

## مرفق ( ١ )

مقياس دايتون للوعي الحركي للأطفال أربع وخمس سنوات :

الاسم :  
تاريخ الميلاد :  
الجنس :  
المدرسة :  
تاريخ الاختبار :

١ - الذات الجسمية ( نصف درجة لكل اجابة صحيحة واقصى درجة )  
( تسع ) درجات يطلب من الطفل لمس اجزاء جسمه التالية حسب  
نداء المدرس /

الراس ( ) الكعبان ( ) الاذنان ( )  
المعدة ( ) المرفقان ( ) اصابع القدم ( )  
الانف ( ) الرجلان ( ) الذقن ( )  
الظهر ( ) العينان ( ) القدمان ( )  
الفم ( ) الوسط ( ) الرسفان ( )  
الصدر ( ) اصابع اليد ( ) الكتفان ( )

٢ - المجال والاتجاهات ( نصف درجة لكل اتجاه صحيح ، واقصى درجة  
( خمس ) درجات .

١ - يطلب من الطفل الاشارة الى الاتجاهات التالية :

امام ( ) خلف ( ) اعلى ( )  
اسفل ( ) بجانبك ( )

ب - يوضع مكعبان على منضده ويطلب من الطفل وضعهما :

اسفل ( ) اعلى ( ) اعلى القمة ( )  
في القاع ( ) بين ( )

٣ - الاتزان - يمنح الطفل درجتين اذا حقق الاختبار وصفا اذا لم يحقق

يقف الطفل على اطراف القدمين لمدة ( ثمان ) ثوان .

٤ - الاتزان ( يمنح ) الطفل درجتين لكل قدم الدرجة القصوى ( اربع )

## تابعم مرفق ( ١ )

- درجات اوصفر اذالم يومى ، يقف الطفل على قدم واحدة والعينان مفلقتان لمدة ( خمس ثوان ) ثم تبدىل للقدمين .
- ٥ - الاتزان ( يمنح الطفل درجتين اذا احتفظ بالقدمين معا اثناء الوشب )  
يشب الطفل بالقدمين معا لاعلى .
- ٦ - الايقاع والتحكم العضلى العصبى .  
( يمنح الطفل درجتين اذا تمكن من الحجل على قدم واحدة ( ست ) مرات متتالية واقصى درجة اربع ) .
- ٧ - ( يمنح الطفل درجتين اذا ادى زحلقة للامام لمسافة ( ثلاثين ) قدما .
- ٨ - الزحلقة للجانب يمنح الطفل نقطتين اذا زحف بشكل صحيح للاتجاه السليم .
- ٩ - الزحلقة للامام والخلف يمنح الطفل نقطتين اذا زحف بشكل صحيح للاتجاه السليم .
- ١٠ - توافق العين والقدم يمنح الطفل درجتين اذا قام باداء المسافسة حيث يستخدم شريطا بطول ( ثمانية ) اقدام او علامة طباشير على الارض ويمشى الطفل بخطوات متقاطعه مع الوشب عاليا على العلامة .
- ١١ - التحكم العضلى الدقيق يمنح الطفل درجتين فى حالة اللف الكامل للورق ودرجة فى حالة جزء من الورقة . ولا يحصل على درجات اذا احتاج الطفل لمساعدة ويستخدم فى اداء هذا الاختبار نصف صفحة من صفحات الجرائد حيث يلتقط الطفل الورقة من على الارض بيده واحده واليد الاخرى خلف ظهره . ثم يحاول لف الجريدة حوله بيده وهو فى هذا الوضع .
- ١٢ - ادراك الاشكال يمنح الطفل درجة لكل اختبار صحيح بين الشكلين . يستخدم الطفل قطعة ورق مرسوم عليها دوائر ومربعات ومثلثات متقاربة فى المساحة بينها دائرتان متشابهتان تماما ومعيديان عن بعضهما البعض .

