

**The impact of educational units proposed by small games in the development of the speed of transition and the speed of reaction to students.**

**First year Average (11-12 years)**

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**الملخص**

جاءت هذه الدراسة لتجيب على مدى تأثير وحدات تعليمية مقترحة بالألعاب الصغيرة لتنمية صفة السرعة (السرعة الإنتقالية وسرعة رد الفعل) لعينة من تلاميذ السنة الأولى متوسط (11-12 سنة)، وقد أستعمل الباحث المنهج التجريبي باستخدام التصميم التجريبي لمجموعتين متكافئتين (ضابطة وتجريبية)، تألفت عينة الدراسة من (70 تلميذ و تلميذة) من تلاميذ السنة الأولى متوسط (11-12 سنة)، تم اختيارهم بطريقة عشوائية، ليتم تقسيمهم لمجموعتين، 35 تلميذ يمثلون مجموعة ضابطة يطبق عليها البرنامج التقليدي المعد من طرف أستاذ التربية البدنية و الرياضية لمتوسطة طريق سطيف - بريكة - و مجموعة تجريبية يطبق عليها البرنامج المقترح في الألعاب الصغيرة، و ذلك للموسم الدراسي 2015/2016.

لأجل الوصول لأهداف الدراسة تم اختيار اختبارين واحد يقيس السرعة الإنتقالية و الآخر سرعة رد الفعل، تتمتع بصدق و ثبات و موضوعية عالية، و قد قدمت 12 وحدة تعليمية، مدة كل وحدة تعليمية 60 دقيقة، وقد تم التوصل إلى وجود فروق ذات دلالة إحصائية لصالح المجموعة التجريبية في اختبارات البحث

**Summary :**

This study was used to investigate the effect of the proposed units on the small games for the development of speed character (the speed and reaction speed) of a sample of first year students (11-12 years). The researchers used the experimental method using the experimental design of two groups (control and experimental) The sample of the study consisted of (70 students and students) of the students of first year

**(11-12 years)**, randomly selected to be divided into two groups, 35 students representing a control group applying the educational units prepared by the professor of physical and sports education for the medium of Setif-Brikha road for the academic year 2015/2016 and experimental group The proposed educational units is applied in small games.

In order to achieve the objectives of the study, two tests were chosen, one that measures the transition speed and the other the reaction speed. It is characterized by a high level of honesty, stability and objectivity. A small game program, which lasted 12 weeks, was designed for 12 units.

There were statistically significant differences for the experimental group

### 1. Introduction:

Through the physical and athletic education lesson, the student acquires extensive experience and skills to develop physically, psychologically, socially and mentally. Playing is one of the most important means of doing so, giving him opportunities to express the child's abilities and creativity. Which acquires through its exercise physical, motor, psychological, physiological and skill.

"Small games achieve tangible benefits in terms of teaching motor skills, motor balance, effectiveness, and physical and mental growth," Rumi said. **(Rumi, 1999, 25)**

Since caring for children in the primary age is the basis upon which their sound development is based in their next stages of development. Also, this phase should be taken care of and not neglected and should be taken advantage of by investing the energies of individuals and directing them to a sound educational destination. **(Mufti, 2005, 76).**

Therefore, it is necessary to plan organized and planned mobility programs and the specifics of this stage in order to achieve comprehensive growth.

Speed is also a key component of fitness. There is an important fact that any skillful performance is related to fitness components, especially speed. Training professionals emphasize their importance. They play an essential role in the exercise and diligence of all sports activities. .

The link between small games and the development of physical fitness (rapid transition and reaction speed) in late childhood can only be achieved through the development of educational program designed according to the needs of the stage of study under study (late childhood), this important stage, which is the period of fertile seed to plant parameters And educational strategies for reaching a physically fit individual

This has led the researcher to address this issue. From this, a proposed learning unit has been developed with small suggested games to determine its effect on the development of the speed characteristics (the speed and reaction speed) for the first year students (11-12 years).

