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The effect of the curriculum on the way of play in the development of motor appreciation and some motor abilities of kindergarten children

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Abstract

The effect of the curriculum on the way of play in the development of motor appreciation and some motor abilities of kindergarten children. Kinetic abilities have a great role in raising children towards a better future, because the child's entry into kindergarten leads him to a new environment that tries to discover and form his experiences and information, and anifested the problem of research in the identification of the impact of a proposed curriculum in a way to play in the development of motor appreciation and some motor abilities of kindergarten. The first section contains the introduction and dealt with the stage of kindergartens, which must be prepared in a meaningful manner according to educational foundations and educational goals that work to form the personal aspects of the child and build. They also discussed the process of education at this stage and the development of multiple plans and strategies that work to raise the tendencies of children and the development of freedom of thought and curiosity and exploration and that most of these things are done through play. The importance of research in the preparation of a method of play works to give children the kinetic abilities and cognitive awareness and then achieve a level of motor appreciation and through purposeful, diverse and exciting games contribute to the best use of their senses in the performance of movements that serve their integrated development to be more willing to move to the next stage of studying. The problem of research is that the curriculum prepared for kindergartens does not focus on the development of their knowledge and development so that they can discover their physical and mental abilities to benefit in the formation of interdependent movements, and enables children to use more than one member to accomplish movements by linking cognitive and motor information to obtain targeted and targeted motor behavior And true.

Keywords: *Human field: Kindergarten children colors of the preparatory stage for the academic year*

The Aims of The Study:

1- Preparation of a curriculum for motor education by the way of play to develop the motor appreciation and some of the motor abilities of the children of Riyadh (preliminary stage) in kindergarten colors.

2- To identify the effectiveness of the curriculum prepared for motor education by playing in the estimation of the customs and some of the motor abilities of the children of Riyadh (preliminary stage) in kindergarten colors.

The Research Hypotheses

1- There are statistically significant differences in the results of the tests of the kinetic estimation and some kinetic abilities of the sample of the research and in favor of post-tests.

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2- There are statistically significant differences in the results of the tests of the kinetic estimation and some of the kinetic dimensional capabilities for the benefit of the research sample

I. Introduction

The future of society depends on the educational aspects of its members, and in order to build a developed society, States are working hard and through their educational institutions to consolidate the educational process and build the real foundations and rules and provide education to all members of the community since the first block is kindergarten. In order for the education process to be successful at this stage to achieve its goals, we must develop multiple plans and strategies without the adoption or adoption of a particular method or strategy and then work to raise the tendencies of children and the development of motor cognition and that most of these things are done through play. The fact that play is an innate and instinctive phenomenon in children that works to develop it (intellectually, dynamically and socially). Most games rely on movement, and directed games are not intended to make unintended movement or movement just for movement, but must contain these games directed, purposeful and intentional involving the body and mind, whether these movements are individual or collective It is a combination of physical and mental activity and lead Play a great role in the development of their experiences and their motor and mental abilities and sensory abilities in addition to pleasure and entertainment.

Is the means of teaching the child how to use the mechanics of the body as a guide and controlling the movement and positions of the body so that it is able to derive meaning from sensory experiences. Cognition is the first pillar of human knowledge, through which we can understand the nature of the sensations arising and coming to the brain, as it is a multifaceted cognitive ability that includes many cognitive activities that explain the sensory data that reach us. The body's ability to perform motor activities depends on cognitive competencies through information coming from the sensory kinetic receptors and the effect of both the sense of hearing, sight and touch. This information greatly affects the motor reactions Of all the above and the importance of games, especially in kindergartens comes the importance of research in the preparation of a curriculum in a way that works to develop the kinetic appreciation of children through cognitive awareness to expand their horizons of knowledge in the management of information and organize and translate through purposeful and diverse and exciting games contribute to the optimal use of their senses in the performance of movements That serve their integrated development to be more willing to move on to the next phase of study.

