Effect of a Kinetic Education Program Using the Enrichment Renzulli Model of kindergarten Children (5-6 years) who Excelled in Basic Motor Skills in Assiut Governorate

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Introduction and Research Problem:

The essence of the educational process in the field of physical education is the process of quality of educational outputs in the light of the needs of the community, which does not come without taking into account in its steps objectives and content and methods of education to achieve the effectiveness of concrete in the process of preparing sports cadres in a scientific way, To be addressed by the hand of development and innovation in a way characterized by the modernity of the current time and in light of developments in the learning process.

The process of the integrated development of the physical, motor, psychological, and social youth is a fundamental goal of physical education, which it seeks to achieve by its own means and methods. The growth in each successive series of interrelated changes, without any breaks between its stages،

The childhood stage is one of the most important stages in human life. At this stage, the child's abilities are developed, his talents are visible, and he can be influenced, guided and formed so caring for children and caring for their activities is one of the most important influences that contribute to the progress of societies. (17: 115)

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Education through movement is the natural entrance to an educational system based on the child's natural need to learn, and as long as the child's body is the tangible physical framework of the meaning of existence, it is through the body to understand itself through the exercise of motor activity directed where the aim of motor education or education through movement To the output of traditional school education to more positive and effective methods in the formation and development of the child to the maximum that qualify his abilities and talents (6: 80)

The movement is the essence of the child's life through which the child learns a lot about himself and the world around him and the movement means the child to express himself. The adults can express themselves through the language. Children express themselves through movement, so as educators we have to provide children with opportunities to express themselves By engaging them in physical and motor activities. Therefore, education as a social system and a cultural component related to the movement is used closely in the development and preparation of the child to practice education through movement. (8:42)

The basic motor skills (Running, Balancing, Hopping, Throwing and Snapping , Throwing,) are of particular importance in the studies of the growth and development of the students of this stage because they are the basis for the formation of kinetic models. Children at this stage naturally tend to movement and activity, It is the responsibility of educators, especially teachers of physical and motor education, to provide, in the first instance, the natural and skilled movement opportunities during these years to reach the child's balanced development (8: 41-42)

The gifted child in kindergarten is one of the special needs groups who need to adjust the ways and methods of education to suit their nature. The gifted people have special needs because they feel that they are changing their peers with the mental, physical, emotional and social characteristics that normal

methods and methods may not satisfy. (14: 83-95)

Rifaat Hassan (2006) points out that the most important educational programs that contribute to the development of talented learners are those based on educational enrichment (11: 529-568) (15: 269)

The educational enrichment is intended to transform the ordinary curriculum of ordinary practitioners in a planned and purposeful manner by introducing learning experiences and additional activities to make them more diverse, diverse, deep and complex to become more challenging and stimulating for the gifted learners' preparation and satisfaction of their mental and educational needs.

The Renzulli model is an effective model that enables talented learners to overcome the boundaries of the educational curriculum and graduate from the familiar to a more extensive, interesting and profound knowledge than gifted individuals can afford to have learning positions that challenge their abilities. (25:25)

The programs offered to the gifted in this model offer two basic dimensions: enrichment and creativity, and this model was designed specifically for the development of talent and encourage creative activities of children by exposing them to educational experiences and create an educational environment and research activities to achieve performance according to their special interests and tendencies. (15: 270)

This is consistent with Hamed Zahran 1995's view that the knowledge of the level and characteristics of the growth of various motor functions in young people allows for the possibility of proper and systematic planning to achieve an effective and positive effect of all physical education means to achieve a level of optimal integrated growth of functional aspects of the body organs. 13)

The researchers, through the analysis of references and the study of previous studies, consider the importance of the Renzulli Model in educating and developing the abilities of

kindergarten children who excel in basic motor skills. This model helps to raise the level and abilities of gifted students in a planned and organized manner in a planned and purposeful way to introduce educational activities In order to make it more extensive, varied and complex in order to raise the level of basic motor skills for gifted children in a scientifically gifted and organized manner that satisfies the needs of gifted and mentally gifted students.

In the context of the previous studies related to the renzulli model in physical education in general and in motor education in particular, this model has not been used before. The researchers believe that this method may be appropriate in developing a well planned scientific method to develop additional educational activities for preschool children 5-6 years) who excel in basic motor skills allows to upgrade their level in an orderly manner.

