THE EFFECTIVENESS OF SMALL MOTOR GAMES TO DEVELOP SOME MOTOR ABILITIES OF KINDERGARTEN CHILDREN IN AL-MUTHANNA GOVERNORATE

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ABSTRACT

The role of the physical education lesson in the kindergarten stage is considered one of the most important aspects of the educational process, as it contributed to satisfying the basic needs of the child, including the need for appreciation and the acquisition of new experiences. The child becomes safer by mastering the skills of moving his body and his ability to control his movements, and because kinetic games are effective pedagogical methods in arousing learners’ motivation towards achieving the goal, as well as for physical education, describing important aspects of the child’s life. It also emphasizes the interaction between two main aspects, the educational aspect and the cognitive aspect. Therefore, it was necessary to find means that would allow the child to gain more experiences related to the aspect of physical activity that an adult has. Impact on the child's abilities.

Accordingly, the research aims to identify the impact of the small kinetic games program for children on some of the motor abilities of kindergarten children in Al-Muthanna Governorate, and to achieve this goal, the researcher identified using an experimental approach to design equal groups. The research community is a kindergarten between the ages of (4-5 years) in kindergartens (Al-Shorouk Kindergarten, Little Angel Kindergarten, Al-Sanafer Kindergarten, and Farah Model Kindergarten) in the center of the Directorate of Samawah and Al-Khidr in Al-Muthanna Governorate numbered (112) for the academic year (2020-2021).

As for the application of the small kinetic games program (20) children, they were randomly selected with the original research community. The exploratory sample for all classes of the two scales consisted of (12) individuals. After dividing the sample members into two experimental and control groups, tribal tests were conducted on the members of the two groups by calculating homogeneity and equivalence, then the researcher proceeded to apply the kinetic games program to the members of the experimental group, while the researcher applied the kinetic games program to the members of the experimental group. The control group, which lasted (8) weeks, was left with one or two sessions at a time (35-45) minutes. SPSS in order to identify the significant differences between the experimental groups.

The researcher reached a set of conclusions

1. The use of the small kinetic games program has a role in developing some of the kinetic abilities of children aged (4-5 years)
2. The researcher found that there are a large number of children with negative attitudes towards limited games in kindergarten.

I. INTRODUCTION

The lesson of physical education in the kindergarten stage is one of the important aspects of the educational process, as it contributes to satisfying the basic needs of the child, including the need for appreciation and the acquisition of new experiences. The child becomes safer by mastering the skills of moving his body and the ability to control his movements.
Kindergarten is one of the elements of humanity's race towards its bright future. Kindergartens actively contribute to raising children, protecting them from future problems, protecting society from their deviation, and making their lives happy.

The child finds in the kindergarten what satisfies his needs and tendencies, especially since it is far from home and the things it contains are made for adults and furniture that hinders the child’s movement. Therefore, kindergarten has been a useful tool that helped parents, teachers and pioneers in guiding, delighting and delighting their children.

Wajih Mahjoub sees the kindergarten as the second home, as he asserts that the child ((the second kindergarten and the surroundings of the main house in which the child learns a lot. Special stages occur if the mother obtains and participates in all areas of life because she is half of society) (1)

Since kinetic education differs from other types of education in the difference and diversity of its methods and programs, it requires specialized cadres to care for children and provide them with basic skills and kinetic abilities, starting from the pre-school stage for children, depending on kinetic education, which is one of the necessities for success in developing basic skills and abilities.

Thus, the importance of the research lies in the use of the motor games program in order to develop (the level of motor abilities for pre-school children aged (4-5) years), which in the future contributes to the further development of these skills and abilities in order to achieve compatibility with themselves and with society.

