

The impact of motor education under the supervision of a specialized professor on the academic achievement of primary school children

Guerroumi Ali ¹ University of Algiers 3, Physical Activity Sciences Laboratory (Algeria) Guerroumi.ali@univ-alger3.dz	Zaouak adel University of Algiers 3, Physical Activity Sciences Laboratory (Algeria) Adel28zaouak@gmail.com	Guedid amar University of Algiers 3, Physical Activity Sciences Laboratory (Algeria) guedid.amar@univ-allger3.dz
----------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

Received: 28/08/2024

Accepted: 14/11/2024

Abstract:

The study focus on the impact of the importance and the value of motor education under the supervision of specialized professor on the academic achievement of primary school children the sample's study is teachers of primary school, and we have chosen the descriptive method by creating a questionnaire for the teachers which contains three axes (cognitive aspect, psychomotor aspect and socialized aspect) , Through the results obtained in the study, which state that the motor education class has a positive impact on the academic achievement of the child enrolled in primary school, the results confirmed that the three hypotheses have been achieved, we recommend in this study to take care more of primary school children and put them in good conditions to study and practicing motor education, that can help them in their long scientific career which is provide an educated generation in the future.

Keywords: Motor education, Directed play, Academic achievement

Article info

¹ Corresponding author

1. Introduction

Motor education or what is known as physical education among the general public is a very important process in forming the student in the primary stage and preparing them for the upcoming challenges whether in middle school high school or university this process would raise the level of the individual's life skills because it works to develop various aspects whether Sensory motor psychological emotional and social this will also develop communication abilities Therefore more attention must be paid to motor education in primary schools by providing a professor specialized in the field and this is what the Algerian government did last year as it is a very important and bold step at the same time by the guardian authorities The motor education class was run by an Arabic language teacher whose training had nothing to do with this sensitive specialty and with a very sensitive age group as well. Today's children are the frameworks of the country in the future This stage plants the first seeds of the child's personality habits and attitudes are formed abilities grow and talents mature as the child is able to accept influence and guidance and it is also the vital period for the development of various motor cognitive and mental abilities as it is the stage of continuous motor activity dissolved in the enormous energy that Children possess it because this energy is considered one of the most important manifestations of children's motor behavior (Al-Saadi Ibrahim 2004 p. 19).

The reality of play for a child in his daily life is tantamount to satisfying the self spirit and mind (Abdul Nasser Al-Abani 2017 p. 69).

Childhood also helps the child practice by playing all the skills he needs in adulthood. (haddaj Hamza 2021 p. 50)

Motor education gives the student extensive physical experience especially for students who test and perform motor performance as well as the teacher's positioning and experience in terms of movements and instructions that enable him to guide the students during the education process especially from the motor aspect. (BENOIT HUET et d'autres 2011 p61).

Therefore it is necessary to take more care of them by providing them with the necessary conditions for learning and development whether on the part of the specialized professor or providing various modern means that would raise the level of their training this is the practice in developed and developed countries so that they introduced the term learning through movement as well as education through Movement Many studies have proven that at this stage the child is active and energetic and most of them have excessive movement and that the child tends to move and play such that he cannot be forced to sit for three consecutive hours or more in order to study and this is considered in our time a crime against the child because he studies in a way Wrong and the opposite of what should be Play is an absolute necessity for the child at this stage as it helps build the child's personality psychologically socially and physically (Rorbit Watson et al. 2004 p. 14).

Therefore, those in charge of education today in Algeria must first know the characteristics of the development of this group before building learning programs this is what is known as traditional learning which is considered negative for the child because the child by nature loves to play so that he considers his home appropriate and the only outlet to release his energy and internal repressions and this has been confirmed by many. Many educational scientists believe that play is nature's way of raising children This is what prompted the guardian authorities in Algeria to assign the subject of motor education to specialists

when they knew the importance of play in education and this is what prompted us to conduct this study in order to know the effect of the motor education class under the supervision of a specialized professor on the academic achievement of students as well as whether it has a role in Developing children's motor as well as cognitive abilities and if it also affects the psychological emotional and social aspects of the student.e first subtitle opens with an introduction that presents the specific problem under study and describes the research strategy.