Current search target:

The current research aims to identify the effect of a proposed kinetics program using the renzoal metabolic model for Kindergarten children (5-6 years) who excel in basic motor skills in Assiut Governorate

Research hypotheses:

There are no statistically significant differences between the mean scores of the pre and post measurements of the control group in the measurement of the basic motor skills in question.

2- There are statistically significant differences between the mean scores of the pre and post measurements of the experimental group in the degrees of measurement of basic motor skills in question for the benefit of telemetry.

3-There are statistically significant differences between the averages of the measurements of the two dimensions of the control and experimental groups in favor of the experimental group in the degrees of measurement of basic motor skills in question.

- Search limits:

1- Basic motor skills (Running, Balancing, Hopping, Throwing and Snapping , Throwing,) for kindergarten children (5-6 years)

2- Children of Al-Salam Modern Kindergarten who

excel in basic motor skills in Assiut Governorate (5-6 years)
3- The academic year 2016/2017.

-Research importance:

The importance of this research is:

By using the Renzulli Model in a manner that takes into account their superiority over their peers in the same age group, providing them with educational experiences and additional activities that are more varied, complex and difficult, commensurate with the preparation of talented students and their needs and mental and motor abilities. In a planned and purposeful manner.

Search terms:

1- The Renzulli Model is an "integrated educational plan designed to overcome the problems of gifted people within formal classes. This plan is based on the concept of the three rings of talent that include the above-average ability, creativity, commitment to the task and is presented in the form of enrichment activities (26: 145)

2-Enrichment

Enrichment is a set of procedures designed to increase the depth or breadth of gifted children's learning experiences and may include special assignments, independent study, individual projects, small workgroups, or other modifications in the usual study processes.

3-Basic motor skills:

Are the forms and derivatives of natural movements that can be trained and acquired in many motor tasks that challenge the abilities of the child in order to gain a good outcome of the vocabulary of motor skills.

Previous studies:

1-Study of "Ahmed Azim Abdullah" (2002) (2): "The impact of the program of motor education using small recreational games on some variables kinetic and motor satisfaction of children (6-9 years)," The study aimed to build a program of motor education and another parallel program is a mix The researcher used the experimental approach for a single experimental group. The study sample included (50) children. The most important results were that the proposed motor education program had a positive effect on

schoolchildren and that the school curriculum to It has an impact on students in the aspect of pupils' perception, as well as the integration of small games with motor education programs, which leads to the development of motor variables for children of the age level (6-9 years.)

2-The study of Ismail Hamdan (2003) (5): entitled "The effectiveness of some of the enrichment activities in the development of innovative thinking of students outstanding in science, and the study aimed to identify the effectiveness of the use of some scientific enrichment activities on the development of innovative thinking of students excel in science, The researcher used the experimental method. The research sample included two experimental and control groups. The results of the study indicated the effectiveness of some of the enriching scientific activities in developing creative thinking skills, "the fluency, flexibility and originality of students who excel in science in the preparatory stage.

3-The study of Rashid Amer Mohammed (2004) (10): "The effect of a proposed motor education program on the development of some basic motor skills and physical abilities and its relation to the level of cognitive efficiency of pre-school children." The study aimed to identify the effect of the proposed program on the two variables , And the researcher used the experimental method. The sample of the study was 100 children from the Young Muslim School. The most important results of the study were that the proposed program of kinetic education had a positive effect on the level of motor skills, physical abilities and motor cognitive efficiency of the experimental group.

4- Hani Mohamed Fathi (2007) (23): "Effect of the program of motor education on the cognitive efficiency of motor and innovative thinking of preschool children." The study aimed to identify the effect of the program of motor education on the variables of cognitive efficiency and innovative thinking factors for stage children The researcher

used the experimental method to design two groups, one experimental and the other a control. The research sample included 40 children from Mubarak Nursery in Mansoura Governorate. The most important results were the improvement of the experimental group in the variables of cognitive motor competence under consideration and thinking factors Innovative (under consideration) compared to the control group.

5-The study of Yazijian Noorin, Bertr Fine Berg (2009) (30): Effect of the curriculum of musical and motor education for pre-school children in language skills. The study aimed at measuring the effect of the musical and motor education curriculum on kindergarten in language skills. Of the kinetic activities and musical activities. The teacher assessment scale was used for communication skills, sensory language measurement and sound awareness. The study sample consisted of two groups of kindergarten children, one experimental and the other controlling. The most important results were the children of the experimental group in communication skills in the group .

