

A suggested educational program using specific exercises and its effect on a level Performing some basic gymnastics skills for the pupils of the episode The first of basic Education
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Introduction and search problem:

The educational process is not a simple thing, but it is a process that requires a lot of effort, and interest has increased recently in the methods and methods that improve learning the skills of sports activities. The reliance on the product of scientific research has become the basis for reaching the levels of sports summit, which made it face a lot of Challenges Perhaps the most common are the methods and programs used to learn them.

The educational programs constitute an important aspect of the development of physical education in general and motor skills in particular as it is considered the general basis upon which the process of acquiring motor skills that leads to the education process leading to a sound objective objective is built, without which the program is one of the important planning elements without which the planning process is not interchangeable Implementable and unable to achieve its intended goals. (5: 13)

And Indicates Talha Hussein Husam Al-Din (1993) points to the importance of specific exercises, which he describes as special exercises in developing physical characteristics and motor abilities in certain places

in the body by virtue of the nature of the performance of gymnastics skills, as it works to focus the amount needed in the muscle contraction force for proper performance as well The timing of its constriction. (12: 75, 85)

And Indicates" Mohamed Dahi Abbas" (2006), that the main role of these exercises is that they work in the same track of performance of motor skills and therefore are concerned with working on muscle groups involved in performance. (27: 57)

The researcher also noted that most physical education teachers in primary schools are totally dependent on the implementation of the curriculum on using the usual methods of teaching, and that they rarely use specific exercises in their teaching of basic skills in gymnastics despite their importance and this is indicated by the results of some previous research and studies Like the study of "Mohamed Mohamed Abdel Aziz" (2003) (28), and the study "Mahmoud Mohamed Hassan, Mohamed Mohamed Abdel Aziz" (2006) (30). Therefore, the researcher moved towards developing a proposed educational program using specific exercises and knowing its effect on learning to perform basic skills of

gymnastics., So that it is implemented in a manner Fit the nature and characteristics of the students of the first episode of the growth of basic education, and addresses aspects of the previous shortcomings.

Related studies:

First: Arab studies:

Second: Foreign studies:

Search Aims:

The research aims to build a suggested educational program using specific exercises and know its effect on the level of basic gymnastics skills performance for pupils of the first cycle of basic education.

Research Hypotheses:

1- There are statistically significant differences between the averages of the pre and dimensional scales in the level of skill performance of pupils of the first cycle of basic education of the control group in favor of the dimensional measurement in the skills under discussion.

2- There are statistically significant differences between the averages of the pre and dimensional scales in the level of skill performance of pupils of the first cycle of basic education for the experimental group in favor of dimensional measurement in the skills under discussion.

3- There are statistically significant differences between the averages of the two dimensions of the two groups, the experimental and the control groups, in the level of skill performance of the first

cycle students of basic education in favor of the experimental group in the skills under discussion.

Terms contained in the research:

1- Program Education

It is the sum of the expected educational experiences that result from the curriculum and everything related to its implementation from (time - place - tools - teacher - student - capabilities. (1:12)

2- Specific exercises

These are exercises that are similar to the nature of the technical performance of the skills, and are compatible with the installation of the motor performance track used in the competition and are the direct preparation for the development of the level of athletic performance of the individual. (225:15)

3- The basic skills of gymnastics

Are some of the basic skills and movements of gymnastics that fall within the curriculum of physical education for the first episode of basic education, which students perform in order to reach him to the highest physical, mental, psychological and social abilities (□)

Search procedures:

Research method: To achieve the objectives of the research, the researcher used the experimental method (experimental design of two groups, one experimental and the other controlled) due to its

suitability for the nature of the research.

Research Community: The research community included The fourth primary at El-Galaa Primary School of the Assiut Educational Administration, Assiut Governorate.

Sample research: The research sample was randomly chosen for (40) pupils from the fourth primary class from pupils at Al-Galaa Primary

School of the Assiut Educational Administration in Assiut Governorate, it was divided into two groups, one is experimental and the other is a strength of each of (20) students in addition to (20) pupils To conduct a research survey.

