The effect of using motor stories on improving some basic motor skills of children

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Abstract :

The research aims to identify the effect of using motor stories on improving some basic motor skills for children from the age of (6: 7 years) , The researcher used the experimental method, The research sample was (60 children), whose age ranged from 6-7 years, and it was divided randomly into an exploratory sample of (20 children) to conduct scientific procedures from outside the research sample, and (40 children) a basic sample divided into two equal groups of each of them (20) children at Al-Qadisiyah Primary School in Makkah Al-Mukarramah , The average age was 6.500 ± 0.506, the average height was 116.475 ± 1.935, the average weight was 22.675 ± 2.645, the average intelligence was 99.025 ± 5.122 , The researcher applied the proposed educational program to the experimental group at the same time that the traditional program was applied to the control group, noting that the program time for the control group is equal to the time of the program for the experimental group. The research experiment was implemented for both groups during the period from Monday, 23/8/2021 , Until Monday, 9/27/2021 , with two educational units per week, with a time of (45 minutes) per educational unit and for a period of (6 weeks), Results , The use of the motor story for primary school students in the experimental group under study led to the development of basic motor skills (running - jumping - throwing) , The use of the control group to teach in the traditional way under study led to the development of some basic motor skills of the students, which are (running - throwing) , The use of the motor story of the primary school students in the experimental group under study led to the development of basic motor skills (running - jumping - throwing) better than the control group that used the traditional method.

Key Words : motor story , motor skills , children

Introduction :

Childhood is one of the most important stages of life because of its prominent impact on building human capabilities, supplying him with different behavior patterns and forming his personality, as childhood is

the future and hope so the future of any community majorly depend on how it takes care of the children and paying attention to the possibility that provide them with happy life and healthy progress, therefore taking care of the child has become a goal that all societies seek to achieve, as the child is the future of any nation and how it is determined, as this stage is the stage of experiences and first impressions through which the child personality will be determined in the future and in which habits and behaviors are formed and the abilities will be determined and continue with him in the future.

Movement and sports activity are of great importance in providing positive contributions to the healthy building of children in terms of physical, mental, emotional and linguistic aspects. In this context, (Amin Anwar Al-Khouli, Jamal Al-Din Al-Shafi'i 2000), indicated that motor education contributes to enhance the language skills (forward, behind, up, down) for children while introducing them to many linguistic concepts such as speed, distance, direction and location through kinetic experiences, This learning does not take place at the expense of the performance time of motor skills, and does not require additional time. (Amin Anwar Al-Khouli, and others (2000 AD), 98) (Hamid and Al-Shara', Muhammad, Al-Abadi 2005 , 15)

However, different kinetic activities are the most appropriate way to develop concepts, modify behaviors, and gain experiences for children at this age, so the two researchers chose motor stories to develop the concept of professions and their types for children in early childhood, as it is one of the most beloved ways to children, which works to quickly deliver information to the child and in the same Time develops movement, also motor stories are considered school activities that encourage cooperative interaction, as cognitive development increases when there is an opportunity for children to exchange ideas, develop solutions to problems, plan with peers and accept ideas from colleagues (McLennan, 2012:407).

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The age period for students of the first stage of basic education up to eight years is considered one of the most fertile periods of physical and skill development, in addition to being a transition period from performing skills that require physical fitness related to sports activities, and that any shortage in the development of physical fitness in this period negatively affects the stages of the following motor growth. (Aki Rasinen: 2003 , 84)

The age period of 5-8 years (kindergarten stage until the second grade of primary school) is characterized with imagination and symbolic perceptions in order to achieve their desires, inclinations and needs, so the motor story represents an important mean of raising and educating the child (Amin Anwar Al-Khouli, and others 1998 , 70).

Through the motor story, a diverse and simple motor model is presented that suits the students' mental and physical capabilities and achieves a large part of their inclinations and desires, in addition to what it establishes in them of high abilities in individual kinetic performances, and strengthen collective movements through team play within the motor story axes, each according to his role, in addition to the educational, moral, historical, national and environmental values that contribute to achieve the behavioral goals of the motor story, which are presented through the story's purposes and characters (avid P. Johns: (2003), 157).

