

THE IMPACT OF ROLE-PLAYING STRATEGIES ON DEVELOPING CERTAIN COMPLEX BASKETBALL SKILLS IN STUDENTS

Muslim Abdullah Matar ¹, DR. Mohammed Yasser Mahdi²

^{1,2}University of Kufa / College of Physical Education and Sports Sciences/Iraq.
mohammedy.alawadi@uokufa.edu.iq

Corresponding Authors:

muslem.abd1977@gmail.com

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ABSTRACT

This research aimed to identify the effectiveness of role-playing strategies in developing some basic offensive basketball skills (chest pass, high dribble, and layup) among first-year students at the College of Physical Education and Sports Sciences, University of Babylon. The researcher used an experimental design with two equivalent groups (experimental and control) using pre- and post-tests. The research sample consisted of 66 students randomly assigned to two equal groups. The experimental group participated in a role-playing-based training program, while the control group studied using the traditional method. The training program lasted for seven weeks, comprising 14 training units. The research relied on standardized skill tests that were validated for reliability, validity, and objectivity. These tests included chest pass, high dribble, and layup. The data were statistically analyzed using SPSS software. The research results showed statistically significant differences between the pre-tests and post-tests, favoring the experimental group in all the skills studied. The experimental group also outperformed the control group in the post-tests, demonstrating the effectiveness of the role-playing strategy in improving skill performance, increasing social interaction, and developing attention and focus during learning. The researcher concluded that the role-playing strategy is an effective teaching method for basketball skills, as it provides an interactive learning environment that simulates real-life game situations and takes into account the individual differences among students. The research recommends adopting this strategy in physical education curricula and conducting similar studies on other sports and different age groups.

KEYWORDS: Role-playing, strategies, basketball.

INTRODUCTION

Basketball is a team sport that enjoys widespread popularity around the world. It requires players to develop a diverse range of skills to succeed. The fundamental skills in basketball include high dribbling, layups, and chest passes. Developing these skills necessitates effective and innovative training practices that capture students' interest and maintain their motivation throughout the learning process.

Educational institutions face various challenges in teaching sports skills, given the diversity of student levels and learning styles. Teachers often rely on traditional methods, which may not be sufficient to meet the needs of all students. In this context, the importance of introducing new and diverse teaching strategies, such as role-playing, becomes apparent. Role-playing allows students to transcend traditional limitations and enhance their practical understanding of the required skills.¹

Role-playing is an effective teaching technique that promotes interaction and active student participation. By role-playing different roles in realistic game scenarios, students can improve their technical and cognitive performance. Furthermore, this strategy contributes to enhancing teamwork and communication skills, positively impacting their learning experience. Therefore, this research aims to study the effectiveness of role-playing strategies in developing students' basic basketball skills and to provide practical insights that can benefit coaches and teachers in their educational practices.

RESEARCH PROBLEM:

The main problem this research seeks to address lies in the effectiveness of traditional methods used in teaching basketball skills in schools. Studies indicate that traditional methods may not meet the needs of all students, leading to weaknesses in the development of basic skills such as high dribbling, layups, and chest passes. Furthermore, many students suffer from a lack of motivation and engagement in lessons, which negatively impacts their performance.

Questions about how to enhance student performance and enthusiasm remain, necessitating the exploration of innovative teaching strategies. Therefore, this research examines the impact of role-playing strategies as an educational tool for improving basketball skills and developing the ability to perform well under the pressure of games. This requires collecting data and comparing the results between traditional practices and role-playing strategies to understand the actual impact of this strategy on developing students' skills, raising their performance level, and increasing their engagement.

RESEARCH OBJECTIVES:

1. To determine the impact of role-playing strategies on the development of students' basic basketball skills.
2. Evaluate the effectiveness of the role-playing strategy in teaching high dribbling, shot put, and chest pass.
3. Provide recommendations on how to integrate the role-playing strategy into sports curricula to improve learning and develop the learning process.