Comment on previous studies:

Previous studies have shown the importance of using enrichment and enrichment activities in gifted education and the effectiveness of the Renzolei model in educating gifted students during the academic stages in general, making it important to employ the Renzulli model to teach and develop basic motor skills for preschool children (5-6 years) The use of the renzole model to teach basic motor skills to preschool children. The researchers believe that the Renzulli model can contribute to the development of basic motor skills for gifted children in preschool, And their abilities and educational needs and contribute in a planned and systematic way to improve their abilities.

Search procedures:

Methodology: The researchers used the semi-empirical approach to its relevance and the nature of the research

Research Community:

The research community included children of the

Modern Kindergarten with a total of 196 children for the academic year 2016/2017

Sample of the study:

The sample was selected in a deliberate manner (30) of the children of the Modern Kindergarten, aged between 5-6 years for the academic year 2016-2017, were divided into two groups, one experimental and the other an control with 15 children per group So that the normal method of teaching and developing the basic motor skills of the control group is followed while the experimental group is taught in accordance with the renzoley model in the form of the proposed program.

Fifteen (15) children were selected from within the original community and outside the basic research sample for the exploratory study. The total research sample (45) was 22.95%.

In selecting this sample،

Selection of boys

- Exclusion of children who have not participated in tests and measurements

The researchers found a homogeneity of the research sample

Homogeneity of sample members:

The researchers found the homogeneity of the sample members in the variables that may affect the experimental variable by analyzing the scientific references and previous studies (2), (3), (4), (6), (10), (17), (22) To reach the following variables:

- Physical variables (age - height – weight)
- Basic motor skills under study

The correlation between experimental and control groups was found to ensure that there were no statistically significant differences between the two research groups in the physical variables. Table (1) shows a description of the research sample.

Table (1)

Demonstrate arithmetic mean, standard deviation and coefficient Torsion of age, weight and height for children of experimental and control groups (n = 30)

Physical versions	arithmetic mean	standard deviation	coefficient Sprain
Age	5.54	0.357	1.744
Height	120.20	7.89	1.209
Weight	27.76	2.80	0.046

Table (1) shows the distribution modality of the research sample in the body variables, which confirms the reliability of the results, as the values of the torsion coefficient was limited between (0.046, 1.744)

Table (2)

Demonstrate the arithmetic mean, standard deviation and torsion coefficient Of the sample under study in the basic motor skills of children of the experimental and control groups (N = 30)

Basic motor skills	arithmetic mean	standard deviation	coefficient Sprain
Running	5.97	0.285	0.756
Balancing	7.10	1.028	0.041
Hopping by right leg	5.15	0.544	1.456
Hopping by left leg	5.07	0.333	2.121
Hopping	10.23	0.729	1.142
Throwing and Snapping	38.00	2.803	0.723
Throwing	16.50	2.968	1.161

Table (2) shows the distribution modality of the research sample in the basic motor skills in question, which confirms the reliability of the results. The values of the splicing coefficient were limited between (0.041 and 2.121)

Parity of sample members:

To verify that there were no statistically significant differences between the mean grade scores of the control and experimental groups in the pre measurement of basic motor skills, the Mann Whitney test for the non-parametric samples of independent pairs was used through the Spss statistical program, and Table 3 illustrates this.

Table (3)
Shows the average, the total grade, the Z value, and the significance level of the differences between the two groups Control and experimental in the pre measurement of the grades of the research sample in basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Running	Controlled	15	15.67	235.00	0.104	Not indicated at 0.01
	Exparmintal	15	15.33	230.00		
Balancing	Controlled	15	15.63	234.50	0.088	Not indicated at 0.01
	Exparmintal	15	15.37	230.50		
Hopping by right leg	Controlled	15	15.40	231.00	0.062	Not indicated at 0.01
	Exparmintal	15	15.60	234.00		
Hopping by left leg	Controlled	15	17.23	258.50	1.07	Not indicated at 0.01
	Exparmintal	15	13.77	206.50		
Hopping	Controlled	15	15.53	233.00	0.021	Not indicated at 0.01
	Exparmintal	15	15.47	232.00		
Throwing and Snapping	Controlled	15	14.77	221.50	0.460	Not indicated at 0.01
	Exparmintal	15	16.23	243.50		
Throwing	Controlled	15	14.70	230.50	0.501	Not indicated at 0.01
	Exparmintal	15	16.30	244.50		