Where (Cumming: 2007) and (eans, Brown & Young: 2007) emphasized the effectiveness of the motor story in teaching the basic movements of the child, developing creative thinking abilities, as well as developing literary appreciation skills from childhood, increasing creativity and imagination skills in poetry appreciation , and the knowledge of children and their interaction with the motor stories makes them interact with the teacher, as it is an essential curve of their creativity, so we find that the motor story plays an influential role in the life of the kindergarten child.

The motor story is one of the most recent and most successful ways of giving motor exercises to young children due to its suitability to

their nature, acceptance and desires, as well as bringing them a great deal of joy and pleasure and working to develop their ability to the imagination, imitation and acquire new culture and sports information. (Ahmed Muhammad Sawalha, 2004:72)

Therefore, there is an importance of taking care of teaching the basic skills of students and developing them in the right way so that they are an important factor in developing the child's abilities, discovering himself and developing his information through the story, and on the other hand we find that one of the most important roles of physical education in the school is to educate students and youth through physical activities, motor, and cultural knowledge to take responsibilities towards themselves, their bodies, and their personal and social lives, in order to raise good citizens who benefit themselves and serve their countries. (Saad Morsi Ahmed 2007 , 27)

Therefore, the researcher sought to conduct this study to develop the basic motor skills of the primary school students, which is characterized by flexibility and enables the development of basic motor skills through the use of different means and methods such as the motor story more than any other age stage, so he is more responsive to the situations, experiences and programs presented to him, as the students of the stage the elementary school always need something that attracts their attention. The use of various means and methods to attract the student's attention during learning makes him more effective during teaching. Through the above, the researcher has identified the research problem in trying to take advantage of the characteristics of the motor story as an educational method that young people like, prefer and desire. The motor story can be an important educational factor in the development of basic motor skills.

research aims:

The research aims to identify the effect of using motor stories on improving some basic motor skills for children from the age of (6: 7 years).

Research hypotheses:

1. There are statistically significant differences between the mean scores of the pre and post measurements of the experimental group, which used the motor stories program in improving the basic motor skills of children from the age of (6: 7 years) (under research) in favor of the post measurement.

2. There are statistically significant differences between the mean scores of the pre and post measurements of the control group in the basic motor skills of children from the age of (6: 7 years) (under research) in favor of the post measurement.

3. There are statistically significant differences between the mean scores of the two dimensional measures of the experimental and control groups in the basic motor skills of children aged (6: 7 years) (under research) and in favor of the experimental group.

Research plan and procedure:

Research Methodology:

The researcher used the experimental method using two experimental and control groups for its relevance with the nature of the research, by following the pre and post measurements for both groups.

The research sample:

The research sample was (60 children), whose age ranged from 6-7 years, and it was divided randomly into an exploratory sample of (20 children) to conduct scientific procedures from outside the research sample, and (40 children) a basic sample divided into two equal groups each of them (20) children at Al-Qadisiyah Primary School in Makkah Al-Mukarramah.

The average age was 6.500 ± 0.506, the average height was 116.475 ± 1.935, the average weight was 22.675 ± 2.645, the average intelligence was 99.025 ± 5.122

Data collection methods:

Tests used in the research:

Godanf's Leg Drawing Test to measure the level of intelligence.

Physical tests:

Throwing a medicine ball weighing 1 kg with both hands.
Long jump test from stability.
Running test (30m).
Trunk flexion test, forward, down from standing.
Shuttle running of different dimensions.
Pull up on the bar

Skill tests (basic motor skills)

20m running test.
Vertical jump stability test.
Throwing a soft ball to the farthest distance test.

The survey:

The researcher conducted the survey study on a sample of the research community and from outside the basic sample of the research, in the period from 8/15/2021 to 8/8/2021 in order to verify the scientific procedures of the tests used.

Reliability and Stability :

The researcher conducted the scientific procedures of the tests on the exploratory sample, where he conducted the reliability coefficient by the test and retest method, where he made the first application on the tests under research, then he re-applied to the same sample and under the same conditions with a time difference of (4) days, and the validity coefficient ranged between 0.956, 0.769, and the stability coefficient ranged between 0.914 and 0.591.

Suggested tutorial using the Motor story:

The researcher prepared a special program using motor stories for the first grade of primary school. In preparing the stories for the program, the researcher considered the characteristics of the students (physical, psychological, social, and mental).