2. General question of the study:

Does the motor education class under the supervision of a specialized professor affect the academic achievement of primary school students?

3. Partial questions:

Does motor education under the supervision of a specialized professor affect the cognitive aspect of primary school students?

Does motor education under the supervision of a specialized professor affect psychomotor abilities?

Does motor education under the supervision of a specialized professor affect socialization (cooperation communication problem solving) among stage students?

4. The general hypothesis of the study:

The motor education class supervised by a specialist teacher has a positive impact on the academic achievement of primary school students.

5. Partial hypotheses:

Motor education under the supervision of a specialist teacher affects the cognitive aspect of primary school students.

Motor education under the supervision of a specialist professor affects psychomotor abilities.

Motor education under the supervision of a specialist teacher affects socialization (cooperation communication problem solving) among primary school students.

6. Study objectives:

Find out if motor education under the supervision of a specialist teacher has affected the academic achievement of primary school students whether it has contributed to the development of the child's motor psychological and emotional abilities as well as the social aspect of the child by raising the level of communicative abilities and whether it has positively affected discipline whether inside or outside the hall.

7. The importance of study:

This study can contribute to:

Achieving some of the goals of motor education in developing children's consensual abilities and improving their image and physical expression.

The child acquires some new concepts and knowledge through motor education.

Highlighting the importance of motor education in the lives of primary school children.

Highlighting the role of motor education in developing children's consensual abilities.

Knowing the role of motor education in the educational system in order to create a physically and mentally healthy individual.

Highlighting the importance and value of motor education in general in the lives of children inside and outside school.

Highlighting the role and importance of motor education in the programs of the educational system especially primary schools.

Emphasizing the importance of motor education at this age in improving the child's physical image.

8. Reasons for choosing the topic:

The reason for choosing the topic is personal because I was a teacher of physical education and sports for the primary and middle levels as well as the preparatory stage and I'm working right now as a university teacher at the Institute of Education Science and Technology of Physical Activities and Sports at the where I noticed a problem in the movement of the students or rather there is a defect in the physical image as a whole and I also noticed a delay. It is clear in the motor development of primary school students especially after entrusting motor education to specialists. I wanted to know through this study how this decision affected the academic achievement of primary school students.

9. Key words of the study:

9.1. The idiomatic definition of motor education:

It is an education that takes place through physical movement and acquaints the individual with what relates to himself and his body and through them the individual develops his fitness concepts and values on the motor emotional and social levels (Ben Maisra Abdel Rahman Master's thesis University of Algiers 3 2008 p. 18).

9.2. The procedural definition of motor education:

It is the individual's acquisition of a set of motor and cognitive abilities and moral values through movement or in other words the individual develops his fitness social values and self-confidence through movement.

9.3. The idiomatic definition of directed play:

It is planned play in which the guide intervenes in determining the stage of play and choosing the playing tools to suit the child's age and previous experiences (Mohamed Al-Mahmahy 2005 p. 76).

9.4. Procedural definition of directed play:

It is a group of organized movement activities subject to their own laws under the supervision of the teacher or educator in order to reach the desired goals of these activities.

9.5. Procedural definition for primary school children:

He is a child who belongs to the age group (5-6) years to (10) years and is affiliated with one of the primary or preparatory departments in primary schools.

9.6. The idiomatic definition of academic achievement:

Academic achievement is one of the concepts commonly used in the field of education and educational psychology in particular because of its importance in evaluating the student's academic performance. It is considered a basic test in the light of which a student's academic level can be determined and the volume of educational production can be judged in terms of quantity and quality.

Many specialized scholars have dealt with the concept of academic achievement in different ways. Perhaps the most prominent trend in identifying this concept is linking it to the concept of school learning. Achievement tests were used to determine what an individual learned after being exposed to a species. (Laman Mustafa Al-Jalali 2011 p. 22)

9.7. Procedural definition of academic achievement:

Academic achievement refers to the level of knowledge and skills acquired by a student during his educational career whether in school or university. it is usually measured by scores obtained in tests and exams teacher reports and other assessments.

10. Previous studies:

10.1. The first study:

Hallouz Khaled's study at Algiers University 2 entitled Physical Education and Sports Class and its Relationship to Academic Achievement among Primary School Students - A Field Study at Nawar Mohamed Tiaret Primary School.