Table (3) shows that there is no statistically significant difference at the mean level of 0.01 between the grades of the average scores of the children of the control and experimental groups in the pre measurement of basic motor skills, which indicates the equality of the two groups

Data collection tools:

١. Content analysis

٢. Basic motor skills tests (under study)

.٣Proposed program

First: Content Analysis:

The researchers analyzed references (3), (4), (6), (8), (21), (15) (16), (20) and research (2), (7), (22) (30), which dealt with the basic motor skills of the kindergarten child and indicated that the basic motor skills of the child are classified into three types: transitional movements, non-transitional movements, and treatment and handling movements. (1) to determine the appropriate skills for children with high mobility (5-6 years) and Table (4)

Table (4)

Demonstrates the opinions of experts to identify appropriate basic motor skills For children with high mobility (5-6 years) (n = 1)

Srial no.	Basic motor skills	Expert opinin		Degree	Percentage
		Suitable	Not suitable		
1-Transition Movements	Running	11	-	22	%100
	Walking	7	4	14	%63.63
	Hopping	10	1	20	%90.90
	jumping	9	2	18	%81.81
	Leaping	9	2	18	%81.81
	Crawling and Grovling	5	6	10	%45.45
	Sliding	7	4	14	%63.63
2-Non Transition Movements	Balancing	10	1	20	%90.90
	Rotating	8	3	16	%72.72
	Rolling	7	4	14	%63.63
	Binding	6	5	12	%54.54
	Stretching	5	6	10	%45.45
3- Movements Of Treatment and handling	Climping	7	4	14	%63.63
	Holding of	7	4	14	%63.63
	Throwing	10	1	20	%90.90
	Throwing and snapping	10	1	20	%90.90
	Trundle the ball	8	3	16	%72.72
	Poach	8	3	16	%72.72
	Kick	9	2	18	%81.81

It is clear from Table (4) that the opinions of the experts led to the identification of (11) basic kinetic skills in relation to children who excel in mobility (5-6 years), where these skills obtained 70% or more, The selection of these three skills was considered appropriate for this group of children. Accordingly, the selection consisted of basic motor skills, which consisted of (Running, Balancing, Hopping, , Throwing and Snapping Throwing) as they received the highest percentage of opinions of the experts.

Second: Basic motor skills tests:

There are five procedural steps to identify gifted people when applying the archetype. These steps are Nomination Nominations, Teacher Nominations, Alternate Paths (including Self-Nominations, Parent Nominations, Safety Valve Nominations), Teacher Nominations Nominations, : 205)

The first method was chosen to identify the outstanding children in the basic motor skills of their adequacy and suitability and the nature of the research.

Nominations for the test score:

By examining the scientific references and previous related studies, a total of (5) skill tests were selected for the motor skills in question (Running, Balancing, Hopping, Throwing and Snapping Throwing) After verifying the scientific tests of the tests, 92%, and were accepted as outstanding without additional measurement and the number of (30) talented children

Scientific Processes for Tests Used:

First Honesty: The validity of the technical tests used has been verified by:

The judges believed:

The questionnaire was presented to (11) experts in the field of curriculum and teaching physical education (1) in order to explore their views on the validity of these tests and their suitability for children in the measurement of basic motor skills with the deletion, modification or addition of what they deem appropriate tests and the number of tests (5) Attachment tests (3) The percentage of expert opinions on these tests was calculated and Table (5) shows this

Table (5)
Shows the percentages of the technical tests
According to the opinion of the experts (n = 11)

Serial No	Test	Percentage
١	Running 30 m	%100
2	Balancing	%100
3	Hopping	%90.90
4	Throwing and Snapping	%90.90
5	Throwing	%100

Table (5) shows that the percentage of opinions of experts ranged from 90.90% to 100%, indicating the validity of the content of the technical tests used.

