

THE EFFECTS OF SELF-EFFICACY BY SELF TALK SKILL TRAINING IN BASKETBALL

SHOOTING FREE THROW

XIN CHANG

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Graduate School Srinakharinwirot University

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ผลของความเชื่อมั่นในความสามารถของตนเองโดยการพูดกับตนเองที่มีผลต่อการยิงลูกโทษใน กีฬาบาสเกตบอล



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THE EFFECTS OF SELF-EFFICACY BY SELF TALK SKILL TRAINING IN BASKETBALL SHOOTING FREE THROW



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THE THESIS TITLED

THE EFFECTS OF SELF-EFFICACY BY SELF TALK SKILL TRAINING IN BASKETBALL SHOOTING FREE THROW

ΒY

XIN CHANG

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE MASTER OF SCIENCE IN SPORT AND EXERCISE SCIENCE AT SRINAKHARINWIROT UNIVERSITY

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)

Dean of Graduate School

ORAL DEFENSE COMMITTEE

Major-advisor	Chair
(Asst. Prof. Dr.Phichayavee Panurushthanon)	(Asst. Prof. Dr. Theeranan Tanphanich)

..... Committee

(Asst. Prof. Dr.Achariya Anek)

Title	THE EFFECTS OF SELF-EFFICACY BY SELF TALK SKILL TRAINING IN
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Author	XIN CHANG
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Thesis Advisor	Assistant Professor Doctor Phichayavee Panurushthanon

This study examines the influence of self-talk skill training on basketball free-throw selfefficacy. It mainly focuses on two research objectives: the first is to investigate the effect of selfefficacy during the basketball free-throw process, and the second is to compare the free-throw performance between two groups. The participants were male basketball players from Jiuquan Vocational and Technical College, 2022 cohort. Forty players with good overall abilities were selected as research samples and divided into an experimental group and a control group. Both groups of athletes participated in an individual shooting game. The experimental results were statistically analyzed using SPSS (T-Test, one-way ANOVA) to identify any differences. After 8 weeks of training, the T-Test was used to analyze and summarize the test scores. The results showed that practicing effective self-talk skills significantly improved the players' confidence, reduced anxiety during free-throw attempts, and thereby enhanced their performance. This finding offers a new practical approach to sports psychology and suggests that coaches and athletes should incorporate self-talk training into daily practice to improve competitive performance.

Keyword : Self talk, Self-Efficacy, Basketball Shooting Free throw

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Landscape a journey, lucky to meet. Write this article for important people.

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CHAPTER 1 NTRODUCTION

Background

School sports as an important content of school education, shoulder the new mission and responsibility, school sports should unswervingly work in accordance with the idea of "health first", advocating lifelong sports thought, to improve students 'physical and mental health for the purpose, to cultivate the student's interest in sports, attitude, habits and ability as the fundamental goal of school sports, organic school sports stage benefit and long-term benefits. At the same time, competitive sports have gradually penetrated into China's higher education system. Whether it is special physical education or physical education in university physical education courses, it has become a common education and teaching concept to enhance students' physique and promote their healthy growth through sports, and gradually become rooted in the people (Deng Xiaohong, 2020).

Basketball originated on December 21,1891. Basketball is a ball game played by two teams on a rectangular basketball court. Each team plays 5 players, and can pass the ball, throw, shoot, roll or move in any direction, in order to put the basketball to the basket and prevent the other side from getting the ball or scoring. In 1896, basketball was introduced to China, and in 2002, Chinese player Yao Ming was selected to the NBA, starting a new frenzy of Chinese basketball (Rayn, 2021). In China, competitive basketball has developed rapidly, which has attracted wide attention from the public and the media, and has expanded the mass base and influence of basketball (Zhang Xiaowen, 2019). And deeply loved by the majority of students, basketball is mainly to cultivate students 'sports cultural literacy, which not only requires students to feel and understand sports, but also requires students to have various abilities and levels to participate in sports practice, which is of great significance to cultivate students' awareness of lifelong sports (Fredrickson, 2021). Basketball, meanwhile, in the emphasis on throws, free throws, passing, dribbling skills, the study of competitive psychology is more deeply, require unified basketball resourceful and competitive psychology, with the further promotion of competitive skills in our country, sports psychology, self-confidence, self-efficacy, talk to become the competitive sports restricting factors cannot be ignored, more and more people pay attention to the necessity of the psychological management (tian, 2020).

Sports psychology is a discipline that studies the law of human mental activity in the process of sports. In 1980, the establishment of the Sports Psychology Association of the Chinese Sports Science Society marked the rapid development of sports psychology in China. In the past 30 years, the research results of sports psychology have emerged constantly, which has made outstanding contributions to the development of sports cause in China, and also provided a solid foundation for further understanding and research on the frontier issues of sports psychology at home and abroad in the future. The practice shows that the theory and method of sports psychology play a very important role in competitive sports, physical education and public exercise. In recent years, domestic and foreign experts and scholars in sports psychology theory and practice method of sports teaching, sports competition, public exercise, sports selection and other fields in a lot of different aspects of further research, the results confirm that the theory and practice method of sports psychology of sports practice is of great significance, including self-confidence, self-efficacy, talk has played an important role. ******

Self-confidence is a judgment of people's ability and goal when they engage in a certain activity. For students, self-confidence refers to the belief and conviction of individuals to win in competitive sports through their own ability. Through the results of the questionnaire survey, it is found that the impact of confidence on the free throw percentage cannot be ignored. Athletes with more confidence can cash in the free throws more calmly and take getting more points as their goal. In the analysis of the factors affecting basketball students 'confidence, it can be seen that confidence has a great impact on students' free throw percentage. Famous basketball player Michael Michael. Jordan once said: " Maintaining a high level of confidence is the secret to successful free throws. Self-efficacy refers to an individual's expectation of the ability to complete a certain behavior in a specific situation. It includes two components, namely result expectation and efficiency expectation. Results expectation refers to an individual's speculation on what behavior may cause; efficiency expectation refers to the subjective judgment of an individual's ability to perform a certain behavior. Generally, successful experience enhances self-efficacy, and repeated failures decrease self-efficacy.

Self talk is that athletes talk to themselves in sports, and what they say can reference and inspire their own behavior. Wang Hongyu (2020) believes that the impact of self-talk training on the training of basketball players, during which the athletes are self-implied by positive language. Self-talk allows basketball players to do their best during games, positive self-suggestion can bring new ways of thinking, and self-suggestion can adjust the sprinters. Self-suggestion can not be formed in a short period of time, it is a planned, purposeful and detailed process. Familiarity with the self-suggestion gositive language system should be planned in stages, from simple to complex, and gradually simplify many sentences to a few effective words. The self-talk suggestion method takes enough time in the practice session to allow the practitioner to use the self-suggestion skillfully. Therefore, this requires athletes to use some easy to use words in the suggestion process to actively guide their psychology.

Zhang Huanhuan (2011) in the study of basketball free throw percentage believes that free throw skills and emotional state will affect the free throw percentage, and self-confidence is the potential internal cause for basketball players to stimulate their physical potential. In the fierce game, often the higher the level of confidence athletes will better grasp the opportunity, so to develop basketball players to establish the confidence, the most important step is to improve the basic skills of basic skills and mastery, improve confidence and percentage promotion need to build on solid technology.

To sum up, through combing, it can be found that the confidence of the free throw has a great impact on the free throw percentage, the more confident the free throw, the higher the free throw percentage, so as to achieve better self-efficacy. addition, talk to yourself can let the basketball players play the best level during the game, positive self suggestion can bring new ways of thinking, self suggestion can adjust the sprinter , which requires daily training may affect the players throw confidence factors in advance, in the game can greatly improve the athletes throw self-confidence, so as to improve the shooting. Based on this consideration, this study applies the self-talk training method to the daily training to discuss whether self-confidence and self-talk training will have an impact on the free throw percentage of college basketball students.

Objectives of the Study

The objectives of this study are as follows:

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1. To study the effect of self - efficacy in basketball shooting free throw

2. To compare the results of basketball shooting free throw Between the groups that received training in self-talk skills with a group that had not practiced self-talk skills.

The importance of research

Creating self-talk skills exercises to bring results from this research Used to develop athletic abilities which will be beneficial to sports trainers. Athletes, and interested people You can choose to use the method of adding athletic ability By developing and encouraging people to have faith in their own abilities which will result in showing off their abilities in both training and sport s competitions.

Scope of the study

Population:

This research project is mainly aimed at the fitness guidance and management of the first and second grade students of Physical Education and Health College of Jiuquan Vocational and Technical College, with a total of 78 students.

