

The effect of a proposed program for the motor story in developing the basic motor skills for the children of the preparatory stage attached to the primary school (5-6 years)

أثر برنامج مقترح للقصة الحركية في تنمية المهارات الحركية الأساسية لدى أطفال المرحلة التحضيرية الملحقة بالمدرسة الابتدائية (5-6 سنوات).

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مخبر علوم وممارسات الأنشطة البدنية الرياضية والإيقاعية

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Abstract : This study aimed to identify the effect of a proposed motor story program on the development of some basic motor skills in the preparatory classes (5-6 years);The researcher used a program consisting of kinetic stories that develop the most basic motor skills, These include transitional and non-transition motor skills, processing and rotation skills.

The experimental method was used to suit the nature of the research, where the sample included 40 boys and girls divided into two groups of 20 boys and girls representing the control group applying the traditional program and 20 boys and girls representing the experimental group applied the proposed program.

The research paper concluded that there are statistically significant differences between the post-test results of the experimental group and the control group in favor of the experimental group in the development of basic motor skills.

Keywords: program- The Kinetic Story - motor education- basic motor skills - preparatory classes

المخلص: هدفت هذه الدراسة الى إبراز أثر برنامج مقترح للقصة الحركية في تنمية المهارات الحركية الأساسية لدى أطفال المرحلة التحضيرية (5-6 سنوات).، هذا من خلال التعرف على مستوى المهارات الحركية الأساسية والتي تشمل المهارات الحركية الانتقالية و غير الانتقالية ومهارات المعالجة و التناوب في بداية الموسم الدراسي، وتحديد مدى نمو هذه المهارات الحركية الأساسية في نهاية الموسم الدراسي وهذا يعني بعد تطبيق البرنامج المقترح لهذه الدراسة. قد استخدمنا برنامج مكون من قصص حركية تعمل على تنمية أهم المهارات الحركية الأساسية. واستخدم الطالب الباحث المنهج التجريبي للملائمة وطبيعة البحث، واشتملت العينة على 40 طفلا و طفلة مقسمين الى مجموعتين 20 طفل و طفلة تمثل المجموعة ضابطة تطبق برنامج التقليدي (الاعتيادي) و 20 طفلا و طفلة تمثل المجموعة التجريبية تستخدم البرنامج المقترح، حيث تم تحديد

أهم المهارات الحركية الأساسية عن طريق مجموعة من الخبراء والمتخصصين في مجال النشاط البدني الرياضي ما قبل المدرسي والتعلم الحركي وأجريت عليها الصدق والثبات، و من أهم النتائج المتوصل إليها هي أنه توجد فروق ذات دلالة إحصائية بين نتائج الاختبار البعدي للمجموعة التجريبية والضابطة لصالح المجموعة التجريبية في تطوير المهارات الحركية الأساسية - الكلمات المفتاحية: البرنامج - القصة الحركية - المهارات الحركية الأساسية - طفل المرحلة التحضيرية

The theoretical framework

1- Introduction and problematic of the study:

Childhood is considered as one of the most important periods in the formation of the individual's personality, as it is a stage of formation and preparation in which the features of the child's personality are drawn in the future, as well as habits and tendencies.

In this period, tendencies and preparations get progress, abilities open, skills are formed and revealed, spiritual values, traditions and behavioral patterns are defined and during which, the child's Physical, mental, psychological, social and emotional developmentline is determined, according to what the surrounding environment provides the child for his/her educational, cultural, health and social elements. (Nibras,YOUNES, 2004, p. 14).

We must workon investing the energies of children and directing them to the proper educational destination School sport is a positive destination that the state embodies through its various activities in search for future sporting figures that have been given the task to represent the country in various international forums, so playing and movement are the most important educational medium that aids child development, as Gallhue (1996) sees "movement as one of the primary drivers of child development." (Inshirah IBRAHIM, 1987, p. 7)