Reliability: It has been confirmed that the technical tests are validated by:

Alpha-Cronbach Method

Alpha Cronbach Method:

The equation was used to explain the general logic of the stability of tests and measurements. The skill tests were applied on a survey sample of 15 children from the research community and outside the basic research sample to find the stability coefficient and table (6)

Table (6)
Demonstrates the coefficients of Cronbach alpha for stability
Technical tests used (15 = n)

Serial no	Test	Alpha Cronback coefficient
1	Running 30 m	0.820
2	Balancing	0.847
3	Hopping	0.812
4	Throwing and Snapping	0.832
5	Throwing	0.846

Table (6) shows that the value of the stability coefficient for the technical tests used ranged from (0.81, 0.84) indicating the stability of the tool.

Reapplication method:

To ensure the stability of the technical tests used, the

tests were carried out on a survey sample of (15) children from the research community and outside the basic research sample. The application was re-applied after two weeks. The correlation coefficient between the first and second applications was calculated.

Table (7)
Pearson's coefficients illustrate the first and second applications For the technical tests used (n = 15)

Serial no	Test	Parson coefficient	Significance
1	Running 30 m	0.907	0.01
2	Balancing	0.920	0.01
3	Hopping	0.913	0.01
4	Throwing and Snapping	0.896	0.01
5	Throwing	0.890	0.01

It is clear from Table (7) that the correlation coefficients are at the level of 0.01, which confirms the stability of the instruments.

Third: Proposed Program:

The following procedures have been followed to build the proposed program:

(1), (5), (9), (12), (17), (28) and (29) related to the design and use of enrichment activities with gifted or gifted learners. 18), (10), (13), (14)

2-To design the educational activities of the gifted children of the gifted kindergarten for the basic motor skills in question in order to provide an environment and educational attitudes that allow for increasing the depth and breadth of the learning experiences of children in each skill, through some procedures that provide gifted children with educational units and additional enriching activities for what their regular colleagues learn In order to raise the level of the talented child and expand his knowledge and deepen his experience and awareness in building the proposed program to take advantage of the Renzulli model in the interest in the provision of educational opportunities for talented Lind Air during the learning process more complex level to improve their job appropriately.

3-Presentation of the preliminary picture of the proposed program to the experts in the field of motor education and curriculum and teaching of physical education Appendix (1) In light of the views of the experts, the proposed program was amended and the following is a presentation of some exercises that were deleted or modified after taking the views of experts, next one:

1-The training No. (4) was deleted in the main part of the second lesson in the second unit, which provides for standing on the left foot and steadfastness with the lifting of the Yemeni man upright with the back and tilt of the trunk downwards with the arm to touch the ground and stability (5) w

2-Training No. (5) was deleted in the main part of the second lesson in the second unit , which provides for standing on the right foot and steadfastness with the left man lifting with straightness with the back and tilt the trunk downwards with the arm of the arm to touch the ground and stability (5)

3-the training was modified No. (5) in the first lesson in the second unit , which provides to stand on the left foot and steadfastness with the lifting of the Yemeni man high forward slightly turn the face left and right not to with holding a ball of appropriate weight to become:

Stand on the left foot and fasten it with the Yemeni man raised a little forward a little flip the face left and right to the top with holding an alternative ball.

4-The second training was modified by the introductory part in the third lesson in the second unit, which provides for rapid running in front of the rolling work forward and backward and then stand to become:

Fast running in front with rolling action forward and then stand up

5-The third training was modified by the introductory part ofsecond lesson in the fourth unit , which provides for throwing a small handball high above the head and then placing it to read:

Throw a high substitute ball over the head and then to the bottom.

6-The fourth training was modified by the introductory

part of the second lesson in the fourth unit which provides for running quickly up to the middle line and to take a small hand ball from the ground and pass it from the colleague to become:

Quickly run up to the middle line and catch an alternate ball and bounce from the ground and pass him by the colleague

7- It was amended by the main part of the third lesson in the fourth unit, which states passing a small handball of the child to the opposing member, 2 meters from the hanging ring on the holder to become:

Pass an alternate ball from the child to the front facing him 2 meters from the hanging ring on the holder

8-The second training was modified by the preliminary part of the fourth lesson in the fourth unit which provides for hitting a tennis ball to the wall with a force once and then to stop it to become:

A tennis ball hit the ground against the wall with a force of one time and then to the ground after its bounce from the ground at a distance of 5 meters

9-Training No. (6) was amended in the first lesson in the fifth unit which provides for the performance of a chest pass with a mini basket (high frequency) to become:

Performance of rebound ball rolling mini basket (high repetitions)

After the amendments were made, the proposed program was finalized (Annex4)

The following were reached:

1- The duration of the proposed program ten weeks, and the numbers of units are 5 each unit has a 4 lessons

2- The unit time (40) minutes

The principles that were taken into consideration when developing the proposed program:

-٣Applies to the level of gifted children in basic motor skills in terms of age and physical level and skilled.