**2. The problem of the study:** Through the work of the researchers in the field of education physical education and sports noted the lack of sufficient attention by the professors of physical education and sports scientific development and the correct speed (rapid speed and reaction speed), it is limited to a short learning unit in which the professor Speed as a technique and not as an attribute, and we have recorded a clear lack of specialized programs for this important stage Especially games programs so came the urgent need to design and develop a educational units commensurate with the nature of this age and the problem lies in the research in the following questions:

\* 1 - How well do educational units prepared by the professor of physical and sports education affect the development of transitional velocity and response speed for first year students (11-12 years)? .

\* 2 - What is the effect of the proposed educational units prepared by the professor of physical and sports education on the development of the transitional speed and the reaction rate for the first year students (11-12 years)? .

**3- Study hypotheses:** The research hypotheses were formulated as follows:

- There is a statistically significant difference between the tribal and post-primary measurement of traditional educational units and the post-secondary interest in developing transitional velocity and reaction speed.
- There is a statistically significant difference in the post-test between the traditional educational units and the proposed educational units and the latter's interest in the development of the rate of transition speed and the speed of reaction.

**4 - Objectives of the study:** The research aims to:

\* 1 - Selection of a group of small games contribute to the development of speed (speed and reaction speed).

\*2 Identify the impact of the proposed program on the development of transitional velocity and response speed for students aged 11-12, compared to the traditional program.

#### **5- Determining the study terms:**

5-1 - Module: Procedural definition: A set of exercises and games developed for the development of speed (the speed and the speed of reaction) and determined in time and way and the number of practitioners.

5-2- Small games: Procedural definition: These games are simple in their laws and regulation can be performed even in small spaces, and in small numbers and large tools without them, and was in our study in the group of games aimed at developing some elements of fitness under study by Activity.

5.3 - Speed: Procedural definition: the ability to produce movement and move from place to place in the shortest possible time

5-4 years 11-12 years old Childhood: Procedural definition: Pre-adolescence and special features, characterized by slow growth in general,

This is an important stage in the acquisition of the movement. In our study, this is the sample of students studying for the first year (11-12 years).

#### **6. Previous studies:**

The first study: A PhD thesis by Ahmad Mamdouh Zaki (1985) entitled "The effect of using small games on improving physical fitness in the physical preparation part of the physical education lesson for the preparatory stage". The study aimed at:

- 1 - Determine the impact of the use of small games in the physical preparation part of the physical education lesson on improving the physical fitness of students in the first grade in the preparatory stage.
- 2 - Comparison of the return of the use of the method of small games in the part of physical preparation in the lesson of physical education for students in the first grade in the preparatory stage, for example, which uses traditional exercises for the same purpose.

The researcher used the experimental method using two experimental and control groups. The sample was randomized and reached 70 (control group and the other experimental). It was concluded that using the small games method in the physical preparation part of the

physical education lesson positively affects the improvement of physical fitness For students to a higher degree than that of traditional exercise.

The second study was a thesis by Mustafa Hussein Ibrahim Bahi (1989), entitled "The Effect of a Proposed Program for Teaching Small Games on the Level of Some Elements of Physical Fitness and Motor Skills for the Students of the Middle College in Qassim, Saudi Arabia". Developing the level of some elements of fitness for the sample members through comparison

Between the tribal and postmodern measurements, the researcher used the experimental method. The study sample included 140 students who were selected by the general purpose of the students at the general level in the middle school in the year 1988, and it was concluded that the proposed small games program is better than the program currently used The level of fitness for students.

The third study: a doctoral thesis for Abdullah Ramadan (2007) entitled "The effect of a proposed program for small games in the development of some elements of physical attributes in the second stage students during the lesson of physical and sports education." The study aimed to achieve the completion of the share of physical education using small games Because of their special importance in the development of physical qualities.

The researcher used the experimental method, and the research sample consisted of 90 students

Were randomly selected. The researcher divided them into two equal groups, experimental and other control. The researcher found that the experimental sample achieved progress in the level of the target physical characteristics during the post-test tests of the control sample.

**Linking the results of similar studies:** Through the studies presented can illustrate the similarities and differences between these studies between them and between us and our current study in Table (1).