Sample:

Sample: 30 male basketball players of class 2022 were selected in this study. In order to make the experimental results have professional and representative,

the selection of the objects all have basketball training foundation for many years, have certain physical quality and basketball tactical level, all the subjects started from middle school special basketball training, often participate in basketball games, has a certain basket end ability, through random sampling method, the whole class is divided into experimental group 15 and control group 15.

Experimental group: 15 players in the free throw test in the basketball training class, in the form of individual free throw game, requiring the players to say words of encouragement before each free throw.

Control group: 15 people in the free throw test of basketball training class, in the form of individual free throw game, requiring the players do not need to hint themselves before each free throw.

Variable

Independent Variable

1. self-talk training program

Dependent variable

1. Effect of Basketball shooting free throw

2. Self- efficacy

Definition of terms

1. Free throw is the punishment of the foul player after a foul in a basketball game, which is achieved by the fixed penalty of the fouled team. At any time, once one side makes a free throw action, the other side of the foul, can make a free throw.

2.Self-talk is the spontaneous expression of oral speech, usually quietly or silent, not to communicate directly with others.

3.Self-efficacy is a psychological concept that refers to an individual's judgment of whether one can successfully perform certain behavior. This judgment involves an individual's awareness of their own abilities and the anticipation of a future outcome. The theory of self-efficacy was proposed by the American psychologist Albert Bandura in the 1960s, and has been widely concerned and applied in subsequent research. Conceptual framework



Research hypothesis

Self-talk training between the experimental group and the control group had different effects on basketball shooting free throw



CHAPTER 2

REVIEW OF THE LITERATURE

The research content of this chapter mainly includes the following aspects:

- 1. The importance of sports psychology
- 2.Self-efficacy
- 3.Speak to yourself
- 4.Basketball

5. literature Review

- 5.1 Self-efficacy in exercise
- 5.2 Talk to yourself

1. The importance of sports psychology

1.1 Implications of sports psychology

Sports psychology is one of the youngest branches of psychology, which is the interdisciplinary discipline of physical education and psychology. To provide theoretical and methodological support for psychological interventions. In recent years, experts and scholars have given different definitions on the concept of sports psychology. Ma Qiwei and Liwei (1996) believe that sports psychology is a science to clarify the psychological basis of sports and studies the characteristics and rules of human psychological activities in sports. Zhang Luxiang (2002) believes that sports psychology is the study of psychological phenomena and their laws in sports training and sports competition. It helps sports athletes to understand the general law and influencing factors of the formation of sports skills, and master the adjustment method to overcome the tension psychology brought by the competition. Sun Shaoqiang (2006) believes that sports psychology is a discipline that studies the psychological characteristics and rules of people when engaged in sports. Zhu Lingyan (2012) believes that the research of sports psychology in the narrow sense mainly focuses on the research of the theory and application of competitive sports psychology centered on high-level athletes, focusing on improving the competitive ability of athletes to make

them reach the best performance level. Hong Xiaobin (2014) believes that sports psychology is a discipline to studies the law of development of people's psychological activities in the process of sports. The narrow sense of sports psychology mainly refers to competitive sports psychology, while the broad sense of sports psychology includes competitive sports psychology, physical education psychology and exercise psychology, which study the psychological problems of people participating in these fields.

Based on the above definition of the concept of sports psychology, this study believes that "sports psychology" is a discipline to study the development law of human psychological activities in the process of sports.

1.2 Importimportance of sports psychology

Although it is most important and necessary to fully exert the physical ability of the athletes, it is more important to allow this ability or potential to effectively display or participate in the competition. The necessity is greater because mental factors are important factors that control thoughts, emotions, feelings, and self-awareness, making it possible to control body games. Su Sai. Venwilab (1998:89). Ganji and Song Ying. Zhang Songtai mentioned the importance of sports psychology in (1999:7-8) and believed that psychology is very important to sports. It can be summarized as follows:

1.Help athletes prepare physically and mentally, whether in training or competition.

2. Help athletes improve their skills and abilities.

3.Help athletes show their highest performance and abilities. Help the coaches to better understand the athletes and know how to use psychological skills.

4. Sports science is properly applied to athletes.

5. Decision that help coaches evaluate athletes' abilities, and the selection of athletes will be more accurate and reliable.

6.Help athletes to accept each other and exercise between trainers and students

7.Help build a better relationship between team managers, coaches and players.

Cheng-cheng zhang (2020) in the "physical exercise to improve the psychological mechanism of body self concept" through the survey of 752 college students, the results found that physical exercise can improve self-efficacy, reduce social physical , narrow ideal reality body self difference, and promote the improvement of body concept, to a certain extent, reveals the physical exercise to improve the psychological mechanism of body self concept.

YanJun (2021) in the "sports neuroscience: sports psychology and neuroscience research" in the analysis of sports neuroscience is in the "gene-brainenvironment-behavior" multi-level, multidisciplinary cross integration research, to obtain psychological activity of comprehensive and overall research evidence, to produce useful, deterministic knowledge. These results are of great value for revealing the law of the occurrence and development of psychological activities in the physical activity situation and the practical needs of competitive competition, fitness exercise and physical education teaching.

Therefore, the study of sports psychology experts and scholars at home and abroad for the execution of sports behavior, emotional regulation, cognitive evaluation, self, the relationship between sports psychology and neuroscience, sports material selection has carried on the thorough research, the development of theory and practice in the field of sports has an important role.

2.Self efficacy

2.1 Implications of self-efficacy

The concept of self-efficacy (Self-efficacy) was first proposed by the American psychologist Bandura in his theoretical study of social learning in 1977. Since this concept has been widely concerned by pedagogy, psychology, sociology and other fields.

From the 1980s to the 1990s, Bandura first, in his book, The Social Foundation of Thought and Behavior: Social Cognition, defined self-efficacy as people's

ability to organize and execute the process of action needed to achieve their set goals. Then, from the perspective of task objectives, he believed that self-efficacy can be divided into many categories according to the specific performance of different fields, which will change with the change of situations and tasks. Therefore, self-efficacy is defined as a subjective judgment of a person about their own resources and abilities and whether they can achieve a specific task goal in a specific field. Domestic researchers have similar views, believing that self-efficacy is a subjective evaluation, referring to whether an individual is convinced that he can successfully bring a certain result, and the degree of confidence in whether he is competent for a certain activity.

After referring to numerous relevant concepts, this study favors the Bandura definition of self-efficacy in 1989, that is, self-efficacy is a subjective self-judgment of their resources and abilities and whether individuals can achieve a task goal in a specific field.

2.2 Meaning of self-efficacy

Self-efficacy is not only perceived within an individual, but also influenced by multiple extrinsic factors, including success experience and failure experience. In general, successful experience increases self-efficacy, while frequent failures may lead to decreased self-efficacy. The level of self-efficacy can affect individual behavior choice and learning outcomes, which plays an important role in study, work and daily life.

A person's belief in whether he can complete a job, task, behavior, etc., affects his ability and motivation, which is called self-efficacy. Cong Chen (2019) believes that in the field of sports, with a strong belief, athletes will be confident that they can cope with stress, and otherwise, they will feel anxious, depressed and lose confidence in themselves. Studies have shown that self-efficacy has an impact on athletic performance, that is, self-efficacy can predict athletes' athletic performance, which can contribute to improving their athletic performance (Zhiyan Chen, 2016).

Bandura A (1998) believes that athletes 'self-efficacy not only has a positive effect on their perceived performance and athletic performance ability, but also has a

partial impact on athletes' athletic commitment and life satisfaction. With the improvement of self-efficacy, athletes 'sense of achievement and achievement motivation will also increase, which will further facilitate the prevention and improvement of athletes' depression (Bebetsos.E, 2003).

From the perspective of coaches, there is also a relevant relationship between the self-efficacy of coaches and athletes. Bernacka (2016) study pointed out that the coach athletes will have a significant impact on athletes self-efficacy, and the athletes self-efficacy can predict the relationship with coaches, when athletes selfefficacy and coach assessment of athletes self-efficacy perception consistent, the relationship between coaches and athletes will enhance, which has a significant effect on the improvement of sports performance.

3.Self talk

3.1 The meaning of Self talk

Soliloquy is a linguistic or sensory cue training method, it can cause a variety of psychological and behavioral responses, psychological experts some feel that suggestion is a critical acquisition of the role of understanding. Direct conversation can lead to conceptual thinking, and continuous and repeated hints can make people's psychological and physiological changes, leading to the functional changes between people's own systems can be conducted towards the beneficial aspects as well as the adverse aspects (Wang Lei, 2019).