٢ -The principle of flexibility and gradation from the current level of talent to the top level taking into account individual differences between kindergarten children.

3-The consistent basis and the process of the organization according to the model Renzulli Enrichment and is

going through three basic stages: is (the stage of public Exploratory activities aimed at raising the poll love of learners through a variety of activities, the stage of training activities aimed at developing the skills of creative thinking and be The focus of the educational process on quality, not quantity, is the stage of research activities. This stage aims to provide suitable educational opportunities for gifted people to suit their abilities and needs.

Table (8) shows the percentage of the agreement of the experts on the suitability of the basic motor skills modules in question

Table (8)

Demonstrates the percentage of expert opinions towards the proposed program Using the renzoleic model (n = 11)

Serial no	Educational modules for the skills in question	Percentage
1	Running	%100
2	Balancing	%90.90
3	Hopping	%90.90
4	Throwing and Snapping	%81.81
5	Throwing	%81.81

Table (8) shows that the percentage of expert opinions towards the proposed program for the skills in question ranged from (81.81% to 100%) indicating that the experts agreed that the proposed program is adequate and appropriate in terms of time allocated and educational content.

Exploration experiment:

An exploratory experiment was conducted on a sample of 15 children from the original community and outside the basic research sample during the second week of September 2016, in order to identify the proposed program and identify the difficulties that may be encountered in the basic experiment.

Basic research experience:

1- Conducting pre measurements: The pre measurements of the equivalence of the sample members in the physical and

skill variables in the period from 21/9/2016 to 30/9/2016.

2- **Application of the proposed program**: The proposed program was applied for ten weeks by two lessons per week where the lesson time was (40) minutes in the period from 25/10/2016 to 6/1/2017

3-Dimension measurements:

The distance measurement was carried out after the completion of the experiment on 9/1/2017 to determine the effect of using the proposed renzolei model on the education and development of basic motor skills of Kindergarten children (5-6 years) who excel in the basic motor skills in question.

4-Statistical processing:

To verify the efficiency of the psychometric research tools, and the validity of hypotheses, a number of statistical methods were used, including:

1- Berson correlation coefficient in the manner of deviations to detect the correlation and verify the stability of the return.

2- half-division equations and alpha-cronbach to verify the stability of the tools.

3- Wilcoxson test to calculate the significance of statistical differences between pairs of associated groups.

4- Mann Whitney test to calculate the significance of statistical differences between pairs of independent groups.

5- the scale of the impact, to ensure the effectiveness of the training program.

View Results:

Table (9)

The average, the total grade, the Z value, and the significance level of the differences between Pre and post measures for the children of the control group in basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Running	Positive	6	8.00	48.00	1.04	Not indicated at 0.01
	Negative	9	6.20	55.80		
Balancing	Positive	8	8.12	94.96	0.088	Not indicated at 0.01
	Negative	7	9.20	64.40		

Follow Table (9)

The average, the total grade, the Z value, and the significance level of the differences between Pre and post measures for the children of the control group in basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Hopping by right leg	Positive	5	9.45	47.25	0.062	Not indicated at 0.01
	Negative	10	4.60	46.00		
Hopping by left leg	Positive	9	6.60	59.40	1.07	Not indicated at 0.01
	Negative	6	9.23	55.38		
Hopping	Positive	7	6.50	45.50	0.021	Not indicated at 0.01
	Negative	8	5.89	47.12		
Throwing and Snapping	Positive	10	6.23	62.30	0.460	Not indicated at 0.01
	Negative	5	11.56	57.80		
Throwing	Positive	6	9.00	54.00	0.501	Not indicated at 0.01
	Negative	9	6.56	59.04		

Table (9) shows that there is a slight improvement in the control group, but this improvement is not statistically significant. There are no statistically significant differences at the mean level of 0.01 between the intermediate grades of the control group children in the pre and post measures of the basic motor skills tests.