The process of preparing the general framework for the proposed program went through the following steps:

1- Determining the general objectives of the proposed program of motor stories.

2- Determining the procedural objectives of the proposed program.

3- Determine the program's content from the proposed motor stories.

4- Determining the ways and means of implementing the proposed program. .

5- Adjust the program and its units to ensure its validity.

The general aims of the proposed Motor story program:

Stimulate the students' ability to love activity and movement and use it to raise the level of basic motor skills and achieve joy and pleasure through:

Pupils' positive participation in the motor stories program.

The activities are appropriate to the current performance level of the participating students.

- Modifying the content of the motor stories and the activities of the program to suit the students.

The level of the program provides opportunities to gain experiences of students' success.

The program content develops basic motor skills.

- Diversity of motor stories and program activities to motivate students to work in them with the availability of safety and security factors.

Behavioral objectives of the motor stories program:

Cognitive goals:

Providing students with the ability to be aware of the body and to identify its different parts.

Providing students with some concepts and facts to improve their motor responses and their ability to change.

To provide students with the ability to imagine and invent.

Skill goals:

Providing students with some of the selected basic motor skills under study, which are "running, jumping and throwing".

Emotional goals:

Feeling of happiness and pleasure.

Develop confidence, self-reliance and self-concept.

The student acquires loyalty to the group by playing in groups

The foundations of developing a motor story program:

When developing the proposed program of motor stories, the researcher considered the following principles:

- That the content fits the objectives of the program.
-Considering the characteristics of the students.
- The program should be at the level of the students' abilities.
- Considering the individual differences among students.
-Considering providing an appropriate location and capabilities to implement the program, while paying attention to security factors in order to ensure the safety of students.
-Considering the principle of gradation from easy to difficult and from simple to complex.
-Considering that it achieves a feeling of excitement and pleasure.

- That the contents of the program challenge the abilities of the students, allowing to stimulate their motivation to achieve the educational return.

-Considering the needs of students of movement and activity.

- The program should be characterized by simplicity and diversity.

Suggested motor Story Program Content:

The content of the proposed program consists of a set of stories and motor activities that aim to develop some of the basic motor abilities and skills of the first graders, and to build up the content of the suggested motor stories program the researcher has prepared a set of motor stories appropriate to the goal of the research and also with characteristics of growth for 3rd grade students this by going back to scientific references as well as previous studies such as "Wafa Abu Al-Maati Yousef, (2008), "Shurooq Tawfiq Muhammad, (2010), "Abdul Karim Abu Jamous, Eid Kanaan" (2008), "Rasha Najeh Ali, Bassem Mahmoud" (2009). .

-Studying the basic motor skills under discussion in each lesson in a good way to prepare the story and the activity that is commensurate with the nature of the skill.

1- Using sports tools and alternative tools that help to enrich the cognitive, emotional and skill side of these activities, to motivate students to perform.

2- Writing each exercise in scientific writing, accurate, clear and easy to implement.

3- Determine the place of implementation of the lesson within each lesson.

The general framework for implementing the motor stories program:

Implementation of the motor stories took (6) weeks at two units per week for each motor story through which the goal is achieved, at a

rate of (45 m) per unit equivalent to (12) units throughout the implementation period of the experiment.

The organizational structure of the lesson was as follows:

- The introductory part includes administrative work - and warm-up (10 m): In this part, the researcher organizes the students and tells the story to the children of the experimental group and displays a set of pictures that serve the content of the story. For the control group, the traditional content of motor activities and competitions was implemented.

Warm-up: It aims to prepare all the muscles of the body for work, and this part is characterized by suspense, excitement and rapid movement, as it was used in most units of warm-up based on small games.

- The main part: Replay the story with the application (30 m): In this part, the story is re-tolled while allowing the students to translate situations into sports movements chosen in line with the nature of the story.

- The concluding part (5 m): It includes calming exercises that bring the students back to their natural state and includes “relaxation exercises”.

The following table shows the time distribution needed to implement the motor story:

Methods of teaching motor stories program.

Clarifying the goal of motor performance by defining the motor duty to be achieved.

- Giving some illustrative models and examples of the motor duty required to be performed, and this is done through the teacher or one of the distinguished students or pictures.

-Explanation of technical educational points that help in understanding and performing well.

-Pupils' exploration of the different methods of making movements in implementation of the motor duty, and their testing of their abilities.