Conditions for selecting a sample:

- Smoothing the research sample

**Table (1)
Homogeneity of the research sample (N = 60)**

Variables	Exams	measruing unit	SMA	standard deviation	Mediator	skewness coefficient
Growth rates	Age	Year	10.60	0.54	10.50	0.65
	the weight	Kg	32.10	2.84	32.00	0.24
	Length	cm	132.15	3.18	132.0	0.98
Physical abilities	Distinguished force by speed	cm	96.70	0.65	96.50	0.54
	Flexibility	cm	4.80	0.12	4.50	0.32
	Balance	S	2.86	0.15	2.80	0.98-
	Agility	S	13.65	0.52	13.60	1.32
	Compatibility	S	5.89	0.52	5.85	1.20-
Skill variables	Anterior high balance	Degree	3.89	0.22	3.85	0.51
	Handstand dome	Degree	3.54	0.15	3.50	0.32
	Go up from walking and running to make a quarter turn	Degree	3.51	0.52	3.50	0.87
	Upgrading half roll performance in the air	Degree	3.98	0.63	3.90	0.65
	The dome	Degree	3.48	0.87	3.40	0.15
	Handstand	Degree	3.51	0.65	3.50	0.52
	Manhole opening	Degree	3.52	0.96	3.50	0.91
	Total	Degree	52.43	0.58	52.40	1.87

It is clear from Table (1) that the values of torsional coefficients in the tests under discussion have been limited between (± 3) and this indicates that the distributions are close

to the moderation in all the tests, which indicates the homogeneity of the research sample.

- Equivalence of the research sample

Table (2)
Arithmetic mean, standard deviation and significance of the
difference in rates Growth and physical and skill variables
(under research) (N = 40)

Variables	measruing unit	Experimental group		Control group		The value of (t)	Significance level
		SMA	standard deviation	SMA	standard deviation		
Age	Year	10.70	0.98	10.70	0.88	0.10	Not indicative
the weight	Kg	31.80	1.80	32.10	1.97	0.73	Not indicative
Length	cm	122.70	2.88	123.00	2.70	0.28	Not indicative
Distinguished force by speed	cm	98.10	3.89	90.70	2.04	0.87	Not indicative
Flexibility	cm	4.00	0.20	4.48	0.12	0.73	Not indicative
Balance	S	2.80	0.00	2.82	0.07	0.04	Not indicative
Agility	S	13.80	0.09	13.72	0.71	0.08	Not indicative
Compatibility	S	0.80	0.11	0.87	0.01	0.77	Not indicative
Anterior high balance	Degree	3.77	0.21	3.70	0.03	0.70	Not indicative
Handstand dome	Degree	3.42	0.70	3.40	0.37	0.84	Not indicative
Go up from walking and running to make a quarter turn	Degree	3.21	0.80	3.20	0.11	0.77	Not indicative
Upgrading half roll performance in the air	Degree	3.72	0.10	3.70	0.02	0.87	Not indicative
The dome	Degree	3.32	0.80	3.30	0.19	0.12	Not indicative
Handstand	Degree	3.12	0.21	3.10	0.14	0.80	Not indicative
Manhole opening	Degree	3.72	0.11	3.70	0.21	0.11	Not indicative
Total	Degree	24.08	1.27	24.10	0.08	0.72	Not indicative

Table (T) value at (0.05) = 2.04

It is clear from Table (2) that there are no statistically significant differences between the experimental and control groups in the variables under discussion, as the calculated value of (T) ranged between (0.11 - 0.87) which is less than the value of the table (T) at the level of significance (0.05), which indicates To equal groups.

Data collection methods and tools:

The researcher used the following data collection methods and tools:

Expert Opinion Poll Forms:

- Expert survey form on determining the most important

physical abilities of skill variables. Attachment (2)

- Expert survey form on determining the most important tests for measuring physical abilities. Attachment (3)

- A form for registering personal data and pre and post tests for students of the experimental group and controlling the physical variables. Attachment (4)

- Form for the evaluation of the skill performance of the skills in question for the experimental and control group. Attachment (5)

- Expert survey form on determining the most important qualitative exercises

appropriate for the basic skills under discussion, attached (6) - The proposed educational program, which contains specific exercises.

