

Educational programs

*by using The Motor games
and Social games Compound,
and its effect*

*in the development
of social interaction
in kindergarten 5-6 years*

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Abstract

This research aims to design a tool to measure social interaction at kindergarten 5-6 years and to identify the kinetic impact of the program of games and social games and the two together in the development of social interaction in kindergarten 5-6 years, The researcher used the experimental method on a sample of (75) boys and girls, Selected sample of kindergarten school sunrise Islamic Tanta, The main results Excellence program (Motor games Social games) in the development of social interaction compared with the program and the kinetic games social gaming in children

Key Words

Motor games - Social games - Compound.

Research problem:

The childhood of the most important periods in the formation of the child's personality, as is the phase of the composition and preparation of paint where the features of the child's personality in the future, and form the habits and trends and the growing trends and preparations, and bloom capacity, and consists of skills and discover, and is the spiritual values and traditions and behavioral patterns, which determined the course of child development physical, mental, psychological, social, and emotional, according to the surrounding environment has provided the elements of the educational, cultural, health and social development.

The early childhood or pre-school age of the most important periods in the life of the child because it begins to acquire a correct alignment with the external environment at this stage, and that this phase affecting the behavior of the child later, because the gain in childhood is difficult to change, and become the distinctive style of behavior and the solid foundation which will be held upon said his character in the future, a child at this stage needs to be of better organize his life and the creation of environment for the formation of attitudes environmental filled with sources of expertise the organization, and received the subject of child rearing attention of many educators and scholars throughout the ages, and saw raising children in early childhood development, according to multiple cultures and educational

philosophies and traditions of social and economic conditions, even crystallized to educational theories emphasize the importance of this stage, especially in this century. (6:48)

Bstlozzy is the first to proclaim the importance of child-rearing, growth and development by caring for and providing what they need love and compassion and teach them religious education and ethics and develop their physical, mental, and moral through activities, automatic, self, and Vrobl, who is also one of the pioneers who were interested in child-rearing has focused the importance of the role of play in children to fine tune the aspects of spiritual and moral, as well as the start of educational processes and ethical at an early age, as well as nurseries and its importance in expanding their relationships and the opportunity for children to interact dynamic with others and the opportunity for self-expression and self-confidence and the exploration of the environment and discover landmarks. (1:17)

In the opinion of the researcher that the participation of children in the process of play and in general to the kindergartens depends mainly on the free play, which is in the form of games and activities proposed by the teachers who supervise and guidance only, without the presence of a specific target, leading to counterproductive to the educational process, Moreover, the neglect of these games for the emotional, which is complementary to the field of cognitive do-

main and self-motor when you do play the free, where refers Winnicotte (2008) that play is a form the fundamental of communication for the child, as it is the finest automatically derived from life revolves in a time and place. (19: 60)

To achieve this it was necessary to organize sports programs scientific codified include a range of gaming-oriented which is working to satisfy the needs and tendencies of the child at this age, as the games become very diversity and enthusiasm of the children do not unprecedented, but every game has the privacy of unique at this stage, the mismatch What is physically, some of which will be socially, which confirms the preference for the use of one over the other, while aimed at the development of social interaction, as well as by the absence of an instrument to measure social interaction.

From the above research problem is determined using the kinetic programs games and social games and games of the vehicle as programs while ensuring access to those games, which included employed and in its natural, as well as the knowledge of the impact of the use of each of them as a measure of parenting in the development of social interaction.

Search Terms :

Motor Games :

Those games that require mobility effort by kids and working on tencithm and plance move ments and development tikvah their muscles and acquire some motor skills .

Social Games :

Activity or behari or of yhe child is playing social roles which are trying to work out old experiecves which represents akey part of the normal process of growth .

Aim of the research

This research aims to design a tool to measure social interaction at kindergarten 5-6 years and to identify the kinetic impact of the program of games and social games and the two together in the development of social interaction in kindergarten 5-6 years.

