

Programmed playing and its effect upon some motor skills and physical component for athletics competitions in primarily school students

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Introduction and research problem: -

Keeping up with technological development and rapid change that has occurred on all aspects of life, made it necessary for educational institutions to take the means of modern education to achieve its objectives & meet this development. The process of preparing the students properly should be based on scientific grounds, & creating the conditions facilities to help the student to use his energy in a meaningful & constructive. The pupils wealth of the country that do not dry up or finish so it became necessary for us attention & focus to this segment of the community & take advantage of those human resources that qualify to participate actively in the process of building & progress of society , to recognize these energies & abilities of pupils and to achieve maximum growth ,it will undoubtedly point starting in the light of which we can develop curriculums & programs based on scientific grounds and to ensure the well-organized and good use of it to the fullest extent possible.

Also feature competitions of the International Federation of Athletics for children thrilled because they offer New exercises for competitions and functions kinetics different managed within race teams in different locations of the designated place for the competition as well as it can be for many of the children participating in the nearest possible and within a specific time period, and can be through competitions Gamespowers for children workout and practice basic athletic movements which (speed, endurance, jump, throw) in an atmosphere of fun and play, because the physical demands are simple and can be any child to participate.

Thus, the competitions of the International Federation of Athletics gives children the opportunity to clarify and impress athletics when it is organized in public places such as recreational centers, shopping centers, and areas indoor sports and therefore it can to promote the sport in ways far perception and unconventional, which helps to make a good impression and a new Athletics has a large number of children Studying physical education is an important in achieving comprehensive growth and balanced for the learner in all aspects of physical cognitive, psychological & social as it is through the acquisition of the learner many physical activities . moreover, these match his tastes & desires and their preparations & abilities . athletics is a part of individual sports and fungal task that can be practiced by all individuals on different levels not only to access to the gaza the tournament but for purposes of health leisure hence, the importance of the various activities run and jump, throwing & walking on the basis of scientific and technical because of their positive impact on the growth of individual and poise, in this we see that the philosophy of physical education have objectives seek to improve human performance generally through physical activities selected medium aducatoin

is characterized by the proceeds of learning and educational mission and physical education is working as a system for the acquisition of motor skills & mastery and care of physical fitness in order to better health and more active lifestyle in addition to the collection of knowledge and development of positive attitudes towards physical activity.

Research problem:

The interest in the comprehensive pupils in the stages of Sunni early basic need must be considered and developed, when has the students motor skills and the components of physical good level, that lead to the upgrading of vital organs to be in the best picture, and is a motor learning at this stage is a complex process very difficult need a lot of effort and especially teaching motor skills essential, which makes it necessary to find a way to learn a special can for the learner to focus on more precise skill and understanding of the final form of it, The way traditional valuable share of physical education concerned with article subjects and make it the linchpin of the educational process and make the mastery of the steps education is the main objective has without attention to the utilization of pupils in terms of physical and skill and mobility, as programs are athletics present a vocabulary of executive programs for physical education classes for students in the stage of basic education, the second part, which is an essential part of her is a field ripe for the development of motor skills and components physical, he observed the student through the follow-up for some physical education classes in school and informed of the operational programs to the stage of basic education, both the first and second that all stages of the Sunni schools stages apply their shares with the same tools despite differences in their journeys, Sunni and this is considered different to appropriate to the capacity of students to apply those skills, and thus will find the student's difficulty in performing the skill as required as The Athletics close to the nature of the child and his tastes, and take in nature, basic movements of running, jump, jumping, throwing, as result of their use upgrading components of the physical and kinetic, and here began the urgent need to conduct such a study to highlight the importance of the linkage between playing programmed and motor skills and components of the physical in order to enrich the educational process for students in basic education second part, so as to keep pace with trends in education and modern response to the appeals educational repeated the applicability of methods of effective teaching leads to positive results, and increase the effectiveness of students in physical education classes in order to achieve inclusive growth and balanced for the students.

Objective of the study:

Identify programmed playing and its impact on some motor skills and physical components of the athletics students of the basic education stage.

Study: Wiksten and others (1998)

Subject :- The effectiveness of an interactive computer Program versus traditional lecture in athletic training education. Dallas journal of athletic training.

Objective of the study: - Training quadriceps athletes especially for short distances.
the curriculum: - Use the student experimental approach to its relevance to the nature of the study.

