An Educational Program Using Skilled Motor Cards Designed to Develop Basic Motor Skills and Some Attacking Skills in Basketball for Beginners

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Introduction and importance of research:

For the sake of sports excellence and access to the world's distinguished levels, we think that developed countries spare no effort in researching only its way and inventing scientific means to achieve these goals. Therefore, the different levels of sports have developed clearly and notably, basketball, which is one of the popular sports among practitioners being practiced in most countries of the world. Due to its importance, it has been introduced in the curricula of institutes and colleges of physical education around the world for the purpose of graduating generations of leaders in the field of sports.

The childhood stage from age (9:12) years is deemed to be one of the most important and best stages of motor learning as they have a great importance in learning basic motor sports skills. It is considered the golden period for learning sports because the children of this stage are characterized by ability, guidance, speed of learning and acquiring skills from the first moment. As well as agility, flexibility and speed in the implementation of motor and multiple duties (5:164).

The movement brings the child to the formation of concepts and storage thereof in their memory. Then they move to apply it in similar situations, as the movement is a vital element and the teacher must give them opportunities to move to explore their bodies so as to reduce its internal tension. The child, as a matter of fact, uses the movement whether the movement is essential or control and mastery or balance of the body as a means more than an end. It through the movement the child acquires more knowledge about himself and the world around him.

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Thus, he gains more experience and learning. There is a real fact that the movement is one of the components of life for the child (8:4).

Basic motor skills are a pre-requisite, primary and preliminary for most sporting skills of all kinds, whereas their proficiency leads to the child being able to perform the most complex sporting skill associated with specialized activities (1:51).

Upon realizing one of the basketball skills, we found that it consists of a set of basic movements. For example, an attacking skill such as a ladder shot requires in the introductory part walking or running, or both, or titration or reception. In the main part, it requires stepping, anklet and the throw and in the closing part there are balance and rotation. If we discuss defensive skill such as defending the player making drippling, it requires in the introductory part walking or running or lateral step balancing or reception and in the basic part bending, tug, push and roll, in the closing part it requires the reception and running or walking.

Objectives of the research:

The aim of the research is to find out the effect of an educational program using skilled motor skills designed to develop basic motor skills and some attacking basketball skills for beginners.

Research hypotheses:

There are statistically significant differences between the average scores of both the pre and post measurement of the experimental group in basic motor skills (transitional skills - non-transitional skills - processing and handling skills) associated with learning basketball skills for beginners for post measurements.

There are statistically significant differences between the average scores of both the pre and post measurement of the experimental group in the skills of basketball for beginners (Shooting, passing and drippling) in favor of post measurements.

There is a statistically significant relationship between the averages of the post-measurement levels of the basic movements (transitional skills - non-transitional skills - processing and handling skills) and the post measurement in

the basketball skills (drippling -passing-ladder shooting).

Research Areas:

Human field: Assiut Sports Club-Assiut-Misr for Basketball Players (ages 11-12).

The time frame: The period from 11/08/2017 until 10/10/2017.

Spatial Field: Assiut Sports Club fields.

Identify Key Terms:

*** Motor Cards[2]:**

They are paper cards designed by the researcher to contribute to the development of some basic motor skills and learning some basketball skills for beginners from the age (9-12).

Fundamental Motor Skills (F.M.S):

Both **Amin Anwar al-Khawli** and **Osama Kamel Rateb** (1998) and **Pangrazi** (1995) defined it as "the original skills used by children to develop their life-efficiency, which are the essential components that help them adapt to the environment. (2:25) -(9:2).

Research Methodology and Field Procedures:

Research Methodology:

The researcher used the experimental method to suit the nature of the research.

Community and Sample Search:

The research community consists of basketball players ages (11-12) years of Assiut clubs, the experimental group (15) players (20%) of the total research community of (75) players.

Homogeneity of the research sample in the variables (in question):

The researcher conducted a statistical description of the (15) players sample of the variables in question in order to ascertain the moderation of the research sample in these variables.

[2] Procedural definition.