Study method: descriptive approach

Study sample: the Arabic language teachers of the primary school institution Nour Mohamed Tiaret.

Study results: The conditions and environment in which the Arabic language professor works to implement the physical education class are disastrous and do not live up to the required level as well as the absence of a professor specialized in the field which has a negative impact on the level of the students because the

Arabic language professor finds it very difficult to deliver information to the student and this is due to his distance from Specialization.

10.2. Second study:

A study of Abdelhamid's arrogance at the University of Batna 2 entitled Obstacles to implementing motor education programs among children before (5_6 years) in primary schools - a field study in some primary schools in Khenchela Setif and Biskra states.

Study methodology: descriptive approach

Study sample: Primary school teachers in Khenchela Setif and Biskra states.

Study results: The results of the study confirmed that the training and level of teachers in the field of motor education as well as the number of students the method of distributing motor education classes and the absence of the necessary means and equipment for the class hinder the implementation of motor education programs within the walls of primary schools.

Study recommendations: Assigning the motor education class to specialists and equipping primary schools with various means and equipment necessary for the success of the motor education class which would facilitate the professor's work and provide a suitable environment for children to learn well.

10.3. Third study:

Study by Boukhraz Radwan University of Algiers 3 entitled the reality of physical education and sports in the primary education stage in Algeria (between myth and reality).

Study methodology: descriptive approach.

Study sample: Primary schools in Algeria.

Study results: Motor activity is considered an essential means for a child to learn through movement physical education and sports allow the child to become self-aware through the experiences he acquires to discover his physical and motor potential and also allow him to know his environment and know others and therefore primary education should include all requirements that concern With both cognitive emotional and relational aspects Likewise the physical aspect through physical education and sports is the acquisition of sensory and motor skills that extend to his gains and experiences but unfortunately the field facts confirm that despite the efforts made by the state to implement this important project the reality is still unsatisfactory.

Study recommendations: paying more attention to primary schools by providing them with various means sports structures and pedagogical equipment in order to facilitate the work of teachers and raise the level of training by assigning physical education and sports classes to specialists.

10.4. The fourth study:

Bodali Adel's study at Tissemsilt University entitled Professor of Physical Education and Sports and its impact on achieving sensory and motor compatibility among primary school students.

Study method: descriptive approach

Study sample: 20 male and female teachers from primary schools in the state of Medea.

Results of the study: The physical education class has an effective role in improving the sensory behavior of primary school students. Most teachers see students tend to form relationships and are attracted to contact their peers and change their behavior. Educational sports activity of all kinds also contributes significantly to helping students get out of the atmosphere of introversion. Physical education and sports classes also play an effective role in improving sensory behavior among primary school students.

Study recommendations:

Assigning the teaching of physical education and sports classes to teachers specialized in this field and holding training courses in order to improve the level of teachers as well as providing all the necessary modern equipment and supplies that primary school needs in order to make educational work successful meet children's motor needs while implementing motor education programs and reviewing the traditional physical education curriculum.

11. Methodological procedures of the study:

11.1. Study method:

The nature of the problem presented to the study determines the type of method that is followed among the different approaches. In this regard "Maurice" states that identifying the research problem will lead to the choice of a qualitative or quantitative method. In order to address his topic it will also lead the researcher to use experimentation field investigation or the historical method. The researcher will also go on a more tangible level towards using direct or indirect technology "while collecting data from the field. (Morris 2004 p. 98).

The descriptive method was used in this study to suit our study in order to collect data by distributing the questionnaire to the study sample which is represented by primary school teachers.

11.2. research areas:

11.2.1. Time range:

This study was conducted at the beginning of April i.e. the beginning of the third semester of the academic season 2023/2024.

11.2.2. Spatial domain:

This study was conducted in some primary schools in Algeria represented in three states: Algiers the Wilaya

of Blida and the Wilaya of M'sila.

11.2.3. Human field:

The questionnaire was distributed to primary school teachers in all disciplines whether teachers of Arabic language English language French language as well as teachers of motor education.