- Students choose the movements and methods that can be performed well within the scope of the motor duty they are required to perform.

- Giving the students an opportunity to learn through trial and error, exploration, problem solving, repetition and training in order to perform the motor duty in smooth, sequential movements.

Giving students an appropriate period of time to perform, apply, and correct mistakes.

- Stabilizing the motor performance of students through practice, refinement and mastery of what they have repeated, and trained on it in lessons, in order to increase the benefit of their ability to explore, master and enhance the correct performances of students.

- Organizing the practice at intervals of time to maintain the acquired motor skill, with the continuation and development of performance in proportion to the effort done.

Motor exploration, innovation and encouragement of all that is new, the motor problem and trying to solve it in an unfamiliar way, motor activities, individual and group games and competitions to motivate students and develop positive social interaction to acquire and stabilize environmental behavior among students and their peers.

While the method of implementing the program followed for the control group was by simple competitions and acting games.

Pre-measurement:

The researcher conducted a pre-measurement of the tests under study for the experimental and control groups on Sunday 22/8/2021, and it was shown that the distribution of the members of the total research sample, the experimental research sample and the control sample in the

tests under research was moderate and the equality between experimental and control groups used under research.

Implementation of the proposed training program:

The researcher applied the proposed educational program to the experimental group at the same time that the traditional program was applied to the control group, noting that the program time for the control group is equal to the time of the program for the experimental group. The research experiment was implemented for both groups during the period from Monday, 23/8/2021 , Until Monday, 9/27/2021 , with two educational units per week, with a time of (45 minutes) per educational unit and for a period of (6 weeks).

Post-measurement:

After each of the experimental and control groups completed the implementation of the training program for each of them, the researcher conducted the post-measurement in the tests under discussion on Tuesday 28/9/2021 , and the post-measurement was carried out in the same way as the pre-measurement and under the same conditions.

Statistical manipulations:

The researcher used statistical treatments for the basic data within this research using the Statistical Package for Social Sciences:

Statistical Package for Social Science (SPSS).

Arithmetic mean - median - standard deviation - skew coefficient - (z) test - Mann-Whitney test - Pearson test - percentage of improvement rate.

Results

Table (1) the significance of the differences between the pre- and post-measurement of the experimental group in the tests used under research

Variables	Tests	Measurement	Mean	St.Deviation	Trend	Number	Average Ranks	Total Ranks	Value "z"	P	Rate of Change
Physical	medicine ball weighing 1 kg Throwing a with both hands	pre	3.68	0.455	-	1	2.5	2.5	3.834*	0	٪٣٣,٤٢
		post	4.91	0.346	+	19	10.92	207.5			
					=	0					
	Long jump stability test	pre	98.65	6.252	-	0	0	0	3.931*	0	٪١٥,٩٧
		post	114.4	6.46	+	20	10.5	210			
					=	0					
	Running Test (30m)	pre	5.41	0.148	-	20	10.5	210	3.936*	0	٪٨,١٥
		post	4.969	0.134	+	0	0	0			
					=	0					
	standing Forward torso flexion test from	pre	3.25	1.832	-	0	0	0	3.934*	0	٪١٣٨,٤٦
		post	7.75	0.967	+	20	10.5	210			
					=	0					
	Shuttle running	pre	21.2	1.852	-	18	9.5	171	3.744*	0	٪١٥,٠٩
		post	18	1.026	+	0	0	0			
					=	2					
	Pull up on the bar	pre	3.9	1.119	-	0	0	0	3.876*	0	٪٦٠,٢٦
		Post	6.25	1.164	+	19	10	190			
					=	1					
motor skills	running test m٢٠	Pre	4.23	0.505	-	16	10.63	170	3.025*	0.002	٪١٠,٢٨
		post	3.795	0.132	+	3	6.67	20			
					=	1					
	Vertical jump stability test	pre	12.5	2.503	-	0	0	0	3.835*	0	٪٥٦,٨٠
		post	19.6	2.479	+	19	10	190			
					=	1					
	farthest distance Throwing a soft ball to the	pre	18.85	3.265	-	0	0	0	3.840*	0	٪٣٣,٦٩
		Post	25.2	2.876	+	19	10	190			
					=	1					