II. Research Problem

The movement of nature is inherent to children and it is very important for them to express their desires and feelings in movements that may mean a lot to them, sometimes it is a reaction to an exciting or changing or a way to communicate with others or discover their abilities and perceptions or bring the attention of others to them and all this leads to the speed of adaptation And control to cope with everyday situations and directly or indirectly accelerate the learning process. Recognizing children's behavior and movements through viewing, evaluating, and diagnosing their glitches and successes enables us to employ their behavior and movements to develop and develop some of their physical and mental abilities and knowledge, by being able to reorganize their body parts to perform movements or locate objects around them (spatial identification) or Direction (directional awareness) or temporal awareness and the implementation of movements correctly.

The lack of focus in the kindergarten curriculum on how to develop children's knowledge and development in a way that enables them to discover their physical and mental abilities to benefit in the formation of interrelated movements, and not being able to use more than one member to accomplish the movements, made the researcher to prepare an educational curriculum in a way to play the development of motor cognition And some kinetic abilities through the combination of cognitive and motor information to obtain a kinetic behavior directed and correct.

III. Research methodology and field procedures

Research Methodology

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

Research community and sample.

The research community where the children of kindergarten included the preparatory phase for the academic year 2017 - 2018 and the number (fifty-seven) children distributed in two divisions (A - B). Twenty-eight children of Division A and Twenty-nine children of Division B. The sample was chosen randomly and the slope of the lottery was selected Division (B) to be the sample of the research, and in the same way (fifteen) children were selected from Division (B) to apply to them the curriculum prepared by the researcher. Thus, the research sample consisted of (15) children who constituted 51,724% of the original community.

Field Research Procedures

Tests used in research

Kevart test (kinetic scale) as shown in samples 1and 2

Kinetic tests (sample 1)

o.	The Test		Not F	Modificatio Addition, If An
	Balance test and side movement: - The test requires a running device base that is 2 * 4 inches wide and inches high. The child is asked to walk on the board for front and ba then to the right side and then the north without losing balance and t child who has a problem with movement will find it difficult to mov one side, especially moving from north to right			
	Jump forward with feet together, one step			
	Hopscotch: One step forward using only the right foot			
	Hotscotch: One step forward using the left foot only			
	Skating through the stone			

	Hotscotch: In place (first on the right foot, then left constar			
	Hotscotch: In place twice on the right foot then twice on th foot			
	Hotscotch: In place twice on the right foot and then once o left foot			
	In place twice on the left foot and then once on the right fo			

Kinetic tests (sample 2)

	The Test		**Does Fit**	**Modification Or Add If Any**
	Running speed 20 m. Tools: It is a running ground and draws two lines, one fo beginning and the other for the end - Hourly time calculates the second - Method of performance: The child is prepared behind starting line using the high start and when giving the sig by hand while hearing the beep, the running starts and th child starts.			
	Rules: Time is counted from the moment of a s to the moment the child crosses the finish line. Recording: recording is in seconds			
	Throw the ball (tennis ball) - Tools: The ground is determined and the place of preparation is determined by a line and the land is divide parallel lines. The distance between each line (50 cm) w science and depth (15 m) and three cores for each child - Method of performance: The child stands behind the prepared line, where he places the left foot directly behi the line and the right leg behind the right child with hold the ball with the right hand and the arm down in front of body. The child will swing the arm aiming backward, then thr from the top and forward to the farthest distance. Rules: The throwing distance is measured from the start line to the place where the ball falls.			

	Registration: Three attempts are recorded and the best number is taken in the three. Recording: recording is in seconds			

Test the balance and move to the side:-

The test requires a 2 * 4-inch wide and 2-inch-high walking girder. The child is asked to walk on the board forwards and backwards, then to the right and then north without loss of balance.

Movements, skill and linking:-

1. In this part of the test is used to link the movements of partridge and jump and skating on the ground where the child is required to perform the following movements. Jump forward with the feet together one step.
2. Partridge forward one step using the right foot only
3. Partridge forward one step using the left foot only
4. Skiing through the room
5. Partridge in place (first on the right foot and then left constantly).
6. Partridge in place twice on the right foot and then twice on the left foot.
7. Partridge in place twice on the right foot and then once on the left foot.
8. Partridge in place twice on the left foot and then once on the right foot.

It is noted in the assessment of the state of the child that the performance of smooth and smooth and balanced rhythm is an indicator of the good condition of the child, while the rigid movements and frequency is an indicator of the child's bad condition. Each test is given (4) grades. Thus the maximum score for the tests (36)-

Kinetic Tests

Running speed (20) m., Tools: is a land for running and draws two lines, one for the beginning and the other for the end

Clock time calculated second

Method of performance: the child prepares behind the starting line using the high start and when giving the signal by hand with the whistle heard Beda running and the child goes off.