The study sample: - The The study sample included (40) player.

Results of the study: - There is a positive effect for the benefit of studying the interactive video program for their peers who are studying in the traditional way

Study: Fester. Kevin. Maichl(2001)

Subject :- An interactive computer. Based social. Skills training program. Development. And use with children attention deficit hyperacidity

Objective of the study: - the integration of good training methods and new and find out its effectiveness through media Multiple.

Study Methodology: - Use the student experimental approach to its relevance to the nature of the study.

The study sample: - The study sample included (40) students from a secondary school.

Results of the study: - The pilot program has a positive effect on the experimental group

The level of skills of the control group in terms of statistical significance.

Study: Amal Mohamed Salah al-Din (2005)

Address: - effective use of guided discovery education style at some level of capacity and motor skills for first grade student preparatory.

Objective of the study: - to identify the effectiveness of using a method of education directed at the level of detection some capacity and motor skills for first grade student preparatory.

the curriculum: - Use the student experimental approach to its relevance to the nature of the study.

The study sample: - The study sample included (60) students.

Results of the study: - The results on preference discovery teaching method directed by automatic education in skills training for the activity, gymnastics and athletics.

The most important procedures:

1 - has been selected sample of the study the way of simple random students of age group (12-14 years old) from the stage of basic education, the second part (Benin), and the number was (32) students were divided into (two experimental group and control group), the Folk group of each (16) pupils.

2 - Use the student with the experimental method of measurement tribal suitability for the post of the nature of the study.

3 - have been identified following physical tests to determine the level of the components of physical fitness for members of the study, "Experimental - control"

4 - the booklet has been programmed to use your teaching skills of athletics

for the pupils for basic education is the second part after it has been creating a range of games and presented to the experts to taken it approved

5 - baseline studies were conducted in the period between (3 - 12-2011) (11- 1 - 2012) The study included four basic units in the week by (45) minutes for each educational unit of the experimental group.

6 - Measurement skills have been identified for pupils after being photographed all the competition was on display experts to determine the level of performance skills through their performance skills evaluation form

7 - is the use of statistical package (SPSS) in light of the nature of research and its objectives.

Table (1)

Significant differences between pre and post measurement of the experimental group in the study variables

test	Measuring before		Measuring after		Value T	Level of significance	Ratio improved
	average	Standard deviation	average	Standard deviation			
of fastness long jump (m)	1.66	0.28	2.04	0.34	2.58	0.03	9.93 %
Speed regressive 4 x 10 (s)	12.41	0.74	12.05	0.62	-3.67	0.00	2.85 %
Speed of 30 m start high (s)	4.58	0.58	4.36	0.45	-2.81	0.01	4.71 %
Throw a ball medical Amama 2 kg (m)	6.34	1.27	7.30	1.36	6.10	0.00	15.13 %
Throw a ball medical succeeding 2 kg (m)	8.15	1.51	9.06	1.36	2.84	0.01	11.20 %
Seating touch feet long (cm)	3.69	3.72	4.81	3.89	3.92	0.00	30.51 %
Vital capacity	2.25	0.46	2.58	0.34	4.83	0.00	14.57 %

Value (T) Tabulated at the 0.05 level = 2.042

Evident from the table (4) and there were statistically significant differences between pre and post measurement of the experimental group in all the variables of the study and for dimensional measurement, where the value of (t) greater than the value calculated (t) Tabulated also note improvement%.

Table (2)

Significant differences between the dimensional measurement of the experimental and control group in the study variables

test	Experimental group		Control group		Value T	Level of significance	Ratio improved
	average	Standard deviation	average	Standard deviation			
of fastness long jump (m)	2.04	1.17	1.96	0.34	1.82	0.67	7.71 %
Speed regressive 4 x 10 (s)	12.05	0.62	12.45	0.65	-1.84	0.09	3.16 %
Speed of 30 m start high (s)	4.36	0.39	4.69	0.45	-2.25	0.04	6.97 %

Throw a ball medical Amama 2 kg (m)	7.30	1.47	6.28	1.36	1.73	0.10	16.22 %
Throw a ball medical succeeding 2 kg (m)	9.06	1.74	7.94	1.36	1.89	0.08	14.16 %
Seating touch feet long (cm)	4.81	4.28	1.75	3.89	2.05	0.05	17.50 %
Vital capacity	2.58	0.51	2.28	0.34	1.80	0.09	12.94 %

Value (T) Tabulated at the 0.05 level = 2.042

Shown in Table (2) the existence of significant differences in some variables consisted of the "speed of 30 m start high, sitting long touching the feet" where the value of (t) calculated greater than the value of (t) spreadsheet while the rest of the variables are no out significant differences also note rate improvement in most measurements.