II. RESEARCH PROBLEM

In light of the researcher’s continuous follow-up to a number of kindergartens affiliated with the Directorate of Education in Muthanna, she noticed that most teachers are not specialized in the physical and skill aspects, as well as the teachers’ lack of interest in the physical education lesson, and that most of the games that children play are limited to one or two types of games. As well as deficiencies in taking into account the physical and motor elements that contribute to raising the level of motor abilities. And that it should not be implemented by the teacher (supervisor) because it requires effort and accuracy in performance, and because most kindergartens rely primarily on the theoretical side, which leads to not giving children an opportunity to play various games. It is limited to fun and entertainment only and not for a specific purpose. Also, most teachers do not rely on the kindergarten curriculum or a specific curriculum aimed at the necessity of using motor games that help in developing his motor abilities and basic skills. Hence the problem of the current research emerged, which is the answer to the following question:

((How effective are motor games on some motor abilities for ages 4-5 years))

In order to achieve this, it was necessary to organize a program of kinetic games based on group play in order to develop kinetic abilities that contribute to creating an atmosphere of fun, empathy, respect, positive interaction and strengthening social relations between children and society.

Research Objectives

1. Identifying the level of some of the motor abilities of kindergarten children in Al-Muthanna Governorate, whose ages ranged between (4-5) years?
2. Preparing a program for small kinetic games using group play for children in the city of Riyadh, Al-Muthanna Governorate, at the age of (4-5) years.
3. Identifying the impact of the small kinetic games program for children on some of the kinetic abilities of kindergarten children in Al-Muthanna Governorate.

Research assignments

1. There are statistically significant differences between the pre- and post-tests in favor of the post-tests in developing some motor abilities for children in the city of Riyadh, Al-Muthanna Governorate, at the age of (4-5 years)
2. There are statistically significant differences between the control and experimental groups in the post-test and in favor of the experimental group in developing some motor abilities of Riyadh children in Al-Muthanna Governorate at the age of (4-5) years.

Research Areas

- The human domain: the people of the city of Riyadh in Al-Muthanna Governorate at the age of (4-5) years.
- Date range: for the period from 3/21/2021 to 1/7/2021.
- The spatial domain: the halls and fields of each kindergarten.

Define the terms

First - Action Games

Efficiently change the position and shape of the body. It requires an overlap of isolated locomotion skills with coordination of balance, speed, reflexes, strength and endurance (2)

Third - motor abilities

It is the ability that a person acquires from the surrounding environment or is present, such as flexibility, agility, balance, training and practice develops mainly according to individual physical, sensory and cognitive sensitivity (3)

III. FROM THE METHODOLOGY OF THE RESEARCH AND ITS FIELD PROCEDURES

Research Methodology

It is ((the method that the researcher uses and uses to answer the questions posed with the issue under research)) (4) and accordingly the researcher used the experimental method because it is related to the nature of the research. Experimentation is the intentional and controlled change of the specific circumstances of an accident and the observation and interpretation of the resulting changes in the accident itself. (5) As for the research design, it was in the method of (two equal groups), control and experimental, as shown in the following figure:

Figure (1) shows the experimental design of the research

Research community and sample

The selection of the research community and its sample is one of the important matters in any scientific research, as the correct test of the research sample is one of the important pillars and factors in the success of the researcher’s work, as he applies the steps or vocabulary of his research in practice.

Accordingly, the researcher identified the research community represented by the sons of the city of Riyadh who belong to the Directorate of Education in Al-Muthanna Governorate at the age of (4-5) years, and their number is (112) children for the academic year (2020). -2021 AD.

As for the research sample, it was selected from (Al-Samawa Center - Al-Khidr District) in Al-Muthanna Governorate, and it was selected in a simple random way for kindergarten children aged (4-5 years) from (Al-Shorouk Kindergarten). And the Little Angel Kindergarten in the center of the city of Samawah as a control group, while the experimental group was represented by (Al-Sanafer Kindergarten and Farah Model Kindergarten) from the Al-Khader area, ie with (20) children. For each group, homogeneity was done only for motor abilities. Height, weight and age were not homogenized because they are from one age stage, and Table No. (1) Illustrates this.
Table (1) Shows community and sample research

