been learned in order to control the surrounding environment, especially everything that surrounds the individual can be controlled, so the thinking pattern is a method by which the individual controls in order to control the environment or any other surrounding elements. (Yousef & Nayfa, 2001)

2- Research methodology and field procedures

2-1 Research methodology

The researchers used the descriptive method using the correlational relations method, due to its suitability to the nature of the research problem, as the survey method is based on the descriptive method, which is "the accurate perception of the mutual correlational relations between society and trends, tendencies, desires and development, as the research gives a picture of the reality of life and sets indicators and builds future predictions" (Wajih Mahjoub, 2001)

2-2 Research community and sample

The research community was chosen intentionally from the first-stage female students for the academic year 2023-2024 AD, numbering (75) female students from the College of Physical Education and Sports Sciences - University of Basra The research sample amounted to (24) female students, after the researchers excluded the exploratory experiment sample, which amounted to (5) female students, i.e. (32%) of the research sample. The researchers assumed that the sample was homogeneous because they were in the same age group and at the same stage of study. 2-3 Means of collecting information, tools and devices used in the research

- Arabic and foreign sources and references, personal interviews, skill test form, brain hemisphere thinking patterns scale form, legal football field, (10) legal footballs, metal measuring tape (cm), (5) indicators

2-4 Tests used in the research

2-4-1 Diagnostic scale for thinking patterns associated with the brain hemispheres:

The researchers adopted the diagnostic scale for thinking patterns associated with the brain hemispheres, which was prepared by the researchers, and it is a scale that aims to diagnose thinking patterns associated with the brain hemispheres, consisting of (12) mental and psychological characteristics for those who use the left and right halves of the brain, from which (86) paragraphs were derived, and for each paragraph there are two phrases, phrase (a) refers to the thinking pattern derived from the left half of the brain, and phrase (b) refers to the thinking pattern derived from the right half of the brain, choosing the two phrases together refers to the thinking pattern derived from the brain hemispheres, and one point is given for each A test, meaning that each student has three degrees on the scale. The scale is also easy to apply and correct. Appendix (2) shows the diagnostic scale for the two halves of the brain.

2-4-2 Average handling test in football (Al-Khashab & Moataz, 2005)

Test objective: Measure the accuracy of average handling

Tools: (5) footballs, measuring tape.

Performance description: Three overlapping circles are drawn with diameters of (2) m, (4) m, (6) m respectively and are given grades respectively (6), (4), (2), where the center of the circles is the point of distance between the starting line and the three circles which are at a distance of (20) m. However, if the ball falls on the lines of the circles, the following grades are given according to the sequence of the circles (5), (3), (1) grade, while the attempt is considered a failure if the ball falls outside the three circles.

Recording: The test subject is given (5) consecutive attempts and the number of grades he gets from the five attempts is calculated, and the total grade for the test is (30) grades.

3-4-3 Ball Stopping (Suppression) Test in Football: (Al-Khashab & Moataz, 2005)

Test objective: Measuring accuracy in stopping the ball and regaining control of it with the foot, knee, chest or head.

Tools: (5) footballs, measuring tape.

Performance method:

1- Planning the test area

2- The player stands behind the designated test area.

3- The teacher stands with the ball on line (A), and after giving the start signal, he throws the ball (high ball) to the test subject who advances from the starting line to inside the test area trying to stop the ball with any part of the body specified in advance except the arms, and then returns to the starting line and starts again, and so the player repeats the five consecutive attempts. The ball must be stopped behind the line and within the designated test area, with one of the feet inside the test area.

4- If the teacher makes a mistake in throwing the ball, the attempt is repeated and is not counted (the ball is thrown from the bottom to the top), the attempts are not counted as correct in the following cases:

- If the player does not succeed in stopping the ball.
- If he crosses any line in the area by more than one foot.
- If he stops the ball in an illegal manner.

Recording:

A- Two points are given for each correct attempt.

B- (10) points are calculated for the total of the five attempts.

2-5 Scientific foundations of the scale and tests

First / Test validity

A valid test is one that ((measures accurately enough the phenomenon it was designed to measure and does not measure anything instead of it or in addition to it (Al-Zamili et al., 2009)

On this basis, the researchers presented the paragraphs of the scale of learning and thinking patterns related to the two halves of the brain and the skill tests to a group of experienced and specialized gentlemen (*), in order to ensure that the tests are appropriate to the level of the research sample, which is called apparent validity, and 100% agreement was reached on the paragraphs of the scale and the skill tests.