Community and sample of the study:

11.2.4. Study population:

It is a group of organizations or a group of individuals that share the same characteristics that the researcher can identify and use to examine and study the group he wants. It can be large or small. (Abu Allam 2013 p. 152)

The study population in our research is Algerian primary school teachers in all disciplines whether teachers of Arabic language English language French language as well as teachers of motor education.

11.2.5. Study sample:

It is part of the original community that contains some elements that were selected from it in a specific way in order to study the original community (Mohamed Abdel Fattah Al-Serfi 2009 p. 186).

In this study the study sample consisted of primary school teachers for all specialties in some states of the country such as Algiers the state of blida and the state of Msila where the number of teachers in all schools was 112.

Table 1. Shows the number of sample's persons distributed across different schools and states.

الرقم	Primery school	wilaya	Teacher' numbers
1	Fayzi 2 primary school	algiers	30
2	Ibn Zarqa Primary School 1	algiers	25
3	December 11th primary school	algiers	09
4	Al Essam private school	algiers	06
5	Ali Imran Primary School	algiers	04
6	Arabia Primary School Muhammad	Msila	09
7	Al-Saadia Primary School	Blida	15
8	Safsaf Primary School	Blida	14
9	Total	//	112

12. Method of Data gathering tool:

Research tools are the basis of the field aspect that gives credibility to the problem, and the tools necessary for collecting data are usually determined in the research design preparation stage, in light of the objectives and available data, which helps in the accuracy of the analysis and control of interpretation (Jalal al-Din Abdul Khaliq, 2003, p. 221)

The questionnaire was relied upon as a means and tool for collecting data in this study.

13. Exploratory study:

The exploratory study is considered the essential basis for building the entire research, and it is an essential and important step in scientific research, as through it the researcher can test his research methods and ensure their safety, accuracy and clarity (Mustafa Hassan al-Bahi, 2000, p. 83).

It is preferable before starting the research procedures, especially in field studies, to conduct an exploratory study to identify the circumstances in which the research will be conducted (Mansi Mahmoud Abdul Halim, 2003, p. 61).

This experiment was conducted at the beginning of April by going to primary schools and talking to the director about the possibility of submitting a questionnaire on the subject of the study and getting closer to the study sample and knowing the possible obstacles to avoid in the future and knowing the appropriate time to submit the questionnaire given the teachers' preoccupation with preparing for the end of the school year.

14. study variables:

The study variables are:

14.1. The independent variable:

It is the variable that explains the phenomenon under study, and is considered the hypothetical cause of the dependent variable, and comes at the beginning of the research title and is usually known as the causal variable (Ali Gharbi, 2009, p. 39).

In our research, the independent variable is the teacher specializing in motor education.

14.2. The dependent variable:

It is the variable that responds to moving or using the independent variable (Maurice Angers, 2006, p. 206). In our research, the dependent variable is academic achievement.

Psychometric characteristics of the tool:

14.3. Index of validity:

Validity is one of the most important conditions that must be met in study tools, and Lindquist defines it as

the accuracy with which the test measures or what it was designed for. (Mohamed Nasr El-Din Radwan, 2006, p. 17) The Alpha Krombach coefficient was calculated to determine the validity of the tool in our research.

Index of validity equals the square root of reliability, which is 0.819, as shown in the table.

Table 2. Shows the Index of validity of the questionnaire.

Tests	Index of validity
the square root of reliability	0,819

15. reliability:

Test reliability means that it consistently gives the same results if we used more than once under similar conditions. Measurement scientists recommend the retest method in several cases, including physical and motor ability traits (Mohamed Nasr El-Din Radwan, 2006, p. 104).

The Alpha Krombach coefficient was calculated to determine the stability of the tool in our research

Table 3. Shows Fiability of the questionnaire.

Tests	reliability
The Alpha Krombach coefficient	0,671

16. Statistical methods used:

The Statistical Package for the Humanities V.21 SPSS program was used to process the various data and results obtained through the application of research collection tools, where the following statistical laws were used:

16.1. Descriptive statistics:

- Arithmetic mean.
- Standard deviation.

16.2 Inferential statistics:

- Square coefficient (k squared)

17. Detailed presentation of the questionnaire axes:

The questionnaire includes three main axes, which are the cognitive aspect of the child, the second axis addressed the psychomotor aspect of the child, and the third axis represented the aspect of the child's social upbringing. The questionnaire contains 17 statements distributed over these three axes.