<table>
<thead>
<tr>
<th>exploratory experience</th>
<th>The research sample</th>
<th>the total number</th>
<th>Kindergarten name</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>10</td>
<td>Sunrise Kindergarten</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>10</td>
<td>Little Angel Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>0</td>
<td>Al Sanafir National Kindergarten</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>0</td>
<td>Farag Kindergarten</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>20</td>
<td>the total</td>
<td>112</td>
</tr>
</tbody>
</table>

Table (2) It shows the homogeneity and equivalence of the members of the research sample

<table>
<thead>
<tr>
<th>Variables</th>
<th>test value</th>
<th>LEVEN</th>
<th>Indication level</th>
<th>t calculated</th>
<th>experimental group</th>
<th>control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>running speed</td>
<td>2.950</td>
<td>0.047</td>
<td>0.985</td>
<td>0.061</td>
<td>2.928</td>
<td>0.047</td>
</tr>
<tr>
<td>Compatibility</td>
<td>6.708</td>
<td>0.075</td>
<td>0.658</td>
<td>0.109</td>
<td>6.665</td>
<td>0.075</td>
</tr>
<tr>
<td>balance</td>
<td>5.653</td>
<td>0.118</td>
<td>0.593</td>
<td>0.156</td>
<td>5.683</td>
<td>0.118</td>
</tr>
<tr>
<td>agility</td>
<td>11.503</td>
<td>0.369</td>
<td>0.369</td>
<td>0.391</td>
<td>11.590</td>
<td>0.369</td>
</tr>
</tbody>
</table>

Table (2) shows that the significance level of the T-test for parity between the two groups and the value of the Levine test for homogeneity among the members of each group were all greater than the error value (0.05), and this indicates that there are no significant differences between the two groups and among the members of each group.

Means of collecting information and tools used in research

One of the important things that must be followed in order to complete her problem and solve it is to own the research tools, which is one of the basic means so that the researcher can collect data and find the appropriate solution to achieve the research objectives, whatever it may be. These tools are data, samples, and devices (6).

Means of collecting information

- Arab and foreign sources
- International Information Network (Internet)
- Previous studies and research.

Data collection methods

- Observation.
- Tests and measurement.
- Personal interviews with experts and specialists.
- Questionnaires to solicit the opinions of experts and specialists.

Tools used in research

It can be defined as the means or method by which the researcher can solve her problem regardless of those tools, data, samples or devices (7).

1. Whistle
2. Small Balls (20)
3. (4) Plastic benches, chairs, nails, poles,
4. Number of balloons (10)
5. Colored masking tape (50 m)
7. 2 big size baskets, 4 small size baskets.
8. The pictures are cut into small cubes with the whole pictured model, different pictures of animals No.5.
9. 5 stickers for drawings of frogs and geometric shapes (triangle, square, circle) 5 for each shape
10. 3m long, 9cm stick wide.
11. (Swings, slides) number (10).
12. Illustrations
13. Four ropes of one (1) meter length.
14. Color pigments
15. Basketball (6).
16. Three camera brackets.

Means of data analysis
- Statistical means.
- Electronic and manual calculator software.

Devices used in the research
- Types of Photography Cameras (No). 1.
- Type Camcorder (Sony) #1.
- HP's #1 Portable Calculator (Laptop).
- Electronic stopwatch for measuring time 2 pieces.
- A recording device that displays (animal) sounds.

IV. TESTS USED IN THE RESEARCH

Determining the components and tests of motor abilities
The researcher worked on designing a model in which he mentions the components of motor abilities, including tests that take into account several considerations, including (diversity - to prevent the emergence of boredom in their performance, especially in children and ease of implementation - so that the child feels his ability to conduct such examinations without hesitation, and not generalized by other researchers to increase The number of appropriate examinations for children in the city of Riyadh aged (4-5) years, and based on a survey of opinions (10) experts and specialists were conducted. It is shown in Table No. (3) That the motor abilities (motor, speed - agility - coordination - balance) got 90% as a minimum for admission.