Second / Test stability

The stability of the test means that ((if the test is repeated more than once on the same sample, it gives similar results)) (Al-Zamili et al., 2009) To find the stability of the skill tests, the researchers applied the tests to a survey sample of (5) female students from the original research community and from outside the basic research sample on 3/1/2023, then they The researchers retested after seven days, i.e. on 3/8/2023, then extracted the simple Pearson correlation coefficient between the results of the two tests. The value of the correlation coefficient was (0.87), which is greater than the value of (sig) (0.63%) at a significance level of (0.5) and under a degree of freedom of (3), which indicates the degree of stability of the tests.

Thirdly/ Objectivity of the test

The objectivity of the test means "the results of the test are not affected by the subjectivity or personality of the corrector, and the examinee gets a certain score when more than one person corrects the test" (Al-Zamili et al., 2009)

2-6 Exploratory experiment

The researchers conducted an exploratory experiment on 3/15/2023 on a sample of the original research community, which numbered (5) female students. The aim of conducting this experiment was to:

1- Find out the suitability of the tests for the individuals of the research sample.

2- Find out the obstacles that the researcher may face when implementing his main experiment

3- Find out the time taken to conduct the test of the scale of learning and thinking patterns associated with the two halves of the brain.

2-7 Field research procedures

The field research procedures consisted of implementing skill tests as well as applying the test of the scale of learning and thinking patterns associated with the two halves of the brain to the research sample on (3/22/2023)

2-8 Statistical methods

The researchers used the statistical package of the SPSS v22 program

3- Presentation, analysis and discussion of the results of the research tests:

3-1-1 Presentation, analysis and discussion of the results of the diagnostic scale for learning and thinking styles and skill tests.

Table (1)

shows the arithmetic means and standard deviations of the research sample variables

Statistical coefficients		Variables	ت
(Sig)	X		
5.02	33.65	Left pattern	1
4.87	32.90	Right pattern	2
1.602	18.60	Manipulation skill	3
0.512	9.50	Extinguishing skill	

Table (2)

shows the calculated value of (r) and the statistical significance of the variables of the research sample.

Significance	Degree (Sig)	Value (R)	Variables	ت
Significant	**0.000**	**0.863**	Manipulation skill	**1**
Significant	**0.000**	**0.887**	Extinguishing skill	**2**
			Left pattern	**3**
			Right pattern	**4**
Significant	**0.001**	**0.695**	Manipulation skill	**5**
Significant	**0.001**	**0.694**	Extinguishing skill	**6**

Degree of freedom (n - 2) = 22 Significance level (0.05)

3-2 Discussion of the results

The researchers attribute the reason for the emergence of a high correlation between the scale of thinking patterns associated with the two halves of the brain and the two tests of handling and suppression in football to the interest of the subject teacher in teaching the students the correct method of performance according to their nature in receiving information for each skill through repeating the performance to develop the neuromuscular coordination required by football skills(Khalifab & Jabbar, 2023) as a sport that requires mastering the skill correctly.

The connection between accuracy and the efficiency of the nervous and muscular systems as well as the integrity of the senses, especially vision and hearing, requires that the transfer of information to the brain through the senses be accurate, and that the nerve signals coming to the muscles from the nervous system be well-directed, whether directed to the working muscles or to the opposing muscles, and the muscles must also be well-formed and trained to perform the required work according to the different playing conditions. (Saad, 1996) (Mashkor, 2017)

The researchers also attribute the reason for the significant correlation between the scale of thinking patterns associated with the two halves of the brain and the skills of handling and suppression to the sample members, as they were distinguished by their use of the two halves of the brain in learning and thinking, which was positively reflected in the results that appeared in the research.

The researchers also attribute the superiority of the left half of the brain over the right half to the fact that most teachers activate the left half of the brain without the other.

Continuing research in the field of the brain has confirmed that a person who is trained to use one side of the brain tends to exclude the other side, meaning that he tends to acquire prevailing habits represented by activities controlled by the trained side of the brain, then the person will tend to describe himself within the framework of these activities.

In other words, the student is a prisoner of the information he receives and the way he thinks, meaning that he thinks and learns in the usual way, and this makes the student's intelligence undiversified and therefore his acquisition of knowledge is limited, and the student may be affected by the teacher's way of thinking, which often stems from one of the two sides of the brain.