RESEARCH HYPOTHESES:

1. The role-playing strategy has a positive effect on improving students' high dribbling skills.
2. The role-playing strategy contributes to enhancing students' ability to execute shot put with greater accuracy.
3. Role-playing contributes to improving the level of performance in chest pass among students.

RESEARCH SCOPE:

- Human Scope: First-year morning students at the College of Physical Education and Sports Sciences, University of Babylon, academic year 2024-2025.
- Time Scope: From September 1, 2024, to September 1, 2025.
- Location: The sports field of the College of Physical Education and Sports Sciences, University of Babylon.

RESEARCH METHODOLOGY AND FIELD PROCEDURES:

1. RESEARCH METHODOLOGY:

The researcher followed the experimental method using two equivalent groups: the control and experimental groups with pre- and post-tests; because it is the most suitable method for the nature of the research and its objectives. Figure (1) shows the experimental design.

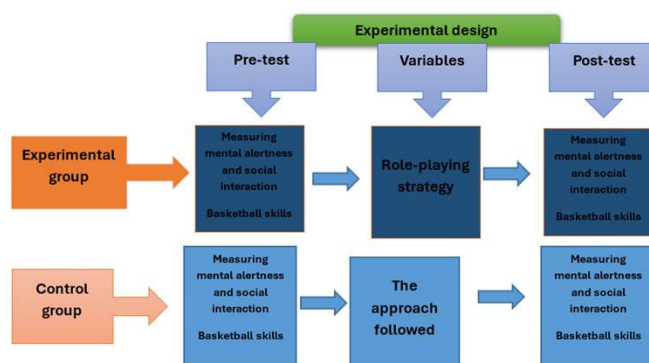


Figure 1. Illustrates the experimental design

2. RESEARCH POPULATION AND SAMPLE:

The research population was defined as first-year students at the University of Babylon, College of Physical Education and Sports Sciences, totaling (236) students distributed across four sections, for the academic year (2024-2025). The research sample consisted of (66) students, representing (24.26%) of the total student body, selected randomly.

FIRST: PILOT STUDY SAMPLE

The pilot study sample will include (6) students from the University of Babylon, College of Physical Education and Sports Sciences. This sample will be drawn randomly from the research population, representing (2.54%) of the total research population.² The Application (Main) Sample, The main experimental application sample consisted of (66) students from the University of Babylon – College of Physical Education and Sports Sciences, representing (27.97%) of the total student population (research population). They were divided equally into two groups: experimental and control, each group comprising (33) students.

3. TOOLS AND EQUIPMENT USED:

Research tools refer to the means or methods by which the researcher can solve a problem, regardless of the nature of those tools, data, or equipment.³

1. One (1) Lenovo laptop.
2. One (1) manual calculator.
3. One (1) Sony camera.
4. Various office supplies (pens, pencils, and a ruler).
5. Two (2) Chinese-made timers.
6. A basketball court.
7. Two (2) Chinese-made whistles.
8. Four (4) Chinese-made basketballs.
9. Goalposts and cones.

4. FIELD RESEARCH PROCEDURES

• IDENTIFYING BASKETBALL SKILLS:

Identifying Offensive Basketball Skills: The offensive basketball skills used in this research were identified based on the curriculum for the first semester of the first-year basketball course, as prescribed by the Ministry and approved by the department. The department cooperated with me in completing the research requirements, as per the research collaboration agreement. These skills are: (catching the ball, stopping and balancing, dribbling (various types), passing (various types), shooting (various types), feinting (various types), blocking, and offensive rebounding).⁴

A questionnaire on offensive skills and their types was presented to a group of experts. The questionnaire included the skills prescribed in the first-year curriculum, with each skill divided into its various types. The experts then selected the appropriate skill and identified some of its types. After collecting and analyzing the data to determine the research variables, the experts agreed on three skills, as shown in Table (16).