The first axis includes 06 phrases, all of which are aimed at the cognitive aspect of the child, meaning how

The child can develop his cognitive abilities through motor education through the program implemented by the specialized teacher. This helps the child to know his body first and how to use all of its organs, as well as to know the environment in which he lives and how to deal with it, as well as to know the space in terms of estimating distances and linking them to the child's mental image. In other words, the better the child is at estimating distances, the more coordinated his physical expression will be and his movements will be expressive and characterized by a sufficient degree of motor coordination. As for the second axis, it includes 06 phrases that are aimed at the psychomotor aspect of the child. In other words, the child can develop and improve his motor and psychological abilities through motor education, as well as enable him to overcome fear and shyness, whether inside or outside the classroom. Does this reflect positively on the child's academic achievement? The third axis, which is the social upbringing aspect, contains 05 phrases, which is: Can the child acquire the bonds of brotherhood, love, cooperation, solidarity, respect and appreciation of others through motor education programs under the supervision of a specialized teacher? All of this can have a positive impact on the academic achievement of primary school students.

18. Analysis and interpretation of results:

18.1. Analysis and interpretation of the results of the first hypothesis represented by the cognitive aspect axis:

Table 4. Shows the value of the arithmetic mean, standard deviation, and the K-square test regarding the cognitive aspect axis.

First axis Statistical processing	Cognitive aspect
Sample members	112
Arithmetic mean	16,026
standard deviation	1,778
K-square test Khi-deux	75,875
Degree of freedom ddl	8
Significance level	0,05
Probability value sig	0,000

Through the results shown in Table No. 04 for the first axis related to the cognitive aspect of the child, we note that the arithmetic mean value reached 16.026 with a standard deviation of 1.778, while the value of the squared k was 75.875, and the probability value sig reached 0.000 at a degree of freedom estimated at 08, which is less than the level of statistical significance, which reached 0.05. All these results confirm the realization of the first hypothesis, which states that practicing motor education by a specialized teacher specialized in the field affects the cognitive aspect of the child.

19. Analysis and interpretation of the results of the second hypothesis represented by the Psychomotor aspect axis:

Table 5. Shows the value of the arithmetic mean, standard deviation, and the K-square test regarding the Psychomotor aspect axis.

Second axis	Psychomotor aspect
Statistical processing	
Sample members	112
Arithmetic mean	15,607
Standard deviation	2,050
K-square test Khi-deux	51,125
Degree of freedom ddl	8
Significance level	0,05
Probability value sig	0,000

Through the results shown in Table 05 for the second axis related to the psychomotor aspect of the child, we note that the arithmetic mean value reached 15.607 with a standard deviation of 2.050, while the value of the squared k was 51.125, and the probability value sig reached 0.000 at a degree of freedom estimated at 08, which is less than the level of statistical significance, which reached 0.05. All these results confirm the realization of the second hypothesis, which states that practicing motor education by a specialized teacher specialized in the field affects the psychomotor aspect of the child.

20. Analysis and interpretation of the results of the second hypothesis represented by the Socialization aspect axis:

Table 6. Shows the value of the arithmetic mean, standard deviation, and the K-square test regarding the Socialization aspect axis

third axis ... Statistical processing	Socialization aspect
Sample members	112
Arithmetic mean	13,910
Standard deviation	1,234
K-square test Khi-deux	83,750
Degree of freedom ddl	8
Significance level	0,05
Probability value sig	0,000

Through the results shown in Table No. 06 for the third axis related to the aspect of social upbringing of the child, we note that the value of the arithmetic mean reached 13.9107 with a standard deviation of 1.23430, while the value of the squared k was 83.750, and the probability value sig reached 0.000 at a degree of freedom estimated at 05, which is less than the level of statistical significance, which reached a value of 0.05. All these results confirm the realization of the third hypothesis, which states that practicing motor education by a teacher specialized in the field affects the aspect of social upbringing of the child.