Also, traditional teaching methods focus on the skills of the left half of the brain, while neglecting the right half of it. (Abdul Sattar, 2000)

4- Conclusions and recommendations:

4-1 Conclusions:

1- The diagnostic scale of learning and thinking patterns associated with the two halves of the brain showed the dominance of the left pattern of thinking followed by the right pattern

2- The emergence of a correlation between the left pattern of thinking and the skills of handling and suppression in football.

3- The emergence of a correlation between the right pattern of thinking and the skills of handling and suppression in football

4-2 Recommendations:

1- Organize and diversify educational content and teaching methods in a way that develops the characteristics of the two halves of the brain together and contributes to improving the ability to perform skills well.

2- Use teaching methods that develop and stimulate the characteristics of the right pattern of thinking.

3- Use teaching methods that develop and stimulate the characteristics of brain dominance.

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Conflict of Interest

The authors declare that there is no conflict of interest

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Appendix. (1) Scale of thinking patterns associated with the two halves of the brain

1. - When you are asked to comment on a specific sports situation, you use:

A- Terms related to that situation. B- Signs and motor expressions associated with that situation

2. - When you are asked to perform a specific sports skill, you:

A- The teacher's explanation of the skill. B- Mentally visualize the skill.

3. - Do you prefer the teaching method in the physical education lesson that presents information **in the form of**:

A- Partial. B- Complete.

4. - Do you prefer watching films of a:

A- Logical. B- Emotional nature.

5. - When the scientific research teacher asks you to write a report on a specific topic, you rely **on**:

A- The ideas that come to your mind. B- Realistic ideas.

6. - Do you prefer the teaching method that focuses on presenting:

A- One idea. B- A number of ideas at once.

7. - You watched a certain sports report and one of your friends asked you to narrate it to him. **Would you prefer to**:

A- Narrate the report as you watched it. B- Narrate the report using new words, phrases and expressions.

8. - When you participate with your colleagues in a discussion session on a certain topic, you:

A- Arrange your ideas within an organized plan. B- Present your ideas according to the situation and in an instant.

9. - In team matches, do you prefer tactical situations with:

A- Specific options. B- Unspecified options.

10. - When you watch an important sports event, you:

A- Focus your attention on the smallest details of the event. B- Pay attention to the entire event.

11. - When a player is injured, you:

A- Give him first aid immediately. B- Wait for the specialist doctor to come and treat him.

12. - When the referee draws lots between you as a team leader and the opposing team, if you do not choose the ball, you will choose the playing field (goal). Then you will prefer:

A- The left side. B- The right side.

13. - When the teacher assigns you a planning task in one of the practical lessons, you prefer:

A- A simplified verbal explanation of the task. B- You are satisfied with an explanatory diagram.

14. - When you are asked to classify those around you under the characteristics of anger, joy, anxiety, courage... and others, you rely on:

A- Names and descriptions of people. B- Facial gestures.

15. - Do you prefer a physical education teacher who processes information in a way that is:

A- Partial. B- Complete.

16. - If you are asked to make a decision about a specific issue, you rely on:

A- The available realistic logical ideas. B- Your feelings and emotions towards the issue.

17. - When you are asked to think about solving a specific problem, you:

A- Stay away from sources and books and sit to contemplate and think until you reach a solution to the problem. B- Search for solutions from available sources.

18. - Do you prefer to do physical exercises:

A- Simple. B- Complex.

19. - Are you skilled at:

A- Telling ready-made jokes and humorous situations. B- Composing new jokes and humorous situations.

20. - Do you prefer sports books whose content is characterized by:

A- Order and harmonious organization. B- Creativity and the use of similes.

21. - Do you prefer a teaching method that gives you:

A- Specific experiences. B- Non-specific experiences.

22. - When you deal with a problem, you solve it by:

A- Focusing on the smallest details of the problem. B- Observing the problem in general without focusing on its details.

23. - When the teacher assigns you certain duties, you:

A- Do your best to carry out these duties. B- Set a specific time to carry out the duties.

24. - When the teacher asks you in one of the theoretical lessons a question that requires thinking and contemplation to answer, in which direction do you look while thinking:

A- The left side. B- The right side.

25. - Do you prefer the teaching method in physical education based on:

A- Explanation and verbal examples. B- Drawings and illustrative diagrams.

