USING A SUGGESTED EDUCATIONAL CURRICULUM TO DEVELOP SOME PHYSICAL AND KINETIC ABILITIES FOR SLOW LEARNING STUDENTS

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ABSTRACT

The aim of the research is to identify some of the priority physical and motor abilities of slow learners. The curriculum includes students with slow learning ages (7-9) in the first primary stage in Anbar Governorate, and the time zone for the period from 5/2/2018 to 25/4/2018.

The experimental method was used with the design of one set of pre and post tests, after determining the research variables, after which the proposed method was implemented, which included 30 educational units and 10 weeks. Based on the findings, the researchers came to a set of conclusions, including the emergence of ethically significant differences between pretest and posttest scores in favor of post-somatic and kinesthetic tests. The student's sports activities in general have a very positive relationship to the mental abilities of the student.

Keywords: Slow Learning Students, Kinetic Abilities

I. INTRODUCTION

There is no doubt that childhood is one of the most important and dangerous stages of human life, "because it is a formative stage in which individual personality and behavior are defined. “Attention to this stage is comprehensive, not only in terms of immediate needs, but also in terms of objective thinking derived from studies designed to prepare them in an integrated manner, as the basic foundation adopted by the developed countries for the advancement of their achievements. As a result, educational institutions have taken full care of them, as well as striving to reach out to the child's abilities and talents, in order to help them find their way in life. Educational research has demonstrated the effectiveness of sports activities and their positive relationship to the individual's mental abilities.

Physical and motor abilities are one of the important axes and pillars that we must take care of in childhood to accompany the child for most of his or her life, as well as the high dynamism of the child in middle childhood and the ability to learn new sporting skills, and their great love for adult sports activities and activities. "Motor orientation and connectivity with a flow in mathematical and basic movements.

Some children suffer from poor or slow learning capacity for one reason or another, whether they are educational, psychological, social, or health reasons, and cannot be educated in the same ways as their healthy peers, but through special education methods.

It is recognized that every child has the right to a good education in which there is no difference between the poor and the slow learners, as well as the emphasis of modern education on all children and those who are private, based on the principle of equal opportunities in the provision of educational and educational services to maximize their preparations and abilities.
To achieve an integrated understanding of the nature of their work and serve the educational process of the special education classes of this group of children, the mental processes have had a significant impact as a result of their involvement in motor skills.

The importance of research, therefore, lies in the development by researchers of a proposed curriculum to develop some physical and motor qualities for slow learners and its impact as an appropriate attempt to contribute to the upgrading of our children and the balanced development of their physical, psychological, social and mental aspects.

II. RESEARCH PROBLEM:

One of the most important problems experienced by some primary school pupils is the slow pace of learning, which requires serious studies to improve the quality of our children in a way that serves the educational process of special education classes and to improve their competence, achieve comprehensive and balanced development, as do their regular peers, through the development of their educational curricula, thereby ensuring that they improve their mental, physical, health and social capacities and follow-up.

Based on this problem, researchers have developed a proposed curriculum to develop some of the physical and motor abilities of this age group of our children, to ensure that they are educated, cared for, guided and their midwives are better developed.

2.1 Aims of the research:
Recognition of certain physical and motor abilities that are a priority in the motor performance of slow-learning pupils.

Develop a proposed curriculum for the development of some physical and motor abilities of slow-learning pupils.

Knowledge of the impact of the curriculum on the development of some physical and motor abilities of slow-learning pupils.

2.2 Research Hypotheses:
The curriculum contributes to the development of some of the priority physical and motor abilities in motor performance. There are statistically significant differences between tribal and post tests in some physical and motor traits of slow-learning pupils.

2.3 Areas of research:
Human domain: Slow-learning pupils aged 7-9 at the first primary level in Anbar province.

Spatial area: Outdoor areas of the schools covered by the research.

2.3.1 Temporal domain: The period from 5 October 2018 to 25 June 2018:
Research methodology and field procedures.

2.4 Search Curriculum:
It is the nature of the problem considered that determines the method used, so the experimental method with tribal and post-test tests has been used to solve the problem of research.