21. Discussion of the results in light of the hypotheses:

Through the results obtained in the study, which state that the motor education class has a positive impact on the academic achievement of the child enrolled in primary school, the results confirmed that the three hypotheses have been achieved, and this is due to the respondents' answers to the questionnaire presented to them. The answers confirmed that the motor education classes contributed to developing the cognitive aspect of children and have a direct impact on academic achievement in general and increasing interaction and participation within the department. The results also indicated that the motor education classes contributed to helping the child know his body more and the functions of each organ as well as the areas of their use in daily life. Motor education also contributes to helping the child know the environment in which he lives and interact well with the space in which he moves. All of this helps the child improve his physical expression through good coordination between the upper and lower limbs, as the child's movements become characterized by motor coordination. This was confirmed by Wagih Mahjoub in his definition of motor coordination as a process linked to the capabilities of the motor system to organize internal force

with the external force affecting it. The force varies according to the motor action and previous experiences of individuals, but the central nervous system remains the basis for the coordination process (Wagih Mahjoub, 2001, p. 09). This would develop the child's mental abilities such as attention, concentration, memory, thinking, perception, etc. In addition to this, it develops the central nervous system because it is primarily responsible for the child's movements by receiving sensory signals and converting them into motor signals, or in other words, the more the child has a degree of motor coordination, the better the central nervous system works. This is consistent with the study of Halouz Khaled entitled "Physical Education and Sports Class and Its Relationship to Academic Achievement among Primary School Students", where the results of his study confirmed the importance of motor education classes for primary school children and their positive impact on the child's academic achievement. Play is considered one of the most important educational means that enter into shaping aspects of an individual's personality because it helps the child discover the environment and gain experience (Hashman Mukhtar, 2018, p. 91). In addition to this, motor education classes play a very important role in developing his psychological abilities by helping him integrate with his peers, whether inside or outside the school walls, as they help children overcome shyness, fear, introversion and isolation. All of this raises the level of children in their academic achievement and helps them achieve psychological balance. All of these positive things are positively reflected on the behavior of children inside the hall through focus and attention in the lesson. This facilitates the teacher's task in giving his lesson in very comfortable conditions. All of this is consistent with a study by Gharrour Abdul Hamid entitled Obstacles to the implementation of motor education programs for children before (5-6 years) in primary schools, which emphasized the need to care for the child from a psychological and motor point of view by preparing good motor education programs and providing all appropriate conditions for them. Physical education classes also contribute to the socialization aspect by developing children's communication skills, whether inside the school walls with their peers and teachers or outside the school

with the family, and develop the values of cooperation, solidarity and love of helping others. These qualities are likely to limit children's aggressive behavior and reckless behavior in children inside the school. This generates discipline in the classrooms. All of this is positively reflected in children's academic achievement. This is consistent with the study of Boukhraz Radwan entitled The Reality of Physical Education and Sports in the Primary Education Stage in Algeria (Between Myth and Reality), where this study also stressed the need to assign physical education classes to specialists and provide sports structures and facilities inside primary schools. Freud said in this regard that play is nature's way of raising children. One of the goals of physical education is to provide effective leadership and sufficient capabilities in order to provide the opportunity for the individual and the group to work in situations that would achieve physical health, mental safety and social adaptation. (Amari Muhammad, 2021, p. 62)

The study results also confirmed the necessity of having a specialized teacher in all primary schools in the country. This is due to the important role he plays in the educational process and the success of the motor education project and the revival of school sports. This is consistent with the study of Boudali Adel entitled The teacher of physical education and sports and his impact on achieving sensory-motor compatibility among primary school students.

22. Recommendations:

- Equipping primary schools with various sports equipment and structures and building special spaces for playing.
- Updating the curriculum and following the example of developed countries and relying on education and learning through movement.
- Good training for teachers and educators by holding internships to update their information and inform them of the latest developments in motor education.
- Reviving school sports, which is a fertile ground for discovering young talents and directing them to sports clubs.

23. Conclusion

Finally, this study showed the role of the motor education class in the primary stage in preparing and training students, as it is an important part of the curriculum for the primary stage, especially in developed countries that consider motor education a fundamental pillar in building their curriculum, which is known by the term education through movement, and they also rely on movement in the educational process by building programs for learning through movement because the child at this stage loves to play by nature and tends to it without realizing it.