3.2 The influence of Self talk

When Wang Linlin (2021) studied self-talk training, he found that self-talk training can fully mobilize individual psychological factors so as to achieve the role of movement technology improvement. Huang Hui (2014) research found that training of basketball teaching has a positive practice significance, training can improve students 'speech understanding ability and abstract ability, through training improved the students' sports enthusiasm and participation, students motivate each other, helping the basketball basket learning skills, representation training corrected the movement of the brain, the basket action guidance has positive significance. Fan Zenghua (2019)

applied self-talk training to women's basketball training to study the effect and influence of self-talk training on self-confidence. The research results showed that self-talk training can promote the improvement of self-efficacy of female athletes, and stimulate positive sports mood and motivation.

To sum up, through combing, it can be found that the confidence and soliloquy in free throws have a great impact on the shooting rate of the free throw, which is shown as the more confident the higher the shooting percentage of the free throw. In addition, self-efficacy will greatly improve the confidence of the players in the game, so as to further improve the shooting rate of free throws.

4. Basketball

4.1 The Meaning of basketball

Basketball is a confrontational sport centered on shooting, layup and dunk. It is a sport suitable for people of any age and loved by countless people all over the world. Basketball is a ball sport with two teams participating in a rectangular basketball court. Each team plays 5 players and can pass the ball, throw, pat, roll or move in any direction with the order to put the basketball to the basket and prevent the other side from owning the ball or scoring.

4.2 The significance of basketball to the development of youth sports

Basketball is not only a sport, but also a sport full of vitality, passion and competitiveness. For teenagers, basketball can not only improve the physical quality of participants, exercise their will and leadership, but also cultivate team spirit and enhance the sense of mission and honor. On the basketball court, teenagers can not only improve their physical fitness, but also learn many important life skills, such as leadership and cooperation spirit.

First, basketball can develop leadership among teenagers. In basketball, each player has his own role and task. The captain needs to lead the team, develop strategies and motivate the team to play best. Other players also need to learn to play to their own advantages, actively participate in the game, to contribute to the team's victory. Such teamwork requires not only the guidance of the leaders, but also the selfleadership and enthusiasm of the team members. By participating in basketball games, teenagers can exercise their leadership skills and constantly improve their communication and coordination skills.

Secondly, basketball can cultivate the cooperative spirit of teenagers. Basketball is a sport that requires teamwork. Each team member needs to cooperate closely with other players and cooperate with each other to complete the tasks in the game. On the court, teenagers need to learn to listen to and respect the opinions of their teammates, encourage and support them, and solve problems and face challenges together. This spirit of cooperation is not only useful in basketball games, but also important in daily life. By learning the spirit of cooperation, teenagers can better adapt to the collective life and build more stable friendships with others.

Finally, basketball can also cultivate children's trust. In basketball, every player must believe in the others, in their ability and commitment. This sense of trust is another key to the team's success. In the future, adolescents may need to build trust at work or in their relationships. By learning about trust in basketball, teenagers can better understand how to build trust relationships and better meet challenges in future work and interpersonal relationships.

To sum up, basketball is not only a sport, but also an effective way to cultivate leadership and cooperative spirit. By participating in basketball, teenagers can develop their leadership, teamwork, and trust, skills that will play a vital role in their future.

5. literature Review

5.1 Self-efficacy in exercise

Sports self-efficacy is the specific manifestation of self-efficacy in the field of sports, and it is the evaluation of athletes' confidence in whether they can use their abilities or skills to complete sports tasks (Wei Ping et al., 2008). Self-efficacy in exercise is a subjective judgment that is related to competence but not necessarily matching competence. In addition to ability, the source of self-efficacy, but also mixed with indirect experience, emotion and emotion, these factors may lead athletes to

overestimate or underestimate their ability, and produce sports self-efficacy that is inconsistent with the actual situation. Sports self-efficacy is gradually formed by athletes in practice, which can affect the sports performance, sports experience and attitude of athletes (Deborah L, 2017).

At present, researchers have carried out many studies on self-efficacy in the field of education, occupation and organization, and medical field. In the field of sports, researchers are involved in the three aspects of competitive sports, sports teaching and mass sports. In competitive sports, the main objects are coaches, athletes and sports performance. It is found that coaches not only have a direct impact on athletes' self-efficacy in leadership behavior, but also effectively predict the self-efficacy of flower athletes in four behaviors: training and teaching, social support, democracy and reward (Li Jianshe et al., 2009). The researchers pointed out that there was a significant positive correlation between individual self-efficacy and group cohesion and organizational efficacy (Chen Hongbo, 2014) and a significant predictive effect on sports performance.

The research object in physical education teaching is mainly physical education teachers and students. In the process of physical education teaching, the self-efficiency of physical education teachers has a profound influence on the success or failure of physical education teaching. Therefore, the research on the self-efficacy of PE teachers can help to improve the effect of physical education teaching, but there are few studies on the self-efficacy of PE teachers in China. Some studies have shown that the self-efficacy of PE teachers in primary and secondary schools has a positive impact on their professional identity, which can promote PE teachers' cognition of their work, help them to complete their work, and have positive feelings for their career. And the formation of primary and secondary school physical education teachers self efficacy depends on the success or failure of their own behavior experience and alternative experience, if can predict their own behavior will lead to specific good results, so its efficiency expectations will improve, but also can improve their work enthusiasm, promote the PE teachers to finish the work better (YueJingJing, 2019). As the main body of learning, students' self-efficacy will directly affect their learning attitude, motivation

and performance. Han Beining and others believe that in physical education teaching, PE teachers 'teaching style of humor, rigorous logic, caring, sharing, and innovation and exploration can promote students' self-efficacy and physical exercise satisfaction, so as to stimulate students' interest in learning and form a positive learning attitude (Bian Yufang, 2014).

In mass sports, it mainly revolves around people's sports motivation. Bandura The social learning theory points out that self-efficacy is one of the important factors to promote motivation. Research shows that self-efficacy is effective in predicting human motivation and behavioral [5]. This was also confirmed in the study of Wang Zhenren and others on procrastination behavior, motivation for physical exercise and self-efficacy (Wei Ping, 2018).

In the field of sports, self-efficacy is divided into two dimensions: competition efficacy and training efficacy. In the study, the game efficacy, training efficacy, solve the coping and emotional coping between significant positive correlation, training efficacy and avoidance coping significant positive correlation, and exercise self-efficacy can not only direct impact on cognitive traits , can also through the coping style of cognitive trait anxiety, namely athletes can choose coping to adjust the cognitive trait anxiety level (CongChen, 2019).

According to the above literature, although there are few studies on the relationship between self-efficacy and stress coping style in sports at this stage, there is a high link between self-efficacy and stress coping style through related studies in other fields.

5.2 Talk to yourself

Levent Ilhan (2018) believes that self-talk training is a psychological suggestion or stimulus provided to ourselves through our human senses. Meng Wentao (2021) believes that the effect of self-talk training can also change the disharmonious suggestion information generated in people's mental and will experience, which can be eliminated only under the condition of using the suggestion. Both harmful and negative hints are extremely related to mistakes.

Wang Lei (2019) believes that self-talk training is a language or sensory cue training method, which can cause various psychological and behavioral reactions, and some psychological experts think that suggestion is critically acquiring the effect of understanding. Direct conversation can lead to conceptual thinking, and continuous hints can make people's psychological and physiological changes, resulting in functional changes between people's own systems can be directed towards beneficial and adverse aspects.

Yang Xiuzheng (2020) believes that language can not only contribute to others, but also contribute to oneself. According to surveys, humans can not only use language to communicate, but also use more than 70 0,000 signals to transmit information. These "signals" outside of the language are what we call hints, which will be accepted by the human subconscious.



CHAPTER 3

THE RESEARCH PROCESS

In this study, the investigators performed the following steps:

1.Define the populations and the samples

2.Create research tools

3.Data collection

4.Data collection and analysis

1.Define the population and the samples

This research project is mainly aimed at the students of physical Education and Health, a total of 78 students.

1.2 Sample selection

This study selected 30 male basketball players of class 2022 from Jiuquan Vocational and Technical College. In order to make the experimental results have professional and representative, the selection of experimental objects all have basketball training foundation for many years, have certain physical quality and basketball tactics level, all the subjects are from middle school stage for special basketball training, often participate in basketball games, have certain ability against shooting end, can ensure the data efficiency. The whole class was divided into 15 students in the experimental group and 15 students in the control group. Before the experiment, the subjects were questioned, and there were no injuries or other factors affecting the experiment. To ensure the representativeness and reliability of the sample, 30 students from 78 students were randomly sampled as a study sample. The sample students agreed to participate in this study and signed the informed consent form.

1.3 Sample selection method

78 students selected 40 athletes (Purposive Sampling $=\frac{N}{1+Ne^2}$) (Taro Yamane, 1970) coach's trial training.40 students will make free throws, each person throws 10 times, record the number of free throws hit by each person to 1-40 ranking. According to the ranking order, 30 students were selected as a sample. The 30 students were divided into experimental group and control group. The odd numbers in rankings 1,3 and 5 were the experimental group, and the even numbers in rankings 2,4 and 6 were the control group, with 15 students in each group. The whole class was divided into 15 students in the experimental group and 15 students in the control group. Before the experiment, the subjects were questioned, and there were no injuries or other factors affecting the experiment.