## تابع مرفق ( ١ )

- ١٣- نفس الورقة السابقة يطلب من الطفل التعرف على الشكل المرسوم  
عن طريق الاشارة الى الشكل الذي يمثل نداء المدرس ، فيقال  
اشرا الى الدائرة او اشرا الى المربع ويمنح الطفل درجة للدائرة  
ويمنح درجتين اذا تعرف على المربع او المثلث ، الدرجة من ( خمس )  
فيطلب المدرس من الطفل ثلاثة اشكال تمثل المثلث والدائرة .
- ١٤- التمييز السمعي يمنح الطفل درجة اذا سجل كل مرة بطريقة صحيحة .  
- يطلب من الطفل ان يواجهك بظهره . يقوم المدرس بنقر عدد ثلاث  
مرات .
- ١٥- توافق العين واليد يمنح الطفل درجة لكل محاولة ناجحة ويستخدم  
لوحة بها ثلاث ثقوب . اقطارها بالتالي  $\frac{3}{4}$  بوصة ،  $\frac{5}{8}$  بوصة  
،  $\frac{1}{2}$  بوصة ، ويطلب منه وضع اصبعه فيها دون لمس حوافها .

استمارة تسجيل نتائج الاختبار والقياسات المستخدمة

اولا : بيانات شخصية :

الجنس :

الاسم :

المدرسة :

تاريخ الميلاد :

تاريخ الاختبار :

بعدى	منتصف	قبلى	الدرجة الكلية لكل بعد	ابعاد الاختبار
			٩	١ - الذات الجسمية
			٥	٢ - المجال والاتجاهات
			٢ او صفر	٣ - التوازن ( الاتزان )
			٤ او ٢ او صفر	٤ - التوازن ( الاتزان )
			٢ او صفر	٥ - التوازن ( الاتزان )
			٤ او ٢ او صفر	٦ - الايقاع والتحكم العضلى العصبى .
			٢ او صفر	٧ - " " "
			٢ او صفر	٨ - " " "
			٢ او صفر	٩ - " " "
			٢ او صفر	١٠ - توافق العين والقدم
			٢ او صفر	١١ - التحكم العضلى الدقيق
			٣ او ٢ او صفر	١٢ - ادراك الاشكال
			٥ او ٣ او ١	١٣ - التعرف على الاشكال
			٣	١٤ - التمييز السمعى
			٣	١٥ - توافق العين واليد

ملحوظة : اخذ قياس المنتصف للمجموعة التجريبية فقط دون الضابطة .

## Chapter Five

### Summary, Conclusions & Recommendations

#### Summary

#### Introduction

Because man is responsible for creating civilization and triggering development and progress, the state that takes good care of children is, in fact, laying a sound foundation for its future. Therefore, it is universally known that early childhood experiences are vital in shaping the life and character of the individual.

However, local Egyptian studies and research work covering this stage are still unadequate, the fact that the researcher to choose this subject because the child in the nursery stage has intensive kinetic energy which it translates into motion, and a tendency to romp and play.

Thus motion is the child's means of getting acquainted with his environment, and acquiring the necessary knowledge

that enables him to form concepts and solve problems.

Therefore motor experience is a purposeful one in fostering his self-confidence and his ability to control his body by using all his senses. To enable him to do this, the right environment must be provided. At this point motor education should be introduced to teach the child, through its programs (American, British) the sound bases for motion and all concepts related to it.

Motor education is a system that depends on children's fundamental capacity and natural motion patterns in order to develop and improve them as well as harness their energy and love of play to create situations that encourage their creativity and inventiveness.

The suggested programme aims at developing the child's ability to administer the mass of knowledge that reaches him through his senses and translate it to meaningful and purposeful motor.

All of this will help the child later to respond to physical education programs and acquire motor skill during the primary stage.

The program is based on training the senses to work in unison in the educational process. At this stage the child acquires his knowledge through his sensory dealings with things. He tries to reach things and get hold of them to familiarize himself with them. This stage is called the sensory motor stage.

#### Content and Aim of Research

This research is an experimental field study to explore the effect of the suggested motor educational program on the motor sensory efficiency of age group 4-6 years i.e. the pre-school age.

The study aims at :-

- Suggest a program for motor education to be set for children of the 4-6 age group.

the post measuring on some of the sensores motor variables.

### Plan and Procedure of Research

- 1- The experimental method has been applied -before- mid and after on both groups.
- 2- The smple was chosen by the random method among children 4-5 years old from one of the Heliopolis schools i.e. St. Fatima. The sample contained two hundred children divided equally into a control group and an experimental one each containing 60 boys and 40 girls. Both groups were homogeneous in all variables to be studied.

### Tools of Research

The following tools were used in collecting the necessary data for study:

- 1- Daytons' Test for measuring the sensory motor awareness for 4-5 year olds which represents the age of children in their first year of nursery school, i.e. the age group of the experiment children.

- Discover the result of such a program on the motor sensory efficiency of the 4-6 age group.