After the very important step taken by the competent authorities in the country to assign the motor education class to specialists, those in charge of the education sector must pay more attention to this important group to build a mature generation that is psychologically and physically balanced by equipping primary schools with sports structures and facilities and allocating special spaces for play. Through play, the child interacts with others, discovers life, and acquires new experiences about his own skills and those of other children, so that he creates his own world full of exploration, imagination, and movement. He transforms the big

world into a small world in its size, and play is not just a way to pass the time and occupy the self, as play for the child is of great importance in the process of education, teaching, and self-expression. Therefore, it is necessary to work on updating the old curriculum and adopting movement in the educational process as well as teaching inside the classrooms and taking into account the characteristics of this age group. Among the important characteristics of this group are a lot of movement and the inability to sit for long periods of time. This is inconsistent with the old curricula that force the young child to sit in his seat for long hours, which causes many problems for both the children and the teachers in implementing the educational process.

24. References:

- Ben Meisra Abdel Rahman, Master's Thesis, University of Algiers 3, 2008.
- Mohamed El-Mahamhi, Philosophy of Play, 2nd ed., Book Center for Publishing, Cairo, 2005.
- Lamaan Mustafa El-Jalali, Academic Achievement, 1st ed., Dar Al-Masirah for Publishing, Distribution, and Printing, Jordan, 2011.
- Maurice Engels: Scientific Research Methodology in the Humanities, translated by Bouzid El-Sahrawi, Dar Al-Qasbah for Publishing, Algeria, 2004.
- Abu Alam, Methods of Quantitative, Qualitative, and Mixed Research, 1st ed., Dar Al-Masirah, Jordan, 2013.
- Mohamed Abdel Fattah El-Sarfi, Scientific Research: An Applied Guide for Researchers, Dar Wael for Publishing and Distribution, 3rd ed., Jordan, 2009.
- Jalal al-Din Abd al-Khaliq, Main Features of Research Methods in Social Service, Modern University Office, Alexandria, 2003.
- Mansi Mahmoud Abd al-Halim, Scientific Research Methodology in Educational and Psychological Fields, Dar al-Ma'rifah al-Jami'iyah, Cairo, 2003.
- Maurice Angers, Scientific Research Methodology in the Humanities, Dar al-Qasbah for Publishing, 2nd ed., 2006.
- Ali Gharbi, The ABCs of Methodology in Writing University Theses, Dar al-Fayez for Printing, Publishing and Distribution, 2nd ed., Constantine, Algeria, 2009.
- Muhammad Nasr al-Din Radwan, Introduction to Measurement in Physical Education and Sports, Kitab Center for Publishing, 1st ed., Egypt, 2006.
- Wajih Mahjoub, Theories of Learning and Motor Development, Dar Wael for Publishing and Distribution, Jordan, 2001.
- Abdul Nasser Al-Abani, Physical Education, Dar Osama for Publishing and Distribution, Jordan, 2017.
- Al-Saadi Ibrahim, Child Education in Islam, Jordan, Dar Wael for Publishing and Distribution 2004.
- Robert Watson, Henry Clay Lindgren, translated by Dalia Ezzat Momen, Child and Adolescent Psychology, Madbouly Library, Egypt, 2004
- Bodali Adel, Ben Sassi Radwan (2024), Professor of Physical Education and Sports and its Effect on Achieving Sensory-Motor Coordination in Primary School Children, Scientific Journal of Physical Education and Sports, Volume 23, Issue 01, pp. 194/209.
-
- Hadaj Hamza, Rawab Omar, (2021), Using play to acquire basic motor skills among primary school students in the absence of a specialized teacher, Al-Siraj Journal of Education and Community Issues, Volume 05, Issue 01, pp. 50/59.
- Hashman Mukhtar, (2018), Semi-sports games in the physical education and sports class and their importance in developing the social motor aspect, Scientific Journal of Physical Education and Sports, Volume 17, Issue 01, pp. 88/95.
- Mohamed Al-Amari, Bouars Mohamed, (2021), Sports activities in the school environment - their position in legislation and obstacles to their development, Scientific Journal of Physical Education and Sports, Volume 20, Issue 01, pp. 62/72.
- Benoit Huet et al., Corporal experience, Eps edition, Paris, 2011.