2.Create a research tool

2.1 Create the research tool

In order to study the effect of self-suggestion on the free throw percentage of basketball players, the researchers created a self-talk training program.

2.2 To create a tool

1. Learn the literature, research and articles related to self-dialogue and self-efficacy training in basketball free throws through the literature and data method.

2. Practice talking to yourself before the free throws.

3. Take a self-talk training program to test the quality of the tool

4. Use a training program verified by the committee and experts to make the authors improve and edit again.

2.3 Determine the quality of the study tool

Quality of the empirical instrument was determined by 5 experts.

3. Data collection

3.1.Write to the Department of Physical Science of the School of Physical Education to ask for collaborative research to determine the time to practice oral English and collect information.

3.2. Data acquisition was performed following the following steps.

The study used a quasi-experimental design, with the independent variable Effect of self-talk training and the dependent variable self-confident in Basketball shooting free thow, and the study design divided the samples into experimental and control groups. To ensure the authenticity, reliability and integrity of the data, the data of this study were statistically analyzed using SPSS (T-Test).

3.2.1 The experimental group is the throw test in the basketball training class, in the form of individual shooting game. The players are required to self-talk of encouragement to themselves before each shot. Each player shoots 10 times and gets 1 point for each shot, and the full score is 10 points. Up to 8 weeks, performed twice a week.

3.2.2 The control group is the free throw test in the basketball training class, in the form of individual shooting game. The players are required not to psychologically hint to themselves before each shot. Each player shoots 10 times and gets 1 point for one shot, and the full score is 10 points

3.2.3 Comparing the results of the two groups, and the influence of self-talk training on confidence in basketball shooting. Up to 8 weeks, performed twice a week.

3.2.4 Athletes participated in a questionnaire on self-confidence that included administration at weeks 0, 4 and 8 of training. The survey covered three main areas: physical anxiety, psychological anxiety and self-confidence. The aim of the study was to explore how these psychological states change in athletes during training, and in particular how this affects their competitive performance and psychological fitness. The questionnaire allows researchers to assess changes in athletes' psychological states over time, thus providing valuable data and feedback to improve training outcomes and personal development.

3.2.5 Obtained in the test and identify differences by statistical analysis using SPSS (T-Test).

4. Organization and data analysis

4.1. Find the mean and standard deviation of age, weight, height and confidence. In the control group and in the experimental group

4.2. Differences between tests The experimental and control groups used t-test statistics at the 0.05 level before, after 4 weeks and 8 weeks after training.

4.3. Test the differences before the training. After training week 4 and after training week 8 in the control and experimental groups. The two groups compared the posttest results, and the effect of self-talk training on confidence in basketball shooting.



CHAPTER 4 DATA ANALYSIS

The study of The Effects of Self-Efficacy by Self talk skill training in Basketball Shooting Free throw the objective is to study and compare the results of self-talk training on self- efficacy in basketball shooting free throw. The study was conducted on a population of 30 basketball players from the Physical Education and Health College of Jiuquan Vocational and Technical College: China. The samples were divided into 2 groups based on scores from the basketball shooting free throw test, arranged in order of high and low scores, namely, the control group, which received training according to the normal training program, and the experimental group, which received training according to the normal training program along with the self-talk training program. The results of the self-confidence, anxiety, and basketball shooting free throw tests before training, after the 4 week of training, and after the 8 week of training of the control and experimental groups were analyzed using the SPSS statistical program as follows:

1. Mean and Standard deviation of age, self-confidence and anxiety of the control and experimental groups.

2. Test the differences between the control and experimental groups before training, after the 4 week of training and after the 8 week of training using the t-test (Independent for t-test) to test the statistical significance at the .05 level.

3. Test the differences within the groups before training, after the 4 week of training and after the 8 week of training of the control and experimental groups using the Paired t-test at the statistical significance level of .05.

			1	1	1
Comparison within control group		X		t	р
			D		
Somatic Anxiety	Before training	13.13	3.46	68	.50
	After training week 4	13.93	3.10		
	Before training	13.13	3.46	7.37	.00*
	After training week 8	9.26	2.37		
	After training week 4	13.93	3.10	4.56	.00*
	After training week 8	9.26	2.37		
Cognitive Anxiety	Before training	10.66	1.67	-1.341	.20
	After training week 4	11.53	1.95		
	Before training	10.66	1.67	2.33	.03*
	After training week 8	9.26	3.26		
	After training week 4	11.53	1.95	2.29	.03*
	After training week 8	9.26	3.26		
Self Confidence	Before training	11.33	1.67	-1.811	.09
	After training week 4	12.80	2.24		
	Before training	11.33	1.67	-8.26	.00*
	After training week 8	16.06	1.48		
	After training week 4	12.80	2.24	-4.16	.00*
	After training week 8	16.06	1.48		

TABLE 1 Comparison of situational anxiety within the control group before training, after training at week 4 and week 8 (n = 15)

* Statistical significance at .05

Table 1 shows the comparison of situational anxiety within the control group before training, after the 4 week training and the 8 week training. It was found that

1. Somatic Anxiety There was no statistical difference between before and after training in the 4 week (t = -.68, p >.05) but there was a statistically significant difference between before and after training in the 8 week (t = 7.37, p <.05) at .05.

There was also a statistically significant difference between after training in the 4 week and after training in the 8 week (t = 4.56, p < .05) at .05.

2. Cognitive Anxiety There was no statistical difference between before and after training in the 4 week (t = -1.34, p >.05) but there was a statistically significant difference between before and after training in the 8 week (t = 2.33, p <.05) at .05. There was also a statistically significant difference between after training in the 4 week and after training in the 8th week (t = 2.29, p <.05) at .05.

3. Self-confidence Between before and after training in the 4 week, no differences were found with statistical significance (t = -1.81, p >.05), and between before and after training in the 8 week, there were differences with statistical significance (t = -3.50, p <.05) at .05. Also, between after training in the 4 week and after training in the 8 week, there were differences with statistical significance (t = -416, p <.05) at .05.



Comparison within experimental groups		X		t	р
			D		
Somatic Anxiety	Before training	13.13	2.66	1.90	.07
	After training week 4	11.60	2.02		
	Before training	13.13	2.66	3.95	.00*
	After training week 8	10.46	2.13		
	After training week 4	11.60	2.02	2.60	.02*
	After training week 8	10.46	2.13		
Cognitive Anxiety	Before training	12.40	2.72	1.37	.19
	After training week 4	11.20	2.65		
	Before training	12.40	2.72	2.57	.02*
	After training week 8	9.46	3.50		
	After training week 4	11.20	2.65	1.32	.20
	After training week 8	9.46	3.50		
Self Confidence	Before training	14.46	2.44	-1.99	.06
	After training week 4	16.33	1.91		
	Before training	14.46	2.44	-6.57	.00*
	After training week 8	18.13	1.84		
	After training week 4	16.33	1.91	-2.80	.01*
	After training week 8	18.13	1.84		

TABLE 2 Comparison of situational anxiety within the experimental groups before training, after the 4 week and the 8 week of training.

* Statistical significance at .05

Table 2 shows the comparison of situational anxiety within the experimental groups before training, after the 4 week training and the 8 week training. It was found that

1. Somatic Anxiety There was no statistical difference between before and after training in the 4 week (t = 1.90, p >.05) but there was a statistical difference
between before and after training in the 8 week (t = 3.95, p <.05) at a statistical significance of .05 There was also a statistical difference between after training in the 4 week and after training in the 8 week (t = 2.60, p <.05) at a statistical significance of .05

2. Cognitive Anxiety There was no statistical difference between before and after training in the 4 week (t = 1.37, p >.05) but there was a statistical difference between before and after training in the 8 th week (t = 2.57, p <.05) at a statistical significance of .05. However, there was no statistical difference between after training in the 4 week and after training in the 8 week (t = 1.32, p >.05).

3 . Self-confidence Between before and after training in the 4 week, no statistically significant difference was found (t = -1.99, p >.05). However, between before and after training in the 8t week, there was a statistically significant difference (t = -6.57, p <.05) at .05. Also, between after training in the 4 week and after training in the 8 week, there was a statistically significant difference (t = -2.80, p <.05) at .05.

TABLE 3 Comparison of situational Somatic Anxiety between control and experimental groups before training, after training week 4, and after training week 8.

