

## A suggested model for a group of motor exercises for a preschool child and its relationship to gymnastics

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### **Introduction and research problem:**

Childhood is the most beautiful stage of life, where innocent childhood comes to mind immediately, it is the stage of play, fun and joy, at this stage children do not bear any responsibility or burden, they only play and have fun, also children are distinguished by spontaneity and do not see or flatter anyone .

The whole world realizes the importance of kindergarten and that the child during the kindergarten age is fertile ground, and with awareness of every information he gives .. Therefore the efforts of educators were directed directly to this sensitive stage in a person's life and devoted all their efforts to be the first seed or the first building. On which a great and lofty structure is to be built, so it must be an exemplary kindergarten (١٣: 61).

The pre-school stage is where the child receives a purposeful upbringing, and the best way to achieve this education is movement and play, and this period is considered very sensitive

because of its importance in preparing the child to face the challenges of civilization (5: 2)

Both "**Robert Pangraz**, **Victor Dauer**" point out that children are in nurseries or rehabilitative schools for children and he does not have to learn specific sports at this stage, but only master many basic movements, for example: {running/ climbing/ kicking/ walking to Backward "Back" / Spontaneous light ball / Some simple water games (16: 41) .

This stage starts from three years until the sixth, and some call it the pre-school stage or kinder garret , and this stage is considered very important as the stages of growth are met (15: 12) .

**Soheir Kamel Ahmed** notes that one of the most important characteristics of these stages is physical growth, as it is the most important phenomenon in childhood life in the first six years. The first two years of his life are considered the stage of rapid growth, then the rate of growth slows down relatively from the third to the sixth, and growth is concentrated in this stage Significantly in the larger

muscles such as the muscles of the back, legs, chest and shoulders, unlike the small, delicate muscles such as the muscles of the fingers of the hand, for example (5: 62-63) .

Therefore, **Osama Kamel Ratib** (1999) states that this age period represents an ideal stage for the child to develop and refine various motor duties, whether basic movements for early childhood or some mathematical skills for middle childhood (3: 127) .

Physical movement activity plays an important role in children's lives, as they need regular physical activity to achieve maximum healthy growth and improve their potential (9: 181) .

And "**Osama Kamel Ratib**" (1999) adds that the basic movements of the child are nothing but the base for the development of the motor skills of the various sports, its area depends on the area of the motor experience and its diversity that the child acquired in childhood. Al-Hilali also indicates that the child does not move directly and easily from the stage of acquisition Basic movements to the stage of mathematical skills, as there is an intermediate stage called (the skill barrier), and if the

child does not have the opportunity to acquire diverse technical expertise, care, encouragement and proper guidance, he cannot skip this stage and find it difficult to excel in motor skills (3: 130) .

**Mona Al-Azhari, Mustafa Bahi** (2019) adds that the basic movements must reach a state of stabilization of learning, after which it allows the child to direct his attention to new movements that can merge with the ones he learned before .

Gymnastics is considered one of the sporting activities that use some devices to perform physical movements on them as an educational method aimed at reaching the child to the maximum qualification of his physical, mental, emotional, emotional and social capabilities and aptitudes so that he becomes a useful member of the society in which he lives (12:14) .

Gymnastics is the primary activity in the development and development of physical fitness, as it develops many mental qualities, personality traits, efficiency and vitality of body systems, and improves the functional and vital activity of

these organs, especially the motor and nervous systems (6: 20) .

**Abdel Fattah Barham** (2007), **Nabila Khalifa** (2007) and **Muhammad Shehata** (2003) agree that gymnastics is a children's gymnastics program whose programs start from childhood and is compatible with preschoolers, as it starts from the age of The third and ends at the age of about six, so that the next stage of inhibitor gymnastics begins, in which the child becomes accustomed to gymnastics equipment, so we find it includes movement activities, including moving from one device to another, once controlling his movement, he moves to another (8: 69) (14: 29) (11: 12) .

Numerous educational studies have shown that most of the nurseries and kindergartens in Egypt are limited to the academic preparation of the child, and that the current use of motor activities in kindergartens is insufficient, so attention must be paid to the physical and motor development and comprehensive and balanced preparation of the child at this stage to develop the physical and motor aspects of the child .