Rules: Time is calculated from the moment of reference to the moment the child crosses the finish line.

Recording:

Recording in seconds.

Long jump of feet of stability:

Tools: prepare the ground for the jump and draw a line to determine the beginning of not less than (100) cm.

Draw in front (20) similar lines and parallel on the dimensions (5 cm) until the total distance (100) cm

Method of performance: The child stands behind the start line and feet spaced bent in the position of stimulation and after several weightings of the arms in front and back bounce the feet together forward and land them together as far as possible from the starting line.

Rules: The distance of the jump is measured from the earliest mark on the ground to the inner edge of the starting line. Registration: Three attempts are recorded and the best number is taken-Throw the ball (tennis ball)

Tools: prepare the ground and determine the place of readiness line and divide the ground parallel lines. The distance between each line (50 cm) with a flag and depth (15 m) and three balls for each child

Performance: The child stands behind the standby line where he puts the left foot behind the line directly and the right leg behind the right child with the ball holding the right hand and arm down in front of the body.

The child will swing the arm to the rear and then throw from the top and forward to the farthest distance.

Rules: The throwing distance is measured from the starting line to the place where the ball falls.

Registration: Three attempts are recorded and the best number is taken in the three attempts

Pre-testing

The researcher conducted the pretest tests on Monday 8/1/2018 for the research sample. Conditions were taken into account in terms of time, place, tools and method of implementation, with the assistance of a support team.

Educational Curriculum.

The application of the educational curriculum prepared by the researcher according to the way of play was started on Sunday 14/1/2018. Unit of instruction (30) minutes.

Post test

The researcher conducted the post-test of the research sample on Sunday, 25/2/2018, and took into account the conditions and instructions for the implementation of these tests and under the conditions of the tribal tests themselves and with the assistance of an assistant team.

Presentation, analysis and discussion of results.

Presentation, analysis and discussion of the results of the kinetic assessment tests and some pre- and post-kinetic capabilities of the research sample.

Table (1) shows the arithmetic media, the standard deviations and the calculated (t) value of the tests of kinetic estimation and some of the pre- and post-kinetic motor capabilities of the research sample.

Tests		measure unit	Pre-te		post-		valu	result
Kinetics Estimation		Degr					9	significa
Running speed (2	M capabiliti	secor					5	significa
feet stability		centim						significa
Throw the tennis farther away		mete				7	7	non-signif

Table (1) shows the mean value of the Kevart test for the pre-test (17,45) and the standard deviation (3,10) while the mean for the post test (26.60) and the standard deviation (2,50) and to identify the differences between the tests we find that the value (t) calculated (2,429), which is greater than the value of (t) spreadsheet below the level of significance (0.05) and degree of freedom (14) of (2.14) This indicates the existence of significant differences between the two tests in favor of the post test.

The researcher has chosen activities, events and games to contribute to the development of the motor appreciation of the children. In addition, the researcher exploited the arenas, devices and tools in addition to the use of audio-visual aids to teach children activities and play activities.

In the opinion of Rawa Abdul Amir, citing Chrome Will 1993 that the use of games and toys directed increases the ability of the child in the kinetic appreciation provided the use of new methods and popular and interesting in the implementation of those games and thinking and change and invent multiple ways in how to implement.

It is also necessary to take into account the characteristics of this age and the nature of the transition from home to kindergarten must be informed of the child's safety through activities and events, and that the educational units contained interesting games work to help him to harmonize with other children and then be a pleasant place and kindergarten through Games that raise multiple experiences and develop information and trends help him to increase the experiences related to cognitive activity.

The curriculum offers children the opportunity to train on leadership, dependency and develop self-confidence.

Table (1) also shows the tests of some of the kinetic abilities, including the test of running speed (20 m) was the mean of the tribal tests (8,25) and standard deviation (1,3) while the mean of the test post (7,35) and standard deviation (1) To identify the differences between the two tests we find that the value of (t) calculated (0,085), which is greater than the value of (t) tabular under the level of significance (0.05) and the degree of freedom (14) of (2,14) This indicates the existence Significant differences between the two tests in favor of the post test.