Comparison of Somatic Anxiety	Control group		Experimental		t	р
	ung		group			
	X	SD	x	SD		
Before training	13.13	2.66	13.13	3.46	.00	1.00
After training week 4	11.60	2.02	13.93	3.10	-2.43	.02*
After training week 8	10.46	2.13	926	2.37	1.45	1.15

* Statistical significance at .05

Table 3 shows the comparison of situation somatic anxiety between the control group and the experimental group before training, after the 4 week of training and after the 8 week of training. It was found that in terms of somatic anxiety, there was no statistical difference between the control group and the experimental group before training (t = .00, p >.05). However, after the 4 week of training, there was a statistical

difference (t = -2.43, p <.05) at a statistical significance of .05. However, after the 8 week of training, there was no statistical difference (t = 1.45, p >.05).

TABLE 4 Comparison of situational Cognitive Anxiety between the control and experimental groups before training, after the 4 week of training, and after the 8 week of training.

Comparison of Cognitive Anxiety	Со			Ex		р
	ntrol group		perimental			
			group			
	x	1	x			
	C. C	D		D		
Before training	10.66	1.67	12.40	2.72	2.10	.04*
After training week 4	13.93	3.10	11.60	2.02	-2.43	.02 *
After training week 8	9.26	3.26	9.46	3.50	16	.87

* Statistical significance at .05

Table 4 shows the comparison of situational Cognitive Anxiety between the control group and the experimental group before training, after the 4 week of training and after the 8 week of training. It was found that in terms of Cognitive Anxiety between the control group and the experimental group before training, there was a statistical difference (t = -2.10, p >.05) at .05 and in the 4 week of training, there was a statistical difference (t = -2.43, p >.05) at .05. However, after the 8 week of training, there was no statistical difference (t = 1.45, p <.05).

TABLE 5 Comparison of situational on self-confidence between the control and experimental groups before training, after the 4 week of training, and after the 8 week of training.

Comparison of self-confidence	Со			Ex	t	р
	ntrol group		perimental			
			group			
	x		x			
		D		D		
Before training	11.33	1.67	14.46	2.44	4.09	.00*
After training week 4	12.80	2.24	16.33	1.91	4.64	.00*
After training week 8	16.06	1.48	18.13	1.84	3.37	.00*

* Statistical significance at .05

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Table 5 shows the comparison of self-confidence between the control group and the experimental group before training, after the 4 week of training, and after the 8 week of training. It was found that in terms of self-confidence between the control group and the experimental group before training, there was a statistically significant difference (t = 4.09, p <.05) at .05. After the 4 week of training, there was a statistically significant difference (t = 4.64, p <.05) at .05. After the 8 week of training, there was also a statistically significant difference (t = 3.37, p <.05) at .05

Comparison of skills within a control group			SD	t	р
Skills Test	Skills Test Before training		.51	-11.06	.00*
After training week 4			.56		
Before training		1.46	.51	-17.19	.00*
After training week 8			.79		
After training week 4		3.80	.56	-10.64	.00*
	After training week 8	5.73	.79		

TABLE 6 Comparison of basketball shooting free-throw skills within the control group before training, after the 4 week and the 8 week of training.

* Statistical significance at .05

Table 6 shows the comparison of basketball shooting free-throw skills within the control group between before training, after training in the 4 week and the 8 week. It was found that the skills between before training and after training in the 4 week were significantly different at a statistical level of .05 (t = -11.06, p <.05) and between before training and after training in the 8 week were significantly different at a statistical level of .05 (t = -17.19, p <.05) and between after training in the 4 week and after training in the 8 week were significantly different at a statistical level of .05 (t = -10.64, p <.05) at a statistical level of .05.

Comparison of	\overline{X}	SD	t	p	
Skills Test	Skills Test Before training			-14.93	.00*
	4.40	.63			
	1.53	.51	-19.95	.00*	
	7.93	.96			
	After training week 4	4.40	.63	-13.81	.00*
	After training week 8	7.93	.96		

TABLE 7 Comparison of basketball shooting free-throw skills within the experimental group before training, after training at week 4 and week 8.

* Statistical significance at .05

Table 7 shows the comparison of basketball shooting free-throw skills within the experimental group between before training, after training in the 4 week and the 8 week. It was found that the skills before training and after training in the 4 week were significantly different at a statistical level of .05 (t = -14.93, p <.05), and between before training and after training in the 8 week were significantly different at a statistical level of .05 (t = -19.95, p <.05), as well as between after training in the 4 week and after training in the 8 week were significantly different at a statistical level of .05 (t = -19.95, p <.05), as well as between after training in the 4 week and after training in the 8 week were significantly different at a statistical level of .05 (t = -13.81, p >.05).

TABLE 8 Comparison of basketball shooting free-throw skills between the control and experimental groups before training, after the 4 week of training, and after the 8 week of training.

Comparison of self-confidence	Со		Ex		t	р
between groups	ntrol group		perimental			
			group			
	x		x			
		D		D		
Before training	1.46	.51	1.53	.51	3.54	.72
After training week 4	3.80	.56	4.40	.63	2.75	.01*
After training week 8	5.73	.79	7.93	.96	6.81	.00*

* Statistical significance at .05

Table 8 shows the comparison of basketball shooting free-throw skills between the control group and the experimental group before training, after the 4 week of training and after the 8 week of training. It was found that the skills between the control group and the experimental group before training were not significantly different (t = -3.54, p >.0 5). However, after the 4 week of training, there were statistically significant differences (t = 2.75, p <.05) at .05. And after the 8 week of training, there were still statistically significant differences (t = 6.81, p <.05) at .05.

CHAPTER 5 SUMMARY OF THE DISCUSSION SUGGESTIONS

A study of the effects on self-confidence through the practice of effective selftalk techniques. Nervousness while making basketball free throws. After obtaining the results of the study, the results of the work can be summarised by dividing the themes in the summary of results as follows.

1.Research summary

2.Research and discussion results

3.Suggestion

Research summary

This study investigated the improvement of athletes' self-confidence during basketball free throws by practising effective self-talk techniques, which in turn reduces tension. Free throw shooting is a skill that requires a high level of concentration and a stable mental state, and by investigating the effects of self-talk on mental performance, practical mental training methods can be provided for athletes.

The results of this study suggest that by practising effective self-talk techniques, basketball players can significantly increase self-confidence and reduce anxiety during free throw shooting, thereby improving free throw shooting performance. This finding provides a new practical approach to sport psychology and suggests that coaches and athletes should incorporate self-talk skill training into their daily training to enhance game performance.

By means of a questionnaire the experimental and control groups showed the comparison of physical anxiety, mental anxiety self-confidence, the results found in the experimental and control groups during the pre-training period after the 4th and 8th week of training.

5.1 Means and standard deviations found for situational anxiety in the control group:

5.1.1. body anxiety Overall no statistically significant difference was found between pre-training and after week 4 of training (t = -0.68, p > 0.05). A significant difference was found between pre-training and after week 8 of training (t = 7.37, p < 0.05), indicating a significant reduction in body anxiety after 8 weeks of training. A significant difference was also found between after week 4 and after week 8 of training (t = 4.56, p < 0.05), providing further evidence of a sustained mitigating effect of training on body anxiety.

5.1.2. mental anxiety Overall no statistical difference was found between pre-training and after week 4 of training (t = -1.34, p > 0.05). A significant difference was found between pre-training and after week 8 of training (t = 2.33, p < 0.05), indicating a significant reduction in mental anxiety after 8 weeks of training. A significant difference was found between after week 4 and after week 8 of training (t = 2.29, p < 0.05), indicating a further reduction in mental anxiety during this time.

5.1.3. Self-confidence Overall no significant difference was found between pre-training and after week 4 of training (t = -1.81, p > 0.05). A significant difference was found between pre-training and after week 8 of training (t = -3.50, p < 0.05), indicating a significant improvement in self-confidence. A significant difference was found between after week 4 and after week 8 of training (t = -4.16, p < 0.05), indicating a sustained improvement in self-confidence as a result of training.

A study of physical anxiety, mental anxiety and self-confidence revealed that the control group significantly reduced physical and mental anxiety and significantly increased self-confidence after 8 weeks of training in the useless use of self-talk techniques.

5.2 Means and standard deviations found for situational anxiety in the experimental group:

5.2.1. body anxiety No statistically significant difference was found between pre-training and after week 4 of training (t = 1.90, p > 0.05), suggesting that the initial training did not have a significant effect on body anxiety. A significant difference was

found between pre-training and after week 8 of training (t = 3.95, p < 0.05), indicating a significant decrease in body anxiety after 8 weeks of training. A significant difference was found between after week 4 of training and after week 8 of training (t = 2.60, p < 0.05), further demonstrating a continued reduction in body anxiety as the duration of training increased.