Hypotheses

1- There are significant differences in the pre measurement and post measure of social interaction in the first group game programs that were used for kinetic kindergarten children aged from 5-6 years for post measurement.

2- There are significant differences in pre measurement and post in tribal scale social interaction for the second group, which used social programs, games for kindergarten children aged from 5-6 years for dimensional measurement.

3- There are significant differences in the pre measurement and post in tribal scale social interaction of the third group used the software (Games motor + Social games) for the kindergarten age of 5-6 years for dimensional measurement.

4- There are significant differences between the three experimental groups in the measure of social interaction in

favor of the third group, which used the program (Motor games + Social games) for the kindergarten age of 5-6 years.

Researchtools :

Design a measure of social in traction with children Riyadh from 5-6 years .

Educational program using the motor games .

Educational program using the social games .

Educational program using the motor games and social games

Research Methodology:

Researcher used the experimental method using the experimental design of three experimental groups followed tribal and dimensional measurement of the appropriateness of the nature of this study.

The Research Sample:

The researcher selected sample of kindergarten school shorouk Islamic Tanta during the academic year 2011/2012 (81) boys and girls spread over three semesters, and after excluding children who have physical disabilities and chronic diseases have become the research sample (75) boys and girls, has been withdrawn (15) boys and girls and to conduct scientific tests of

transactions, and thus become a core sample (60) boys and girls were divided into three groups of equal strength of each group (20) boys and girls.

Pre Measurement:

The researcher to conduct measurements of variables tribal search on the three experimental groups in the period from 23/2/2012 to 25/2/2012 variables that were measured : order the child between his brothers in birth , chronological age , Academic achiere ment for parents who , having an (good inff – harris) , scale social interaction .

Application of the basic experiment:

Was applied three educational programs (Motor games), (Social games), (Motor games + Social games), the three research groups in the period from 28 / 2 to 25/4/2012.

Post Measurements:

The post measurement of the three experimental groups after the completion of the educational program for each group and that in the period from 26/4 to 29/4/2012 use the same measurements were used in the measurement of pre and subject to the same conditions.

Presentation and discussion of results:

Table (1)

Significant differences between pre and post measurements for the children of the first group Program, which used (motor Games)

N=114

Variables	Measurement	Pre measurement		Post measurement		Difference	Value (T)
		mean	Deviation	mean	Deviation		
Contact	<i>Degree</i>	30.4	2.634	32.82	2.286	2.42	3.025*
Expectation	<i>Degree</i>	24.6	1.018	25.71	1.136	1.11	3.172*
Awareness of the role and representation	<i>Degree</i>	31.2	2.807	34.12	2.316	2.92	3.498*
Symbols of significance	<i>Degree</i>	27.3	1.351	28.60	1.327	1.30	2.992*
College degree	<i>Degree</i>	113.5	7.81	121.25	7.07	7.75	3.207*

It's clear from the results of Table (1) and the presence of statistically significant differences at the level of (0.05) between pre and post measurements in social interaction with children, the first group that used motor games for dimensional measurement. Attributes the researcher to the positive impact of the program, which contributed effectively and positively in the development of social interaction, as the game-motor, which was performed on children is designed in a manner combining the competition in performance and the joy and pleasure, as well as cooperation among themselves for the performance of the game aims to win on the other team in a scientific, programmer, because "The

child loves the competition not to be of the type strain of simple, but light and punctuated by calls of form." (5:36)

The gaming motor, which carried out in the form of competitions play a major role in increasing the effectiveness of children's performance, which led to the development of social interaction they have, in line with what was said by Abdullah on physical (1994) that "social interaction winning by friction based on the activity of would promote the ideals and purposes for which the group is seeking for it, for this is conducive to the development of what psychologists call (social sense of self), and is such a self-cooperation and competition aimed

at the physical. “ (2: 148), as well as it sees Ronning (1993) that the training of children to different skills, play skills, including improving the skills of social interaction they have. (17: 88), as the Bounie (2000) that the mutual respect between children in the course of games motor and understand each of them the possibility of application of rules of the game according to what

he sees children allows both the child the opportunity to adapt to the wishes of the participants with him in play as well as the compatibility of the motivations and needs in toys and games, we find that the kinetic contribution in the formation of cooperative ethics of the child through the commitment of every child the rules of play. (9:42), and thus achieved the first hypothesis.