III. RESEARCH SAMPLE:
The process of selecting a research sample is one of the problems faced by researchers in their research. The results of that research depend on it. Researchers must choose the sample that is truly representative of the research community with a view to obtaining accurate results. (7-9) Years of Mercy Community School, Anbar Province, a selected number of specimens (27) Pupils of both sexes make up a percentage (51.92%) of the adult community of origin (52) a student and a student, and for the purpose of knowing the nature of the spread of the sample around its computational medium, researchers have resorted to using the difference factor in some variables of the research sample. (such as height, weight, and age), in order to determine the homogeneity of the sample members, the results showed that the sample is naturally distributed, as shown in table (1).
Table 1. Shows the arithmetic medium, standard deviation and difference coefficient of the length, weight and age variables of the search sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>Arithmetic Median</th>
<th>Standard deviation</th>
<th>Difference Factor %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length</td>
<td>123,037</td>
<td>7,781</td>
<td>6,324</td>
</tr>
<tr>
<td>Weight</td>
<td>24,629</td>
<td>2,720</td>
<td>11,044</td>
</tr>
<tr>
<td>Age</td>
<td>7,962</td>
<td>0,636</td>
<td>7,988</td>
</tr>
</tbody>
</table>

IV. INSTRUMENTS AND TOOLS USED FOR RESEARCH AND MEANS OF GATHERING INFORMATION:

4.1 Hardware:
- A chartered medical balance for measuring the weight of an Italian type (Persone).
- An electronic time clock (Omax) number (3).

4.2 Tools:
- 50 m leather bar.
- Wooden beams 50 cm high.
- 50 cm wooden cladding.
- A ruler, a chalk, a tie, ropes, a whistle and colored flags.
- Hoops
- Nylon balls of different sizes.

4.3 Means of collecting information:
- Arab references and sources;
- Testing and testing.
- Tests and measurements.
- Personal interviews.
- Assistant Task Force.
- Information collection form.

V. FIELD SEARCH PROCEDURES:

5.1 Determination of physical and motor traits:
With a view to identifying the most important physical and motor traits of priority in motor performance, to be developed for slow-learning pupils in the age group in question, researchers surveyed the sources related to the above traits. As a result, the researchers concluded that an identification form had been prepared to explore the views of experts and specialists in the field. (Training science and motor learning), of which there are (8) experts and specialists by presenting them with traits, and in the light of the results produced by that resolution, traits that have received a lower proportion of 60% have been excluded because "researchers have the right to choose what proportion they consider appropriate when selecting indicators," as shown in table (2).

Table 2. Shows the relative importance of the agreement of experts and specialists in determining the most important physical and motor qualities of slow-learning pupils in primary school at age 1 (7-9).
### Table of Importance

<table>
<thead>
<tr>
<th>Physical</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Transition speed</td>
<td>75.38%</td>
</tr>
<tr>
<td>3 The explosive power of the muscles of the legs</td>
<td>57.69%</td>
</tr>
<tr>
<td>4 Flexibility</td>
<td>61.53%</td>
</tr>
<tr>
<td>6 The speed characteristic of the muscles of the legs</td>
<td>56.92%</td>
</tr>
<tr>
<td>7 Kinetic speed</td>
<td>47.69%</td>
</tr>
<tr>
<td>8 The speed characteristic of the muscles of the arms</td>
<td>46.61%</td>
</tr>
<tr>
<td>9 The explosive power of the muscles of the arms</td>
<td>44.61%</td>
</tr>
<tr>
<td>10 Muscular strength</td>
<td>41.53%</td>
</tr>
<tr>
<td>11 Brute force</td>
<td>41.53%</td>
</tr>
<tr>
<td>12 Brute speed</td>
<td>38.46%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kinetic</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Agility</td>
<td>73.84%</td>
</tr>
<tr>
<td>3 Eye and hand compatibility</td>
<td>73.84%</td>
</tr>
<tr>
<td>4 Compatibility between the eyes and the legs</td>
<td>53.84%</td>
</tr>
<tr>
<td>6 Technic</td>
<td>49.23%</td>
</tr>
<tr>
<td>7 Skill</td>
<td>46.15%</td>
</tr>
<tr>
<td>8 Precision</td>
<td>44.61%</td>
</tr>
</tbody>
</table>