Experts poll form about determining the most important physical abilities of skill variables:

**Table (3)
The percentage of expert opinions on appropriate tests of physical variables under consideration (N = 10)**

N	Physical attributes	Degree of agreement	percentage
1	Distinguished force by speed	∧	%∧.
2	Flexibility	∨.	%∨.
3	Balance	∧	%∧.
4	Agility	∨.	%∨.
5	the speed	∩	%∩.
6	Compatibility	∨.	%∨.

Table (3) shows the opinions of experts on the most appropriate physical characteristics of the skill variables under consideration for fourth-grade primary students. The percentage of expert opinions ranged

between (60% - 100%). The speed characteristic of the capabilities of the skill variables in question.

The expert survey form on determining the most important tests for measuring physical abilities.

**Table (4)
The percentage of expert opinions on appropriate tests of physical variables under consideration (N = 10)**

N	Physical attributes	Name of the test	Degree of agreement	percentage
1	Distinguished force by speed	wide jump of stability	∩	%∩.
		Vaulting of stability	∨	%∨.
		Sequential testing	--	--
2	Flexibility	Bend the torso forward from sitting tall	∩	%∩.
		Bend the torso forward to stand	∨	%∨.
		Turn the trunk to the sides	--	--
3	Balance	Running a shuttle	∩	%∩.
		Running around a circle	∨	%∨.
		Winding Fletchman Running	--	--
4	Agility	Numbered circuit test	∧	%∧.
		Throwing and receiving balls test	∨	%∨.
		Running test in the form of (8)	∨	%∨.
5	Compatibility	Walking test on keel	∧	%∧.
		Ball Balance Test	∨	%∨.
		Moving over marks	∨	%∨.

Table (4) clarifies the experts' opinions on the most important tests that measure the physical characteristics of

the students under study. The research sample has got both the bounce test from the stability and the torso fold for

the imam from sitting tall and the shuttle running at a rate of 90% while the numbered circuit test and the walking test on the crossbar got The ratio of 80%, while both the vertical jump test of stability, the stem bending test for the front of standing and running around the circle, the throwing and

receiving balls test and the running test in the form of (8) and the ball balance test and the test of moving over the marks obtained 10% of the opinions of experts.

The researcher chose the highest scores obtained for each test for each physical characteristic, as follows

Physical character	The appropriate test for it.
1- Distinguished Force With Speed.	(Wide jump of stability).
2- Flexibility.	(Bend the torso forward from sitting tall).
3- Fitness.	(Running Shuttle).
4- Compatibility.	(Numbered circuit test).
5- Balance.	(Walking test on keel).

Evaluation form for the skill performance of the skills in **question for the experimental and control group:**

Search assistants:

Where the helpers were introduced to the following school:

The expert opinion poll form on determining the most important qualitative exercises appropriate for the basic skills under discussion, attached (6)

The first survey:

Scientific coefficients for the tests:

1- Honesty:

The researcher used the sincerity of the distinction as physical and skill tests were applied to the members of the exploratory sample from the research community and outside the basic sample, one of them is a distinct group and the other is not distinguished and the size of each sample reached (10) students, during the period 12/11/2017 to 18/11/2017 Calculating the significance of the differences between the two groups in physical tests (under investigation) and table (5)

Table (5)

The significance of the differences between the two distinct and undifferentiated groups of physical and skill variables. (N1 = n2 = 10)

Variables	measruing unit	Featured group		Undetected group		The value of (t)	Significance level
		SMA	standard deviation	SMA	standard deviation		
Distinguished force by speed	cm	110.20	3.88	80.20	3.20	3.84	indicative
Flexibility	cm	0.70	0.72	4.22	0.02	3.01	indicative
Balance	S	3.10	0.02	2.76	0.36	3.36	indicative
Agility	S	12.00	0.12	14.10	0.47	3.98	indicative
Compatibility	S	0.00	0.18	0.94	0.02	3.04	indicative