Table 1. shows the skills selected by the experts

S	Combined offensive skills	Expert opinions		Percentage	Calculated (Ka) value	Sig 0.05	Acceptance
		Agreed upon	Disagreement				
1	Chest pass	19	0	100	19	0.00	Sig.
2	High pat	19	0	100	19	0.00	Non Sig.
3	Low pat	7	12	36.84	1.316	0.251	Non Sig.
4	Bounce pass	8	11	42.11	0.474	0.491	Non Sig.
5	Standing shot	7	12	36.84	1.316	0.251	Non Sig.
6	Jumping shot	5	14	26.31	4.263	0.039	Non Sig.
7	Peak shot	19	0	100	19	0.00	Sig.
8	Feint	4	15	21.05	6.368	0.012	Non Sig.
9	Reservation	5	14	26.31	4.263	0.039	Non Sig.

After identifying the skills under investigation, the researcher proceeded to present a questionnaire to determine one test for each skill. To determine the validity and suitability of the tests for the research sample. A set of tests for each of the skills being investigated was presented to a group of experts and specialists in the field of testing and basketball. After collecting and sorting the questionnaires to analyze them statistically, a test was agreed upon for the performance of each skill. Table (2) shows the identified tests.

Table 2. shows the nomination of basketball skill tests

Skills	Tests	Number of experts	Number of those chosen	Agreement percentage %	Result
Pectoral Handling	Passing the ball towards the overlapping circles on the wall from a distance of (5m)	9	8	88.88%	Sig.
	Passing and receiving the ball towards the wall from a distance of (270cm)		1	11.11%	Non-Sig.
	Measuring the accuracy of the chest pass while moving		0	0	Non-Sig.
High pat	High dribbling test without markers (on the court lines) (43m)		0	0	Non-Sig.
	High dribbling test at a distance of (14m)		0	0	Non-Sig.
	Dribbling test with a change of direction between (6) markers		9	100%	Sig.
Peaceful targeting	Shooting test after performing a dribbling test at a distance of (10m) in the shortest time		1	11.11%	Non-Sig.
	Shooting at the basket after performing a dribbling test from both sides in the shortest time		8	88.88%	Sig.
	Ladder shooting test from inside the free zone		0	0	Non-Sig.

• **PILOT TEST**

Before commencing the tests, a pilot test was conducted on Sunday, March 9, 2025, at 10:30 AM in a closed room with five students from the research sample, randomly selected and excluded from the main experiment. The purpose of this pilot test was to gather information on several aspects related to the tests used and the supporting team. Specifically, the pilot test aimed to:

- Familiarize participants with the equipment and tools used in the tests.
- Assess the supporting team's methods for administering and documenting the tests.
- Establish the scientific basis for the tests based on the results obtained.
- Determine the time required to administer the tests.
- Assess the suitability of the selected tests for the research sample.
- Identify any obstacles or drawbacks that might arise during the testing process and address them in the main experiment.

• **SCIENTIFIC BASIS OF THE TEST: THE RESEARCHER SOUGHT TO ESTABLISH SCIENTIFIC PRINCIPLES IN THE TESTS TO DETERMINE THEIR VALIDITY, RELIABILITY, AND OBJECTIVITY. FIRST – TEST VALIDITY:⁵**

A test is considered face-valid if it appears valid on its face and initially, based on its title, instructions, the function it measures, and the initial representation of the items in relation to the assessed objectives. This suggests that the test seems, on the face, to be somewhat suitable for measuring the intended purpose.(1) Therefore, the researcher established the validity of the complex offensive skills tests under investigation by obtaining expert opinions through questionnaires and personal interviews. This was done to confirm the validity of the tests, their ability to measure what they were designed to measure, and their suitability for the sample.

The researcher also established validity through the subjective validity coefficient, which measures the validity of the experimental test scores relative to the actual scores after accounting for measurement errors. This coefficient is calculated using the square root of the reliability coefficient.(1) The subjective validity coefficients ranged between 0.978 and 0.916, indicating that all the tests were valid to a high degree, as shown in Table 81.