Table (1)
The arithmetic mean, standard deviation, and torsion coefficient of the sample in physical variables (N = 15)

S.	Variables	Measurement Unit	Arithmetic Average	Standard Deviation	Torsion Coefficient
1	Length	cm	144.166	8.638	0.539
2	Weight	kg	40.333	7.307	1.073
3	Chronological Age	month	118.366	7.448	0.287

Table (2)
The arithmetic mean, standard deviation, and torsion coefficient of the sample in skill variables (N = 15)

S.	Variables	Measurement Unit	Arithmetic Average	Standard Deviation	Torsion Coefficient
1	Drippling	Nos	2.366	1.098	0.197
2	Passing	Nos	33.633	2.428	0.437
3	Shooting	Nos	15.733	1.760	0.092

Table (3)
The arithmetic mean, standard deviation, and torsion coefficient of the sample in fundamental movements (N = 15)

S.	Variables	Measurement Unit	Arithmetic Average	Standard Deviation	Torsion Coefficient
1	Walking	in seconds	11.800	1.156	0.418
2	Running	in seconds	15.466	0.937	0.507
3	Jump	cm	149.066	13.130	0.906-
4	Partridge	in seconds	6.633	1.159	0.205-
5	Stepping	Nos	23.266	2.016	1.015-
6	Bending /Extension	Nos	41.366	4.544	0.017-
7	Winding	Nos	61.900	5.1.8	0.013
8	Turning	Nos	42.533	9.434	1.126
9	Balance	in seconds	82.766	1.304	0.134-
10	Pushing	cm	7.800	0.924	1.547
11	Juggling	Nos	13.800	1.063	0.310-
12	Throwing	cm	15.266	1.362	0.005
13	Reception	Nos	12.233	1.040	0.679

It is clear from Tables (1), (2), (3) the homogeneity of the Homogeneity of the search sample as the modulus of torsion ranged between (1.547, 0.902-). This means that the scores come between (+3), this indicates that there is no statistically significant torsion, which means that the distribution is moderate in the search variable.

Identifying search variables:

Identification of fundamental motor skills:

The researcher conducted a survey of some of the specialized scientific references as well as literature review that were available for him in order to determine the most important fundamental motor skills suitable for the research. The researcher also created a questionnaire that was presented to a group of experts Annex (1) to take their views on the most important fundamental motor skills associated with fundamental skills (2) in basketball for beginners, and table (4) shows this in detail.

Table (4)

Expert agreement ratios in determining the most basic motor skills (n = 8)

Skills Movements		Drippling		Chest passing		Ladder Shooting	
		Expert Opinion	Ratio of agreement	Expert Opinion	Ratio of agreement	Expert Opinion	Ratio of agreement
Transitional Movements	Walking	8	100%	-	-	-	-
	Running	8	100%	-	-	5	62.50%
	Stepping	-	-	7	87.50%	8	100%
	Jump	-	-	-	-	7	87.5%
	Partridge	5	62.50%	-	-	8	100%
Non-Transitional Movements	Bending	8	100%	7	87.50%	8	100%
	Extension	8	100%	7	87.50%	8	100%
	Writhing	4	50%	-	-	-	-
	Turning	7	87.50%	7	87.50%	5	62.50%
	Balance	8	100%	8	100%	8	100%
Processing and handling	Juggling	8	100%	-	-	-	-
	Pushing	-	-	8	100%	-	-
	Throwing	-	-	-	-	8	100%
	Reception	5	62.50%	8	100%	-	-

Identification of fundamental motor skills tests

In the light of the results of the questionnaire, in which the fundamental motor skills in question were identified. A questionnaire was prepared to seek reviews of the experts on the most important tests of fundamental motor skills, as shown in Table (5). Annex (3).