5.2.2. mental anxiety No statistical difference was found between pretraining and after week 4 of training (t = 1.37, p > 0.05), suggesting that initial training had a limited effect on mental anxiety. A significant difference was found between pretraining and after week 8 of training (t = 2.57, p < 0.05), showing a significant reduction in mental anxiety after 8 weeks of training. No statistically significant difference was found between after week 4 and after week 8 of training (t = 1.32, p > 0.05), indicating a non-significant change in mental anxiety between weeks 4 and 8.

5.2.3. Self-confidence: no significant difference was found between pretraining and after week 4 of training (t = -1.99, p > 0.05), indicating that the initial training did not result in a significant increase in self-confidence. Between pre-training and after the 8th week of training, a significant difference was found (t = -6.57, p < 0.05), indicating a significant increase in self-confidence after 8 weeks of training. A significant difference was found between after week 4 and after week 8 of training (t = -2.80, p < 0.05), further demonstrating that training had a significant effect on self-confidence between week 4 and week 8.

The results of the experimental group showed that through systematic training, physical anxiety and mental anxiety were significantly reduced and self-confidence was significantly improved after 8 weeks. Within the first 4 weeks of training, physical anxiety, mental anxiety and self-confidence did not improve significantly, but with the continuation of training, there was a significant improvement in all indicators by the 8th week. This suggests that prolonged systematic training has a significant effect on reducing situational anxiety and improving self-confidence when shooting free throws in basketball, and it is recommended that athletes and coaches include long-term

systematic training as part of their regular training programme to optimise mental status and game performance.

5.3 When comparing body anxiety between the experimental and control groups, the study found the following:

5.3.1. training week 0:

No statistical difference was found between the experimental and control groups before training (t = 0.00, p > 0.05), suggesting that both groups had similar levels of physical anxiety at the start of training.

5.3.2 After the fourth week of training:

A significant difference was found between the experimental and control groups after the 4th week of training (t = -2.43, p < 0.05), which was statistically significant at the 0.05 level, indicating that after 4 weeks of training, the experimental group had a significant reduction in body anxiety.

5.3.3. After week 8 of training:

Experimental vs. control group: after the 8th week of training, no statistical difference was found between the experimental and control groups (t = 0.00, p > 0.05), suggesting that after 8 weeks of training, the levels of body anxiety in the two groups converged.

Before training, there was no significant difference in body anxiety levels between the experimental and control groups. However, after the 4th week of training, the experimental group's body anxiety was significantly lower than that of the control group, suggesting that the first 4 weeks of training had a significant effect on alleviating body anxiety. However, by the end of the 8th week of training, there was no significant difference in body anxiety levels between the two groups, which may indicate that the control group also experienced some degree of body anxiety relief at a later stage, or that the experimental group showed less improvement at a later stage. 5.4 When comparing the psychological aspects of the experimental and control groups, the study found the following:

5.4.1. training week 0:

Before training, a difference was found between the experimental and control groups at the 0.05 level (t = -2.10, p > 0.05), but this difference was not statistically significant.

5.4.2 After the fourth week of training:

After week 4 of training, a difference was found between the experimental and control groups at the 0.05 level (t = -2.43, p > 0.05), but this difference remained statistically insignificant.

5.4.3. After week 8 of training:

Experimental vs. control group: after the 8th week of training, no significant difference was found between the experimental and control groups at the 0.05 level (t = 1.45, p < 0.05), but according to the statistical results, this difference was not significant.

Before and after the 4th week of training, there were differences in mental anxiety between the experimental and control groups, but they were not statistically significant. By the end of the 8th week of training, the difference in mental anxiety between the experimental and control groups remained statistically insignificant. This suggests that although there were some differences in mental anxiety between the two groups at different time points, these differences did not reach the level of statistical significance.

5.5 In comparing the self-confidence of the experimental and control groups, the study found the following:

5.5.1. training week 0:

Before training, a significant difference was found between the experimental and control groups at the 0.05 level (t = 4.09, p < 0.05), indicating that there was a significant difference in the level of self-efficacy between the two groups at the beginning of training.

5.5.2 After the fourth week of training:

After the 4th week of training, a significant difference was still found between the experimental and control groups at the 0.05 level (t = 4.64, p < 0.05) and was also statistically significant at the 0.5 level. This indicates that after 4 weeks of training, the experimental group's self-confidence increased significantly.

5.5.3. After week 8 of training:

After the 8th week of training, there was still a significant difference between the experimental and control groups (t = 3.37, p < 0.05), which was also statistically significant at the 0.5 level, showing that the experimental group's self-confidence continued to be high after 8 weeks of training.

Before training, there was a significant difference between the experimental and control groups in terms of self-confidence. After 4 weeks of training, the self-confidence of the experimental group was significantly improved and the difference between the experimental group and the control group was statistically significant. By the end of the 8th week of training, the difference in self-confidence between the experimental group and the control group was still significant, indicating that the experimental group's self-confidence remained high after a long period of training. These results indicate that systematic training has a significant effect on improving self-confidence during basketball free throws.

5.6 In comparing the basketball free throw techniques of the experimental group and the control group, the study found the following:

5.6.1 The control group showed a significant improvement in basketball free throw technique at week 4 of training (t = -11.06, p < 0.05) compared to the pre-training period, indicating a significant improvement in technique after 4 weeks of training. At week 8 of training, basketball free throw technique was again significantly improved compared to pre-training (t = -17.19, p < 0.05), showing the sustained effect and improvement of prolonged training. At week 8 of training there was still a significant difference in basketball free throw technique compared to week 4 of training (t = -10.64, p < 0.05), indicating that technique remained significantly improved after 8 weeks of training. The control group's basketball free throw technique was significantly improved by 4 and 8 weeks of training, and this improvement was sustained and consolidated over a long period of training. These results emphasise the importance of systematic training and consistent practice in basketball skill improvement.

5.6.2 The experimental group showed a significant improvement in basketball free throw technique at week 4 of training (t = -14.93, p < 0.05) compared to the pre-training period, indicating a significant improvement in technique after 4 weeks of training. At week 8 of training, basketball free throw technique was again significantly improved (t = -19.95, p < 0.05) compared to pre-training, demonstrating the sustained effect and improvement of prolonged training. The same significant difference was found between week 4 and week 8 of training (t = -13.81, p < 0.05), indicating that the skill level maintained a significant improvement after 8 weeks of training.

Through 4 and 8 weeks of training, the experimental group's basketball free throw technique was significantly improved, especially after short and long term training. These results emphasise the importance and effectiveness of systematic training and continuous practice on the improvement of basketball free throw technique in the experimental group.

5.7 Comparison of basketball free throw techniques between the control and experimental groups before training, after the 4th week of training and after the 8th week of training showed the following results:

5.7.1 Prior to training, there was no significant difference in basketball free throw technique between the control and experimental groups (t = -3.54, p > 0.05), suggesting that the two groups had similar starting points in terms of skill level.

5.7.2 After the 4th week of training, a statistically significant difference was found between the control and experimental groups in terms of significant improvement in basketball free-throw shooting skills (t = 2.75, p < 0.05), showing the positive effect of training on skill levels.

5.7.3 After the 8th week of training, the difference between the control group and the experimental group remained significant (t = 6.81, p < 0.05), indicating that the

experimental group continued to have an advantage in basketball free throw technique after prolonged training.

Discussion

From the analysis, the results can be discussed as follows:

1.According to the results of the study, basketball players who have received self-talk training are more confident in free throw shooting. (Zhang Huanhuan 2001) pointed out that in the study of basketball free throw shooting rate, it is believed that free throw shooting technique, emotional state, etc. will affect the free throw shooting rate, and self-confidence is a potential endogenous factor to stimulate the body's potential of basketball players. In sport psychology, self-talk is recognize as an important skill that can help athletes to build confidence and demonstrate their personal skills before a game. By repeating and organising their thoughts, athletes are better able to prepare and influence their self-confidence.

Self-talk is more than simple repetition; it can directly influence subsequent actions. (Wang Hongyu 2020) A study that argued that assertiveness training has an impact on the training of basketball players, where players are self-suggested by positive language during the game. Self-talk allows basketball players to perform at their best during a game, positive self-suggestion can lead to new ways of thinking, and selfsuggestion can regulate the anxiety of basketball players. When the athlete repeats "I know I can make this shot" or "I have the ability to do it", these words send a message of certainty to the body, making it feel relaxed and confident.

Research shows that when the body feels relaxed, athletes can perform free throw shooting skills or other skills better while feeling confident in their performance . (Fan Zeng Hua 2019) applied self-talk training to basketball training to study the role and effect of self-talk training on self-confidence, and the results of the study showed that self-talk training can promote the increase and improvement of self-efficacy in athletes, and stimulate positive sports emotions and sports motivation. Self-talk is more than just verbal repetition; it is an important strategy in sports psychology that can help basketball players achieve better performance in training and competition, especially in enhancing self-confidence and controlling attention.