Table (3)

denote differences psychomotor skills (sports competitions) under study for two experimental and control groups of students Chapter VII and VIII of the lower secondary stage

Tset	Experimental group		Control group		The difference between the averages	Value T	Level of significance
	average	Standard deviation	average	Standard deviation			
Shot Put	7.97	0.56	5.85	0.58	2.119	15.006	0.000
Long jump	7.63	0.62	5.84	0.75	1.781	10.837	0.000
High jump	7.44	0.77	5.84	0.75	1.594	5.802	0.000
Relay	7.41	0.66	5.53	0.67	1.875	8.474	0.000
Throwing disk	7.66	0.75	5.84	0.65	1.813	6.211	0.000
Triple jump	7.50	0.63	5.56	0.57	1.938	11.830	0.000
Start low	5.78	0.88	7.56	0.68	1.781	5.820	0.000
Speed of 30 m	5.47	0.69	7.63	0.81	2.156	11.915	0.000

Evident from the table (3) and there were statistically significant differences between the control and experimental groups in motor skills (sports competitions) for all the variables of the study in favor of the experimental group where the value of (t) greater than the value calculated (t) spreadsheet for all variables.

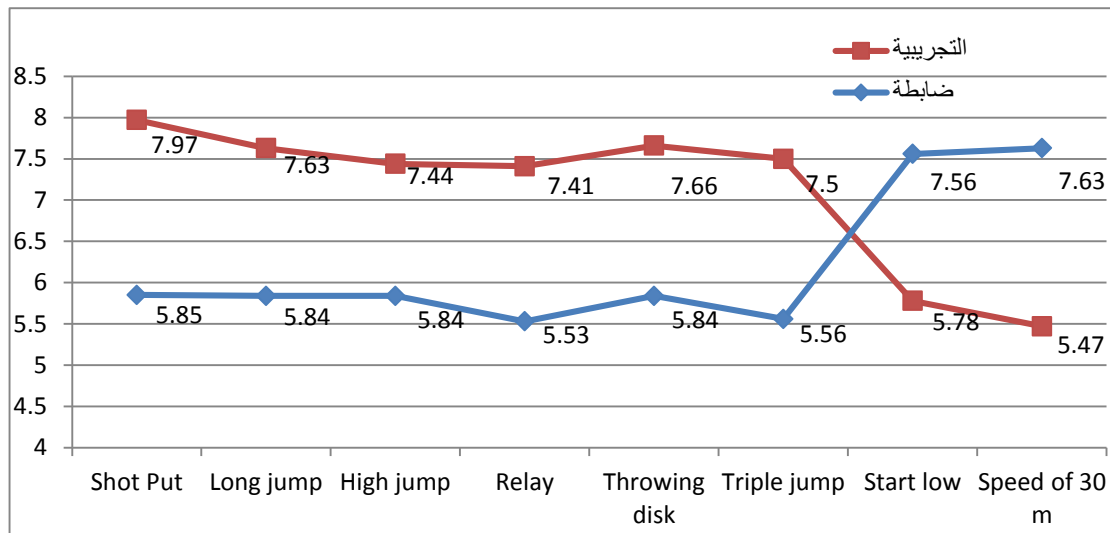


Figure (1) shows denote differences psychomotor skills under study for two experimental and control groups

The most important results

- That play is programmed has had a positive impact in improving some of the components of physical and motor skills for each contest of athletics each specific grade level.
- The presence of significant differences between pre and post measurement of the experimental group in all variables of the study and for dimensional measurement.
- Playing Simulation programmer working on it every contest my father has had a positive impact on pupils and effective "experimental group" to raise their enthusiasm and push them to increase activity and Applied waterless attention It is recommended that the researcher:
- Introduction of modern programs in learning and in particular the play within the programmed educational programs used in the physical education lesson.
- Emphasis on the importance of play in the development of aspects of programmed educational, physical and skill because of their influence in keeping the boredom and increase the excitement and thrill to the study of physical education.
- Further studies on similar samples and different stages of the Sunni and other sports competitions.