Table (5)

The proportions of the agreement of experts in determining the most important fundamental motor skills associated with (N = 8)

S.	Skill	Tests	Proportion of Agreement	S.	Skill	Tests	Proportion of Agreement
1	Walking	Walking 50 meters on a line	12.50%	7	Turning	Moving by rotating around the squares	–
		Walking between two lines 90 meters	87.50%			Moving by rotating around circles	100%
		Walking 200m	-			Moving by rotating with changing direction	–
2	Running	Running distance of 50 meters	-	8	Balance	Walk over a 10-meter-long line	–
		Running distance of 100 meters	-			Bass test for dynamic balance	100%
		Running in shuttle 15 meters × 5 times	100%			Walking on a balance beam	–
3	Jumping	Vertical Jump		9	Pushing	Pushing a medical ball to a distance of 5 lbs.	–
		Long Jump of stability	87.50 %			Pushing a medical ball to a distance of 3 lbs.	100%
		Jump over a box	12.50 %			Pushing a medical ball to a distance of 1 lbs.	–
4	Partridge	Partridge for the distance of 20 meters with the foot of the ascension	87.50 %	10	Juggling	Juggling the ball for 0 meters	-
		Partridge for the distance of 10 meters with the right foot.	12.50 %			Quick juggling between cones	87.50 %

Follow Table (5)
The proportions of the agreement of experts in determining the most important fundamental motor skills associated with (N = 8)

S.	Skill	Tests	Proportion of Agreement	S.	Skill	Tests	Proportion of Agreement
		Partridge for the distance of 10 meters with the left foot.	–			Juggling ball by frequent running	12.50 %
5	Stepping	Footing on the balance beam	–	11	Throwing	Throw a ball to the farthest distance	87.50 %
		The stepping for the distance of 15 meters	–			Throw a ball to hit a fixed goal	-
		Stepping inside the hoops	100 %			Throw a ball to hit a moving goal	12.50 %
6	Bending /Extension	Bending and extending the alarm of sitting	-	12	Reception	Reception of a ball from a wall	12.50 %
		Mobile Bending - declension – standing-rotation	100 %			Reception of a volley ball from the target plate	87.50 %
		Bending and extending the alarm of standing				Stop rolling ball with one hand	-

Determining the test of basketball skills in question:

After determining the skills of the basketball in question, a questionnaire was distributed to the experts to determine the most appropriate tests for specific skills, as shown in Table (6). Annex (3).

Table (6)
Percentage of agreement between experts and specialists in determining tests for basketball skills (N = 5)

S.	Skill	Tests	Measurement Unit	Expert opinion	Proportion of agreement
1	Passing	Passing on overlapping circles	Second	4	80 %
		Passing on overlapping boxes	Second	-	-
		Speed of passing on a wall during 30 second	Second	1	20 %
2	Drippling	The interlaced drippling between the Baro II barriers 5 100%	Second	5	100 %
		Drippling with the direction change	Second	-	-
		Frequent Drippling on field Lines	Second	-	-
3	Ladder Shoot	Shooting and turning from the Right and left	Nos	1	20 %
		Collection and shooting of spherical balls	Nos	4	80 %
		Consecutive shooting from the bottom of the basket	Nos	-	-

Scientific treatment for Tests:
First: The Validity of the test:

The researcher used the validity of differentiation by comparing the average scores of two sets of players, one of which is distinguished from basketball players under 16 years and the other is not distinguished from basketball players under 14 years.

Table (7)
Arithmetical mean, standard deviation, and value (v) of the fundamental movements in question (N = 20)

Variables			Measurement Unit	Distinct Group		Non-Distinct Group		Value (V)
				Animatic Average	Standard Deviation	Animatic Average	Standard Deviation	
Fundamental Motor Skills	Transitional Movements	Walking	In second	11.000	0.942	13.800	2.044	3.934-
		Running	In second	13.300	0.948	16.000	0.942	6.384-
		Jump	cm	146.100	15.722	163.400	7.275	3.158-
		Hobble	In second	5.900	0.994	7.000	0.942	2.538-
		Stepping	Nos	21.400	2.412	25.400	1.075	4.789-
	Non-Transitional Movements	Bending & Extension	Nos	41.600	5.103	74.900	2.331	3.551-
		Turning	Nos	39.900	9.803	52.300	4.644	3.615-
		Balance	In second	68.100	1.912	83.000	1.154	21.095-
	Treatment and handling	Pushing	Cm	7.600	0.699	8.9000	1.197	2.965-
		Juggling	Nos	13.700	1.159	15.900	0.737	5.062-
		Throwing	Cm	15.200	1.316	17.800	0.918	5.121-
		Reception	Nos	12.100	0.994	14.300	1.418	4.017-