Table (1): shows the findings of similar studies

The elements	Consequences of similar studies	
The objectives	The majority of studies have been developed for developing games programs and identifying their impact On development :some elements of fitness some aspects of motor and sensory While our study was designed to develop and identify the effect of proposed units of small games in the development of Speed (speed and reaction speed) compared to the traditional program .	
Curriculum used	All studies used the experimental approach due to the nature of those Studies ;as in our study.	
Time domain	Studies were conducted between 1985 and 2007.while the study was for the 2015/2016 season .	
The sample	number	Sample the sample size in similar studies ranged between 20/100 while in our current study 70 Students were in the sample.
	type	The majority of studies chose students as sample to collect data ? but most chose kindergarten and primary school(4/10)t years This study was applied to students of the first year of average 11_12 years.
	tested	The previous studies differed in the method of selection of the sample ?which is random .intentional and our current study was chosen randomly .
Means of collection of data	All similar studies agreed to use physical and motor tests and some measures to measure study variables.while we used Physical tests to measure velocity.	
The most important result	All studies have confirmed the effective impact of gaming programs on the variables of these studies Compared to traditional programs.	

## 6- Research Methodology and field procedures for the study:

**6-1 - Research Methodology:** The researcher used the experimental method for its suitability and the nature of the study using the experimental design of two random groups (experimental and control). The choice of pre-test and post-test. And leaving the control group in their normal (conventional) conditions.

### Areas of research:

\* **Time domain:** 2015-2016 academic year.

**Spatial area:** the middle court of Setif Road - Barika - Batna State, which consists of a 60 m long and 45 m long dirt field, a 40 m concrete court, 25 m width, and four arcade halls.

\* **6.3 Data collection tools:** In light of the nature of the study, two tests were selected in the form of speed running test 30 m from the beginning of the mobile + Nelson test for selective motor response, in addition to the development of units proposed educational small games consisting of 12 units of education.

**7 - Experimental experiment:** Two surveys were conducted before the start of the basic experiment.

The first experiment was conducted on the same sample of (05) students who were selected in a deliberate manner by the autonomy of the researcher and the research community. The aim of this experiment was to know the problems and difficulties faced by the researcher when applying the experiment, In addition to the suitability of the devices and tools and their validity for measurement, and know the time necessary to perform the test and the validity and suitability of forms Search Tests.

**Second experiment:** This experiment was conducted on a sample of 15 randomly selected students from the research community. After exactly one week, the test was repeated. The purpose of this experiment was to find the coefficient of honesty and consistency.

### 8. Scientific foundations of the tests:

**8-1 - Honesty calculation:** To verify the validity of the tests used, the researchers calculated honesty and self-honesty.

The self-honesty of the test is the experimental test scores for the real degrees free of measurement errors, and the self-truth is measured by the square root calculation of the test stability coefficient

(Radwan, 2006, 216)

SELF\_HONESTY COEFFICIENT=

=self-honesty



Stability

**8\_2 - Stability tests:** The researcher calculated the stability of the tests used to search the manner of re-application of the test by conducting 15 students and students of non-research sample and the same research community, and the following table shows:

It is clear from Table (02) that all the torsion coefficients between (+ 1) indicating the average distribution of the sample of the exploratory

**Table(02):** Shows the results of the torsion coefficient and stability coefficients and self-honesty of the results of the exploratory experiment:

The test		Torsion	stability	Self
The speed	Test 30m from a	0.32	0.80	0.89
	Test Nilson	0.28	0.80	0.89

study and thus the second condition is available in the calculation of the correlation coefficient of Pearson, and that all correlation coefficients of Pearson positive 0.80, This indicates the stability and reliability of the tests used.

### 9 - Basic Study:

**9-1- Community and sample of the basic study:** The study was conducted on a sample of the middle school students of Setif Barika due to the facilities provided. The researcher chose 70 students for the 2016/2016 school year out of 127 students in the first year (11 and 12 years old). They represent two parts of the first year. The average of the four sections was randomly chosen by drawing between four sections, divided into two groups (35 pupils)

And students were excluded from those who did not meet the conditions of the experiment, and was confirmed the homogeneity between the two samples in the variables of age, height, weight and equivalence in the search tests.

