

The Effect of a Proposed Program for Gymnastics Games on Improving some Basic Motor Skills and Developing Creative Thinking for Students of the First Stage of Basic Education

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Introduction and research problem:

The first stage of basic education is one of the most important stages for forming and consolidating the basic movements that are the pillar on which the child's motor skills are based. The teacher needs to develop a number of strategies to choose from them that achieve the required learning. Following the new and innovative methods of learning is one of the new and ever-evolving strategies that reach the development of children's imagination at this stage. Certain motor skills can be applied through a strategy that children desire and that is likable to them, which is imagination and application. Required skill. (11-5)

The rapid motor development of the child appears by acquiring the basic movements because they are the primary vocabulary of movement and are innate and inherited through his genetic makeup, and they do not differ from one person to another except in terms of quality and skill in performance, represented in walking, running, jumping, rolling and others. Linked to the stages of growth and maturity known to the child. (25:79)

Since play activity represents an educational experience to satisfy a child's developmental need, children in the primary stage need to play motor

games to develop their bodies, muscular and nervous systems, and their physical self-awareness and motor skills, and children in the primary stage tend to play constructive motor games. In addition to the exhibition sports that are based on movement as well. (12-168)

Play is of great importance in children's lives as it contributes to building the child's personality and self-building, and the importance of children's play is in its ability to get rid of excess energy, and thus increase the effectiveness of attention. And the psychology of the child, and scientists have been interested in studying the effects of play in the lives of children, as Afaf Othman (2011) refers to the German psychologist Karl Buhler, who emphasizes the importance of play in the mental development of the child, as well as the Russian scientist Anton Makarenko. Which emphasizes the impact of play on the formation of the child's personality? (23:35)

Zaid Al-Huwaidi (2004 AD) refers to play as a free activity that contributes to the development of memory, thinking, cognition, imagination, speech, emotions, attitudes, values and other skills and abilities that are indispensable to the

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child in acquiring the colors of knowledge. (15:49)

Playing is one of the most important childhood behaviors. It is not only a recreational activity, but it is an important activity for psychological, mental and social development. It is a basic experience that leads to learning by exploration, problem solving and innovation (18: 47).

The open environments for playing outside the classroom provide children with better opportunities to learn in different ways, stimulate motivation and develop the ability to learn, and that the elements of nature such as land, trees, water, running, balance and climbing lead to activating the child's senses and increasing his ability to understand, cognition and memory. (24-6)

Creative thinking in the sports field is one of the main areas that have received special attention by researchers, and this interest came in that it aims to show an exceptional and unique diversity in kinetic responses to stimuli, and that creative thinking can develop in the sports field by working on developing preparations The special features that enable the athlete to reach creativity in performance and that the appropriate choice of style is a complementary factor, as both Taylor and Howland indicate that creativity can be reached in the sports field by relying on appropriate methods that allow the athlete to see the performance and the results of this performance. 21),(24)

And Taylor, when talking about expressive creativity as one of the levels of creativity, indicates that this

level includes some independent expression that can eventually form the basis of the foundation. It gradually develops to the extent that grants these children independence and spontaneity, and then you can think of creative production from them later. (5 -198)

Among these activities is artistic gymnastics, which should be the basis for physical education programs for children, because it works to confirm the child's self-possession and his acquisition of the elements of courage and risk, due to its diversity and change in ideas for the multiplicity of movements, and also contributes to the development of the structural, kinetic and behavioral aspects, and appears That is clearly the case in gymnastics games. (26-12), (19-25)

Games gymnastics is one of the types of gymnastics suitable for children of this stage, and it is an entry point for their foundation in the skill and physical aspects as well as the psychological and social aspects. Muhammad Shehata (2003), Nabila Khalifa (2008) and Adele and others (2015) explain that gaming gymnastics is performed in the form of simplified games that help To increase awareness and kinesthetic awareness, with the aim of accustoming children to tools and devices, in which the activities are easy and uncomplicated, and simple and small tools are used in the form of competitions without touching the tools, and others on the devices by running over them while making them difficult and conducting competitions on them. It is simple and does not require motor skills and there is no It has fixed laws. (27-27), (29-24), (1-21)

Gymnastics is characterized by its effective impact on the development of the elements of physical fitness and the development of complex motor skills, and basic motor skills such as jumping, jumping and partridge. It includes underdeveloped skills, in addition to gaining consistency in understanding, continuity, compatibility, balance and timing. (27-5, 6)

Games gymnastics works on qualifying children to play on devices and to develop the child from one stage to another through the gradual use of tools and devices, and spreading the right habits to him while taking care of his body in its stages of growth, and also develops awareness of the need for strength and skin in order to complete some innovative movements in this sport. It is also possible to develop the trait of courage, daring and self-confidence through the correct educational gradation to teach the rolling group, which is the first step in teaching ground movements due to its ease and suitability for the ability of children. (2-41), (19-12)