The value of (V) at the level of significance (0.05) = 2.09

Whereas the value of (V) was between (-2.538 - 21.095) indicating the validity of the tests of the motor skills in question.

Table (8)
Arithmetical mean, standard deviation, and value (v) of attacking skills under study (N = 20)

S.	Variables	Measurement Unit	Distinct Group		Non-Distinct Group		Value (V)
			Animatic Average	Standard Deviation	Animatic Average	Standard Deviation	
1	Drippling	Nos	15.700	2.057	21.600	2.675	5.529-
2	Passing	Nos	65.900	5.743	32.500	3.171	32.486-
3	Shooting	Nos	9.800	0.788	2.500	0.849	19.909-

***Value (T) at the level of significance (0.05) = 2.09**

Table (7), (8) shows statistically significant differences in the measurement of the characteristic group and the non-characteristic group in the fundamental movements

(walking-running, jump-hobbling, stepping-bending, extension-writhing- turning-balance- juggling-throwing-pushing- reception). As well as the technical variables (chest passing – ladder shooting) in question for the benefit of the characteristic group in all variables, which indicates the validity of tests.

Second: The reliability of the test.

The researcher calculated the reliability factor for the tests by applying the test and re-applying it until the tests were verified on a sample of (10) players from the same research community. They were randomized from among the non-participants in the basic experiment. The test was then retested after 7 days which was in the period from 14/08/2017 until 21/08/2017. The coefficient of correlation between the two applications was calculated to calculate the reliability coefficient for the tests and the following tables show that:

Table (9)

Arithmetic average, standard deviation, and correlation coefficient of the underlying movements under study (N = 10)

Variables			Measurement Unit	Distinct Group		Non-Distinct Group		Value
				Animatic Average	Standard Deviation	Animatic Average	Standard Deviation	(V)
Fundamental Motor Skills	Transitional Movements	Walking	In second	13.800	2.044	13.700	2.110	0.997
		Running	In second	16.000	0.942	15.900	0.875	0.945
		Jump	cm	163.400	7.275	164.100	8.346	0.988
		Hobbling	In second	7.000	0.942	6.900	0.875	0.897
		Stepping	Nos	25.400	1.075	24.700	1.888	0.841
	Non-Transitional Movements	Bending Extension	Nos	47.900	2.331	47.300	3.401	0.966
		Turning	Nos	52.300	4.644	51.500	5.967	0.988
		Balance	In second	83.000	1.154	81.800	3.705	0.904
	Treatment and handling	Pushing	Cm	8.900	1.197	8.500	1.080	0.978
		Juggling	Nos	15.900	0.737	15.500	1.433	0.800
		Throwing	Cm	17.800	0.918	17.500	1.269	0.805
		Reception	Nos	14.300	1.418	14.100	1.449	0.848

The value (V) of the tabular = 0.63

Table (10)
The arithmetic average, standard deviation and correlation coefficient of the attacking skills in question (N = 10)

S.	Variables	Measurement Unit	Distinct Group		Non-Distinct Group		Value (V)
			Animatic Average	Standard Deviation	Animatic Average	Standard Deviation	
1	Drippling	Nos	21.600	2.675	21.400	3.674	0.980
2	Passing	Nos	99.900	99.100	5.743	6.539	0.964
3	Shooting	Nos	14.100	1.449	9.800	0.788	0.966

The value (V) of the tabular = 0.63

Exploration Experience:

The researcher conducted the pilot experiment, which is a "mini-experiment similar to the main experiment," to identify the negatives that may appear in the implementation of the main experiment. As well as to verify the efficiency of the team work assistant, and the accuracy of the implementation of tests along with measurements, and to know the difficulties and problems faced by the researcher.