Through scientific references, it was found that gymnastics works to raise the physical and motor aptitude of the pre-school child, as it works to gain self-confidence, courage, willpower and determination, as games gymnastics is the favorite game for children, which they do when participating in their games and competing with them, despite A number of studies indicate the importance of developing programs for pre-school children to develop motor skills, such as the study “**Wafa Wahid Ali**” (2016) (17), “**Magda Ali Hassan**” (2018) (10), and “**Ahmed Muhammad Ibrahim**” study (2004) (2), the study of “**Amira Muhammad Ali**” (2002) (4), the study of “**Hawaida Fathi Al-Sayed** (2001) (16).

From the experience of the researcher as a graduate of sports education and also her work in the field of teaching kindergartens, she noticed the availability of many movement programs that contain a set of exercises that qualify children to practice gymnastics. So the problem of research was in the multiplicity of these programs of all kinds, and from here the attempt was to develop a proposed model To comply

with the technological advancements of devices, training and arbitration.

**Research objective:**

The current research aims to present a proposed model that contains a group of kinetic exercises for gymnastics that qualify a pre-school child to practice it.

**Search terms:**

**Kinetic education:**

It is learning through movement, in which the learning circle expands to include all aspects of the individual's growth, and movement becomes a tool for this circle in achieving the desired goals, which are physical, motor, mental, emotional and social fitness (9:25).

**Motor exercises (procedural definition)**

It is a set of specialized and intended exercises towards achieving the development of children's motives and attitudes for intended and directed learning to develop physical, kinetic, mental, emotional and social fitness.

**Kindergarten :**

It is an educational institution or part of a school system devoted to raising young children, usually from the age of 3-6 years. Carefully to increase the growth and development of each child (15:23).

**Search procedures :**

**Research Methodology :**

The researcher used the descriptive method, which depends on survey and analysis. The descriptive method is not limited to describing the phenomena only, but rather reaches the explanation of the phenomena to be measured.

**Research Community and Sample:**

The research community is represented by experts from:

- Colleges of Physical Education specializing in gymnastics training.
- Faculties of Physical Education specializing in teaching methods.
- Childhood colleges.
- Junior gymnastics coaches colleges.

-The research sample was chosen randomly from the research community. The research sample included (10) kindergarten schools

**Search application:**

The research was applied during the period from 3/8/2019 to 30/8/2019.

**search tools :**

- 1- Sources and references in the field of the game.
- 2- An expert opinion survey form on appropriate exercises for pre-school children through a personal interview

**research results :**

**Table (1)**  
**The percentages of expert opinions of the parts of the unit**

| The opinion<br>The parts                     |  | Expert opinion       |           |           |     |
|--|--|----------------------|-----------|-----------|-----|
|  |  | Agree                | not agree | The ratio |     |
| The warm-up portion of the exercise          |  | 9                    | 1         | 90%       |     |
| Warm-up part using mini-games                |  | 2                    | 8         | 20%       |     |
| The physical preparation part using exercise |  | 9                    | 1         | 90%       |     |
| Physical preparation part using mini games   |  | 3                    | 7         | 30%       |     |
| The main part is using small games           |  | 8                    | 2         | 80%       |     |
| The use of music in parts of the unit        |  | 9                    | 1         | 90%       |     |
| The closing part                             |  | 8                    | 2         | 80%       |     |
| The general goal                             | The proposed small units seek to provide pre-school children with basic motor skills during the specified time period. | 9                    | 1         | 90%       |     |
| Suggested time                               | Introduction and warm-up   | 9                    | 1         | 90%       |     |
|  | Physical preparation   | 8                    | 2         | 80%       |     |
|  | The main part  | Educational activity | 9         | 1         | 90% |
|  |  | Applied activity     | 8         | 2         | 80% |
| Closing activity                             |  | 9                    | 1         | 90%       |     |

It can be seen from Table (1).

- The percentage of the experts' agreement on what the researcher suggested regarding the unit parts, the proposed

time, and the general goal of the proposed units was (80%: 90%).

**Table (2)**  
**The percentages of expert opinion on the main segment mini-games**

| M | Small games         | Expert opinion |                |           |           | M | Small games         | Expert opinion |                |           |           |
|---|---------------------|----------------|----------------|-----------|-----------|---|---------------------|----------------|----------------|-----------|-----------|
|   |                     | Agree          | To some extent | not agree | The ratio |   |                     | Agree          | To some extent | not agree | The ratio |
| 1 | Hunters             | 10             | 0              | 0         | 100%      | 1 | Racing hoops        | 9              | 0              | 1         | 90%       |
| 2 | Rescue relay        | 9              | 1              | 0         | 90%       | 2 | Fire and water game | 10             | 0              | 0         | 100%      |
| 3 | Jump over the stick | 8              | 1              | 1         | 80%       | 3 | Tiger ball          | 9              | 0              | 1         | 90%       |