Therefore, the idea of conducting this study came as an attempt to help those in charge of these curricula and to fill some shortfall in this field, in addition to what the research the student has done from a review that shows that there are some previous and similar studies conducted in the Algerian environment aimed at

developing motor skills including the study of Dr. (Aouinti El-Hawari, 2014), Dr. (Ben Dehma Tariq Kaddour, 2011), Dr. (Doueli Mansourieh, 2012), Dr. (Sassi Abdel Aziz, 2013), and others who conducted studies at the Arab level, including the study of the researchers (Neshwan Mohammed Daoud El-Saffar, 2007), (Talal Najm Abdullah, Khalid Abdul Madjid, Berefane Abdullah Mohamed, 2004), (Hassan Khidr Mohamed, 2011), (Assaad Hussein Abdul Rezzaq, 2009), and a foreign one, including the study of the researchers (Maria Francesca Basontini, 2016), (Ronnie Claude J., 2014) and other studies; From this standpoint, the researcher believes that it is necessary to achieve more motor support for children at this stage and clarify vision about the motor requirements at this stage of development that depends on playing and games, to create a dynamically, emotionally, psychologically, emotionally and socially balanced child, in order to positively reflect on all aspects of his/her life, From this point of view, we seek in this research to answer **the following questions:**

- Are there statistically significant differences between the results of both the pre-test and the post-test in developing basic motor skills (running, partridge, long jump of stability, standing on foot, throwing and licking) among the children of the experimental group?

- Are there statistically significant differences between the results of the two-dimensional tests of the experimental and control group in developing basic motor skills (running, partridge, long jump of stability, standing on foot, throwing and licking)? .

2- The Hypotheses:

- There are statistically significant differences between the results of the pre-test and the post-test for the post-benefit in developing basic motor skills (running, partridge, long jump of stability, standing on foot, throwing and licking) among the children of the experimental group.

- There are statistically significant differences between the results of the post-test of the experimental group and the control group in favor of the experimental group in developing basic motor skills (running, partridge, long jump of stability, standing on a foot, throwing and licking)

2- Importance of the study:

- The study seeks to establish a program based on scientific foundations for this age group (5-6 year old kids) To help teachers use and direct the child's energies and improve his/her motor level in the absence of specialized programs and curricula for this age group up to now.

3- Objectives of the Study

- Developing a proposed motor story program with kinetic stories that improves the performance of the basic movements of the years between (5-6) year .
- Knowing the impact of the proposed kinetic stories program on developing basic motor skills

5. Theoretical studies:

5.1. Playing: Marawan Abdel Majeed says that "playing is one of the educational and psychological issues characterized by simplicity and attractiveness. The educators gave him wide attention to its development value, but when they are exposed to it they face many problems to clarify its concept and its dimensions, and play is a natural and innate phenomenon that has important psychological and social dimensions.

(Marwan ABDEL MAJEED;2004, p. 101).

5.2. The Kinetic Story: The Kinetic story is defined as a group of sequential and exciting events that have a beginning and an end, heroes, time and place, the teacher asks the children to imagine and imitate these events by movement with the use of sound whenever possible .(Fateh.Yakoubi.2014, p143)

5.3. The preparatory section:

It is the department that accepts children In the classroom of (05-06 years) in rooms that differ from others with its pedagogical facilities and means, and it is also the institutional place in which The nanny considers the child as a child, not a student and is thus a continuation of family education in preparation for schooling in The next stage, thereby acquiring the principles of reading, writing and arithmetic (kherchi SALIM; 2019;Pp99.100)

5.4.Classification and division of basic motor skills:

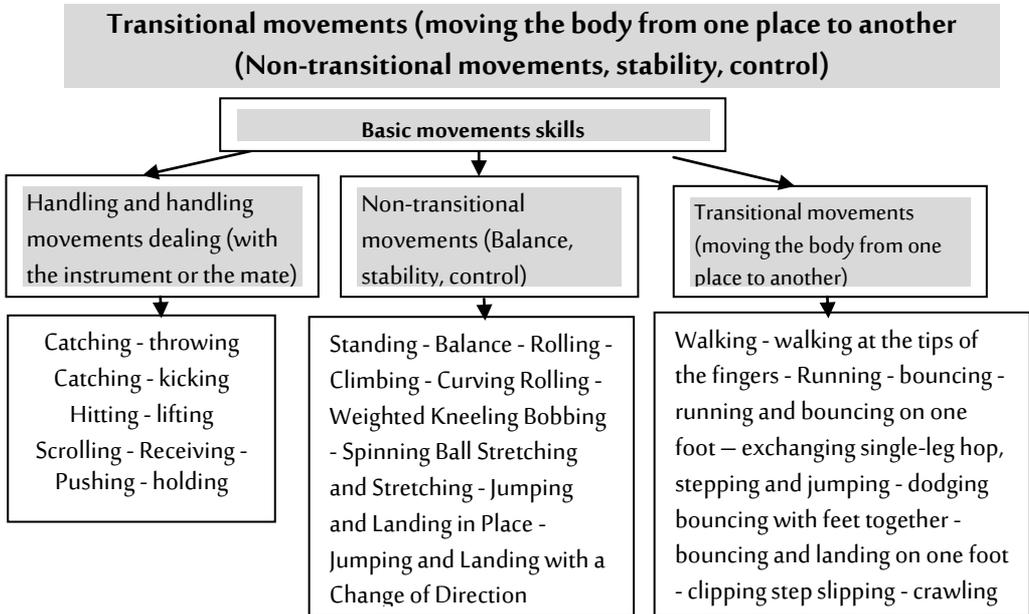


Figure (1) shows the components of the basic motor skills

(Youssef KAMASH and others, 2015, p. 231)

Gallahn stresses the importance of developing and refining the child's basic motor skills as an introduction and introduction to special mathematical skills, according to the following form:

5.4.1.Transitional motor skills: Abdel-Settar Djebbar' defines this skills as «those with regular rhythm such as walking, one-leg hip, bouncing, and skills

with irregular rhythm such as steps of « partridges », mutually done, slipping, which are all used to move the body from one place to another or push the body up. (Abdel Settar DJEBBAR, 2012, p. 35)

Moreover, mobility is the projection of the body from one point to another, by changing position in the air through the vertical and horizontal level. It includes various activities such as jumping, walking, running, and climbing. Gallahy considers it very important, as it builds the motor experience.

(Thiboud AURIANE, 2012, p18)

5.4.2. Non-transitional motor skills: (stability and balance movements)

Movements that require optimal handling of gravity such as standing on one leg, walking on a balance beam, rolling, standing on the head, standing on the hands.

(Hassanin Mohamed SUBHI, 2004, p. 133)

5.4.3. Treatment and handling skills (dealing): the movements that aim to give strength to another thing that causes the change in direction, whether the object is originally fixed or in a movement condition such as: throwing, standing, hitting, kicking, stamping with the foot (Faraj Allen WADIH, 2002, 34)

5.5. Preparatory class : It is a class attached to the primary school for children who are five years old. Four-year-old kids can also join these classes, That is what we observed in the field.

(Directorate of fundamental Education, National Curriculum Committee, p. 35.)

2- The applied framework

2.1. Methodological methods used: Ensuring the proper conduct of any field study forces the researcher to carry out an exploratory study, which is an introductory stage that helps to take an exploratory preview to find out the field appropriateness of the study and its procedures by indicating the study variables of the research and formulating it accordingly.

2.1.1. The survey:

2.1.1.1. The first exploratory experiment: conducted by applying an educational unit chosen by the researcher to a random exploratory sample in order to find out:

1. The suitability of the proposed program content and its suitability for the research sample
2. The researcher training to apply the proposed program
3. The availability of safety and security elements.
4. Knowing the problems and difficulties facing the researcher when applying the experiment
5. Ensuring that the tests appropriateness for the sample students.
6. Ensuring that the workspace, equipment and tools are appropriate and suitable for measurement.
7. Training for the assistant team.
8. Knowing the time required for each test and the total time.
9. Validity and appropriateness of registration forms for research tests.

2-1-2- The scientific strategy for building the program: The researcher student relied on the test to get to the required data in the research. It included a set of skill tests represented in movement stories where the most important targeted motor skills and the appropriate tests were determined to be measured.

.Motor Story Program: A special motor story program has been developed to develop the basic motor skills for children in the preparatory stage, activating stories were developed for the motor story program and was presented to specialized experts; the program was applied to the members of the group with two educational units a Week.