Follow Table (5)

The significance of the differences between the two distinct and undifferentiated groups of physical and skill variables. (N1 = n2 = 10)

Variables	measuring unit	Featured group		Undetected group		The value of (t)	Significance level
		SMA	standard deviation	SMA	standard deviation		
Anterior high balance	Degree	٤.٩٨	٠.٦٢	٢.٩٨	٠.٦٨	٣.١٢	indicative
Handstand dome	Degree	٤.٦٢	٠.٥٢	٢.٩٤	٠.٤٥	٣.٢٥	indicative
Go up from walking and running to make a quarter turn	Degree	٤.٦٢	٠.١٤	٢.٦٩	٠.٥٨	٣.٨٥	indicative
Upgrading half roll performance in the air	Degree	٤.٨٧	٠.١٥	٢.٤٧	٠.٥٩	٣.٥١	indicative
The dome	Degree	٤.٦٣	٠.٤٧	٢.٦٢	٠.٣٢	٣.٣٥	indicative
Handstand	Degree	٤.٢٥	٠.٥٢	٢.٦٧	٠.٤٧	٣.٨٧	indicative
Caliper opening	Degree	٤.٢٢	٠.٣٢	٢.٥٩	٠.٥٦	٣.٦١	indicative
Total	Degree	٣٢.١٦	٠.٨٨	١٨.٩٦	٠.٨٥	٣.٤٢	indicative

* The tabular value of T at the level of 0.05 = 2.101

It is clear from Table (5) that there are statistically significant differences between the two distinct and non-distinct groups in the physical and skill variables in favor of the distinct group, which

indicates the validity of the tests and their ability to distinguish between the two different groups in those variables.

2- Stability:

Table (6)

Correlation coefficient between the first and second measurements in the physical and skill tests under consideration (N = 20)

Variables	measuring unit	The first application		The second application		Correlation coefficient	Significance level
		SMA	standard deviation	SMA	standard deviation		
Distinguished force by speed	cm	١٠٠.٢٠	٣.٨٠	١٠٠.٥٠	٢.٩٢	٠.٩٩٢	indicative
Flexibility	cm	٤.٩١	٠.١١٠	٤.٩٩	٠.١٥٠	٠.٩٨٧	indicative
Balance	S	٣.٦٦	٠.٢٦٠	٣.٦٥	٠.١٥٨	٠.٩٨٦	indicative
Agility	S	١٢.٢٠	١.١٠٠	١٢.٢٠	١.٨٥٢	٠.٩٨٧	indicative
Compatibility	S	٥.٧٤	٠.٣٦٠	٥.٧٠	٠.٤٥٢	٠.٩٦٠	indicative
Anterior high balance	Degree	٣.٩٨	٠.٥٢٠	٤.٠٠	٠.٥٢١	٠.٩٥٢	indicative
Handstand dome	Degree	٣.٧٨	٠.٤٧٠	٣.٨٨	٠.٤٧٨	٠.٩٧٠	indicative
Go up from walking and running to make a quarter turn	Degree	٣.٦٥٥	٠.٥٢٠	٣.٧٥٠	٠.٦٢٥	٠.٩٥٢	indicative
Upgrading half roll performance in the air	Degree	٣.٦٧	٠.٦٥٠	٣.٨٠٠	٠.٦٥٨	٠.٩٧٠	indicative
The dome	Degree	٣.٦٢٥	٠.١٢٠	٣.٧٥٠	٠.١٥٩	٠.٩٣٠	indicative
Handstand	Degree	٤.٤٦	٠.١٨٠	٤.٥٠	٠.٥٢١	٠.٩٥٠	indicative
Caliper opening	Degree	٣.٤٠٥	٠.٥٢٠	٣.٥٢	٠.٨٥٤	٠.٩٦٠	indicative
Total	Degree	٢٥.٥٦	٠.٣٢٠	٢٧.٢٦	٠.٦٣٢	٠.٩٥٠	indicative