SECOND - TEST RELIABILITY:

Test reliability means that if a test is administered to a sample and then repeated on the same sample under the same conditions, the results obtained the first time will be the same as the results obtained the second time. The second administration of the test (test retest) took place on March 13, 2025, and it was found that all the tests possessed a high degree of reliability, as shown in Table (81).

THIRD - OBJECTIVITY:

Objectivity means that the test results are not affected by the subjectivity or personality of the grader, and that the test-taker receives a certain score when the test is graded by more than one person. (2) Therefore, the researcher used Pearson's simple correlation coefficient to determine the objectivity of the tests by calculating the correlation between two graders.

The results showed that the tests possessed a high degree of objectivity because a test is considered objective if it gives the same scores in all cases, regardless of the graders. (1) As shown in Table (3).

Table 3. shows the reliability coefficient, validity coefficient, and objectivity coefficient for the tests

S	Tests		unit of measurement	Stability level	Self-honesty	Objectivity
1	High tapping	Time	Second	0.945	0.972	0.993
2	Chest pass	Ruling	Degree	0.875	0.935	0.960
3	Peaceful aiming	Precision	Degree	0.956	0.978	0.971

- **Sample Homogeneity:** Before implementing the educational methodology, and in order to control the variables affecting the accuracy of the research results, the researcher verified the homogeneity of the research sample with respect to the variables related to anthropometric measurements, namely (height, mass, arm length, and chronological age), as shown in Table (4).

Table 4. shows the homogeneity of the research sample with respect to the variables (height, mass, arm length, and chronological age)

Variables	Units	Mean	Median	Std	Skewness
Height	cm	153.7	153.5	4.39	0.120
Mass	kg	57.34	57	3.13	-0.148
Arm length	cm	58.61	58.00	1.74	0.243
Chronic age	year	14.36	14	0.68	0.748

Table (4) shows that the skewness coefficient values are within (± 1), indicating the homogeneity of the research sample in these variables, i.e., the normality of their distribution.

• **PRE-TESTS**

The pre-tests for the Creative Thinking Scale and some offensive basketball skills were administered to the research sample (experimental and control) on Sunday, March 16, 2025, at 10:30 AM, under the supervision of the researcher and the assisting team, taking all necessary precautions.

• **EQUIVALENCE**

Regarding equivalence, before implementing the educational approach, the researcher verified the equivalence of the experimental and control groups. (The researcher must form groups that are at least equivalent with respect to the variables related to the research.) (1) To control for variables that affect the accuracy of the research results and to attribute differences in impact solely to the independent variable—the educational approach using assistive devices and tools according to the Mirder strategy for improving some offensive basketball skills among female students—the researcher conducted a pre-test equivalence test between the two groups using an independent samples t-test for all variables investigated in the study. The researcher divided the variables according to the tests conducted, which numbered four. These tests were included as shown in Table (5):

Table 5. shows the equivalence of experimental and control groups in the research variables

Variables	Units	Experimental group pretest		Control group pretest		Calculated value of (T)	Degree of significance	Type of indication
		Mean	Std	Mean	Std			
Chest pass	Degree	2.636	0.657	2.454	0.509	1.025	0.189	Non-Sig.
High tap	Second	15.817	1.392	16.354	1.579	1.196	0.530	Non-Sig.
Peaceful aim	Degree	3.272	0.827	2.818	0.664	2.010	0.078	Non-Sig.

• **EDUCATIONAL PROGRAM:**

The existing curriculum at the college, developed by the Ministry, was adopted, but with the addition of new educational units based on a role-playing strategy for the selected sample group to teach offensive basketball skills. This program was

presented to a group of experts for review, modification, and assessment of its suitability, as well as for any additions they deemed appropriate (by providing the researcher with two units to define the educational curriculum for the course instructor).

The researcher then began implementing the educational program on Sunday, March 23, 2025, with the first learning unit. This unit covered the curriculum content using a role-playing strategy for the first group and the strategy used by the teacher for the second group. The program duration was seven weeks, with two learning units per week, totaling fourteen learning units spread over two months. Each learning unit lasted 90 minutes, as shown in Table 6.