Conclusions

Through the discussion and the interpretation of the results of this study, the following can be concluded:

- 1- There are concrete differences between the earlier and the later measurement of the experimental group in all the variables of the study. These differences are in favour of the later measurement.
- 2- There is a significant difference between the experimental group and the control group in most measurements in valid of the experimental group

3- playing Programmed has a positive effect on improving some of the physical components and the movement skills in the athletics competitions for each studying stage.

4- playing Programmed generated enthusiasm, amusement, competitiveness and simulated the nature of athletics in the lesson.

5- playing Programmed and the traditional programme improved some of the physical components and the movement skills of the athletics competitions in the physical education lesson.

Recommendations

As a result of the conclusions of this study, the following can be recommended:

1-The programmed booklet can be used as part of the learning process in physical education lessons for primary education all over Libya.

2-Taking advantage of the modern studies and methods in teaching physical components and movement skills in physical education classes.

3-Increasing the number of physical education classes in primary schools (stage 1 and stage 2) so that they are 3 to 4 rations in a week.

4-The continuous inspection by specialists and provision of some alternative tools to be used as part of the programmed games as a teaching aid will simulate the nature of the skill that is being learnt and that is outlined in the curriculum.

5-Consolidate the importance of the programmed playing in improving the skills, educational and physical aspects as it generates enthusiasm and excitement in physical education lessons.

6-Conducting further study using different experimental and age groups and other sport competitions.

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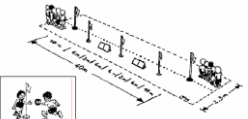
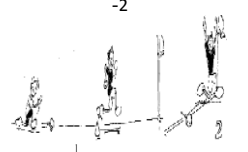
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Attachments

First week / the share
 Learning objective / education start mode
 1 - Form (team game hero) (Chapter VII)

(1) History 2011/ / :
 Educational objective / pupils gain good moral values through work in the Organization groups
 2 - Sample (game pursuit) (Chapter VIII)

Parts Lesson	Time	content	Explain the content	the tools	configurations
Warmup	5 Minute	* Running light around the stadium and then The Partridge	* Being halves pupils in two halves around halves stadium Following lightly. Upon hearing signal change halves partridge on one halves feet.		xxxxxxxxxxxxxx (x) xxxxxxxxxxxxxx Students
Exercises Basic	10 Minute	* (standing) weighted angle with the exchange of raising the knees on the chest * (standing. Arms aside) pressure arms behind * (standing) opened jump with a high raising arms aside. * (standing opened. Arms high) bend Alhza before an down for the exchange pressure on the feet.	* Increase over bend the knee to the chest. * Increase halves range halves movement halves arms halves succeeding pressure. * Increased speed timing in halves jump movement. * Increase halves range halves movement halves bending halves trunk to put pressure on halves feet.		x x x x x x x x x x x x (x) Teacher
Activity Education	10 Minute	1 - Speed / hurdles (a team game champion) 2 - each team needs to two lanes, one has the hurdles and other without hurdles. Are divided team of 16 students into two halves so that it stands half the team in the opposite direction begins pupil No. (1) of the situation to start high speed for a distance of 40 meters without barriers At the end of the distancedelivers the plastic collar his colleague (2) is expected and who is to receive the plastic coves on condition that up to the finish line. Then the second being the student of a higher start in the other lane over the barriers and then delivers the plastic coves of the pupil (3) was also in the first delivery	1 - low-speed start (Game pursuit) 2 - requires each team to two lanes, are divided team of 16 students to the two halves of the start mode and being a distance of 50 meters in a way that the pursuit team that obtained the minimum length of time is the winner.	1 - stopwatch 2 - Card Contest 3 - hurdles 4 - banners 5 - hoops	-1  -2 
Activity practical	20 Minute	Group I: - Speed / hurdles Group II: - low-speed start	Pupils chap is divides into two groups according to the following: Group I: - apply a team game champion Group II: - Game prosecution		
Final activity	5 Minute	* (standing) turning the place four times ... and then clapping four times	* Students divides into three locomotives.		(x) xxxxxxxx xxxxxxxx xxxxxxxx