P< 0.05

Table (2) The significance of the differences between the pre- and post-measurement of the control group in the tests used under research

Variables	Tests	Measurement	Mean	St.Deviation	Trend	Number	Average Ranks	Total Ranks	Value "z"	P	Rate of Change
physical	medicine ball weighing 1 kg Throwing a with both hands	pre	3.695	0.445	−	3	7.5	22.5	2.360*	0.018	٪٥.٨٢
		post	3.91	0.205	+	13	8.73	113.5			
					=	4					
	Long jump stability test	pre	98.5	5.145	−	9	8.72	78.5	1.058	0.29	٪١.٢٧
		post	97.25	3.024	+	6	6.92	41.5			
					=	5					
	Running Test (30m)	pre	5.36	0.176	−	16	9.19	147	2.699*	0.007	٪٣٧.٩٧
		post	7.395	10.029	+	2	12	24			
					=	2					
	standing Forward torso flexion test from	pre	3.3	1.38	−	3	6.33	19	2.957*	0.003	٪٤٦.٩٧
		post	4.85	0.875	+	15	10.13	152			
					=	2					
	Shuttle running	pre	21.1	1.714	−	9	10.28	92.5	1.283	0.199	٪٢.٨٤
		post	20.5	1	+	7	6.21	43.5			
					=	4					
	Pull up on the bar	pre	3.8	1.005	−	1	4.5	4.5	3.464*	0.001	٪٣٦.٨٤
		post	5.2	0.696	+	16	9.28	148.5			
					=	3					
motor skills	running test m٢٠	pre	4.155	0.502	−	14	8.61	120.5	1.533	0.125	٪٢.٠٥
		post	4.07	0.318	+	4	12.63	50.5			
					=	2					
	Vertical jump stability test	pre	12.3	2.386	−	1	2.5	2.5	3.736*	0	٪٣٤.١٥
		post	16.5	1.573	+	18	10.42	187.5			
					=	1					
	farthest distance Throwing a soft ball to the	pre	19	3.228	−	5	9.5	47.5	1.664	0.096	٪٧.٣٧
		post	20.4	2.088	+	13	9.5	123.5			
					=	2					

P< 0.05

Table (3) The significance of the differences between the post-measurement of the experimental group and the post-measurement of the control group in the tests used under research

Variables	Tests	Measurement	Number	Average Ranks	Total Ranks	Value "z"	P
physical	Throwing a medicine ball weighing 1 kg with both hands	Experimental	20	30.33	606.5	*5.388	0
		control	20	10.68	213.5		
	Long jump stability test	Experimental	20	30	600	*5.259	0
		control	20	11	220		
	Running Test (30m)	Experimental	20	13.53	270.5	*3.845	0
		control	20	27.48	549.5		
	Forward torso standing flexion test from	Experimental	20	30.25	605	*5.347	0
		control	20	10.75	215		
	Shuttle running	Experimental	20	11.25	225	*5.101	0
		control	20	29.75	595		
	Pull up on the bar	Experimental	20	25.9	518	*3.131	0.002
		control	20	15.1	302		
motor skills	running test m٢٠	Experimental	20	14.73	294.5	*3.152	0.002
		control	20	26.28	525.5		
	Vertical jump stability test	Experimental	20	28	560	*4.122	0
		control	20	13	260		
	Throwing a soft ball farthest distance to the	Experimental	20	28.73	574.5	*4.469	0
		control	20	12.28	245.5		

P< 0.05

Discussion :

Discussing the results of the first hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the pre and post measurements for the experimental group, which used the motor story program to improve the basic motor skills of children from the age of (6: 7 years) (under research) and in favor of the post measurement."

As it is clear from Table No. (1) that there are statistically significant differences between the pre measurement and the post measurement in favor of the post measurement in the tests used under research for the experimental group.

The researcher refer that these results due to the positive impact of motor stories and what they contain of attraction, suspense and excitement for students, and also for what they contain of motor activities in interesting images that make them tend to and enjoy them, and also for their inclusion of different types of comprehensive movements for all parts of the body, in addition to containing some exercises that develop muscle strength, endurance, speed, agility, flexibility and balance.

The researcher also believes that the motor story works to direct, guide and give the child the desired motor behavior in an indirect way, and in fun, preferred and likable ways, and contributes to providing him with many knowledge, information and concepts, which he needs in his life, as it is the most influential type of literature on children. The story helps the child accept others, which leads to the achievement of educational goals and basic motor skills.