Table 6. Distribution of sections of the educational unit in minutes with the percentages of sections of the educational unit

Number of weeks	Number of educational units per week	Total units	Total time for each learning unit	Total time for educational units
7	2 units	14	90/Min.	1260/ Min.

Table 7. Show sections of the educational

Educational Unit Departments	Time of the learning unit /Min.	Number of units	Total time/Min.	Percentage
Preparatory Section	15	14 educational units	210 Min.	16.67%
Main Section	65		910 Min.	72.22%
	20 minutes instructional			
	35 minutes practical			
	10 minutes assessment			
Final Section	10	140 Min.	11.11%	
Total	90/Min.	1260 Min.	100%	

According to this strategy, the steps are as follows:6

- Implementation Steps According to the Role-Playing Strategy
 1. The teacher explains to the students the roles they should play.
 2. Group preparation.
 3. The topic should be related to the students' lives.
 4. Not representing one aspect to the exclusion of another (inclusivity).
 5. Sharing experiences and generalization.
 6. Choosing a topic suitable for practical application.

STAGES OF IMPLEMENTING THE ROLE-PLAYING STRATEGY EDUCATIONAL PROGRAM

- First: Administrative and Preparation: Students stand in a straight line, attendance is recorded, and students are observed performing the exercises correctly to achieve a good level of warm-up.
- Second: Preparing the Venue: The college basketball court is prepared.
- Third: Application
 1. The Instructional Part: The instructor explains and quickly demonstrates the skill. Students then perform their chosen roles before the practical activity to determine what is required. This involves consulting with the group to select the appropriate role for each student (setter - performer). The remaining students act as observers or spectators, using an observation sheet to analyze performance and exchange roles.
 2. The Practical Part:⁷

Working Groups: The researcher divided the experimental group into four groups of five students each, and roles were distributed among the group members.

The Setter Role: The student represents the setter in basketball and moves To apply the skill in all positions on the field, the primary player in the group is the playmaker, the backbone of the team. The rest of the group then rotates roles among themselves.

The role of observers: Their job is to monitor the students' performance in each group, taking turns being an observer and then a performer or facilitator within the group.

- Fourth: Discussion: After the students finish acting out their roles, the teacher asks each student for their opinion (self-assessment). Then, the teacher directs the question to the students who were observing to evaluate the skill-based and affective aspects (group assessment). The teacher then gives their opinion on the performance and guides the students toward adjustments, especially in applying the skill with the personal movements they make while acting out their role. Following this, the cognitive aspect is assessed, focusing on the levels of recall, comprehension, application, analysis, and synthesis.
- Fifth: Evaluating Role-Playing Performance:
 1. Individual (Self-Assessment)
 2. Group (Observers) Assessment
 3. Cognitive Assessment by the Teacher, focusing on the levels of recall, comprehension, application, analysis, and synthesis
 4. Skill Assessment using a form The work documented by the observers.

THE TIME DISTRIBUTION OF THE PROPOSED LEARNING UNITS.

● **POST-TESTS**

After the implementation of the educational program using the role-playing strategy, the researcher conducted the post-tests on March 20, 2025. He ensured that the conditions were similar to the pre-tests in terms of location, time, the presence of the support team, and direct supervision by the researcher. The researcher used the same steps as in the pre-test, distributing the results in separate lists for each group in order to process them statistically and achieve the research objectives.

STATISTICAL METHODS

The researcher used the SPSS statistical software package for the statistical processing and results extraction.

RESULTS AND DISCUSSIONS

● **PRESENTATION OF THE RESULTS OF THE PRE-TEST AND POST-TEST OF THE COGNITIVE FLEXIBILITY SCALE FOR THE EXPERIMENTAL GROUP**

Table 8. shows the arithmetic means, standard deviations, calculated t-value, and significance of the pre-test and post-test for the control group in skills

S	Variables	Units	Pre-test		Post-test		Value of T	Sig	Significance
			Mean	Std	Mean	Std			
1	Chest pass	Degree	2.636	0.657	5.545	1.100	14.046	0.000	Sig.
2	High tap	Second	15.817	1.392	15.013	1.010	4.136	0.000	Sig.
3	Peaceful aim	Degree	3.272	0.827	6.590	0.503	15.649	0.000	Sig.