### 9-2- Research groups:

**A - The experimental group:** The units were subjected to the proposed units of small games for the development of the character (speed), (12 units of education) and lasted for each unit 50 minutes.

**B - Control group:** The units of traditional education prepared by the professor of physical education and sports for the medium, the same number of units of the experimental group (12 units) and lasted for 50 minutes.

**10 - The probability of distribution of experimental and control sample data in the research tests:** The researcher calculated the coefficient of torsion and the value of Colmogrov-Smirnov for testing tests in the tribal and remote tests in order to ensure moderation, The average distribution of experimental and control samples, and Table (03) shows that:

**Table (03):** shows the values of the torsion coefficient and the G values of Kolmogrove Smirnov for the control and experimental groups in the research tests.

		Tribbal test				Post test			
		sprains	valueG	(Sig)	signific	sprains	valueG	(Sig)	signific
tests		Control group							
Speed test	Test 30m from a moving start	0.27	1.01	0.26	(-)	0.06	1.03	0.23	(-)
	Test Nilson Kinectic	0.50	0.81	0.53	(-)	0.48	0.53	0.94	(-)
tests		Expermental group							
Speed test	Test 30m from a moving start	0.05	0.48	0.97	(-)	0.38	0.70	0.71	(-)
	Test Nilson Kinectic	0.17	0.47	0.98	(-)	0.49	0.69	0.73	(-)

Table (03) shows that all torsion values are limited to (+ 1) and that all values of the Colmogrov-Smirnov test levels are greater than 0.05, and that the sample size is greater than 30, The data follows the natural distribution, which enables it to carry out scientific analyzes.

**11- The homogeneity of the sample and the equivalence of the two research groups:**

**11-1 - homogeneity of the sample:** In order to adjust all the variables that affect the accuracy of the search results the researcher sought to verify the homogeneity of the research sample in the variables of age, height and weight, using the values of the mean arithmetic and standard deviation, T ). Therefore, it was ascertained that the age, weight and weight variables of the sample were distributed naturally by calculating the spline coefficient as shown in Table (04):

**Table (04):** shows the homogeneity of the research sample in the variables of age, height and weight.

VARIABLES	Measuring unit	Control group				Experimental group				Degree of freedom calculated	The table	significante	
		Average calculated	Standard deviation	mediator	Torsion coefficient	Average calculated	Standard deviation	mediator	Torsion coefficient				
month	age	142.60	6.34	143	0.09	143.23	7.00	143	0.08	68	0.39	1.99	Non_D
cm	length	151.74	8.56	150	0.69	152.60	9.23	152	0.20		0.40		Non_D
kg	weight	44.37	6.68	42	1.00	44.88	7.96	43	0.63		0.29		Non_D

It is clear from Table (04) that the values of the torsion coefficient are between (+ 1) indicating the distribution moderation, and by comparing the values of the arithmetic average and the standard and median deviation of the control and experimental groups in the age, Weight, which is close, indicating the homogeneity of the sample, also shows us from the same table that the calculated values (t) were less 11-2 - equivalence of the two groups of research: (1.99) below the level of significance (0.05) and the degree of freedom 68, which indicates the absence of statistical differences between the control groups and the experimental and this evidence of the homogeneity of the sample in these variables:

**Table (05):** Demonstrate sample equivalence (control and experimental groups) in research tests before implementation of the program.

VARIABLES	Controul group			group Experemental							
	Average calculated	Average calculated	Standard deviation	Average calculated	Average calculated	Standard deviation	Calculated value	Significante value	Degree of freedom	Tabuler value	significante
Test 30m from a moving start	5.01	0.27	5.00	5.14	0.38	5.13	-1.60	0.05	34	2.03	Non_D
Test Nilson Kinectic reponse	2.10	0.11	2.08	2.08	0.16	2.07	0.56				Non_D

Table (05) shows that all calculated values were not significant for all search variables. This confirms that the control and experimental groups are equal in the research tests.