Table No. (3) Shows the results of the chi-square analysis of experts' opinions on motor abilities

<table>
<thead>
<tr>
<th>Statistical significance</th>
<th>Indication level</th>
<th>Values Ka²</th>
<th>percentage</th>
<th>not agree</th>
<th>OK</th>
<th>motor abilities</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit</td>
<td>11 0.0</td>
<td>6.4</td>
<td>%90</td>
<td>1</td>
<td>9</td>
<td>Flexibility of</td>
<td>1</td>
</tr>
<tr>
<td>write off</td>
<td>0.527</td>
<td>0.4</td>
<td>%40</td>
<td>6</td>
<td>4</td>
<td>consistency</td>
<td>2</td>
</tr>
<tr>
<td>write off</td>
<td>0.058</td>
<td>3.6</td>
<td>%20</td>
<td>8</td>
<td>2</td>
<td>Responsiveness</td>
<td>3</td>
</tr>
<tr>
<td>Fit</td>
<td>11 0.0</td>
<td>6.4</td>
<td>%90</td>
<td>1</td>
<td>9</td>
<td>Kinetic speed</td>
<td>4</td>
</tr>
<tr>
<td>Fit</td>
<td>0.000</td>
<td>10</td>
<td>%100</td>
<td>0</td>
<td>10</td>
<td>balance</td>
<td>5</td>
</tr>
<tr>
<td>Fit</td>
<td>0.000</td>
<td>10</td>
<td>%100</td>
<td>0</td>
<td>10</td>
<td>agility</td>
<td>6</td>
</tr>
<tr>
<td>write off</td>
<td></td>
<td>%10</td>
<td>9</td>
<td>1</td>
<td></td>
<td>skill</td>
<td>7</td>
</tr>
<tr>
<td>Fit</td>
<td>11 0.0</td>
<td>6.4</td>
<td>%90</td>
<td>1</td>
<td>9</td>
<td>balance</td>
<td>8</td>
</tr>
<tr>
<td>write off</td>
<td>0.206</td>
<td>1.6</td>
<td>%30</td>
<td>7</td>
<td>3</td>
<td>Precision</td>
<td>9</td>
</tr>
</tbody>
</table>

Conditions for carrying out motor abilities tests
On this subject, there are many conditions that must be met when conducting the tests, in terms of their multiplicity, and their suitability for the age stage, in order to obtain accurate results.

**Description of motor abilities tests**

1. **Speed test (running)** (8)
   - **Test name:** It is conducted between two parallel lines.
   - **Test objective:** To measure the movement of running.

   **Used Equipment:** Whistle, operating space marked by two parallel lines (10 m) and the distance between the two lines (50 cm), adhesive tape for marking.

   **Performance Specifications:** The child stands at the starting line marked in the adhesive tape, and when you hear the starting whistle, the child begins to run between the two marked lines and reach the finish line and then return to the starting line.

   **Recording method:** Calculates the time the child takes to and fro.

2. **Shuttle run test (agility)**
   - **Purpose of the test:** To measure speed and ability to change direction.
   - **Tools:** A stopwatch to draw two parallel lines with a distance of three meters between them.

   **Performance Specifications:** The tester stands next to one of the two lines, and when he hears the start signal, he runs in the direction of the other line to cross it, then returns to the starting line to cross it, and so on until he crosses (15). Meters (3 meters x 5 times)

   **Recording:** The lab records the time in which it travels a distance of (15) meters.

3. **Balance tests (9)**
   - **Test name:** Crossbar Walking.
   - **The objective of the test:** to measure balance.
   - **Tools used:** a keel 3 meters long and 9 cm wide, a whistle.

   **Performance Specifications:** The child stands in front of the beam and when you hear the start whistle, the child walks on the balance beam with his arms aside and reaches the end.