Ensuring the validity and adequacy of the instruments and devices used in the measurement.

Knowing the time taken by the duration of each individual test and the tests as a whole.

The validity and consistency of the tests under consideration.

Identifying problems that appear at the application.

Whereas the experiment was carried out on a group of players about (6) players from Assiut Sports Club and outside the sample on Thursday, 11/8/2017.

Executive Steps of the research:

The post measurements:

The pre-tests of the experimental group were carried out on Sunday, 14/8/2017. The researcher confirmed the conditions of the tests and the assistance teamwork and the devices and tools used to carry out the tests as much as possible in order to achieve the same conditions during conducting the post tests.

Fundamental Search Experience:

The educational training program was implemented using the skill cards designed in the period from 22/8/2017 to 20/10/2017, eight weeks - two units a week.

The post measurements:

After the implementation of the educational program, measurements were made for all members of the sample on

Saturday and Sunday, 22-23 / 10/2017.

Statistical treatments in use:

Following the data collection and the tabulation thereof, it was statistically processed using the statistical program (SPSS-V 20) according to the statistical methods namely arithmetic average, standard deviation, torsion, standard error of torsion, percentage, correlation coefficient (Pearson), T test.

Design of motor skills cards: Appendix (5), (6)

Motor skills cards work to understand methods of using resources as effective development tools to improve participation rates and performance levels in sports education:

The designed cards support the methods and procedures of teaching motor skills related to sports.

The controlled body movements help to learn a range of sports.

The ability and physical competence increase the learner's confidence and knowledge of their motor abilities.

Learners will be encouraged to participate more actively in sports activity.

Educational Program: Appendix (6)

Upon designing the educational program using the motor cards designed to develop some of the basic motor skills related to basketball skills for beginners, the researcher makes sure of the following:

Determining the overall objective of the educational program:

The objective of the educational program is to develop basic motor skills (transitional skills - non-transitional skills - processing and handling skills) under study, and teach some attacking and defending skills (dribbling, passing and ladder shooting) in the educational program.

Time distribution of the educational program:

Through the researcher studying of some of the scientific references and literature related to the subject of the research. The researcher develops the main axes of the program, including the program time which will be implemented in (8) weeks. The program will develop the motor skills and learn the attacking skills, as it contains (16) units, provided that the unit time is (90) minutes, therefore the total time of the program is (1440) minutes.

Table (11)
Time distribution of the pattern of implementation of units' parts and the contents of each part

Lesson parts		Content	Time
Introductory Part	General preparation (warm up)	Preparing body parts through a small game - Warm up stations	15 M
	Special physical preparation	Using motor cards "research design"	20 M
Main Part	Educational activity	Teaching the specific motor part of the skill, by gradually teaching the skill performance and correcting the mistakes	30 M
	Application activity	Using motor cards as an application of the learned skills.	20 M
Concluding Part	Final activity	Calming the body parts through relaxation and calming exercises.	5 M

Presentation and discussion of the results:

Table (12)
Significance of differences between pre and post Measurement of the Experimental Group in Motor Skills (N = 15)

Variables			Measure Unit	Pre-Measurement		Post- Measurement		Value (T)	Significance
				Arithmetical Mean	Standard Deviation	Arithmetical Mean	Standard Deviation		
Fundamental Motor Skills	Transitional Activity	Walking	Second	11.866	1.245	11.000	0.925	2.982*	Significant
		Running	Second	15.266	0.883	13.066	0.883	7.432*	Significant
		Jump	Centimeter	148.666	12.274	160.800	7.627	-3.525*	Significant
		Hobble	Second	6.533	1.245	5.733	0.883	2.863*	Significant
		Step	Number	23.000	1.195	26.000	1.309	-7.685*	Significant
	Not-transitional	Bending Extension	Number	41.133	4.627	48.133	2.325	-7.321*	Significant
		Rotation	Number	42.800	8.470	52.066	4.008	-4.440*	Significant
		Balance	Second	82.800	1.373	68.333	2.023	25.105*	Significant
	Processing and Handling	Pushing	Centimeter	7.866	1.125	8.800	1.014	-7.897*	Significant
		Dribbling	Number	13.800	1.082	15.866	0.743	-8.328*	Significant
		Throwing	Centimeter	15.000	1.309	18.000	1.000	-7.937*	Significant
		Receiving	Number	12.333	1.175	14.400	1.242	-10.020*	Significant