And through what the researcher has reviewed from previous studies, such as Hamidia Abdullah (2001) (9), Raja'a Sherif Allam (2005) (16), Reda Mustafa Asfour (1997) (17), Alia Abdel Moneim Ibrahim (2012) (22).), where they reached the importance of practicing physical exercises for children, and based on what was proven by many researches and studies, such as the study of Marco van Morkovin (2003) (31), Roy (1999) (32) the superiority of children in running speed, muscle strength, visual control,

and interest in sports Gymnastics and the advanced position it occupies with regard to various sports activities. It is an individual sport that earns the child self-reliance and gives him opportunities to control and control parts of the body through the rich activities of gymnastics games and the various basic skills it contains commensurate with childhood. Skills of walking, running, jumping, rotations and balance skills and kinetic compatibility.

This called the researcher to think of a proposed kinetic program for gymnastics games that fits with this stage, which may contribute to improving some basic movements and developing the creative thinking of the sample "under research" by exploiting the child's love for movement and play to guide his cognitive development in a sound direction, because any deficiency in these motor skills And cognitive is not, of course, due to the child's disability, but to the fact that these children did not receive sufficient training and this is what the current study seeks.

Search objective

The current study aims procedurally to design a proposed program for gymnastics games to identify: -

- 1- The effect of gymnastics games on the level of basic motor skills represented in (balanced walking - running - vertical jump - fast rotation - throwing and standing - kicking the ball) among pupils of the first stage of basic education (6-8 years)
- 2- The effect of gymnastics games on the development of creative thinking

(fluency - originality - flexibility - details) for pupils of the first stage of basic education (6-8 years)

Research hypotheses

1- There are statistically significant differences between the averages of the tribal and dimensional measurements in the level of basic motor skills represented in (balanced walking - running - vertical jump - fast rotation - throwing and standing - kicking the ball) among the pupils of the first stage of basic education.

2- There are statistically significant differences between the averages of the tribal and remote measurements in the level of creative thinking (fluency - originality - flexibility - details) among the pupils of the first stage of basic education.

Some of the terms included in the search:

1) Creative Thinking:

Torrance defines innovation as the process of feeling problems, awareness of weaknesses, gaps, inconsistencies, and lack of information, searching for solutions and making predictions, formulating new hypotheses, testing and reformulating or modifying hypotheses to come up with new solutions or

connections using available data, and reporting or communicating results to others. (7- 22)

Procedural: It is expressed in the total score obtained by the student in the Torrance Test of Inventive Thinking (Figure B), through all the sub-scores of the test (fluency, flexibility, originality, details).

Research plan and procedure

First, the research method

The researcher used the experimental method using measurements (before and after) on one experimental group, due to its relevance to the nature of this research.

Second: the research community:

The research community includes a sample of primary school students of the French Friendship Primary Joint School in the Keman Fares region - Fayoum Governorate, whose ages ranged from (6-8 years)

The research sample:

The sample of the research was chosen in a deliberate way, and they numbered (23) boys and girls, (8) children were chosen at random to conduct the exploratory experiment and for the scientific transactions of the variables under research, the basic sample became (15) children.

Table (1)

Homogeneity among the research sample in measurements (height, weight, age)
n = 23

Variables	Measure unit	SMA	standard deviation	arithmetic broker	skewness
Height	Cm	122.65	3.25	120.30	2.169
Weight	Km	31.58	1.26	31.00	1.380
Age	Year	7.10	0.50	7.00	0.600

It is clear from Table No. (1) that the skew coefficient is limited to

between (2.169, 0.600), and this means that the variables achieve the

moderation curve as they are limited to between + 3, which confirms the

moderation of the sample distribution in the growth variables.

Table (2)

Homogeneity among the members of the research sample in the level of basic skills of the research sample n = 23

Variables	Measure unit	SMA	standard deviation	arithmetic broker	skewness
balanced walk	No	8.59	1.25	8.50	0.216
running	S	10.25	0.28	10.00	2.678
vertical jump	Cm	9.58	0.25	9.50	0.51-
fast rotation	M	6.58	0.30	6.50	0.799
Throwing and standing	Degree	25.98	2.02	25.00	1.33
kick the ball	Degree	21.52	0.98	21.00	1.59

It is clear from Table No. (2) that the skew coefficient is limited between (-0.51 to 2.67), and this means that the variables for the basic skills

achieve the moderation curve as they are limited to between + 3, which confirms the moderation of the sample distribution in the basic skills.