2.1.1.2. The second exploratory experiment: (psychometric properties)

The purpose of this experiment is to ensure the validity and consistency of the test (psychometric properties). This study was conducted on a sample of (08) children randomly selected from the study case by changing the basic study sample. After 10 days of applying the first experiment, the test was repeated with care with the same conditions being available in the first experiment; a group of children was excluded for the following reasons

- 1- Children who underwent a survey study test; This is to verify the reliability of performance
- 2- Children who practice sport outside the (regular) school; This is to get rid of the influence of the variable of experience
- 3- Excluding children suffering from diseases

2.1.2. Psychometric properties:

❖ **Content honesty:** it indicates the content representation of the overall behavioral range of the test to be inferred, since the content must be an honest representation of the predetermined range (Mohamed El Sayed ALI, 2011, 295)

Where the tests were presented to a group of specialists and experts, and after retrieving the tests from the arbitrators, the researcher reached the final form of these tests, taking into account the observations and suggestions referred to by the arbitrators.

❖ **.Self-Honesty:** it is the experimental grades of the test, attributed to the real scores that are free of measurement errors, which calculates the square root of the coefficient of test (Muhammad Nasreddin RADWAN, 2006, 216).

Stability was calculated by applying the test and re-applying it, while providing the same conditions and conditions in the two tests using the Pearson correlation coefficient

❖ . **Stability of the test:** Stability indicates the degree of accuracy, mastery, or consistency with which the test measures the phenomenon.

(Mohamed Nasr El-Din Radwan, 2006, p. 98).

2.1.3. Research methodology : The problem of research is closely related to its methodology, as the problem determines the method. So the researcher relied on the experimental approach for its suitability and the nature of the study, which Ghazi Enaya defines as "an experimental method related to bringing about a controlled change to the phenomenon of the subject of the study, and noting the effects of this change".

(Ghazi ENAYAE, 2008, p. 46)

A design is defined for each experimental method, which is defined as "a search for a method to distribute treatments to experiment units and the goal is to get the least possible error, and it is also considered as the plan the researcher develops to answer research questions

(Muhammad Abdul-Aali Al-NUAIMI and others. 2015, p. 187)

The researcher student used the experimental design of the two groups, the control group and the experimental group with a pre-test for the two groups. Then, the "Kinetic Stories" program is introduced or applied to the experimental group and the second group is kept in its normal conditions. After the end of the program application, we measure the post-test for the two groups, then we compare the two measurements.

2.1.4. Research fields:

The human field: a sample of primary school children, aged (05-06) years.

Timeframe: Academic year 2018/2019.

Spatial field: The primary school playground of the martyr, Gasmieh, in the municipality of Qasr El-Hirane, Laghouat Province

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2.1.5.Devices and tools used in the study:

Sports stadium. - Medical scale - metric tape to measure height - wall - plastic cones and circles, timer , balls, ropes - Swedish gym benches 3 m long and 20 cm wide, Video camera - fixed balance measurement devices- Registration forms.

2.1.6. Adjusting the variables before applying the program:

Table No. (1) Shows the result(s) of test to know the differences between the experimental and control groups in the anthropometric variables

| Calculate d T value | Architectural deviation | Arithmetic mean | number | Measurement | unit of measure | variable |
|---------------------|-------------------------|-----------------|--------|------------------|-----------------|----------|
| 0.099 | 2.345 | 92.15 | 20 | Pre-experimental | month | age |
| | 2.023 | 92.12 | 20 | Pre-controlling | | |
| 0.065 | 10.136 | 118.6 | 20 | Pre-experimental | cm | height |
| | 10.384 | 120.15 | 20 | Pre-controlling | | |
| 0.800 | 3.823 | 23.1 | 20 | Pre-experimental | kg | weight |
| | 4.331 | 23.85 | 20 | Pre-controlling | | |

***Significant at the level of significance (0.05) and degree of freedom equal to (38) - the value of the tabular T = 2.03**

It is evident from Table No. (1) That there are no statistically significant differences between the children of the control and experimental groups, the anthropometric variables. This indicates the equivalence of the two research groups with these variables.