   **Registration method:** Calculate the time it takes the child to walk on the balance beam.

4. **Compatibility test**
   - **Test name:** Throwing the ball against the wall and receiving it after it bounces off the ground.
   - **Objective of the test:** To measure the compatibility between the eye and the arm.
   - **Tools used:** smooth wall, plastic ball, masking tape, whistle.

   **Performance Specifications:** The child stands in front of the wall on the line marked on the floor in the adhesive tape, which are two meters from each other. When you hear the start whistle, the child throws the ball, hits it on the ground and then receives it.

   **Registration method:** Counts the number of successful attempts the child throws the ball in a time of 30 seconds.

**Exploratory experience**

In order to get acquainted with the initial picture of the structure (essentials) of the main experiment, and to know the validity of the tools and devices used, and to reveal the most important course of action through how to deal with children in Riyadh to reach it. The applied optimal method, in an attempt to reinforce the positives and address the negatives when carrying out the research process, it was necessary to actually conduct an exploratory
experiment, the exploratory experiment is a “mini-experiment similar to the real (basic) experiment” (10). The exploratory experiment was conducted to test the motor abilities on a random sample of children from Al-Shorouk Kindergarten, the Little Angel Kindergarten, Al-Sanafer Kindergarten and Farah Kindergarten, and their number was (12) children from the age of (4). 5 years. It was in the year 2021 as it took four days to implement all candidate tests for the application, as the exploratory experiment was conducted in each of the above-mentioned kindergartens, knowing that the purpose of implementing the exploratory experiment is:

1. Ensure the suitability of the devices and tools used.
2. Verify the extent to which the tests can be carried out by the sample members.
3. Knowing the time required to take measurements and tests and their suitability.
4. The appropriate forms prepared for registration.
5. The validity of making adjustments to the performance of some tests in proportion to the age of the research sample.
6. Effective support team.
7. Health safety for children in terms of wearing masks and providing sterilization materials.
8. Ensuring the ability of the experimental sample members to perform all tests and after making modifications to some of them.

V. SCIENTIFIC BASES FOR THE TESTS

Honesty
The researcher used the apparent honesty by presenting the scale to experts and specialists in the field of general psychology, sports psychology, tests and measurement, which were mentioned in the talk about building the scale, where this type of honesty was achieved, and (this) type reveals honesty through examination. Initial selection of contents by a panel of specialists and experts to assess compliance with the purpose for which it was developed) (11)

More
A fixed scale is one that gives the same result if it is applied to the same individuals under the same conditions, and in order to obtain the reliability coefficient, the researcher used the retest method. One day, the researcher conducted tests on a group of children aged (4-5) years outside the research sample. Their number was (12) children, and after collecting the results, the researcher extracted the simple correlation coefficient. The results of the correlation coefficients were as follows:

Motor abilities tests (0.89)
Al-Issawi points out that if the reliability coefficient is (70%) or more in the descriptive studies, it is a good indicator of the scale's stability. (12) As a result of the two tests, the correlation is significant, which indicates the stability of the test results.

Objectivity
Objectivity in the field of practice tests means tests whose answer is determined by the key or form, and also means (clearness of instructions for applying the test and calculating scores) (13)

f (Tests in which the tester chooses the answer from among several alternatives are called objective tests because all judges can rely on the correction key, if any, or on the rating scale specified for the test).

Main experience
Pre-Tests
Tests "are one of the methods of evaluation, measurement, diagnosis and guidance in various curricula, programs and plans for all levels and age stages, and they play the role of an indicator, and clearly indicate the extent of progress and success in achieving the goal goals. Therefore, the researcher conducted tribal tests on the experimental group for intelligence and motor abilities on Sunday and Monday 3/3/2021 pm at exactly ten o'clock in the morning inside the classroom, stadiums and all related conditions. Tests were taken into account in terms of
time, place, tools and method of implementation in order to create the same conditions in subsequent tests as possible.