According to the findings of the study, athletes who systematically practise their self-speech skills while performing free throws can help to significantly increase their level of self-confidence. The study also found that in the secondary school student population, their self-confidence could also be effectively enhanced in this way. This suggests that self-verbal techniques, as a cognitive control method, may not only promote the development of self-confidence in the field of education, but also have potential in sports training, especially when combined with systematic reinforcement methods and professional training.

If the athlete receives correct and quality training, the athlete's confidence in performing the skill will increase, as mentioned by (SupitS.Mahito, 2003) the guidelines for mental skill training are as follows.

1.must have explained and explained mental skills until the athlete accepts the skill and gets to learn it. There is an impact on athletic ability.

2. When designing a quality training programme to help athletes improve their self-confidence through self-speech skills, the training can be broken down into three key steps:

Step 1: Complete Breathing and Relaxation

Firstly, training should start by helping the athlete to achieve physical and mental relaxation. The goal of this phase is to reduce tension and stress through deep breathing, allowing the athlete to achieve a sense of physical calm and state regulation.

Step 2: Breathing exercises and emotional regulation

Next, the athlete is helped to further tune into their emotional and mental state by focusing on breathing exercises. This stage is not just about stopping the distraction of external thoughts, but also about enabling the athlete to consciously focus and identify the inner self-talk.

Step 3:Self-talk practice

Athletes will learn how to use positive self-talk to increase selfconfidence and focus. This includes being able to consciously choose and express words that boost their confidence at key moments, such as during a game or practice, such as "I know I can Yes," adding or saying things that will strengthen.

In this study, using 8 weeks of training time, it was found that athletes who practised self-talk skills were more confident than those who did not practise selftalk skills in any way increasing the trend. There was a higher level of self-confidence than before training and a further increase in confidence after the 8th week of training, suggesting that self-talk practice can increase an athlete's self-confidence. This is consistent with the research hypothesis that athletes who practice self-talk skills have different levels of self-confidence after training.

2.The effect of self-confidence on anxiety during free throws was investigated by practising self-talk skills that affect self-confidence From the results of the study, it was found that self-talk by athletes trained in the skills reduced both physical and psychological anxiety.

Worry is a feeling of reacting to an impulse. It is a feeling of overwhelm, restlessness and anxiety when the body is under high pressure, and as such, anxiety occurs when a person perceives, thinks about, or assesses the impact of an event beyond his or her ability to do so. The ability to do so leads to the ability to perform poorly. This is in line with (Cong Chen, 2019) who stated in his study that it is a feeling of fear of what is going to happen.due to the expectation that failure or danger may occur from past experiences mood states as well as environmental anxiety occurring at the time there are changes that can be made at any time during the game, including before the game. There was a significant positive correlation between competition efficacy, training efficacy, solution coping and emotional coping, and a significant positive correlation between training efficacy and avoidance coping, whereas sport self-efficacy can not only have a direct effect on cognitive trait anxiety, but also on cognitive-to-trait anxiety through coping, i.e., athletes are able to choose coping styles to regulate

cognitive-trait anxiety levels the results of the study found that athletes with high anxiety also had high situational anxiety prior to competing in a competition. However, anxiety levels tended to vary depending on the outcome of the competition and the situation faced. Typically, anxiety was more pronounced prior to competition than during training. In the past, it has been customary to control and manage an athlete's thought system through self-talk in order to reduce anxiety. Self-speech plays an important role in the successful demonstration of athletic ability. Mentally consistent self-speech training has been shown to have an effect on anxiety during skills training. The results of the study showed a reduction in anxiety levels when comparing differences in anxiety scores during penalty kicks.

Groups trained in self-talk skills showed significant differences in scores for physical anxiety (somatic anxiety) and mental anxiety (cognitive anxiety) before and after week 8 of training. This result is consistent with research. It was found that the group involved in self-talk skill training showed a trend towards increased physical anxiety and pre-game mental anxiety. Compared to the untrained group, the trained group showed a decrease in physical anxiety and anxiety scores, but there was no significant difference in psychological worry.

When comparing the anxiety levels of the experimental and control groups, it was found that there was no significant difference in the levels of physical anxiety between the two groups during the first week of training. However, after the 4th week of training, the experimental group showed significantly lower levels of body anxiety, a significant difference compared to the control group. This suggests that the experimental group trained in self-talk skills achieved positive results in reducing body anxiety. this phenomenon may be a result of increased self-confidence during the training process, as increased self-confidence is usually accompanied by a decrease in anxiety levels.and improve the ability of practical skills respectively. According to (Huang Hui2014), it was found that self-talk training has positive practical guidance significance for basketball teaching, self-talk training can improve students' verbal comprehension and abstraction ability, students' motivation and participation in sports

were improved through self-talk training, students gained the learning skills of basketball free throw shooting in motivating each other and helping each other, and the epistemological training corrects the brain's motor representation, which has positive significance for the free throw shooting It has positive significance for the instruction of free throw basketball movement. This study of self-talk skill practice with basketball players showed multiple positive effects. the study analysed the content of the speech and self-talk and found that talking to oneself significantly increased the athletes' self-efficacy and aided concentration and emotional control during training and competition. In addition, the study validated the effectiveness of self-talk in enhancing self-efficacy and concentration, particularly in basketball free throw techniques. Motivational self-talk was shown to enhance self-efficacy and relaxation, while guided self-talk aided the precise execution of the technique.

In this study, researchers conducted an 8-week training session to compare the performance of basketball players who received self-talk training (experimental group) with those who did not receive self-talk training (control group) on their basketball free-throw shooting skills. It was found that the athletes who received self-talk skill training achieved significant improvement in free throw technique. Specifically, the athletes in the experimental group, who did not receive self-talk skill training during the first week of training, showed significant improvement after weeks 4 and 8 of training. This study highlights the effectiveness of self-talk skill training in basketball, especially its positive effects in technique execution and game preparation.

Self-talk programmes have been shown to significantly increase an athlete's self-confidence and reduce anxiety, which in turn improves their ability to shoot in games.

Suggestion

1. Emphasis on the practical application of sport psychology

Coaches should place a high value on the role of sport psychology when developing athletes. An effective sport psychology training programme can help athletes to develop their skills in a holistic manner and improve their athletic performance.

2.Focus on practising sports mental skills

Athletes need to emphasise the training of mental skills in sport, which is crucial to their competitive performance. Through effective mental training, they are able to take control of their thinking and emotions, thus demonstrating their potential and skills more effectively.

Recommendations for future research.

1.In the next step of the research, it should be extended to explore different types of athletes in depth.

2.Comparison of athletes at different levels of competition or in different age groups should be considered and explored in depth in the next step of the study.

3. The next step in the study should be to examine anxiety levels based on before and after the tournament, including the anxiety response to participating in each round of the tournament.

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APPENDIX

Appendix A

..... Self-Dialogue oral English Skills Training Program

....

Self-dialogue skills

1.Relax yourself through deep breathing (Relax)

2. Stop opping by following respiration (Stop)

3.Use the word "I know I can... (shoot, shoot straight, release the ball with both hands, shoot into the goal)" comes from me (Talk)

Key words: relaxation, stop, dialogue

Relax yourself through full deep breaths

According to the Wimolmas Prachakun (2547) recommendations, it is important to adopt the correct breathing method during training.

1.Let the athletes imagine that the lungs are divided into upper, middle and lower parts.

2. Ask the athlete to inhale the lower air as much as possible, by lowering the diaphragm and pushing the abdomen out.

3.The athlete then inhale the middle by expanding the chest, raising the ribs and chest.

4.Next, let the athlete inhale the air as much as possible by raising the shoulders.

5.The three steps must be performed continuously, and the initial practice can be performed separately until the athlete can fully master the three steps, and then the practice can be speed up.

6.Keep the athlete breathing for two to three seconds after completing all three steps. The gas is then exhaled by contracting the abdomen or drawing in the abdomen to expel the gas from the lungs. Finally, ask the athlete to contract or contract the abdomen as much as possible to completely exhale the gas until the breath is complete. It also tells the athletes that they should feel the gas in their lungs as they exhale.

Stop opping distractions by following respiration

Let the athlete follow the breath attentively. Starting at the tip of the nose, follow the path of the airflow, through the trachea, lungs, abdomen, up to the chest, and then exhale. Start from the chest, abdomen, lungs, trachea, until the nose tip.

Try to make the athlete feel the warm air flow through the body. If the athlete is distracted or thinks about something else, let them stop and refocus on the next breath.

At this stage, athletes only need to consider breathing, not anything else. This is a way to stop thinking.