Table No. (2) Shows the arithmetic mean, the standard deviation and the calculated value of T between The experimental and control groups for the skill tests used in the study

| Calculated T value | control group | | experimental group | | unit of measure | Basic motor skill tests |
|--------------------|---------------|---------|--------------------|---------|-----------------|--|
| | A. deviat | A. mean | A. deviat | A. mean | | |
| 0.57 | 1.12 | 10.21 | 0.84 | 10.42 | sec | 1- Speed walking for 20 meters |
| 1.18 | 1.01 | 6.09 | 0.89 | 5.83 | sec | 2- running for 20 meters |
| 0.93 | 0.85 | 5.01 | 1.09 | 5.22 | sec | 3- Moving Single-leg hop 10 meters |
| 0.09 | 11.99 | 74.60 | 8.42 | 81.20 | cm | 4- Long jumping from steadiness |
| 0.73 | 2.83 | 20.95 | 3.07 | 21 | degree | 5- Standing on one leg (stork standing) |
| 0.26 | 2.64 | 12.80 | 2.27 | 12.65 | degree | 6- throwing |
| 0.77 | 2.02 | 9.50 | 1.92 | 9.15 | degree | 7- catching |

*Significant at the level of significance (0.05) and degree of freedom equal to (38) - the value of the tabular T = 2.03

It is clear from the results of Table No. (2) that the calculated value of * T is less in the results of basic motor skills than (Table) (T) at the degree of freedom (38) and the level of significance (0.05) of (2.03): this indicates the equivalence of the two research groups.

2.1..8. Statistical methods used: - The Arithmetic mean- the standard deviation -Test (t) of two unrelated and equal samples of equal number - Simple correlation coefficient.

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2.2. Presenting, interpreting and discussing results

Table No. (3) Shows the results of the pre and post-tests in developing the basic motor skills for the children of the experimental group (the motor stories story)

| Calculate d T value | Architectural deviation | Arithmetic mean | test | measurement | Basic motor skill |
|---------------------|-------------------------|-----------------|------|-------------|---|
| 1.11 | 1.34 | 9.2 | pre | sec | 1.Speed walking for 20 meters |
| | 0.7 | 6.93 | post | | |
| *5.44 | 0.77 | 5.2 | pre | sec | 2.running for 20 meters |
| | 0.3 | 4.65 | post | | |
| *9.57 | 0.75 | 5.7 | pre | sec | 3.Moving Single-leg hop 10 meters |
| | 0.6 | 5.1 | post | | |
| *3.83 | 0.16 | 1.2 | pre | meter | 4.Long jumping from steadiness |
| | 0.1 | 1.33 | post | | |
| 1.12 | 1.78 | 5.1 | pre | sec | 5.Standing on one leg (stork standing) |
| | 1.04 | 6.52 | post | | |
| *7.43 | 6.06 | 15.9 | pre | deg | 6.throwing |
| | 305 | 29.27 | post | | |
| *9.14 | 0.79 | 6.8 | pre | deg | 7.throwing |
| | 0.6 | 8.1 | post | | |

*significant at the level of significance (0.05) and degree of freedom equal to (19) - the value of the tabular T = 1.729

Statistical comment:

It is clear from Table No. (3) that the calculated value of (T) for basic motor skills tests is greater than the value of (T) tabular at the degree of freedom (19). And the level of significance (0.05) of (1.729) in skills tests: running, single-leg hop, long jump from stability, throwing, standing, while the calculated value of "T" was less than tabular in skills: walking, standing test on one foot (stork standing) and this means that there are statistically significant differences between the average scores of the pre and post tests in favor of the post test in In general,

basic motor skills tests for children of the experimental group are attributed to the motor stories program.

Analysis and interpretation of results:

With these results, the first hypothesis is achieved proportionally, as we refer to this for several reasons:

- The scientific foundations on which the Kinetic Stories program is based.
- The diversity and excitement of the stories contributed to the development of basic motor skills.
- Considering play as one of the important needs of a child at this age, this was provided through the content of the program.
- The effective and positive impact of the stories of the proposed program, as these stories were based on sound scientific foundations, and were characterized by elements of suspense excitement, and diversification in the playing tools, this contributed to the development of basic motor skills. "Hanura" emphasized that "play leads to deepening the experiences of the individual and then achieving the demands of growth.

(Hanura AHMED and others, 1996, p. 32).