This result is consistent with what Amin Al-Khouli and Jamal Al-Shafei (2000) mentioned that the motor story works on the desirable suspense, eliminates routine in the teaching process, expands the

students' perceptions and increases their innovative thinking, which leads to work with joy and pleasure without feeling tired.

These results are also in agreement with the results of the studies of Suha Muhammad Fikri Muhammad (2005), Talal Najm and others (2005), and Ibrahim Abu Zaid (2014), which results showed the superiority of the experimental group that used motor stories on the control group that used the traditional method. .

Thus, the researcher has verified the validity of the first hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the pre and post measurements of the experimental group, which used the motor stories program to improve the basic motor skills of children from the age of (6: 7 years) (under research) and in favor of post measurement.

Discussion of the results of the second hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the pre and post measurements of the control group in the basic motor skills of children from the age of (6: 7 years) (under research) and in favor of the post measurement."

As it is clear from the results of Table No. (2) that there are statistically significant differences between the pre measurement and the post measurement in favor of the post measurement in the tests used under research for the control group, while there are non-statistically significant differences between the pre-measurement and the post-measurement of the tests used under research for the control group in the following tests (physical tests - long jump test from stability, shuttle running test of various dimensions), (basic motor skills tests - 20m running test, throwing a soft ball for the farthest distance).

The researcher refers to the development of the basic motor skills "under research" in the control group which was applied to the method of demonstrations that includes the exercises used in the educational

program, as from the nature of the initial learning, the learner can achieve an improvement in the application of the performance of the basic motor skills "under research" according to the phased sequence of learning , as the usual method achieves an improvement in the field of learning basic motor skills for children, but by looking at the rates of improvement, we find that the improvement in the control group is a slight improvement in the physical abilities and basic motor skills of the students.

Thus, the researcher has verified the validity of the second hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the pre- and post-measurements of the control group in the basic motor skills of children from the age of (6: 7 years) (under research) and in favor of the post-measurement."

Discussing the results of the third hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the two post measurements of the experimental and control groups in the basic motor skills of children aged (6: 7 years) (under research) and in favor of the experimental group."

It is clear from the results of Table No. (3) that there are statistically significant differences between the post-measurement of the experimental group and the post-measurement of the control group in favor of the post-measurement of the experimental group in the tests used under research.

The researcher attributed this to the use of the motor story in teaching the basic motor skills of students, as the motor story is an expression of movement for a story that includes meanings that help increase students' information and gain new motor experiences because it contains various, different and new motor situations for students, and it also inspires the spirit of joy and fun and develops the imagination of the students, and the motor story corresponds to the inclinations, trends

and desires of the students and helps to imagine, simulate and love imitation, as it consists of natural movements and simulation of some movements of things such as birds or things.

As motor stories are usually from sources that children know, as they are appropriate for their age, composition, inclinations, abilities, readiness, desires and interests.

These results are consistent with the findings of (Al-Hanawi, 2021) and (Nasrallah, 2021) to the use of storyboards to develop skills and attitudes among pre-school children.

Thus, the researcher has verified the validity of the third hypothesis of the research, which states that "there are statistically significant differences between the mean scores of the two post measurements of the experimental and control groups in the basic motor skills of children aged (6: 7 years) (under research) and in favor of the experimental group."

Conclusions :

In light of the research problem and its objectives and within the limits of the research sample and the results reached by the researcher, the researcher concludes the following: -

1 - The use of the motor story for primary school students in the experimental group under study led to the development of basic motor skills (running - jumping - throwing).

2- The use of the control group to teach in the traditional way under study led to the development of some basic motor skills of the students, which are (running - throwing).

3- The use of the motor story of the primary school students in the experimental group under study led to the development of basic motor skills (running - jumping - throwing) better than the control group that used the traditional method.

Recommendations

In light of the research problem and its objectives and within the limits of the research sample and the results reached by the researcher, the researcher recommends the following: -

1 - Using the motor story for students from the age of (6: 7 years) to develop basic motor skills.

2 - Designing physical education programs for this age group with motor stories.

3 - Attention to the development of basic motor skills for primary school students through various educational means.

4 - Conducting similar studies at different stages of the year.

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