**12 - Exotic variables: (non - experimental):** The following are the most important variables that could threaten the integrity of the research, which the researcher tried to control and control as much as possible:

**12-1 - Internal safety of experimental design:** Internal safety of research is achieved when the researcher can control the variables that affect the dependent variable, and these variables are:

\* **Experience conditions and associated factors** \* **Processes related to maturity** \* **Measurement tool** \* **How to choose sample members of the experiment** \* **Absent to experience.**

**12\_2-External safety of design: The experiment should be free of the following errors:** \* Experimental change of the variable (independent) with test biases

\* **The effect of experimental procedures:** The researcher has implemented the experimental procedures and the experimental work required to adjust many factors in order to preserve the integrity of

experimental design and **the most important of them:** \* Learning material \* Time period of experience \* Place of the quota.

### 13. Main research procedures:

\* **Tribal tests:** The researcher carried out tribal tests, and all the factors were controlled while conducting.

\* **Post-tests:** The researcher conducted remote tests after completion of the duration of implementation of the proposed educational units and the experimental and control groups.

\* **The proposed program in small games:** To develop the educational units and small games The researcher read the extensive scientific references and previous studies that dealt with the programs of small games, and it was developed units of education proposed consisting of a series of small games and consulted with the competent professors to poll their opinions (11-12 years), duration, number of times per week, and time of the unit. The researcher will then spend the last 12 years in the learning units. Included (12 h Educational time) Unit time is 50 minutes.

**14. Statistical processing:** Statistical processing was carried out using the statistical program of the statistical package for science SPSS v 22 to calculate the following: arithmetical mean - standard deviation - median - correlation coefficient - Pearson - torsion coefficient - Kolmogrove Smirnov - test (T) of the double sample - test (T) for two independent samples - improvement ratio.

**The rate of improvement was expressed in the following relation:**

\* **View and discuss the results:**

$$\text{RATE OF } \frac{\text{TELEMETRY-TRIBAL MEASUREMENT}}{\text{TRIBAL MEASUREMENT}} \times 100$$

**Table (06):** shows the mean, standard deviation, and the values of (t) and their significance between the pre-and post-measurement in the study variables of the control group.

VARIABLES		Controul group		group Experemental		Standard deviation	Calculated value	Significante value	Degree of freedom	SIGNIFICANTE
		Average calculated	Average calculated	Standard deviation	Average calculated					
Tests speed	30M speed	5.01	0.27	4.92	0.24	6.01	2.03	0.05	34	D
	Nilson knietic	2.10	0.11	2.02	0.09	8.08				D

**A - Showing the results of verification of the first hypothesis:** the presentation of the results of tribal and remote tests and the value of (t) calculated for the control group in the search tests:

Table (06) shows that the control group between the tribal and the remote measurements in the 30 m test from the beginning of the mobile has achieved an arithmetic mean of (5.01 + -4.92) and the calculated value of (6.01) is greater than the value of C) The table is 2.03 at the level of significance 0.05 and the degree of freedom is 34, which means that there is a statistically significant difference between the two measurements and the interest of the post-test.

It was found that the control group in the Nelson test for kinetic response achieved between the tribal and remote measurements a mean of (2.10 + -2.02), and the calculated value of (8.08) is greater than the tabular value (2.03) Level of significance 0.05 and degree of freedom 34.

This means that there is a statistically significant difference between the measurements and the post-test interest. Thus, there is a statistically significant difference between the tribal and remote measurements of the control group in the speed profile and for the telemetry.

**- Display the results of tribal tests and the dimension and the value (t) calculated for the experimental group in the tests Search:**

It is evident from Table (07) that the experimental group between the tribal and remote measurements in the 30 m test from the beginning of the mobile has achieved an arithmetic mean of (5.14 + 4.60) and the calculated value (t) (11.29) C) The table is 2.03 at the level of

significance 0.05 and the degree of freedom is 34, which means that there is a statistically significant difference between the two measurements and the interest of the post-test.