* Attachment "T" value at the level of 0.05 = 0.631

It is clear from Table (7) that the correlation coefficient between the first application and the second application in the physical tests ranged between (0.970 to 0.930) which is greater than the value

of the tabular “R” at the level of (0.05), which indicates the stability of the tests under consideration.
content Educational Program: Attachment (7)

Table (7)
The percentage of expert opinions on content Educational program And the suitability of the specific exercises used (N = 10)

N	Objectives	Degree of agreement	percentage
1	The duration of the educational program is three months	9	%90
2	The number of weeks is 12 weeks	10	%100
3	The number of teaching units is 12 teaching units	10	%100
4	The time of one teaching period is (90) minutes	10	%100
5	The specific exercises used are appropriate	9	%90
6	The evaluation form used by the researcher is appropriate to the research sample	8	%80
7	The lead time in the tutorial is 55 minutes	9	%90
8	The warm-up time is 10 minutes, the physical preparation time is 20 BC, the closing time is 10 BC	9	%90

It is clear from Table (7) that the results of the expert survey form on the content of the educational program, the specific exercises used and the extent of their suitability ranged between (80% _ 100%) as the researcher agreed with the experts 'approval of 80% or more and we got the final form of the program's content It is as follows:

The second survey:

The researcher conducted a second exploratory study in the period from 1/2/2018 to 7/2/2018, on a sample of students in the school and outside the basic research sample of (10) students.

The aim of the survey:

Survey results:

Suggested educational program using specific exercises: attached (8)

The goal of the program:

The foundations of developing a specific exercises program:

The content of the Specific Exercise Program:

- * Specific exercises to teach the front high balance.
 - * Qualitative exercises to teach handstand dome.
 - * Qualitative exercises to teach walking and running to make a quarter turn.
 - * Specific exercises to teach upgrading half-cycle performance in the air.
 - * Special exercises to teach the dome.
 - * Qualitative exercises to teach handstand.
 - * Specific exercises to teach Caliper opening.
- Where each lesson contains the following parts:
- * General warm-up and physical preparation.
 - * Special physical preparation.
 - * Educational or practical activity (main part).
 - * Closing Activity.

Tribal measurement:

The pre-measurement was conducted on the main sample, on 9-13 / 2/2018

Dimensional measurement:

Statistical treatments used:

View and discuss the results:

The researcher will address the presentation and interpretation of his findings in order to achieve the aim of the research, which includes the following:

A suggested educational program using specific exercises and its effect on a level Performing some basic

gymnastics skills for the pupils of the episode "The first of basic Education"

• Presentation and discussion of the results of the first hypothesis:

There are statistically significant differences between the averages of the pre and dimensional scales in the skill level performance of pupils of the first cycle of basic education of the control group in favor of dimensional measurement in the skills under discussion.

Table (8)
The significance of the differences between pre and post measurement in the level of skill variables For control group pupils (n = 20)

Variables	measuring unit	Tribal measurement		Dimensional measurement		The differences between the two mediums	Improvement rate	The value of (t)	Significance level
		SMA	standard deviation	SMA	standard deviation				
Anterior high balance	Degree	٣,٧٥	٠,٥٣	٥,٥٠	٠,٦٢	١,٧٥	%٤٦,٦٦	٢,٧٧	indicative
Handstand dome	Degree	٣,٤٥	٠,٣٦	٥,٤٨	٠,١١	٢,٠٣	%٥٨,٨٤	٢,٨٩	indicative
Go up from walking and running to make a quarter turn	Degree	٣,٢٠	٠,١١	٥,٦٢	٠,٢٥	٢,٤٢	%٧٥,٦٢	٢,٦٩	indicative
Upgrading half roll performance in the air	Degree	٣,٦٥	٠,٥٢	٥,٧٤	٠,٤١	٢,٠٩	%٥٧,٢٦	٢,٦٥	indicative
The dome	Degree	٣,٣٠	٠,١٩	٥,٦٩	٠,٦٢	٢,٣٩	%٧٢,٤٢	٢,٤٧	indicative
Handstand	Degree	٣,١٥	٠,١٤	٥,٦٢	٠,٢٥	٢,٤٧	%٧٨,٤١	٢,٦٥	indicative
Caliper opening	Degree	٣,٦٥	٠,٢١	٥,٨٩	٠,١٧	٢,٢٤	%٦١,٣٦	٢,٦٣	indicative
Total	Degree	٢٤,١٥	٠,٥٨	٣٩,٥٤	٠,٦٩	١٥,٣٩	%٦٣,٧٢	٢,٩٨	indicative