**Small game program**

She prepared her program with small games aimed at developing and developing the motor abilities of the experimental group, while the control group was the teacher's curriculum. When designing the mini-game program, the researcher took into account the following:

- Achieving the goals of small games in developing motor abilities (agility - balance - compatibility - running speed)
- Ensure that all children participate in the games of the Small Games Program.
- The program vocabulary is appropriate for the growth characteristics of this stage.
- The researcher's work was limited to practicing the program of small games in the lesson, where the researcher used (5) minutes of warm-up before the start of the motor game, and (5) minutes of relaxation upon finishing the game.
- Determine the winner of the game, reinforce his behavior, and encourage him to continue playing.

The small game program was shown to a group of experienced and specialists, and they agreed to use it because it fulfills its intended purpose. The program included:

- (10) Weeks at a rate of two (2) sessions per week.
- The number of small kinetic games reached (15) games spread over (10) weeks.
- The number of games in each session (3) games.
- The duration of the session ranges between (35-45) minutes.
- The implementation of the program began on Thursday 4/3/2021 and ended on Thursday 6/5/2021.
- the program is applied weekly on days (Monday - Thursday)

**Post-tests**

After implementing the proposed harmonic exercises curriculum on the experimental group, the researcher conducted the post tests on 11-12/5/2021 AD for the experimental group at exactly ten o’clock in the kindergarten halls. The researcher took into consideration that the post tests are conducted in the same conditions as when implementing the tests Tribal students inside the kindergarten in terms of time, place, tools and devices needed and with the help of the same assistant work team in the pre-test:

**The statistical methods used in the research**

The data obtained was processed using several statistical methods that fit with the objectives of the research to reach knowledge of the results through the use of the statistical package (SPSS).

1. Arithmetic mean.
2. Standard deviation.
3. Levine test.
4. A test t for related samples.
5. A test t for independent samples.
6. The value of Ca is.
7. Percentage.
8. Pearson correlation coefficient.

**Results analyzed and discussed**

This chapter deals with the presentation, analysis and discussion of the research results, after the researcher finished collecting the data resulting from the used tests that were placed in tables, to facilitate the extraction of scientific evidence. Because it is a suitable explanatory tool for research, it enables the achievement of research hypotheses and objectives in light of the field procedures carried out by the researcher.
Presentation of the results of the values of the variables to control the research and experimental groups in the post-test, analysis and discussion

Table (4) shows the differences in the post test in the values of research variables between the control and experimental groups

<table>
<thead>
<tr>
<th>No</th>
<th>indicator</th>
<th>Values t calculated</th>
<th>±</th>
<th>s</th>
<th>±</th>
<th>s</th>
<th>measuring unit</th>
<th>Variables</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>6.167</td>
<td>0.249</td>
<td>2.238</td>
<td>0.052</td>
<td>2.628</td>
<td>a second</td>
<td>running speed</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>0.000</td>
<td>25.149</td>
<td>0.074</td>
<td>7.912</td>
<td>0.078</td>
<td>7.445</td>
<td>times</td>
<td>Compatibility</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>0.000</td>
<td>8.781</td>
<td>0.059</td>
<td>5.074</td>
<td>0.066</td>
<td>5.254</td>
<td>a second</td>
<td>balance</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>0.000</td>
<td>6.183</td>
<td>0.176</td>
<td>10.675</td>
<td>0.288</td>
<td>11.195</td>
<td>a second</td>
<td>agility</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

In light of the data extracted from the members of the research sample, Table No. (4) Shows the differences in the values of the research variables (running speed, compatibility, balance, agility) in the post-test between the controls and experimental. As shown in the above table, the nature of the sample individuals showed differences between the two groups in the dimensional test.

As for the variable running speed, it showed, using the t-test for independent samples to extract the differences, statistically significant differences, as its calculated value reached (6.167) at the significance level (0.000) and the degree of freedom (18). Between the control group and the experimental group in the post-test and in favor of the experimental group.