### Follow Table (2)

#### The percentages of expert opinion on the main segment mini-games

| M | Small games         | Expert opinion |                |           |           | M | Small games               | Expert opinion |                |           |           |
|---|---------------------|----------------|----------------|-----------|-----------|---|---------------------------|----------------|----------------|-----------|-----------|
|   |                     | Agree          | To some extent | not agree | The ratio |   |                           | Agree          | To some extent | not agree | The ratio |
| 4 | Gold Pirates        | 9              | 0              | 0         | 90%       | 4 | Find the right student    | 8              | 10             | 1         | 80%       |
| 5 | Traffic lights game | 8              | 2              | 0         | 80%       | 5 | Shooting on goal          | 9              | 1              | 0         | 90%       |
| 6 | Entering squares    | 9              | 1              | 1         | 90%       | 6 | Pillar Climb Race         | 10             | 0              | 0         | 100%      |
| 7 | Mountain jump race  | 9              | 0              | 0         | 90%       | 7 | Crawl race under the rope | 8              | 0              | 2         | 80%       |
| 8 | Pigeon hunting      | 10             | 0              | 0         | 100%      | 8 | Whistle, two whistles     | 10             | 0              | 0         | 100%      |

It can be seen from Table (2).

- The percentage of the experts' agreement on the educational games proposed by the researcher to be used within the

main part of the proposed units came at a percentage (80%: 100).

### Table (3)

#### Percentages of expert opinion on basic motor skills of a preschooler

| NO | the test                | Expert opinion |                |           |            |
|----|-------------------------|----------------|----------------|-----------|------------|
|    |                         | agree          | To some extent | not agree | percentage |
| 1  | Walking skill           | 9              | 1              | 0         | 90 %       |
| 2  | Jogging skill (running) | 8              | 2              | 1         | 80 %       |
| 3  | Jump test               | 10             | 0              | 0         | 100 %      |
| 4  | Partridge skill         | 10             | 0              | 0         | 100 %      |

It can be seen from Table (3) :

The percentage of the experts 'agreement on the basic movements proposed by the researcher was (80%: 100%) .

#### Suggested exercise program:

Through personal interviews, and a survey of experts' opinions on movement exercises, small games, and

physical and skill tests appropriate for preschool children. 90% of the experts agreed that the program should contain:

- Use exercises in the warm-up and physical
- preparation part
- Gradual exercises

- Balance between exercises
- A change in movement exercises
- Putting music for exercise.
- Use of mini games.

**The proposed training program is designed in light of basic exercises and small games as follows:**

- 1- employing basic movement exercises for children (such as: jumping skills, partridge, jumping ... etc).
- 2- Using small games in the physical preparation part and the main part.
- 3- Preparing the unit in the form of sports kinematic stations and circuits.
- 4- Using non-traditional music to provide opportunities for excitement and suspense.

**Principles of developing the program:**

- Achieving the desired objectives of the program.
- To be guided by the opinions of experts to develop the final framework of the program.
- Taking into account the gradual development of basic exercises and small games for pre-school children.
- Fitting the model with the available capabilities.
- Flexibility in the form contents.
- Establishing the instructions that work throughit.

**Program application:**

The proposed model was applied (4 weeks) to the research sample for (10) kindergarten schools in Maadi (4 units per week), and the suggested unit time was (45 minutes).

**Conclusions:**

1. The use of a suggested program using motor exercises had an effect on improving the motor skills of performing gymnastic skills.
2. The effect of using motor exercises in the form of stations and circles has a positive effect on children's enjoyment.
3. It improves the body's muscles, the ability to jump and climb, and increases the child's awareness of his body and his motor abilities.
4. The accompaniment of musical rhythm to exercise performance gave better results than field training only in raising and improving the level of skill performance of the basic gymnastic movements.

**Recommendations:**

In light of the results of the study, which proved that the use of movement exercises had a positive effect on learning some gymnastics skills, the

researcher recommends the following recommendations:

1- Using the proposed program for preschool children because of its advantages and positive effect in stimulating and improving the motor skill of children.

2- The use of kinetic exercises and small games in the form of sports kinetic stations and circuits in gymnastics.

3- The necessity of using musical rhythm when teaching gymnastic skills.

4- Conducting other studies and research and knowing the effect of basic exercises on learning different skills on other devices and in other types of sport.

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