Tabular T value at 0.05 = 1.72

It is clear from Table (8) that there are statistically significant differences between the pre and post measurements in the skill variables of the control group in favor of the post measurement, where the calculated value of (T) ranged between (2.63 to 2.98), which is a value greater than the value of the (T) tabular.

The researcher attributes these results to the traditional program used in the school, and these results are consistent with the results of the studies of Sameh Shoukry (2009)(10), the study of Khaled Farid Ezzat (2007) (8), and the study of Reem Muhammad Al-Desouki (2002) (9) which She indicated that the traditional program used with the control

group in the study leads to an improvement in performance. The researcher believes that the attendance of students in the control group in the study and attending the teaching period without interruption has a positive effect on these differences.

As he points out "Essam Abdel-Khalek" (2005) indicates that the exercise of any physical exertion for periods and in a regular manner leads to the occurrence of a change, even a slight, as well as the practice of any activity from sports activities that leads to the development of the skill variables associated with this form (16: 219).

This is confirmed by "Afaf Abdel Karim" (1990)

that the educational activity of the lesson is the basis of the study plan (the unit of study) that the teacher is obligated to teach motor skills, as it is considered the basic element of the lesson as it is intended to teach a major skill that achieves the direct goal of the lesson (17:56).

• Presentation and discussion of the results of the second hypothesis:

There are statistically significant differences between the averages of the pre and dimensional scales in the skill level performance of pupils of the first cycle of basic education for the experimental group in favor of dimensional measurement in the skills under discussion.

Table (9)

The significance of the differences between pre and post measurement in the level of skill variables for the experimental group pupils "(n = 20)

Variables	measuring unit	Tribal measurement		Dimensional measurement		The differences between the two mediums	Improvement rate	The value of (t	Significance level
		SMA	standard deviation	SMA	standard deviation				
Anterior high balance	Degree	٣,٧٧	٠,٢١	٦,١٠	٠,٥٢	٢,٣٣	%١١,٨٠	٣,٧٧	indicative
Handstand dome	Degree	٣,٤٢	٠,٦٥	٦,٢٢	٠,٢٦	٢,٨٠	%٨١,٨٧	٣,٦٥	indicative
Go up from walking and running to make a quarter turn	Degree	٣,٢١	٠,٨٥	٦,١٤	٠,٥٤	٢,٩٣	%٩١,٢٧	٣,٢٥	indicative
Upgrading half roll performance in the air	Degree	٣,٦٢	٠,١٥	٥,٩٩	٠,١١	٢,٣٧	%٦٥,٤٦	٣,٩٩	indicative
The dome	Degree	٣,٣٢	٠,٨٥	٦,١٢	٠,٥٢	٢,٨٠	%٨٤,٣٣	٣,٤٩	indicative
Handstand	Degree	٣,١٢	٠,٢١	٥,٩٠	٠,٦٥	٢,٧٨	%٨٩,١٠	٣,٩٥	indicative
Caliper opening	Degree	٣,٦٢	٠,١١	٦,١٥	٠,٣٦	٢,٥٣	%٩٩,٨٨	٣,٤١	indicative
Total	Degree	٢٤,٠٨	١,٢٦	٤٢,٦٢	٠,٩٧	١٨,٥٤	%٧٦,٩٩	٣,٥٠	indicative

Tabular T value at 0.05 = 1.72

It is clear from Table (9) that there are statistically significant differences between the pre and post measurements in the skill variables of the

experimental group in favor of the post measurement, where the calculated value of (T) ranged between (3.25 to 3.95),

which is a value greater than the value of (T) tabular.