26. - When the teacher presents you with a problem that you must find a solution for, you:

A- Solve the problem verbally. B- Imagine the problem mentally.

27. - When you are asked to learn a certain motor skill, you:

A- Divide the skill into its basic parts and learn each part separately until you learn the entire skill.

B- Learn the skill as a whole and then master each part separately.

28. - When the teacher asks you a question in a theoretical lesson, your answer depends on:

A- The information available on the topic. B- Information based on intuition and guesswork.

29. - Do you prefer to read stories with events:

A- Mysterious and imaginary. B- Tangible and realistic.

30. - In situations that require you to think about solving a problem, you prefer:

A- Sitting and writing down possible solutions. B- Walking and thinking carefully about possible solutions.

31. - Do you prefer a teaching method in a physical education lesson that strengthens your ability to:

A- Break down the components of the material into simple components that are easy to understand. B- Assemble the components of the material into a new structure.

32. - After learning motor skills, do you prefer to:

A- Adhere to the basic steps of motor skills while performing them. B- Be creative in performing motor skills and using them in a different situation.

33. - In achievement tests, do you prefer questions of the following nature:

A- Objective (multiple choice - true or false - fill in the blanks) B- Essay (explain - discuss - justify)

34. - When the teacher explains a specific topic, you:

A- Focus on the ideas and precise meanings related to the topic. B- Focus on the general ideas of the topic.

35. - When you participate in preparing for a sports festival, you:

A- Do your utmost to make the festival a success. B- Work with the available capabilities to implement the festival.

36. - When you review your lessons during exam days, you prefer to review:

A- During the day. B- At night.

37. - Do you prefer a physical education teacher who relies in his method on:

A- Mathematical and verbal terms. B- Outlines

38- When you take the paper and pen test, you remember information by:

A- Focusing on the verbal expressions of the information. B- Mental representations of the information.

39- In one of the theoretical lessons, the teacher asked you to explain a topic. Do you prefer:

A- Explain the basic parts of the topic until reaching the topic as a whole. B- Explain the topic as a whole in preparation for explaining its parts.

40- When you face a specific problem that requires you to collect information about it in preparation for solving it, you rely on:

A- Information and facts related to the problem. B- Your personal and intuitive experiences.

41- Do you prefer the teaching method in physical education that focuses on presenting ideas:

A- That increase your desire to learn about them (strange ideas). B- That are familiar to you (tangible).

42- When you take the paper and pen test, you:

A- Prefer the test to be in a quiet place. B- Do not care if the test is in a place where there is noise and sounds from those around you.

43.- Are you good at:

A- Disassembling a sports equipment. B- Assembling a sports equipment.

44- Do you prefer watching sports shows that are:

A- Regular. B- Professional.

45- When you face a specific academic problem, you:

A- Solve it in the usual context. B- Solve it using new innovative methods.

46- Your football team suffered successive losses, so you interpret the team's loss through:

A- Focusing on the most precise reasons that led to your team's loss. B- Focusing on the general reasons that led to your team's loss.

47- When you face a problem related to your studies, you:

A- Do your best to find several solutions to the problem. B- Be satisfied with one solution to the problem.

48- When you enter the lecture hall, do you prefer to sit on the side:

A- Left. B- Right.

49- When the teacher asks you a question in one of the theoretical lessons, you prefer your answer to be:

A- Verbal. B- Signs and movement expressions.

50- When you want to review your memories about a recreational trip you participated in, you:

A- Focus on what happened on the trip from words and conversations and situations. B- Mentally imagine the situations that occurred.

51- When you face a specific problem and you are required to find a solution to it, you depend on:

A- Dividing the problem to make it easier for you to perform the tests. B- Stopping at the available facts and information to reach a comprehensive solution to the problem.

52- While watching a match, you were asked to determine the winner of this match. You will determine the winner based on:

A- The available information about the capabilities of the two teams and the results of their previous matches. B- Your personal and intuitive tendencies towards one of the two teams.

53- Do you prefer a physical education teacher whose style is characterized by presenting ideas:

A- Abstract first. B- Tangible first.

54- When watching a match, you focus on the events of the match when:

A- The audience does not make a lot of noise and commotion. B- Focus on the events of the match even if the audience makes a lot of noise and noise.

55- Do you prefer activities that are:

A- Research and discovery. B- Composition and assembly.