The value of (T) at the level of significance (0.05) = 2.14

Table (12) shows that there are statistically significant differences between the pre and post measurements of the experimental group in the majority of the fundamental

motor skills in favor of the measurement. Whereas, the value of (T) calculated between (10.02 and 25.11), which is greater than (T) tabular value.

As for transitional motor skills, Table (12) shows that there are statistically significant differences between the pre and post- measurements of the experimental group. Whereas, the value of (T) calculated between (-7,685 and 2.863), which is greater than (T) tabular value.

In consideration of non-transitional motor skills, there were statistically significant differences between the pre and post-measurements of the experimental group. Whereas, the value of (t) calculated between (-13.054, 25.105), which is greater than (T) tabular value.

As for the processing and handling skills, there were statistically significant differences between the pre and post-measurements of the experimental group. Whereas, the value of (T) calculated between (-10.020, -7.897), which is greater than (T) tabular value.

The researcher attributed this improvement to the positive effect of the proposed program, which was applied to the experimental group, including exercises for the development of the fundamental motor skills through motor cards designed by the researcher, which had a positive effect on the performance of fundamental motor skills.

This is through the exercise data in acquisition the players motor and exploratory experiences, which gave them the opportunity to practice a set of fundamental motor skills, which in turn contributed to the growth of the beginners abilities and give them positive aspects to discover the motions through the analysis of motor situations and the search for new methods to reorganize the educational situations. In addition, the use of motor cards helped to develop self-direction in the attempts to learn skills, this development may be due to the provision of a flexible environment in the form of various games that helped to provide opportunities for different responses to motions, for its positive effects in the development of both motor and skill growth at this stage.

Amin Al-Khouli and Jamal El-Din El-Shafei (2009) point out that the educational games are introductory to provide an active motor dynamic environment that enables all children to work through their own abilities for the greatest possible chances of success. This concept reflects the program that should be provided to the children of the last three years of the Primary education after receiving motor education programs in the first years of Primary education . (٣ :٢٢٩)

From the above, it is clear that the fulfillment of the first hypothesis has proved that:

There are statistically significant differences between the averages of pre and post-measurement of the experimental group of fundamental motor skills (transitional skills - non-transitional skills - processing and handling skills) related to learning basketball skills for beginners for post-measurements.

Table (13)
The significance of differences between pre and post-measurement of the experimental group of attacking skills (N=15)

Sr.	Variables	Measure Unit	Pre-Measurement		Post- Measurement		Value (T)	Significance
			Arithmetical Mean	Standard Deviation	Arithmetical Mean	Standard Deviation		
1	Dribbling	Number	15.866	1.684	21.400	2.501	-8.111*	Significant
2	Chest Pass	Number	33.933	1.831	98.200	6.108	-45.610*	Significant
3	Ladder Shooting	Number	2.333	1.234	9.666	0.899	-17.393*	Significant

The value of (T) at the level of significance (0.05) = 2.14

Table (13) shows statistically significant differences between pre and post-measurements of the experimental group in all the attacking skills under studying in favor of post-measurement in the variables (dribbling, chest passing and ladder shooting). Whereas, the value of (T), calculated between (-8.111, -17.393) which is greater than (T) tabular value.

The researcher returns the differences in the attacking skills under study between pre and post-measurements of the experimental group to the use of the educational program and the improvement of the

performance of the fundamental motor skills using the related motor and skill cards. These skills which had a significant statistical differences between pre and post-measurement of the experimental group in favor of the post-measurement of these skill, whereas, the value of (T) calculated for these skills (-10.020, 25.105) was greater than (T) tabular value.