The post-test results in the statistical tables indicate statistically significant differences favoring the experimental group, which participated in a role-playing-based teaching program, compared to the control group, which received instruction using the traditional method. These differences demonstrate the effectiveness of the strategy in improving students' cognitive, social, and skill-based learning outcomes.

The study results showed that the role-playing strategy effectively enhanced social interaction among the experimental group. The collaborative nature of role-playing teams fostered relationships based on dialogue, respect, idea exchange, and cooperation to achieve a common goal. This strategy provided a learning environment based on active communication, meaningful dialogue, and teamwork, which aligns with Johnson & Johnson's assertion that cooperative learning improves social relationships and strengthens the sense of collective responsibility for task completion.

The skill performance results showed a clear advantage for the experimental group in basic offensive basketball skills, such as passing, dribbling, shooting, and driving, compared to their peers in the control group. This is due to the role-playing strategy's reliance on simulating real-life game contexts, where students perform skills within a complete situation resembling match conditions. This provides a dynamic learning environment that mimics the time and space pressures of actual competitions.⁸

Furthermore, the diversity of learning situations, progressing from simple to complex, allowed students to practice skills in multiple circumstances. This fostered purposeful repetition, solidified correct technical performance, and reduced errors—principles consistent with what Farmawi and Hassan (2009) indicated: that mindfulness contributes to coping with emotional situations and pressures, enabling individuals to control their performance.⁹

Based on the findings of this research, it can be concluded that adopting the role-playing strategy in teaching team skills like basketball is a successful educational option that contributes to improving skill performance, developing mental abilities such as alertness and attention, and enhancing social skills through cooperation and interaction. This necessitates

a re-evaluation of traditional teaching methods, shifting them towards active approaches that consider individual differences and integrate psychological, motor, and cognitive aspects within a stimulating learning environment.

• **PRESENTATION OF THE RESULTS OF THE PRE-TEST AND POST-TEST PREFERENCE FOR THE CONTROL GROUP'S SKILLS.**

Table 9. shows the arithmetic means, standard deviations, calculated t-value, and significance of the pre-test and post-test preference for the control group's skills

S	Variables	Units	Pre-test		Post-test		Value of T	Sig	Significance
			Mean	Std	Mean	Std			
1	Chest pass	Degree	2.454	0.509	4.636	0.657	12.00	0.000	Sig.
2	High tap	Second	16.354	1.579	16.120	1.613	4.152	0.000	Sig.
3	Peaceful aim	Degree	2.818	0.664	5.727	0.827	10.752	0.000	Sig.

The teacher's role in the educational environment is pivotal in guiding the educational process, whether traditional methods or modern strategies are used. The results of this research show that both the control and experimental groups witnessed significant improvement in the studied variables. However, the qualitative differences between them reveal the greater effectiveness of the strategy adopted by the experimental group compared to traditional methods.

In the control group, which relied on the traditional teaching method, the teacher's role was prominent as a transmitter of information and a direct guide to skill performance. The teacher played an active role in organizing exercises, correcting errors, and providing continuous feedback, which contributed to a level of improvement in student performance. This improvement demonstrates that close educational supervision, even within the traditional framework, is not without value, especially when the teacher possesses a high level of educational and professional awareness.

• **PRESENTATION OF THE RESULTS OF THE PRE- AND POST-SKILLS TESTS FOR THE EXPERIMENTAL AND CONTROL GROUPS**

Table 10. Shows the arithmetic means, standard deviations, calculated (t) value, and significance of the advantage between the pre-test and post-test for the control group in skills

S	Variables	Units	Control group		Experimental group		Value of T	Sig.	Significance
			Mean	Std	Mean	Std			
3	Chest pass	Degree	5.545	1.100	4.636	0.657	3.325	0.005	Sig.
4	High tap	Second	15.013	1.010	16.120	1.613	2.728	0.035	Sig.
5	Peaceful aim	Degree	6.590	0.503	5.727	0.827	4.184	0.032	Sig.