56- Do you prefer a teaching method that presents the educational material in a:

A- Organized and coordinated. B- Improvisational with the use of models and analogies.

57- When you learn how to perform motor skills, you prefer:

A- Use a specific method in learning them. B- Use various methods in learning them.

58- When you watch a match, you:

A- Focus on the most beautiful attacks and goals. B- Focus on the match in general.

59- When you are presented with new experiences or information, you:

A- Interact with these experiences in order to acquire them. B- You are satisfied with looking at them (or interact with these experiences according to their importance).

60. - Sit in a comfortable position and try to meditate as if you are cut off from the world, then interlock your hands and see which of the two thumbs is higher:

A- The left. B- Right.

61. - Do you prefer to read sports books that:

A- Strengthen your ability to express yourself verbally. B- Strengthen your ability to deal with diagrams, pictures and drawings.

62. - When you want to remember information about a specific location, you prefer to do so in a way that is:

A- Consecutive and sequential. B- Comprehensive and interconnected.

63. - When you are asked to provide first aid to an injured player, you start providing first aid by relying on:

A- Your collection of information that led to the injury. B- Your personal experiences about first aid.

64. - When you are asked to organize a sports festival, you:

A- Prepare the things you will need. B- Prepare a list of the things you need and prepare a schedule to secure them.

65. - Are you someone who can focus on:

A- One task at a time. B- More than one task at a time.

66. - When you want to go to a place you always go to, are you good at:

A- Taking the same paths and places that lead to that place. B- Take new paths and places that lead to that place.

67. - When you make any decision, you:

A- Arrange your thoughts and information so that it is easy for you to make the decision. B- Find yourself able to make your decisions instantly.

68. - Do you prefer reading stories that are:

A- Familiar. B- Unfamiliar.

69. - Do you prefer a physical education teacher who:

A- Focuses on the smallest details of the subject matter. B- Focuses on the subject matter in general.

70. - When your favorite team plays against a team that is below its level, do you expect your team to play:

A- Seriously. B- Less seriously.

71. - In vision tests, a vertical board with letters or symbols on it is placed in front of you at a certain distance. Put one of those symbols in front of your line of sight. Do you find the symbol moving when:

A- Close your left eye. B- Close your right eye.

72. - When you browse educational websites on the Internet, you prefer:
A- Websites with well-defined verbal expressions. B- Websites with well-organized pictures and drawings.
73. - When you are asked to teach a physical exercise, do you prefer to teach the exercise:
A- By dividing it into basic movements. B- Presenting the exercise in its entirety.
74. - When the teacher asks you a question outside the curriculum, you answer the question based on:
A- The information you have about the question. B- Your intuition or guess about the question.
75. - When you are asked to do some homework, you prefer:
A- Focus on one task at a time. B- Distribute effort over more than one task at a time.
76. - Do you prefer a physical education teacher who presents the educational material:
A- In a coordinated manner. B- In a manner that relies on models and metaphors.
77. - Do you prefer to watch sports shows:
A- Familiar. B- New.
78. - When the physical education teacher presents an educational model for a specific motor skill, you:
A- Focus on the smallest details of the motor skill. B- Focus on the motor skill as a whole.
79. - Try to sit calmly in front of a table, then place your hand at the edge of the table and ask a colleague to hold a ruler in a vertical position above your hand, then let it fall in a vertical position and try to hold the ruler with your thumb and fingers, then repeat the attempt with the other hand. In which hand can you hold the ruler faster:
A- Left hand. B- Right hand.
80. - Do you prefer an educational method that develops your ability to deal with:
A- Words and terms. B- Pictures, diagrams and drawings.
81. - Are you good at performing practical tests that require accuracy during:
A- Steadfastness. B- Movement.
82. - Is it easy for you to discuss with a person who is:
A- Systematic. B- Improvisational.
83. - Are you one of those who:
A- Use planning and organization in carrying out their schoolwork. B- Be flexible in carrying out their schoolwork.

84. - When you are asked to write a plan for a physical education lesson, you:

A- Collect basic information before writing the plan. B- Write the plan improvised.

85. When you want to review your lessons, you prefer to review them through:

A- Self-reciting and out loud. B- Formulating the topics you want to review in the form of diagrams and drawings.

86. You absorb the information presented by the teacher through:

A- Focusing on the teacher's verbal explanation. B- Diagrams presented by the teacher or planned by him/herself.