Table (2)

Significant differences between pre and post measurements for the children of the second group Which used the program (social gaming)
N=114

Variables	Measurement	Pre measurement		Post measurement		Difference	Value (T)
		mean	Deviation	mean	Deviation		
Contact	<i>Degree</i>	30.82	2.693	32.93	2.013	2.11	2.736*
Expectation	<i>Degree</i>	24.71	1.124	25.79	0.828	1.08	3.372*
Awareness of the role and representation	<i>Degree</i>	31.48	2.975	34.23	2.203	2.75	3.238*
Symbols of significance	<i>Degree</i>	27.44	1.398	28.70	0.746	1.26	3.466*
College degree	<i>Degree</i>	114.45	8.190	121.65	5.780	7.20	3.131*

It's clear from the results of Table (2) and the presence of statistically significant differences at the level of (0.05) between pre and post measurements in social interaction among children by the second group used the program for social gaming dimensional measurement. Attributes the researcher to the fact that programs social gaming, which was

performed on children was the games Contents stemming from the environment and the ocean in which they live and characterized by injecting the spirit of movement and action, thrill, fun and pleasure as well as that provided with the opportunity to practice different activities together and to gain experience and skills of personal and special

social positions of the life daily, including the communication language and the performance of a functional and professional activity and mixing with others, which leads through encouraging them to participate in those games to the development of social interaction, where the little Philips, (1996) "To learn daily living skills used by children in the framework of activities are different and diverse, including play skills lead to the development of their skills to the extent of their potential limited." (16:30)

As the child gets through the exercise of social games on the type of social education he learns patience and stamina and self-reliance and a commitment to obey the rules and orders issued by

the children. (14: 64), as well as from that point and Wafaa Mohamed Abdel-Khalek (2001) that social gaming is the guarantor of the employment capacity of kindergarten children and its potential, the source of the obligation only to lead the child all the roles to play and assume the responsibilities of the role full whether commitment to the responsibilities of the role physical (To carry the load physical) or psychological (To postpone the satisfaction of personal desires) or mental (as if the mind works in the properties of linguistic perceptions) or socially (and bear the duties of the social role) and the work to the dictates of the role of social duties. (7:24), and thus achieved the second hypothesis.

Table (3)

Significant differences between pre and post measurements for the children of the third group which used program (Motor Game+ Social Games)

N=114

Variables	Measurement	Pre measurement		Post measurement		Difference	Value (T)
		mean	Deviation	mean	Deviation		
Contact	Degree	30.30	2.134	35.14	1.013	4.84	8.931*
Expectation	Degree	24.45	1.021	26.87	0.818	2.42	8.063*
Awareness of the role and representation	Degree	31.05	2.214	36.31	1.04	5.26	9.268*
Symbols of significance	Degree	27.20	1.231	29.79	0.635	2.59	8.151*
College degree	Degree	113.00	6.60	128.11	3.57	15.11	8.778*

It's clear from the results table (3) and the presence of statistically significant differences at the level of (0.05) between pre and post measurements in social interaction with children of the group's third program was used (Motor games Social games) for dimensional measurement. Attributes the researcher to the merger, which was through the games included in the previous Programmes and Ahtute games beautiful and interesting for children in both its motor and social as well as the great diversity in their performance so that «the motor activity of the child means life, self-exploration, explore the physical and social environment surrounding the child, freedom, safety, communication,

pleasure and fun, social acceptance, as well as the motor activity contributes to the development of the child socially through the acquisition of many social skills and moral values, which leads to interaction and adaptability, cooperation and membership in a social as well as his respect for the principles and rules and authority and leadership. (4:58), this is consistent with Ivory & Mccollum (1999) to play lead to the creation of significant changes in the behavior of children, Interaction children among themselves and establish dialogue and communication and support as a team and lead to the creation of these large differences. (12: 238), thereby achieving The third hypothesis.