Table (3)

Homogeneity among the members of the research sample in the scale (creative thinking) of the research sample n = 23

Variables	Measure unit	SMA	standard deviation	arithmetic broker	skewness
fluency	Degree	2.59	0.61	2.50	0.442
originality	Degree	2.21	0.25	2.20	0.12
Flexibility	Degree	2.26	0.42	2.19	0.428
Details	Degree	2.61	0.57	2.15	2.15
The grand total of the scale	Degree	9.67	0.53	9.04	0.339

It is clear from Table No. (3) that the skew coefficient is limited to between (0.12 to 0.442), and this means that the variables achieve the moderation curve as they are limited to between + 3, which confirms the moderation of the sample distribution in the creative thinking scale

a- The rheostat: To measure the length to the nearest half a centimeter.

B- Medical scale: to measure the weight to the nearest half a kilometer.

C- Balloons.

D- Table tennis balls.

E - a long rope.

f- Large plastic collars.

g- A long stick.

h- Ground movement device

i- Floating boards.

Data collection methods:

First - tools and devices used in the research:

j- Small toys that float.

K- Big balls.

L - A Swedish seat.

M - Adhesive tape.

Second - the tests and measures used in the research:

1- Basic motor skills tests: Attachment (2)

A- Balanced gait test

b- Running test

C- Vertical jump test

D- Rapid rotation test

E- Throwing and standing test

The kick-ball test

Creative Thinking Scale: Attachment (3)

In the current study, the researcher used Torrance's choice of innovative thinking, Figure B, which is a non-verbal test that matches the sample of the current study. Torrance derived the non-verbal test activities from some of the incomplete drawing tests that Frank created and used by Barron in some innovative studies. Torrance mentions that he chose some of the incomplete forms in his current tests of Frank's tests and then reformulated and reconstructed them in two equivalent forms, namely, picture (A) and picture (B), which is one of his current tests of non-verbal creative thinking. Originality, Flexibility, Fluency, and Detail Overall, the Torrance Test of Creative Thinking (Figure B) aims to identify students who have a predisposition to creativity and innovation and whose thinking tends to be original, flexible, fluent, and perceive details.

3- Expert opinion poll form. Attachment (5)

4- A list of the names of the experts. Attached (1).

5- IQ test for having a nose. Attachment (4)

6- The exercises used in the program. Attachment (6)

7- The proposed program for gymnastics games. Annex (7).

Suggested program:

Program objective

The program aims to identify the impact of the use of gymnastics games on the level of basic motor skills and the level of creative thinking among students of the first stage of basic education.

Content of the daily training unit:-

Warm-up: (5) minutes

The goal is to prepare the body and muscles for performance and gradually move to the main part of the lesson

The main part (gymnastics games - the most important exercises for the development of basic motor skills): - (45) minutes

It is one of the most important periods of the program because it works to achieve the goal of the program and this period contains a group of gymnastics games.

Calm down: (5) minutes

The goal is to gradually return the body and its organs to the normal state at the end of each daily training unit.

Statistical manipulations:

In light of the objectives of the research and within the limits of its hypotheses, statistical treatments were performed (arithmetic mean - standard deviation - median - skew coefficient -

correlation coefficient (Pearson) - t-test
- rate of change.)

View and discuss results

Table (4)

The significance of the differences between the pre and post measurement in the level of some skills Kindergarten basics n=15

Tests	Measure unit	Pre measurement		Post measurement		The difference between the two averages	improvement rate	value (t)	Indication level
		S	E	S	E				
balanced walk	No	8.59	1.25	12.52	0.75	3.93	31.38%	3.17*	indicated
running	S	10.25	0.28	8.80	0.96	1.45	14.14%	3.54*	indicated
vertical jump	Cm	9.58	0.25	13.58	0.57	4.00	29.45%	3.54*	indicated
fast rotation	M	6.58	0.30	8.62	0.10	2.04	23.66%	4.01*	indicated
Throwing and standing	Degree	25.98	2.02	42.21	0.39	16.23	38.45%	3.09*	indicated
kick the ball	Degree	21.52	0.98	33.25	0.28	11.73	35.27%	4.08*	

*Tabular value (T) at significance level (0.05) = 1.721

It is evident from Table (4) that there are statistically significant differences between the averages of the pre and post measurements in the level of some basic skills for kindergarten children and in favor of

the post measurements, where the calculated (T) value was greater than the tabular (T) value at the significance level (0.05), which indicates an improvement. The basic skills variable in the research sample.