The experiment was conducted at Saint Fatima School in Madinet Nassr during the 1985-1986 on two groups:

60 boys and 40 girls homogenous in all variables.

### Hypotheses of Research

The research set the following hypotheses :

- 1- There are significant differences between the pre and post program measurements for the experimental groups in favour of the post measuring in some of the motor sensory variables as measured by the Dayton test.
- 2- These differences between girls and boys of the experimental group in some of the sensory motor variables.
- 3- There are differences between the experimental group - i.e. those subjected to the suggested programme - and the control group in favour of the experimental group in

2- The suggested sensory motor programme. It was applied to the experiment group only.

3- The suggested programme was carried out according to the following procedure :

- Intensive and extensive reading of both Arabic and non-Arabic references as well as previous research papers on the nature and growth of pre-school children, their needs and potential and fundamental motor abilities which they are capable of performing and how to prepare a child to take part in sports later on.
- The researcher designed a programme for motor education which depends on the child's natural fundamental motion skill at this stage.

4- The research carried out several exploratory studies for the following purposes :

- Testing the validity of tools and measuring instruments and the suitability of the test and the locality for the children.

- An exploratory study to grade the test.
- Testing the feasibility of the suggested motor programme as regards its suitability to the children and the proper methods of teaching at this stage as well as the suitability of carrying out the training during the time the children are practising the activities pertaining to each unit.

5- The experiment was carried out in three steps :

- Carrying out the pre-measurements which were used to find out the uniformity of the experimental group and the control group and in carrying out the pre and after comparisons.
- The experimental group practised the suggested programme for 20 weeks (the time set for the whole programme) This was divided into five main units, according to the desired goals. Each unit took four weeks at 4 inconsecutive lessons a week on: Saturday, Monday, Wednesday and Thursday.

- Carry out the midtime measurements on the experimental group only to make sure how much the children are responding to the units of training that has been applied.
  - Carrying out the after measurements on both groups in the chosen variables of study. These had already had pre-measurements.
- 6- The statistical treatments to the pre and after measurements by testing the meaningful differences between two samples that are not independent and testing the meaningful differences between two independent samples.
- The researcher has taken the origin at  $(,05)$  and approximated to the third decimal number.

### Conclusions (Deductions)

In view of the goals of this study and the natural limitations of the sample and the procedure used as well as the statistical treatment used and the results reached the

following conclusions have been reached :

- 1- The suggested programme of motion education has resulted in increasing and developing the child's knowledge of his physical self i.e. (the parts of his body). This has been made clear by comparing the after measurement and the pre ones. This indicates that steady progress can be achieved by increasing and continuing the period of application.
- 2- The programme has resulted in increasing the child's awareness of his sense of direction (awareness of space) whether it is the personal space or general space in which the child moves. Again this is an indication that with more application progress will continue.
- 3- The programme indicated increased development of the children's sense of balance whether girls or boys.
- 4- The programme resulted in a significant statistical increase in measuring the rhythm and control of nerves and

and muscles which will further increase with continued application.

- 5- The programme caused the statistical increase in the co-ordination between the child's eye and foot which indicates further development with application of the suggested programme.
- 6- The programme showed a significant statistical increase in the ability of the child's conception of shapes that would increase further with continued practice.
- 7- The programme showed a significant statistical increase in the ability of the child to recognise shapes.
- 8- The programme caused the significant statistical increase in the field of aural discrimination.
- 9- It also increased in the co-ordination of eye and hand.

## Recommendations

In view of the conclusion reached within the limited

sample the following is recommended :

- 1- The necessity of applying the suggested programme of motor education in the nursery stage in schools for the programme proved to increase the sensory motor efficiency for children at that age.
- 2- The researcher recommends to study the nature of growth for children at this stage from the psychological, motivational and social views.
- 3- Teachers for this stage must have training courses to be aware of the latest methods in teaching the motor and physical training education for pre-school children.
- 4- To provide the children with a suitable place for children to play and supply them with materials and equipments necessary for their usage.
- 5- Different means of media must contribute in spreading the

educational consciousness and introduction of the importance of practicing motor educational programmes for children at nursery stage.

- 6- The importance of the discovery of children's motor inclinations at the nursery stage, and giving it an importance by putting motor education programmes proportional with the specifications and inclinations of this stage.
- 7- The researcher recommends undergoing similar researches for children in the nursery stage due to its importance and the lackness of graded programmes.