Table (10)

The average, the total grade, the Z value, and the significance level of the differences between Pre and post measures of the experimental group's children in basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Running	Positive	6	4.50	27.00	3.41	indicated at 0.01
	Negative	9	6.20	55.80		
Balancing	Positive	7	6.23	43.61	3.19	indicated at 0.01

Follow Table (10)
The average, the total grade, the Z value, and the significance level of the differences between Pre and post measures of the experimental group's children in basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
	Negative	8	9.89	79.12		
Hopping by right leg	Positive	5	5.56	27.80	3.18	indicated at 0.01
	Negative	10	6.62	66.20		
Hopping by left leg	Positive	6	6.60	39.60	3.40	indicated at 0.01
	Negative	9	9.26	83.304		
Hopping	Positive	7	5.23	36.61	3.41	indicated at 0.01
	Negative	8	7.59	60.72		
Throwing and Snapping	Positive	5	6.23	31.15	3.05	indicated at 0.01
	Negative	10	11.56	115.60		
Throwing	Positive	6	6.50	39.00	3.29	indicated at 0.01
	Negative	9	8.56	77.04		

Table (10) shows that there are statistically significant differences at the mean level of 0.01 between the intermediate grades of the children of the experimental group in the pre and post measurements of the basic motor skills tests for the benefit o post group.

Table (11)
The average, the total grade, the Z value, and the level of significance of the differences between degrees Children of the control and experimental groups in the telemetry of basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Running	Controlled	15	9.37	140.5	3.82	indicated at 0.01
	Exparmintal	15	21.63	324.5		
Balancing	Controlled	15	10.43	156.50	3.21	indicated at 0.01
	Exparmintal	15	20.57	308.50		
Hopping by right leg	Controlled	15	10.47	157	3.13	indicated at 0.01
	Exparmintal	15	20.53	308		

Follow Table (11)
The average, the total grade, the Z value, and the level of significance of the differences between degrees Children of the control and experimental groups in the telemetry of basic motor skills

Skills	Ranks	Numbers	Ave. of no.	Total ranks	Value Z	Indication
Hopping by left t leg	Controlled	15	8.87	133	3.95	indicated at 0.01
	Exparmintal	15	22.13	332		
Hopping	Controlled	15	9	135	3.92	indicated at 0.01
	Exparmintal	15	22	330		
Throwing and Snapping	Controlled	15	10.40	156.00	3.19	indicated at 0.01
	Exparmintal	15	20.60	309.00		
Throwing	Controlled	15	9.27	139.00	3.90	indicated at 0.01
	Exparmintal	15	21.73	326.00		

Table (11) shows statistically significant differences at the mean level of 0.01 between the intermediate grades of the children of the control and experimental groups in the post-measurement of the basic motor skills tests for the benefit of the experimental measurement of the experimental group

$$r = \frac{Z}{\sqrt{n}}$$ = (Field, A., 2005, 7)

Where r is the effect amount, Z is Wilcoxson value, n is the sample size

Calculation of the impact of the proposed program:

To investigate the effect of the proposed program using the renzoleic model for kindergarten children (6: 5 years) who excelled in basic motor skills in Assiut governorate, the effect was calculated from the following equation, which is suitable for small samples

Table (12)
Demonstrate the magnitude of the impact of the proposed program in basic motor skills For the experimental group

Skill	No.	Value Z	Value r	Impact
Running	15	3.41	0.881	Big
Balancing	15	3.19	0.824	Big
Hopping by right leg	15	3.18	0.822	Big
Hopping by left leg	15	3.40	0.879	Big
Hopping	15	3.41	0.881	Big
Throwing and Snapping	15	3.05	0.788	Big
Throwing	15	3.29	0.850	Big

It is clear from Table (12) that the magnitude of the effect of the basic motor skills of the research sample is high. This confirms the effectiveness of the proposed program using the renzoleic model for kindergarten children (5-6 years.)

Discussion and interpretation of the results:

Table (9) shows that there is no statistically significant difference between the pre measurement and the post measurement of the control group in basic motor skills, as there has been a slight improvement on this group, but it is not statistically significant. The researchers refer to the traditional method of teaching and developing basic motor skills for gifted children And those who excel in mobility are not commensurate with their abilities and tendencies. This intangible improvement is due to the factor of time and frequency, but with values that are not statistically significant in the skills of running, balancing, hopping , throwing and snapping throwing, as a result of following the traditional method of teaching gifted children. (Z) values ranged between (0.021 and 1.04), which are not statistically significant between the mean and post measurements of the control group in the measurement of the basic motor skills in question.