Role-playing is a contemporary educational strategy that integrates cognitive, emotional, social, and skill-based aspects. Its effectiveness lies in its ability to create a realistic interaction between the student and the learning situation, ensuring that learning stems from practical application and direct experience. This research, which aimed to investigate the impact of employing this strategy in a basketball lesson, reveals that it positively influenced the development of three key dimensions of student learning: mindfulness, social interaction, and offensive skills.¹⁰

When comparing the results of students in the experimental and control groups, both groups showed improvement, but the differences were more pronounced in favor of the experimental group, which utilized the role-playing strategy. This indicates that the strategy was not only effective in itself but also had a greater cumulative effect compared to the traditional methods used with the control group, which showed improvement, albeit to a lesser degree. The test results indicate statistically significant differences favoring the experimental group in the mindfulness test, demonstrating that the role-playing strategy contributed more effectively to developing students' ability to pay attention, focus, and be aware of the present moment, compared to the control group. This is attributed to the nature of the strategy, which relies on role-playing within realistic learning situations that require high levels of mental engagement and immediate response from the students. In contrast, the control group's activities were limited to traditional exercises, which, while contributing to some degree to the development of mindfulness, were diminished by the lack of contextual interaction.¹¹

The teacher played a pivotal role in guiding the learning process within the experimental group by designing appropriate learning scenarios, assigning roles, and providing constructive feedback, which enhanced the students' awareness of their actions and feelings.

The study results showed that students in the experimental group demonstrated significant progress in their level of social interaction compared to their counterparts in the control group. Although the control group showed slight improvement as a result of group work in the classroom, the interactive strategy implemented in the experimental group created a dynamic environment that allowed for role-playing, dialogue, and joint decision-making, leading to greater development in communication and collaboration skills.¹²

The teacher's role in facilitating interaction, organizing group discussions, encouraging students to express their opinions, and providing individual support had a significant impact on raising their level of social interaction. His approach helped foster a psychologically safe and educationally stimulating environment.

The results show that students' performance in offensive skills (such as passing, shooting, dribbling, and penetrating) improved in both groups, but the experimental group's performance was more precise and integrated. This is attributed to the fact that implementing the strategy provided a learning environment closer to the competitive reality of the game, where students practiced skills in real-life situations that required quick decision-making, coordination with peers, and handling pressure.

CONCLUSIONS

1. The experimental group showed a significant improvement in students' average scores on the mindfulness scale compared to the control group, indicating the effectiveness of this strategy in developing students' momentary attention, conscious awareness, and mental flexibility during basketball lessons.
2. Statistical data showed that students in the experimental group made greater progress in social interaction compared to the control group, as a result of the interactive learning environment provided by the strategy, which relied on teamwork, role-playing, and discussion.
3. The correlation between skill development and improvement in psychological and social skills: The research results revealed that the development of offensive basketball skills (such as passing, shooting, and dribbling) coincided with improvements in mindfulness and social interaction levels, indicating the integration of these areas in the educational process.
4. The crucial role of the teacher in both groups: Despite the experimental group's superiority, the improvement in the control group highlights the significant educational role of the teacher, even within traditional methods, demonstrating the importance of teacher competence in managing the educational process.

RECOMMENDATIONS

1. It is recommended to adopt role-playing as an effective educational approach within physical education curricula, especially in team sports such as basketball.
2. Curricula should be designed that combine skill performance with training in skills such as attention, self-control, and communication flexibility, based on the measurements of the research scales.
3. Similar studies should be encouraged to apply role-playing strategies in other sports and across different age groups to assess the generality and applicability of the results.
4. Visual and representational elements (images, videos, real-life game scenarios) should be incorporated into physical education instruction to motivate students and facilitate the learning process.

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