Table (4)

Analysis of variance among the children of the three groups in the measurement of social interaction to measure the dimensional

Variables	Measurement	Sources Of Variability	Sum Of The Squares	Degrees Freedom	Average Of The Squares	Value (F)
Social interaction	Degree	Between the groups	564.9	2	282.45	8.80*
		Within the groups	1829.3	57	32.09	

Table (5)

Significant differences between the averages of the three research groups in the measurements Posteriori in social interaction

Variables	Differences between the Averages	Mean	Mean Differences			(L.S.D)
			1	2	3	
Social interaction	Motor Games	121.25	-	0.40	6.86*	3.744
	Social Games	121.65		-	6.46*	
	Motor games + Social games	128.11			-	

In light of the results of the test analysis of variance and test less significant difference (LSD) and for testing hypothesis IV and described in tables (4), (5) where indicated the existence of differences significant non-significant between the two sets of games motor and social gaming in the development of social interaction, and attributes the researcher that that the two programs and the situation in a scientific manner, as well as being Amtazan the ease and simplicity of performance, Excellence program of games motor games with character running, games, hunting down and all kind of natural, which does not adhere to the type of technician is determined not by a motion or its own way with elements of thrill and joy and fun and joy in the hearts of children, Also marked and program games social games with simple nature-free from the constraints of the situation of the players play and requires technical skill, but most of the games of the kind that plays in the form of circles or boxes in which children see each other am taken the theme, which he knew the child or to learn. Recalling Whitehead (2003) "To that learning to talk must be based primarily on the children's happiness and sense of fun and the children's interests, not good teaching is done through the formal or traditional academic methods." (18: 150), as the Morris (1992) that children are interested in games and motor activities that contribute to the major muscles of the body. (15: 215)

As can be seen also from the results of Table (5) the existence of sig-

nificant differences morale among all of the games and motor program (Motor games + Social games) in the interest of the program (Motor games + Social games), as well as the existence of differences significant morale among all of the games Social program (Games motor + Social games) in the interest of the program (Motor games + Social games), and attributes the researcher to what overwhelmed by the program (Motor games + Social games) games collected between fair competition and encourage them in the implementation of games motor, which made children are exposed to certain situations led to the promotion of positive initiative in them with greater self-confidence, as well as encourage children and encourage them loud practice and performance, which contributed to the Asttharshm about play and activity more seriously taking into account the automatic performance of self in the implementation of social gaming, since the equal opportunities in positions motor play and social position and in a balanced manner which led to the development of social interaction among children in the group (Motor games + Social games).

Afaf Abdul-Karim stresses (1995) that the positions of play provides children opportunities to interact with others Vallab allows the child to try out his options and possible solutions, Valoab simple rules and limits are given many opportunities for children to learn respect for others and play in a manner accepted socially. (3: 153)

In the opinion of the researcher that the transition of the game dynamic to the game of social and vice versa has had a significant impact and effective in the development of social interaction with children of this group, as agreed by Hilderand (1991), Harvey (1998), Bakeman

& Gottmm (2006), Kenny (2007), The child through his active and full of vitality is the development and the development of a concept or an idea of the social roles through the game try out several social roles. (11: 212) (10: 158) (8: 73) (13: 112), and thus achieved the fourth hypothesis.

Conclusions

1- The programmes contributed to the development of social interaction in children.

2- The programme of (Motor games Social games) has the development of social interaction compared with the program and the kinetic games social gaming in children.

3- There are significant differences between pre and post measurement in the three programs used in the development of social interaction in children for dimensional measurement.

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