- The previous results can also be explained from an environmental theory perspective, where the environment is an important factor in the child's desire to play and thus Developing his experiences, as this comes through the use of various means inside which a new environment is presented for the child.
- As for our interpretation of the absence of statistically significant differences in the skill of walking, we shall return it as being a basic skill that does not need a program on the one hand and on the hand, the fact that the program focused through its contents on more accurate skills, which are running, single-leg hop and jumping as transitional skill

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Table No. (4) shows the results of the post test in developing the basic motor skills for the children of the control and experimental groups

| Calculated T value | Architectural deviation | Arithmetic mean | test | measurement | Basic motor skill |
|--------------------|-------------------------|-----------------|--------------|-------------|--|
| 0.02 | 0.7 | 6.93 | experimental | sec | Speed -1 walking for 20 meters |
| | 1.14 | 7.01 | controlling | | |
| 0.079 | 0.3 | 4.65 | experimental | sec | running for 20 -2 meters |
| | 0.60 | 5.02 | controlling | | |
| *4.99 | 0.6 | 5.1 | experimental | sec | Moving -3 Single-leg hop 10 meters |
| | 0.97 | 4.86 | controlling | | |
| *2.21 | 0.1 | 1.33 | experimental | meter | Long jumping -4 from steadiness |
| | 1.56 | 1.14 | controlling | | |
| *2.14 | 1.04 | 6.52 | experimental | meter | Standing on -5 one leg (stork standing) |
| | 1.22 | 5.40 | controlling | | |
| *5.11 | 3.05 | 29.27 | experimental | degree | throwing -6 |
| | 11.05 | 5.50 | controlling | | |
| *2.69 | .063 | 8.1 | experimental | degree | throwing -7 |
| | 1.33 | 7.35 | controlling | | |

(*)Significant at the significance level (0.05), and the degree of freedom equal to (38) - the tabular value of T = 2.03

Statistical comment:

Table No. (4) shows that the calculated values of (T) for basic motor skills tests represented by speed walking for a distance of 20 meters, running for a distance of 20 meters, is less than the table (T) at the level of significance (0.05) and in front of the degree of freedom (38) equals (2.03) This indicates that there were

no statistically significant differences in these two skills between the experimental and control groups.

That the calculated value of T for basic motor skills tests is greater than the tabular value of (T) in the following basic motor skills:

20m brisk walking, running, single-leg hop, long jump of stability, one-foot standing test (stork standing), throwing and standing, indicating a statistically significant difference between the experimental group children (the movement story program) and the children of the control group (Regular program) in the post-test in favor of the experimental group in a relative way

Analysis and interpretation of the results:

We refer that to the diversity and richness of stories in our program in terms of content or the means used, this gives the opportunity for the child to refine and develop throwing and handling skills and strengthening them in contrast to the scheduled program where the interaction of students with stories helped to increase suspense in the performance of the lesson as the stories the proposed program combined between competition In the performance, the spirit of joy and happiness, on the other hand, the Kinetic Stories Program has contributed to giving the child many opportunities to express through the movement that play give him/her.

"The kinetic expression of a child of the preparatory stage is behavioral, kinetic behaviors that are all essential to his life as he accompanies his rapid growth and seeks through him to prove himself and confirm it in the environment in which he lives thus Assuming relatively is confirmed relatively .

2.3. Conclusions:

The effectiveness of the Kinetic Stories program was higher than the effectiveness of the regular program for children in the preparatory stage (5-6-) in developing basic skills.

-Introducing a new environment for the child at this stage, developing his motivations towards learning and gaining experiences that have a positive role in building his cognitive or psychological motor abilities.

Adopting the scientific foundations in building motor education programs. For the child in the preparatory stage achieves the motor and psychological goals with great efficiency, which contributes to his preparation for specialized school sports.

The proposed storyprogram for this age group should contain various stories, songs, and music that motivate them to perform kinetic.

2.4. Suggestions:

- 1- Applying the proposed story program because of its effect in improving the motor skills for this stage.
- 2- Conducting other studies, and comparing its programs with this program to try to apply it in the preparatory classes.
- 3- Making similar and developed programs to apply them to the largest classes in the basic stage.
- 4- The researcher recommends that all the curricula of physical education should be enriched through all stages of education with games in the form of stories of various kinds because of their role in the spiritually, physically and psychologically human development as proven by many scientific studies.

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