The experimental group in the Nelson test for kinetic response showed that between the tribal and the remote measurements, the mean value of (2.08 + -1.80) and the calculated value (t) (17.47), which is greater than the tabular value (2.03) At a significance level of 0.05 and a degree of freedom of 34, which means that there is a statistically significant difference between the measurements and the interest of the post-test. It is clear that there is a statistically significant difference between the tribal and post-experimental parameters of the experimental group in the transitional velocity Reaction speed and for telemetry.

**B - View the results of the verification of the second hypothesis:**

**- Display the results of the tests and the value of t (t) calculated for the experimental group and control in the search tests.**

**Table (07):** shows the mean, standard deviation, and the values of (t) and its significance between the pre-and post-measurement in the study variables of the experimental group.

variables		TRIBAL		AFTER		Calculated value	Significant value	Degree of freedom	Tabular value	significant
		CALCULATE D AVERAGE	STANDARD DEVIATION	CALCULATE D AVERAGE	STANDARD DEVIATION					
Tests speed	30 m speed	5,14	0.38	4.60	0.20	11.29	2.03	0.05	34	D
	Nilson knietic	2.08	0.16	1.80	0.16	17.47				D

**Table (08):** The mean, the standard deviation and the values of (t) and its significance between the two dimensions in the study variables for the control and experimental groups.

VARIABLES		CONTROUL		EXPERIMENTAL		Calculated value	Significante value	Degree of freedom	Tabuler value	significante
		CALCULATED AVERAGE	STANDARD DEVIATION	CALCULATED AVERAGE	STANDARD DEVIATION					
SPEED TESTS	30 m speed	4.92	0.24	4.60	0.20	6.04	1.99	0.05	68	D
	Nilson knietic	2.02	0.09	1.80	0.16	6.70				D

Table (08) shows that the control group in the telemetry test at 30 m from the beginning of the mobile has achieved a mean of (+ -4.92), while the experimental group recorded a mean of (+ 4.60) ) Is calculated (6.04) and is greater than the value of (t) of the table (1.99) at the level of significance 0.05 and the degree of freedom 34, which means that there is a difference in the statistical dimension of the two groups and for the benefit of the experimental group.

It was also found that the control group in the Nelson test of kinetic response achieved in the telemetry a mean of (-2.02), while the experimental group recorded a mean of (+ -1.80), and the value of (t) calculated (6.70) Is greater than the value of (t) tabular (1.99) at a significance level of 0.05 and a degree of freedom of 34, which means that there is a difference in the statistical dimension of the two groups In the character of the transient velocity and reaction velocity and in favor of the experimental group.

**Table (09):** shows the percentage of improvement in the research tests under study for the control and experimental groups.

GROUP	VARIABLES		CALCULATED		PERSONTAGE OF IMPROVEMENT %	TOTAL OF PERSONTAGE OF IMPROVEMENT %
			TRIBAT TEST	POST TEST		
CONTROL GROUP	TEST SPEED	30m from a	5.01	4.92	1.8	5.6
		Nilson Kinectic	2.10	2.02	3.80	
EXPIMENTAL GROUP	TEST SPEED	30m from a	5.14	4.60	10.50	23.96
		Nilson Kinectic	2.08	1.80	13.46	

Table (09) shows the superiority of the experimental group in the percentage of improvement in all research tests between the tribal

and post-tribal measurements. The total improvement rate of the control group was 5.6%, while the experimental group reached 23.96%.

• **Discussion of the results: A. Interview and discussion of the results in the first hypothesis:** - The text of the first hypothesis: The existence of a difference between the statistical and tribal measurement of the traditional educational units and the post-interest in the development of the transitional speed and speed of reaction.