Matters need attention

When starting breathing techniques, it should be done in a quiet, warm, and comfortable environment without interference. When the athlete has mastered the skills, he can practice in other environments, even with external interference.

Daily records of the athletes

Name: Sex :

Use of the words: "I know I can •••

date	training time	Type of training	feel	remarks
		••••••		

Record the daily conditions after the training session

Appendix B

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Weekly self-dialogue oral Skills Training Program V.

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Weekly self-dialogue oral skills training program

Conditions: Participants in the experimental group will conduct self-dialogue oral skills training after normal football training. Training will occur Monday, Wednesday and Friday from 18:30 to 19:00.

Week	Training form	time	method
1	Relax training through breathing skills. Stop the distractions by following your breathing.	10 - 20	Conduct approximately 20 minutes of practice after the training session. Select the words to use.
2	Practice speaking separately according to the chosen sentences. Comprehensive training (three steps): 2.1 Relax 2.2 Stop 2.3 Dialogue	20 groups	The practice occurs after the training session and takes about 10 minutes.
3	combined training: -relax -cease -have a dialogue or conversation	10 groups	* Before the warm-up and after the stretching * Self practice * Use on the site, according to the needs of the athletes
4	Comprehensive training aims to enhance athletes' confidence in self-discourse and make them more focused on self-expression.	10 groups	Use on the site.
5 - 8	combined training: -relax -cease -have a dialogue or conversation	10 groups	* Use on the site * Before the warm-up and after the stretching * Practice skills before competition (on court)* Self practice

Training Program

First Week Training Program

The main content of restorative training includes two parts: physical training and psychological training

1. Overall basketball team training

(Players in both the experimental and control groups need to conduct team basketball training)

(1)Physical practice (such as running, jumping)

(2) Be familiar with the ball exercises

(3) Personal shooting practice:

(4) Personal defensive practice

(5) Personal passing and receiving practice (in place and between marching)

(6) Individual free throw practice

2.Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1)Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2)Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to

ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 2 Training Program

1. Overall basketball team training

- (1) Get familiar with ball exercises (marching direction)
- (2) Shooting practice (in-situ, moving shooting)
- (3) Practice in half half (pass, cover)
- (4) Strength training
- (5) Free basket

2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1) Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 3 Training Program

1. Overall basketball team training

(1)Full-court combination dribble layup (low hand, high hand, backhand)

- (2) Half-time personal defensive practice
- (3) Personal defense practice
- (4) All the ball and layup
- (5) Fixed-point shots, free throws

2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1) Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 4 Training Program

1. Overall basketball team training

(1) Special physical fitness exercises

(2)Footstep practice, defensive pace

(3) Full field 1V1 2V2

(4) Speed, strength, and endurance training

(5) Regional defense (23joint defence)

(6) Individual free throw practice

2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1) Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 5 Training Program

- 1.Overall basketball team training
- (1)Half-time combination dribble breakthrough layup technique
- (2)Half-time: 1V1,2V2, and 3V3
- (3) Practice with fixed-point shooting
- (4) Teaching competition
- (5) Free basket
- 2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1)Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 6 Training Program

1. Overall basketball team training

(1) Rebound practice

(2)Technical and tactical coordination

(3) Break the joint defense practice

- (4) Teaching competition
- (5) Free basket

2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1) Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 7 Training Program

- 1. Overall basketball team training
 - (1) Position attack and team cooperation
 - (2) Fast attack line training
 - (3) Fast break more play less training (two dozen one, three big two)
 - (4) Teaching competition
 - (5) Fixed-point shots, free throws

2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1)Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2)Self -talk training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable

for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to ourselves. The coach recorded the shooting goals of the experimental group and the control group.

Week 8 Training Program

- 1. Overall basketball team training
- (1) Team technical and tactical training
- (2) Full-court press defense (1-2-1-1)
- (3) Break the full-court press for defensive practice
- (4) Teaching competition
- (5) Free throws
- 2. Mental training

(Players in the control group only conducted relaxation training, while players in the experimental group conducted relaxation training and silence training.)

(1)Relaxation training: The coach guides the players to take three deep breaths, which requires the combination of inspiration and expiration. In the relaxation training, the players stop thinking. First follow the breath to inhale slowly from the nasal cavity to fill the body, let the gas flow from the chest to the throat, then to the nasal cavity for 5 seconds; second, spit out the chest, throat and nasal gas; slowly inhale and exhale; this cycle requires three to five times to allow the player to relax.

(2) Self training: First, before shooting, the coach says encouraging words to the players to build their confidence; Secondly, the players choose the words suitable for their own situation and say encouraging words to themselves before shooting, such as: I can! I'm great! I can definitely make the shots, so that the players can build confidence when shooting, and experience the emotional shooting experience. Each training shot was made 10 times, and before each shot, they should suggest themselves to

ourselves. The coach recorded the shooting goals of the experimental group and the control group.


Appendix C

.... Revised Competitive State Anxiety Inventory-2R (CSAI-2R)

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Revised Competitive State Anxiety Inventory-2R (CSAI-2R)

Complete the following scale on two separate occasions: during a quiet time before, or practice when you are fairly relaxed, and then immediately before or after an important

performance or competition in which you feel highly stressed. The following are several statements that performers use to describe their feelings before a performance or competition. Read each statement and circle the appropriate number to indicate how you feel right now-action spend too much time on any one statement how you feel right now-at this moment. There are no right or wrong answers. Do not

		Not at all	Somewhat	Moderately	Very much
1	I feel jittery	1	2	3	4
2	I am concentrated that I may not do as well in this competition as I could	1	2	3	4
3	I feel self -confident	1	2	3	4
4	My body feels tense	1	2	3	4
5	I am concentrated about losing	120	2	3	4
6	I feel tense in my stomach	1	2	3	4
7	I am concerned I can meet the challenge	1	2	3	4
8	I am concerned about choking under pressure	1	2	3	4
9	My heart is racing	1	2	3	4
10	I am confident about performing well	1	2	3	4
11	I am concerned about performing poorly	performing 1		3	4
12	I feel my stomach sinking	2	3	4	

13	I am concerned because I mentally picture myself reaching my goal	1	2	3	4
14	I am concerned that others will be disappointed with my performance	1	2	3	4
15	5 My hands are clammy 1		2	3	4
16	I am confident of coming through under pressure	1	2	3	4
17	My body feels tight	1	2	3	4



Appendix D

Data Record Sheet

Name		A	œ	υ	0	ш	u.	U	т	-	7
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Date Record Sheet

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Appendix E

Shooting Free Throw













Appendix F

Approval Form for Ethical Review of Resrarch of Research Experiments

Approval Form for Ethical Review of Research Experiments

Project Title	The Effects of Self-Efficacy By Self talk skill training in Basketball Shooting Free throw					
Project source	No					
Project Leader	Chang Xin	College	Faculty of Physical Education and Health			
Review category	□Apply for animal experimentation □Declaration of scientific research projects □Other					

(The main research content and the ethical experimental program involved, including the purpose of animal experiments, experimental methods, observation indexes, and methods of disposing of animals after the experiments)

Overview:By the use of effective verbal skills to study the impact of the psychological performance of athletes in the sport of basketball, so as to improve the confidence of athletes in the basketball, and provide practical psychological training methods for athletes.

Erhical Target:40 athletes from Sports and Health College of Jiuquan Vocational and Technical College

Experimental Protocol: The subjects in this study were mainly 40 athletes from the School of Sports and Health of Jiuquan Vocational and Technical College, and the top 30 athletes were selected through coach training. Before the experiment, the selected subjects are voluntary to understand the experiment process, ensure that they are fully informed and respect their wishes; inquire and investigate the health status of the subjects, and determine the mental health status of the subjects. None of the subjects received any type of instruction or training, and the subject grouping process was objective and random. Applicants and relevant researchers have accumulated rich experimental experience in the early stage, and will strictly protect personal privacy and prevent the disclosure of relevant information.

Applicant (project leader) commitment:

The above information is true. If approved, I will conduct research in strict accordance with the provided program, abide by the ethical code of scientific research and experiment and relevant regulations, and voluntarily accept the supervision and inspection of the academic committee of the university. If I violate the regulations, I will voluntarily accept the corresponding punishment.

Signature of applicant (project leader): Chang Xin

Date: 2024.9.13

Faculty Academic Council review comments:

After review by the Academic Committee of the School of Physical Education, the design specifications, research content and process of the project are in line with the ethical requirements of scientific research experiments promulgated by the state, and it is agreed that the project will be implemented as planned.

Academic Council of the Faculty Date: University Academic Council review comments: 1.Applicant qualification: I meet the requirements I do not meet the requiments 2.Experimental program: Appropriate □Inappropriate 3.Conclusion of the review: ☑Agree □Discuss after modifition Disagre demic Committee Con ge (seal)



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