Table (5)

The significance of the differences between the pre- and post-measurement in the level of creative thinking Kindergarten kids n=15

Tests	Measure unit	Pre measurement		Post measurement		The difference between the two averages	improvement rate	value (t)	Indication level
		S	E	S	E				
fluency	degree	2.59	0.61	4.10	0.58	1.51	36.82%	5.27	indicated
originality	degree	2.21	0.25	4.15	0.25	1.94	46.74%	4.69	indicated
Flexibility	degree	2.26	0.42	3.95	0.64	1.69	42.78%	6.52	indicated
Details	degree	2.61	0.57	4.15	0.15	1.54	37.10%	4.85	indicated
The grand total of the scale	degree	9.67	0.53	16.35	0.80	6.68	40.85%	4.69	indicated

* Tabular value (T) at significance level (0.05) = 1.721

It is clear from Table (5) that there are statistically significant

differences between the averages of the pre and post measurements

in the level of creative thinking for kindergarten children and in favor of the dimensional measurements, where the calculated (T) value was greater than the tabular (T) value at the significance level (0.05), which indicates a variable improvement The basic skills of the research sample.

Show results:

It is evident from Table (4) that there are statistically significant differences between the averages of the tribal and dimensional measurements in the level of some basic skills for kindergarten children and in favor of the post measurements, where the calculated (T) value was greater than the tabular (T) value at the significance level (0.05), which indicates an improvement The basic skills variable in the research sample, and the researcher returns that result to the use of the proposed program using gymnastics games.

In this regard, Raysan Kharbit (2000) mentions that playing is one of the successful educational methods, especially at this stage, which is characterized by the proximal movement to absorb the potential kinetic energy. (4 -9)

The motor aspect is one of the important axes that he is concerned with at this stage, as it is the basic rule for the child's motor practice. Taking care of his improvement and development is the mainstay of practicing better sports skills in his life (10-8).

The researcher believes that gymnastics games and obstacles develop the child's various physical abilities such as speed, agility,

flexibility, endurance, and balance, in addition to improving the various organ systems in the body, as well as giving the child harmonic skills and the ability to control performance.

The results of this research are in agreement with the results of many previous studies and research. "Amira Al-Dahleb" (2007) (2) conducted a study that found the success of a proposed program for gymnastics in developing the motor abilities and skill level of children, as well as finding that the use of game gymnastics has a positive impact on Special physical attributes and raises the level of skill performance for beginners gymnastics.

Games have a close relationship with thinking as a way of life, and a main source of learning, and when we remember that playing goes in organized steps that affect and are affected by each other, identifying these steps and testing their validity and the extent to which each of them relates to the other and the extent to which they achieve the goals for which they were set leads us to talk about thinking, creativity and learning as a mental process . (13- 32)

It is clear from Table (5) that there are statistically significant differences between the averages of the tribal and dimensional measurements in the level of creative thinking for kindergarten children and in favor of the dimensional measurements, where the calculated (T) value was greater than the tabular (T) value at the significance level (0.05), which indicates a variable improvement The basic skills of the research sample.

Creativity is a process that can be learned and trained, and that it is not an inherited talent, and it can be developed, and that it is a thinking skill. In an independent way, children's creativity is also manifested from an early age in their use of material things that are within their reach in unfamiliar forms and methods to achieve goals that are also unfamiliar with adult standards (30-23.)

Ghada Faisal (2011) referred to a group of characteristics that characterize the creative child, which appears through the flexibility of thinking, meaning that creativity requires transcending the familiar methods of cognition and thinking, in addition to personal independence in the sense that the creative person is free to some degree in social values, so he is independent. As is traditional, it also tolerates mistakes, meaning that he is not afraid of making mistakes. Providing an unlimited number of alternative solutions to a problem, and this requires indifference to making mistakes, and that the innovative person enjoys mental health, he is more mature in terms of perception, attention to meanings and relationships, and he is more interested in employing broad information and concepts than the average person, who is often interested in the small details of things. (24-86: 87)

Hence, it is clear that games contribute to the development of personality and mental health of children and are considered as a popular entrance for children to educate and develop their abilities. (28)

From the above, we find that the child is brought up with an integrated education through motor activities, because it develops his personality and his abilities to express his desires and form a positive concept towards himself. (3: 98) (1: 50)

Conclusions:

- 1- The use of the gymnastics games program led to the development of the basic motor skills of the students of the first stage of basic education.
- 2- The program of gymnastics games led to the development of the level of creative thinking among the students of the first stage of basic education.
- 3- The gymnastics games program led to the acquisition of some physical abilities among the students of the first stage of basic education

Recommendations:

In light of the results of the research, the researcher recommends the following:

- 1- Take advantage of the proposed program because of its positive impact on the development of basic skills and the development of creative thinking and making it an essential part within the educational programs for this stage.
- 2- The necessity of conducting similar studies on different age groups for other groups of the same age group by specialists in different fields.
- 3- Giving this category the opportunity to communicate and participate in various recreational and kinetic activities and games that are based on scientific foundations that help them to innovate and be creative within the community.

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