This is in line with what Hamed Zahran (1995) (7:13) pointed out. Knowing the level and characteristics of the growth of the various motor

functions in young people allows for the possibility of proper structured planning to achieve an effective and positive effect. The traditional method did not observe these characteristics and did not plan systematically and effectively The level of improvement in the control group was not measurable.

Thus, the validity of the first hypothesis is realized that there are no statistically significant differences between the mean scores of the pre and post measures of the control group in the measurement of the basic motor skills in question.

It is clear from Table (10) that the members of the experimental group may improve their performance clearly in the level of performance of basic motor skills, namely running, balancing, hopping , throwing and snapping throwing in dimensional measurements compared to pre measurements, indicating that the use of Renzuli enrichment model in the teaching of basic motor skills for gifted children (Z) values between (3.05 and 3.41), which are statistically significant values.

This is in line with the results of both Hany Mohamed Fathy (2007), 23, which concluded the effectiveness of the proposed motor education program with cognitive cognitive competence and innovative thinking of pre-school children, as well as the studies of Al Tuwaijri, Abdul Majid Syed (2000) , Waxman (1996), 29 and Hussein Saleh (1996). 9 The study found that educational enrichment is compatible with the characteristics and abilities of talented learners.

Thus, the validity of the second hypothesis is achieved that there are statistically significant differences between the mean scores of the pre and post measurements of the experimental group in the degrees of measurement of the basic motor skills in question for the benefit of telemetry.

It is clear from Table (11) that there are statistically significant differences between the two dimensions of the control and experimental groups in favor of the experimental group in the level of performance of the basic

motor skills in the field of running, balancing, hopping , throwing and snapping throwing The value of Z ranged between 3.13 and 3 . These results are based on the use of the Renzole model in the education and development of the physically gifted children in the basic motor skills under study. This allows the educational process to enhance the uniqueness and difference between gifted children and their ordinary peers, Educational enrichment is one of the most successful methods of gifted education because it allows talented learners to stay with their peers and at the same time achieve the skill level of these gifted children. The highest level is what many previous studies refer to, including the study of "The Dabban" (2000), 13 Ismail Hamdan's study (2003), 5 and Mahmoud Anwar Sweifi's study (2011) All studies to the effectiveness of the use of educational enrichment Which is appropriate to the characteristics of gifted and talented children from their peers during the course of the educational process as the educational enrichment takes into account the characteristics and requirements of talent and excellence through the development of educational positions more broad and depth and challenging abilities of gifted children without being isolated from peers.

Thus, the validity of the third hypothesis is realized. There are statistically significant differences between the averages of the two dimensional measurements of the control and experimental groups in favor of the post-measurement of the experimental group in the measurement of the basic motor skills in question.

It is clear from Table (12) that the coefficient of influence of the proposed kinetics program is high. The effect factor values ranged between 0.78 and 0.88. These are high impact values indicating that the level of children (5-6 years) Renzoolei is instrumental in developing and teaching basic motor skills: running, balancing, hopping , throwing and snapping throwing This model takes into consideration the individual differences among children, especially those who are

physically gifted. This is confirmed by Norah Ibrahim Al-Sulaiman (2006). 21 Talented learners and reach the maximum h Possible through the development of educational programs for the gifted suit their abilities and high potential.

This is what Rifaat Mohamed Hassan (2006) 11 and Renzuli (2005) 25 point out that the most important and best educational programs that contribute to the development of talented learners are those based on educational enrichment.

Conclusions:

Through the research framework and in the light of the results, the following conclusions were reached:

- Effectiveness of the Renzolei model in developing the level of gifted children in basic motor skills (5-6 years), namely running, balancing, hopping, throwing and snapping throwing This method has a positive impact on the performance of these skills.
- The high impact of the proposed motor education program for kindergarten children who are physically gifted in basic motor skills.

Recommendations:

Based on the findings of the research, the researchers recommend the following recommendations:

1-Use of the model Renzuli enrichment in the teaching of basic motor skills did not address the research.

2- Use the model Renzulli enrichment when teaching the curriculum of physical education for the occasion of the method and the education of talented and talented.

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