The arithmetic mean of the pretest tests for jumping test was (55.10) with standard deviation (7,1), the mean of the post-test (68.20) and standard deviation (5,40) .To identify the differences between the two tests, we find that the value of (The calculated amount is (1.76), which is greater than the value of (t) tabular under the level

of significance (0.05) and the degree of freedom (14) of (2.14) This indicates that there are significant differences between the two tests and in favor of the post test.

As for the test of throwing the tennis ball for the most distance, the arithmetic mean of the pre-tests was (5,4) and the standard deviation (0.70) while the mean of the post-test (6,50) and the standard deviation (0,17) and to identify the differences between the two tests we find that The calculated (t) value is (6,657), which is greater than the tabular value (t) below the level of 0.05 and the degree of freedom (14) of (2,14). This indicates that there are significant differences between the two tests in favor of the post test.

Through the results shown in Table (1) the researcher found that the proper planning and implementation of activities prepared for children and their experiences in this age group within the curriculum, which included small games and diversity in terms of the idea, which contributed to attracting and pulling children to the lesson because of the games included in the new movements Weird to them as well as the use of many means, including tools, balls and some sports equipment, which had a key role in the progress of the performance of children, and led to the achievement of the required activity, which helped the child to express his energies and motor potential such as games (running, jumping and throwing), the fact that these For games played by the child daily, whether at home or kindergarten, all led to an increase in the performance level of the research sample during the application period.

Educational play is considered a mediator to a great extent on the formation of the child's personality, and in it lies the foundations of educational and educational activities that will dominate his life in the coming years, studies and researches have proved that playing in its different forms, levels and types is necessary for the growth and development of muscles and the acquisition of motor skills that the child needs in learning and exploration And the formation of a strong physical self. The movement of the nature of children, they do not tend to sleep, activity is important for them, they move at home, street and kindergarten and education is more effective if it is through targeted programs that make their goals consistent with their abilities and mobility and mimic their daily movements such as (walking, running, jumping and throwing And most of these movements are done through competition games and the discovery of motor abilities and be more effective when directed by the parameter. Mohammed Metwally Kandil also believes that the motor education programs should work to free the potentials and potentials of children in the motor and how to link the daily movements and then the child is not only the movement for movement, but the acquisition of new mobility abilities and know the extent of their mobility abilities, whether through Competition or plan

The child is in a state of continuous movement, whether this movement is purposeful or non-purposeful, it is the result of moving and play and educational means come through the repeated practice of daily movements such as normal walking, running, jumping and throwing. Thus, it is possible to indirectly develop motor skills and skill through play because it exercises many movements' repeats without boredom and this repetition works to develop the abilities exercised.

The movement is the starting point of intelligence of the child and it helps him to build his body structure, as it is the basis for the development of the child 's perceptions also enter pleasure and joy and pleasure and a sense of stability and security. Children jump, run and participate in games for fun, pleasure and safety as well as help them visualize their body parts and how to move them and develop the ability to imagine and imitate and control their movements and control with the development of a sense of space and time and the surrounding space and gain a sense of acceptance from peers and integration with them through participation playing.

IV. Conclusions:

1- The curriculum prepared according to the method of play had a clear impact in the development of motor appreciation and some of the motor capabilities of the children of the research sample, as he worked to develop and develop the bonds of collective action between children.

2- The curriculum prepared by the researcher and its content increased the motivation in achieving the objectives required of the educational unit.

3- The proposed games were appropriate for the reconstruction of children and led to the introduction of new solutions for learning in kindergarten.

V. Recommendations

1. Building kindergarten curricula commensurate with the technological and educational development in the field of raising children and teaching them in a way that develops and develops their ability and physical and mental potentials and develops them.

2. The need to pay attention to the development of motor and cognitive abilities of children and work to develop them through programs prepared in this direction and that these programs commensurate with the level of physical and mental children.

3. Proper planning for the exploitation of games and activities to serve educational goals that are commensurate with the abilities and needs of children.

4. Conduct a comprehensive study of the games and devices available in the child's environment and exclude the inappropriate and monitor children during the implementation of the games and provide assistance and intervention in a timely manner.

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