As for the concordance variable and using the t-test for independent samples to extract the differences, statistically significant differences showed, as its calculated value reached (25.149) at the significance level (0.000) and the degree of freedom (18) between the control and experimental groups in the post test in favor of the experimental group.

As for the equilibrium variable using the t-test for independent samples to extract the differences, it showed statistically significant differences, as its calculated value reached (8.781) at the significance level (0.000) and the degree of freedom (18) between the control and experimental groups in the post test in favor of the experimental group.

As for the agility variable, it showed, using the t-test for independent samples to extract the differences, statistically significant differences, as its calculated value reached (6.183) at the significance level (0.000) and the degree of freedom (18) between the control elements. And the experimental groups in the post-test in favor of the experimental group.

As for the agility variable, it showed, using the t-test for independent samples to extract the differences, statistically significant differences, as its calculated value reached (6.183) at the significance level (0.000) and the degree of freedom (18) between the control elements. And the experimental groups in the post-test and in favor of the experimental group, and the researcher believes that the difference in the value t) is calculated for the post-measurement of the two experimental and control groups and in favor of the experimental group that was exposed to the motor program. This result came as a result of the results of the sessions of the applied program with all its vocabulary in which the child depends on himself in achieving the requirements of the course. This allows the child to benefit from a great deal of the content of the applied program and a greater degree of understanding and understanding of the variables that affect the contribution to reach a state of agreement with the community and the factors surrounding it, including the environment. And colleagues, reaching a state of agreement with oneself and with the surrounding social factors.
VI. CONCLUSIONS AND RECOMMENDATIONS

Conclusions
In light of the research results, the following conclusions can be drawn:

1. That the child's motor abilities (agility, balance, coordination, motor speed) have developed significantly through the program developed by the researcher, because the vocabulary of the program was aimed at development and not only for fun and play.
2. It became clear to the researcher that the methods and strategies used in the kinetic games program have a significant impact on developing the kinetic abilities of children aged (4-5) years.
3. The researcher concluded that there is a clear interaction between kindergarten children and the kinetic games program as a new scientific phenomenon.

Recommendations
In light of the research results that have been reached, the researcher recommends the following:

1. The Ministry of Education is concerned with the motor aspect of children by allocating female physical education graduate teachers exclusively to provide lessons for motor units.
2. The researcher recommends the trainers and trainers present in kindergartens to pay attention to the kinetic games program and the use of pictures and shapes, and to show its positive role in the level of psychological adjustment at the age of (4-5). Years)
3. The necessity of providing outdoor and indoor playgrounds in kindergartens, and they must contain various tools and devices scientifically designed to serve the child in movement.

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SUPPLEMENTS

Supplement (1)

Demonstrates an example of one of the games used in the curriculum

1- The first game: (developing the skill of walking)

- General Objective/Development of Balance Skill:
- Play time: 20 minutes
- Warm-up: 5 minutes: walking - jogging - some exercise
- Name of the game / walking on geometric shapes
- Tools / tape for drawing geometric shapes, drawing the palm of a hand on the wall
- Implementation steps:

Draw three geometric shapes on the ground in sequence (triangle, square, circle) and define a line with a different stripe color to start and end in each of the three shapes. The children stand in the form of a locomotive at a distance of 3 m behind the specified starting line. Reaching the first geometric shape that walks on the borders of each shape and upon completion of the geometric shapes walk towards the palm of the hand drawn on the wall to touch the palm and then return running to the starting line

2- The second game: (touching the colleague)

- General Objective/Development of motor speed skill:
- Play time: 25 minutes
- Warm-up: 5 minutes: walking - jogging - some exercise
- Tools: strips to define space
- Skills: Dribbling (simple, compound) with the body
- Implementation steps:

A number of children spread out in the playground or in the arena is limited. The leader selects one of the children to play the role of (touch), the rest of the children try to escape from it, play continues until a certain time, then chooses another child to play the role of (touch) until the end of the number of members of the group and during a period of time Each time a touching child touches a child, the winner will be counted with the most points.