• Presentation and discussion of the results of the third hypothesis:

There are statistically significant differences between the averages of the two

dimensions of the two groups, the experimental and the control groups, in the skill level of students of the first cycle of basic education in favor of the experimental group in the skills under discussion.

Table (10)

Arithmetic mean, standard deviation and significance of the differences between the two dimensions For the control and experimental group in the skill Variables (n1 = n2 = 20)

Variables	measuring unit	Experimental group		Control group		The value of (t	Significance level
		SMA	standard deviation	SMA	standard deviation		
Anterior high balance	Degree	٦.١٠	٠.٥٢	٥.٥٠	٠.٦٢	٣.٧٨	indicative
Handstand dome	Degree	٦.٢٢	٠.٢٦	٥.٤٨	٠.١١	٣.٦٢	indicative
Go up from walking and running to make a quarter turn	Degree	٦.١٤	٠.٥٤	٥.٦٢	٠.٢٥	٣.٥٤	indicative
Upgrading half roll performance in the air	Degree	٥.٩٩	٠.١١	٥.٧٤	٠.٤١	٣.١٠	indicative
The dome	Degree	٦.١٢	٠.٥٢	٥.٦٩	٠.٦٢	٣.٩٨	indicative
Handstand	Degree	٥.٩٠	٠.٦٥	٥.٦٢	٠.٢٥	٣.٢١	indicative
Caliper opening	Degree	٦.١٥	٠.٣٦	٥.٨٩	٠.١٧	٣.٥٥	indicative
Total	Degree	٢٤.٦٢	٠.٩٧	٣٩.٥٤	٠.٦٩	٣.٦٤	indicative

The tabular “T” value is at the level $0.05 = 1.68$

It is clear from Table (10) that there are statistically significant differences between the two dimensional measurements in the skill variables of the control group and the experimental group in favor of the experimental group where the calculated value of (T) is greater than the value of the table (T).

This result is consistent with the results of the studies of Sameh Shoukry (2009) (10), Hazem Hassan Mahmoud study (2008) (7), Ahmed Mohamed Barghouth study (2007) (2), Khaled Farid Ezzat study (2007) (8), Reem Mohamed El-Desouky (2002)

(9), Ahmed Abdel-Aziz (2000) (3) study, whereby it was agreed that the experimental groups exceeded the field of study that used the specific exercises program, according to its specialization, on the control group that used the traditional program, as the means used in These studies have achieved clear effects on the positive level of performance of the process of teaching different gymnastics skills according to the goal of each study.

The researcher believes that the superiority of the experimental group over the control group is due to the use

of the proposed specific exercises, as the specific exercises used in the proposed educational program led to the development and development of skill variables, due to the exercises they perform in particular that perform similarly in performance in terms of the motor and temporal pathway and the amount of necessary strength and muscles Working with the form of skill to learn in gymnastics.

Conclusions:

- The researcher reached to design a program of specific exercises that increases the effectiveness of the current curriculum and is appropriate to the needs and inclinations of students, their capabilities and preparations.

- The vocabulary of the specific exercises that were used had a positive effect on learning methodological skills in gymnastics for pupils of the first cycle of basic education.

- The program of specific exercises contributes to reaching the stage of mastery and installation faster than the traditional program.

- The proposed qualitative training program has improved more than the school program in the variables and skills under consideration.

The program of specific exercises contributed to teaching and improving the level of skill performance of pupils of the first cycle of basic education.

Recommendations:

The researcher provides the following recommendations:

1. Attention by the Ministry of Education and those in charge of preparing the physical education curriculum for pupils

of the first cycle of basic education, using specific exercises within the curriculum.

2. Taking into account the selection of appropriate quality exercises in performance commensurate with the nature of skill performance.

3. Be guided by the foundations and modern scientific methods in building and designing educational programs for the basic skills of gymnastics in the first cycle of basic education, given the importance of the Sunni stage there.

4. Carrying out studies and research similar to the nature of the current research at different age levels and also to teach basic skills for different sports.

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