#### 5.2 Experimental experiments

The exploratory experiment is “a preliminary experimental study carried out by researchers on a small sample before carrying out their research in order to choose research methods and tools”(), and with the aim of knowing the most important obstacles that researchers may face when implementing the main experiment, and to ensure obtaining reliable results, the researchers conducted an exploratory experiment on Sunday 5/2/2018, at 9:00 am, on 5 slow learners of both sexes. They were chosen randomly. The purpose of this experiment was to:

1- Knowing the difficulties and problems that researchers may face in their research.
2- Knowing the time taken to carry out tests and measurements.
3- Determine the efficiency and accuracy of the assistant work team in implementing tests and measurements.
4- Knowing the validity of the devices and tools, as well as their suitability to the nature of the sample.
5- Ensuring the validity of the tests and the extent of the sample's interaction in carrying out the tests.
6- Preparing safety requirements for laboratories.
7- Preparing the forms for recording the results of the tests.

#### 5.3 The tests used in the research:

**The first test - running (20m) from the high start ().**

**The objective of the test:** To measure the transitional velocity.

**Tools used:** a straight path to take the test, two lines, one for the beginning and the other for the end, with a distance of 20 m between them, a stopwatch.

**Performance specifications:** The tester stands behind the starting line from the high starting position, and upon hearing the start signal, it runs at full speed from the starting line until it crosses the finish line straight, and the laboratory is given two attempts and records the best of them, as shown in Figure (1).

**Recording:** The laboratory records the time during which the specified distance traveled.
The second test: bend the trunk in front of the bottom of standing ()

Objective of the test: To measure the flexibility of the spine.

Tools used: A bench or table that bears the weight of the laboratory at a height of (50 cm), a graduated ruler (zero - 20 cm) fixed vertically to the edge of the table, so that the middle of the scale is above the edge of the table and the other half is below the upper edge of the table or bench.

Performance specifications: From a standing position on a bench or table, with the feet touching the sides of the scale (the ruler), the laboratory bends the torso in front of the bottom so that the fingers of the hands are in front of the scale. The laboratory maintains its final position for a period of 2-3 seconds, without bending the knees to record the distance, and the laboratory is given two attempts to score the best of them.

Recording: The maximum point the laboratory reaches is recorded with the fingertips of his hands on the scale.

The third test: the wide jump from stability ()

Objective of the test: To measure the explosive force of the muscles of the lower extremities.

Tools used: flat ground for the test, marking two parallel lines perpendicular to the jump line, measuring tape and chalk.

Performance specifications: The tester stands behind the jump line, the feet are slightly apart and the arms are high, and the laboratory begins by swinging the arms back with bending the knees and leaning slightly forward, and jumping forward to the maximum distance possible by extending the knees and pushing the feet with swinging the arms forward, and the laboratory is given two attempts and records the best of them.

Recording: The distance is measured from the starting line (the inner edge) to the last trace left by the laboratory, and the measurement is in centimeters.

The fourth test: running zigzag (Zagzac) between the barriers ()

The objective of the test: to measure agility.

Equipment used: four benches, poles or low chairs, and a stopwatch.

Performance specifications: The laboratory stands behind the starting line, which is 3m away from the first blocker and its width is 1m. The distance between one blocker and another of the four barriers is one meter. When the start signal is heard, the laboratory runs between one blocker and another, and the time spent in two cycles is calculated for the laboratory.

Registration: Calculating the time taken for two continuous sessions.

Fifth test: throwing and receiving balls ()

Objective of the test: To measure the compatibility between the eyes and hands

The test has been modified by setting a specific time for each of the four attempts, which is (10) seconds, in which the five attempts to throw balls with the right hand are completed and receive them with the same hand. And so is the rest of the manipulations. As for the time period between one attempt and another, it was open to
the laboratory for its performance, so the actual time for performance is (40) seconds, and the scientific bases of
the test (honesty - reliability - objectivity) were conducted.