This result is in line with the results of the study of Ayman Abdo Mohamed (2015) (4), which showed significant difference between the pre-test and post-test of the experimental group in favor of the post-test in the skill performance in question.

From the above, it is clear that the fulfillment of the second hypothesis has proved that:

There are statistically significant differences between pre and post-measurement scores of the experimental group in beginner's basketball skills (dribbling, chest passing and ladder shooting) in favor pre-measurements.

Table (14)

Correlation coefficients between post-measurement averages of the experimental group of each fundamental motion related to basketball dribbling skill (N = 15)

Attacking Skill		Fundamental Motions											
		Walking		Running		Bending and Extension		Rotation		Balance		Dribbling	
Dribbling	X= 21.40 Y= 2.50	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
		11.00	0.925	13.07	0.88	48.13	2.32	52.07	4.01	68.33	2.02	15.87	0.74
		0.93*		0.89*		0.86*		0.95*		0.97*		0.91*	
		Significant		Significant		Significant		Significant		Significant		Significant	

value (R) at the level of significance (0.05) = 0.51

Table (14) shows that there is a statistically significant correlation between the two pre-measurements of dribbling skill and fundamental motions related to the skill of the experimental group. The value of (R) calculated between (0.86, 0.97) which is greater than (R) tabular value.

The results of the correlation between the post-measurement of the experimental group of the dribbling skill and the post-measurement of the

experimental group of the related fundamental motor skills. These skills have a statistically significant, whereas, the value of (R) calculated respectively (0.93, 0.89, 0.96, 0.95, 0.97, 0.91), which are values greater than (R) tabular value. The researcher refers this correlation to the proposed program, which was applied to the experimental group, including exercises for the development of basic motor skills and the development of fundamental attacking skills characterized by logical sequence, which had a positive effect on the performance of motor skills and fundamental attacking skills of basketball in question.

Table (15)

Correlation coefficients between the averages of the pre-measurement of the experimental group of each basic motions related to chest passing of basketball (N = 15)

Attacking Skill		Fundamental motions									
		Step		Bending and Extension		Rotation		Balance		Pushing	
Chest Passing	X= 98.20 Y= 6.11	26.00	1.31	48.13	2.33	52.07	4.01	68.33	2.021	8.801	1.011
		11.00	0.925	13.07	0.88	48.13	2.32	52.07	4.01	68.33	2.02
		0.94*		0.95*		0.95*		0.97*		0.71*	
		Significant		Significant		Significant		Significant		Significant	

(R) value at the level of significance (0.05) = 0.51

Table (15) shows a statistically significant correlation between the two post-measurement of chest passing skill and post-measurement of the fundamental motions related to the skill of the experimental group where the value of (R) calculated between (0.71, 0.97) which is greater than (R) tabular value.

The results of the correlation between the post-measurement of the experimental group of chest passing and post-measurement of the experimental group of the related fundamental motor skills, which are skills that were statistically significant, where the value of (R) calculated respectively (0.938, 0.948, 0.945, 0.974, 0.710),

which are all values greater than (R) tabular value. The researcher refers this correlation to the proposed program, which was applied to the experimental group, including motor and skills cards, exercises for the development of fundamental motor skills and the development of basic attacking skills characterized by logical sequence in the light of the educational program, which had a positive impact on the level of performance of motor skills and some fundamental attacking skills of the basketball in question.