It is clear from Table (07) that there are statistically significant differences between the pre-test and post-control tests and for the post-test in the speed tests, which means that the use of the traditional program

Has improved the fitness of students in speed, and this achieves the first part of the first hypothesis, and the researcher that this improvement that the program of traditional educational units is the product of the curriculum approach competencies, which is the work in the manner of work workshops, interspersed by a group of exercises and games contributed This is in line with what Robert Watson sees as the developmental curve of late childhood rises when puberty begins, and in later childhood sensory motor skills improve. **(Watson, Lindgren, 2004, 494)**

This is also what Saad Jalal, who suggests that motor growth at this stage reaches its peak, is often considered to be the ideal period for a child's dynamic learning because it acquires good strength In addition to the free activity, which is also made up of a group of small games, traditional and recreational, which contributed a considerable amount of this improvement, without forgetting the impact of the tribal test conducted on children before the start of the experiment,

As shown in table (08), there are statistically significant differences between the pre-test and post-experimental tests for the experimental group and the benefit of the post-test in the speed tests. This results in the second part of the first hypothesis. Which were carefully developed and studied scientific principles by taking into account the components of pregnancy, in addition to taking into

account the factors of maturation and normal development of the student at this age stage (11-12 )

This is consistent with the study of Ahmad Mamdouh Zaki 1985, the study of Mustafa Hussein Ibrahim Bahi 1989 and the study of Hanan Ahmad Rushdie Askar 1990 and the study of tailor and Shit 1998 and the study of Abdullah Ramadan 2007 and the study of Qahtan Khalil Khalil Azzawi in 2009 and the study of Nahedh Abdul Zaid Dulaimi 2011, who stressed that the programs of small games help children to discover their potential, and to develop physical fitness and mobility.

• **B - interview and discuss the results with the second hypothesis:** - The text of the second hypothesis: 2 - There is a difference D statistically in the post-test between the traditional educational units and the proposed educational units and the latter's interest in the development of the character of the transitional speed and speed of reaction.

Table (09) shows that there are statistically significant differences between the control group (which was subjected to the traditional educational units) and the experimental group (which was subjected to the proposed educational units) in the post-test. Thus, the second hypothesis is realized. It is not enough to provide the physical and dynamic experiences of students compared to the program of small games, relying on the movements of simple and traditional and often boring, and the absence of some important elements in good performance such as the element of suspense and fun and competition, Save for environmental students The value of the improvement is that small games have given the principle of reward without punishment a clear practical meaning in addition to a selection of games

The small ones have a significant percentage of running, running with changing direction, racing, jumping, jumping, rolling and throwing, which helped the students to highlight their abilities, especially the physical ones, which increased the students' desire to compete and make a lot of efforts , Thus positively affecting the improvement in their speed.

The way in which the students were given the ability to teach without the student being aware of his or her physical duty was the only way to help students to recognize their physical potential and

thus improve overall motor growth. The researcher also attributed this improvement to the large variety of exercises and small games presented in all parts of the lesson during the proposed educational units, and this is confirmed by Rehnad Khatib, confirming "the teacher's non-interference in the process of education and training directly, but must leave the child to explore what he can discover new experiences and knowledge and be the interpreter and debugger of what the child may discover himself. (Khatib, 1991, 101)

Adnan Darwish added that small games provide the attraction that motivates them to actively participate in the activity, in exchange for traditional exercises that are boring and monotonous, one of the most important games that bring fun and pleasure to the lesson or training. (Darwish et al., 1994, 172)

While Siham Effat Abderrahmane 2010 - that through the exercise of small games repeatedly and for fixed periods of time increase in muscle activity, and helps to acquire physical fitness and mobility of children. (Effat, 2010, 355).

The researcher also points to the improvement that the proposed educational units are full of students' favorite competitions in an entertaining and interesting setting. This is in line with Zakia Ibrahim Kamel's description of small games as a means to help build the physical and physical capacity of the body. To do productive work for the benefit of the Community.

The researcher also attributed this improvement to the natural maturity factors of the student and the interaction with the proposed educational units of growth in all aspects, in addition to daily activity in and outside the educational institution.

The two hypotheses were validated, and it was possible to conclude that both units were well suited to the physical fitness of the students under study,

And that the educational units proposed in small games have achieved excellent results and better in terms of improvement compared to the results of traditional educational units.

Conclusion: In the light of the results of the tests, their analysis and discussion, the superiority of the proposed educational units in small games was achieved by the traditional educational units in the

development of the speed and transition rate when comparing the two dimensions of the experimental and control groups.

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