Tools used: tennis ball, wall, draw a line on the floor and five meters from the wall

Performance specifications: The laboratory stands in front of the wall and behind the line drawn on the ground,
where the test is carried out according to the following sequence:

Throwing the ball five times in succession with the right hand, provided that the tester receives the bouncing ball
from the wall with the same hand

Throwing the ball five times in succession with the left hand, provided that the tester receives the bouncing ball
from the wall with the same hand

Throwing the ball five times in a row with the right hand, provided that the tester receives the ball with the left
hand each time

Throwing the ball five times in a row with the left hand, provided that the tester receives the ball with the right
hand each time

Calculation of grades: A score is given for each correct attempt, so the final score is (20), or five points for each
hand.

5.4 tribal tests

Tests and measurements are one of the means of evaluation, diagnosis and guidance, and it is one of the features
of scientific work based on sound scientific foundations.

In light of this, tribal tests of the physical and motor characteristics of the research sample were conducted on 7-
8/2/2018 at (9) in the morning, as shown:

Physical traits test on Wednesday 7/2/2018.

Motor abilities test on Thursday, February 8, 2018.

5.5 Educational Curriculum

The researchers prepared the educational curriculum, which aims to develop the variables under research for the
slow learners, taking into account the determination of the intensity used in the educational units by adopting it
on the length of the distance, the difficulty of jumps, the complexity of the exercise, the increase in repetitions
and the comfort between the performance of the games used. On the other hand, and what is new in our current
curriculum is the researchers’ reliance on games that are characterized by the nature of neuromuscular
compatibility because of their positive impact on the nervous system, which will be reflected in raising the
students’ efficiency in cognitive aspects. and specialists, and by presenting it to them, to ascertain the suitability
of that curriculum for slow learners who are in the first primary stage. The curriculum has been developed in its
final form, as it includes (30) educational units, for a period of (10) weeks, and with a rate of (3) educational
units in The week and the days (Sunday, Tuesday, Thursday), with a time of (20-26) minutes from the time of the
educational unit, specifically (the main section / the practical side), taking into account matters The general
education unit (the preparatory section and the final section), and that the increase in time took place at the
expense of the educational aspect of the preparatory section and the final section, and this was applied to all units
implemented on the research sample, as the lower and upper limits of these sections were commensurate with the
weather variables and what It is required to prepare for the exercises through the physical education teacher
implementing the preparatory section and the educational aspect of the main section and the final section.

In spite of the researchers controlling the extraneous variables that may affect the main experiment, as well as
what the scientific honesty requires from the researchers to give a real picture when implementing the method,
the researchers created the element of excitement and suspense with the aim of achieving the subjective desire of
the testers to ensure good results.

5.6 Post-tests.
After completing the application of the educational curriculum, the researchers conducted the post-tests, taking into account the same circumstances in which the tribal tests were conducted in terms of place, time and method of implementing the tests as much as possible, as the physical and motor tests were conducted over two days according to the dates indicated below:

1- Physical traits test on Tuesday 24/4/2018.

5.7 Statistical means.

To address the results, the researchers used the following statistical methods:

1- Percentage.
2- Arithmetic mean.
3- The standard deviation.
4- (t) test for related samples.

VI. PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

6.1 Presenting, analyzing and discussing the results of the pre and post tests of the experimental research group in the physical and kinetic traits

Table (3).Arithmetic mean, standard deviation, mean difference, standard deviation, calculated T-values, and the significance of the difference between the results of the pre and post tests for physical and motor traits

<table>
<thead>
<tr>
<th>Variables</th>
<th>measuring unit</th>
<th>pretest</th>
<th>post test</th>
<th>S F</th>
<th>S F</th>
<th>value(t) calculated</th>
<th>significance differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>P</td>
<td>S</td>
<td>P</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition speed</td>
<td>time</td>
<td>6.53</td>
<td>0.76</td>
<td>4.44</td>
<td>0.39</td>
<td>2.09</td>
<td>2.05</td>
</tr>
<tr>
<td>Flexibility</td>
<td>cm</td>
<td>2.47</td>
<td>1.73</td>
<td>4.20</td>
<td>1.10</td>
<td>1.73</td>
<td>1.75</td>
</tr>
<tr>
<td>Agility</td>
<td>time</td>
<td>21.22</td>
<td>3.62</td>
<td>15.04</td>
<td>0.88</td>
<td>6.18</td>
<td>3.66</td>
</tr>
<tr>
<td>Eye and hand compatibility</td>
<td>Degree</td>
<td>3.80</td>
<td>1.08</td>
<td>8.07</td>
<td>3.95</td>
<td>4.27</td>
<td>2.73</td>
</tr>
</tbody>
</table>

Table T value (2,201) at a degree of freedom (26) and a significance level of (0.05).