Table (16)

Coefficients correlation between the averages of post-measurement of the experimental group of each fundamental motions related to the skill of ladder shooting of basketball (N=15)

Attacking Skill		Fundamental Motions											
		Step		Jump		Hobble		Bending and Extension		Balance		Throwing	
ladder shooting	X= 9.66 Y= 0.89	X	Y	X	Y	X	Y	X	Y	X	Y	X	Y
		٢٦.٠	١.٣١	٦.٨٠	٧.٦٣	٥.٧٣	٠.٨٨	٤٨.١٣	٢.٣٢	٦.٣٣	٢.٠٢	١٨.٠٠	١.٠٠
		0.94*		0.96*		0.86*		0.95*		0.97*		0.89*	
		Significant		Significant		Significant		Significant		Significant		Significant	

(R) value at the level of significance (0.05) = 0.51

Table (16) shows that there is a statistically significant correlation between the two post-measurement of the skill of ladder shooting and post-measurement of fundamental motions (step, jumping, hobble, bending and extension, balance, throwing) related to the skill of the experimental group. Whereas, (R) value calculated between (0.86, 0.97) is greater than (R) tabular value.

The results of the correlation between the post-measurement of the experimental group of chest passing skill and the post-measurement of the experimental group of the related fundamental motor skills, which are all values greater than (R) tabular value. The researcher refers this correlation to the proposed program that was applied to the experimental group, including exercises to develop the fundamental motor skills and the development of fundamental attacking skills characterized by logical sequence, which had a positive impact on the performance level of motor skills and fundamental attacking skills of basketball in question.

The presentation and analysis shown in tables (14), (15) and (16) respectively, the results showed that there were statistically significant differences between the pre-test and post-test of research sample in the fundamental motor skills tests related to each skill of basketball in question.

The researcher attributes these differences to the extent of the impact of the vocabulary of the educational program using motor and skill cards developed by the researcher to be applied in a scientific form studied in accordance with the framework of the theoretical reference to research according to the views of some experts and specialists in this area, which was based on the implementation of the duties of the educational program by the research sample throughout the duration of the program which was adopted in its application to the repetitions that were developed to match the level of the sample members and the diversification of the applied exercises Whereas, the proposed exercises were directed towards specific objectives. As well as, repetition with correction errors, which makes the player reach and develop through the implementation of these exercises, "Whereas, the player reach to an advanced skill performance through constant repetition (7:23)

What Siobhan O'Keeffe (2003) refers to the law of the transmission of learning impact between fundamental motor skills and specialized skills, thus stimulates the continued advancement and practice of the specialized skill chosen by the child. (1:10)

Furthermore, diversification in the use of exercise has led to the removal of boredom from the players and push them seriously towards the best performance because the various exercises make the player eager to train and stimulate different muscle groups and according to the type of exercise.

The researcher attributes this superiority to the extent of an educational program using motor skills cards designed to develop some fundamental motor skills, learn basketball skills for beginners, and link between the fundamental motions related to basketball skills (dribbling, chest passing, and ladder shooting). The proposed exercises prepared and played a key role in skills development in question.

From the above, it is clear that the fulfillment of the third hypothesis has proved that:

There is a statistically significant relationship

between the averages of the post-measurement levels of the fundamental motions (transitional skills - non-transitional skills - processing and handling skills) and the post-measurement of beginners' basketball skills (dribbling, chest passing and ladder shooting) in favor of the experimental group.

Conclusions and recommendations:

Conclusions:

In light of the researcher's findings, the following conclusions were drawn:

The motor cards designed by the researcher have worked in the development of fundamental motor skills and have positively influenced the learning of basketball skills for beginners.

The development of fundamental motor skills affects to a certain extent the learning of basketball skills for beginners.

Recommendations:

In the light of the findings of the researchers, they recommend the following:

Conduct research and studies on fundamental motor skills as they are of great importance in the development of basketball players in particular and other games in general.

Apply the proposed motor cards to different age groups, namely the youth group because of its positive role in the development of basic motor skills.

Conclusions:

In light of the researcher's findings, the following conclusions were drawn :

The "designed by the researcher" motor cards have worked to develop basic motor skills that have positively influenced the learning of basketball skills for beginners .

The basic motor skills development t affect some degree to learn basketball skills for beginners.

Recommendations:

In the light of the findings of the researchers recommend the following:

Conduct research and studies on basic motor skills because of their great importance in the development of players football basketball in particular and other games in general.

The application of the proposed kinetic cards to different age groups is the youth category because of its positive role in the development of basic motor skills .

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