The results of the pre and post tests in Table (3) indicate that there are statistically significant differences between the pre and post tests in favor of the post test in all the variables that were identified in the current research. The researchers attribute the reason for this development to the effect of the prepared curriculum and its contribution to raising the abilities of slow learners by giving them sufficient mobility. Khalida Ibrahim Ahmed asserts that depriving the student of movement will lead to the development of wrong bodily conditions that limit his mobility compared to normal students, as well as About their lack of physical fitness due to the lack of programmed activities (), and “WajihMahjoub, 1987” asserts that “the speed develops in children who are new to school and quickly, and the growth rate stops at the age of about 10 years to decrease after that gradually ()”, and points out "Abu Ela Ahmed Abdel-Fattah, 1997" indicated that "increasing the speed requires the efficiency of the nervous system in performing muscular work as the system that controls the functions of the body" ()

As for the (flexibility) test, the results of the same table showed that there were statistically significant differences between the pre- and post-tests and in favor of the post-test, and these differences show the extent of the impact of the vocabulary of the prepared educational curriculum and its relevance to the abilities of the slow learner that led to the development of this trait despite the difficulties that The researchers faced it in the first place, but the availability of the principle of excitement, creating competition and spreading a spirit of enthusiasm in the hearts of the students had a great impact in overcoming these difficulties, and “Kurt Meinl, 1987” points out that “the new-to-school child constantly needs a purposeful increase in exercises Flexibility, and that the increase in
exercises leads to an increase in flexibility in children who are new to school and gives a much better result when the child gets older.

As for the (agility) test, it appears from Table (3) that there are statistically significant differences between the results of the pre- and post-tests and in favor of the post-test, and these moral differences confirm the impact and contribution of the educational curriculum to the development of this trait. It was adopted by researchers, with the intensification of sports activities and focus on activities that develop attention, focus and neuromuscular compatibility in a way that suits the abilities of the slow-learning pupil, and “WajeehMahjoub, 1987” points out that “agility is a characteristic of the child at this stage, and this is what we see in balance exercises and agility games, It is an all-encompassing trait()”, and the auxiliary tools gained the child experience by putting him in different situations.

As for the eye and hand compatibility test, the results of Table (3) showed that there were statistically significant differences between the results of the pre and post tests and in favor of the post test, and that these differences are a clear indication of the impact of the curriculum in developing this trait, as well as raising the efficiency of some mental processes. And its ability for the slow learner to learn by giving him the opportunity to perform harmonic movements commensurate with his age and the specificity of his condition, and "RaysanKhribetMajeed", quoting "Larson and Yokom" indicates that "the harmony depends on the integrity and accuracy of the functions of the nerves and their connection together, because it is necessary to send nerve signals to more than one place at a time()", also, "the compatibility, hand-eye compatibility, foot-eye compatibility improve progressively with age, and boys' performance is better than girls' performance throughout childhood" ()

VII. CONCLUSIONS

The emergence of significant differences between the results of the pre and post tests in favor of the post test for physical and motor traits.

The student's sports activities in general have a great positive relationship with the student's mental abilities.

The training curriculum positively affected the development of research variables through its content of small games and various motor activities that contributed to unlocking the latent abilities of the slow learner because of their impact on improving mental processes.

6.2 Recommendations

The necessity of using small games, competitions and ball games that develop neuromuscular compatibility during the physical education lesson.

Spreading awareness among physical education teachers about how to deal with slow learners with confidence and reassurance, and giving them the necessary care to discover their innate characteristics and abilities to work on their development.

The need for efficient educational competencies capable of taking into account the privacy of slow learners.

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