



The Effect of Deductive Thinking Exercises on The Performance of Some Basic skills Among Kindergarten Children Aged 5-6 Years

Lec. Dr. Sanaa Rabeea Abed

sanaa.sport@nuc.edu.iq

Received: 12-03-2024

Publication: 16-08-2024

Abstract:

As it is known that most of the methods of teaching sports to children used by kindergarten teachers appear to be traditional and lack a lot of accuracy in performance and random implementation. Preparing exercises in deductive thinking in developing the skills of handling and receiving among kindergarten children, and some special tests have been used, where a sample of kindergarten children was chosen randomly, and divided into two groups (experimental and control), and the research sample reached (20) students who were randomly divided into (10) for the control group and (10) for the experimental group, and the results of the research showed that there were significant differences between the results of the pre and post tests and in favor of the experimental group in the post tests, and the conclusions showed that the prepared exercises had a positive effect on the experimental sample, while the recommendations were to adopt Inferential thinking exercises, as they work on developing physical attributes, developing speed of comprehension, and developing accuracy of handling and receiving among kindergarten children.

1.1 Introduction to the research and its importance:

The development of thinking skills is one of the basic goals of the educational process, no matter how many institutions and levels there are, because it helps students to understand properly and be able to produce and generate information. Therefore, it is the core responsibility of those institutions to be constantly searching for strategies, methods and modern models that would develop the thinking and creative mentality in every possible way. Its requirements, as the need has become urgent to improve the way students think in all their academic stages,



and to train them on how to use and practice thinking skills, so that they are able to interact positively with the data of this era and solve its problems, and deductive thinking skills are among the necessary skills for students due to the presence of many variables, and we urgently need learners who have the ability to think deductively, develop these skills and create situations in which the learner thinks effectively, and we also need a teacher who works to develop these skills among his students through various educational situations, as deductive thinking helps students to acquire and organize their information, and supports their ability to follow evidence, arguments, and justifications through the use of all their mental capabilities and intellectual activities.

We note that the Ministry of Education exerts significant activity in modernizing and developing teaching strategies, educational aids, and activities that help in developing students' mental and psychological skills. The physical education lesson is one of the subjects in the curriculum, which in turn helps to acquire different thinking skills if used correctly. However, despite the modernization of the curricula conducted by the Ministry, it is noticeable that it is not applied in physical education lessons.

As for the importance of the research, it lies in identifying the extent to which students benefit from the exercises prepared by the researcher in developing deductive thinking skills among kindergarten children, and also knowing their ability in how they use the information and ideas given in developing the skill of handling and receiving (Laqf), and we hope that it will be more useful and fun And it is useful if the children learn how to use these exercises correctly and try to reduce the percentage of error in children's performance and make the performance better.

1-2 Research problem:

It was noticed that the use of deductive thinking when dealing with kindergarten children by female teachers is almost neglected, and in order to benefit from deductive thinking in developing the mathematical performance of kindergarten children, especially with regard to the search term in the performance of the



handling and receiving skill (Laqf) among kindergarten children, we note that their performance is characterized by lack of Accuracy and difficulty controlling the ball.

1-3 research objectives:

The study aimed to identify the effect of deductive thinking exercises on developing and improving the skill of handling and receiving in a sample of children from Kindergarten Al-Karama, which is one of the kindergartens affiliated to Baghdad Al-Karkh First Education.

1-4 Research Hypotheses:

- 1- There are significant differences between the pre and post tests of the two research groups in the skills of handling and receiving (Laqf), among the research sample.
- 2- There are significant differences in the results of posttests between the experimental and control groups in the skills of handling and receiving (Laqf), among the research sample, and in favor of the experimental group.

1-5 research areas:

1-5-1 The human field: A group of kindergarten children at the age of 5-6 years (preparatory children) of Al-Karama Kindergarten in the first education of Baghdad Al-Karkh.

1-5-2 Time range: the period from 3/15/2022 to 9/30/2022

1-5-3 Spatial field: the sports hall in Al-Karama Kindergarten for Baghdad Education / Al-Karkh/ \

2- Research methodology and field procedures:

2-1 Research Methodology: The researcher used the experimental approach using the two equal groups method due to its suitability to the nature of the problem.

2-2 The research community and its sample:



The research community was identified with the children of Kindergarten of Dignity for the preparatory stage for the academic year 2021-2022, whose number is (33), while the research sample amounted to (20) boys and girls, where the number was divided into two groups (control and experimental) by drawing lots, and the experimental group became (10) children and the control group (10) children, as shown in Table (1).

Table 1: Number of the research sample

| No. | Sample | Sample number |
|-----|---|---------------|
| 1 | The first reconnaissance experiment | 5 |
| 2 | The second exploratory experiment (preliminary analysis and building tests) | 8 |
| 3 | The main experiment is divided into two groups: | 20 |
| | 1- The main research sample (the experimental group) | 10 |
| | 2- The main research sample (the control group) | 10 |

2-3 Means of collecting information, devices and tools used:

2-3-1 Means of collecting information:

Arabic and foreign sources.

- Observation and experimentation.

Personal interviews with specialists.

- Tests and measurements used in the research.

- International Information Network (Internet).

- A questionnaire form for the opinions of experts and specialists about determining the special deductive reasoning tests under study.

- Accuracy of handling and receiving registration forms.



- Data dump form.

- The support team.

* Conducting an interview with a number of experts and specialists in the field of testing, measurement and sports psychology to obtain their opinions on the quality and method of giving exercises that suit the sample and serve the skill.

2-3-2 Equipment and tools used

- 1 personal computer (laptop) type (HP) made in the USA.

- Signs and cones of different sizes.

- whistle.

- An electronic device for measuring weight and height.

- tape measure.

- 5 Basketballs for children.

- Colors for dyeing and making signs.

- Toys of different colors.

- Colored papers.

- 2 Samsung mobile phones for photography.

2-4 Determine the exercises used in the research:

1- The first training unit exercise:

Description of the exercise: The student handles the ball and receives it from the wall, provided that marks are placed on the wall in front of the children, at a height of 1m, time (15 minutes). The aim of the exercise is to develop accuracy in children's intellectual and motor response. As for the method of performing the physical exercise in this unit, the children are divided into two groups, each group of five children, one of them facing the other and at a distance of 2 m, and that the children of one of the two groups hold the balls in their hands, then a teacher and



her colleague present the exercise in front of the children, as the teacher and her colleague hand the ball to her colleague And her classmate catches it and hands it back to her classmate, and the handling is stable. After the teacher explains the exercise, then the children are asked to apply the exercise after hearing the whistle. The time of the exercise is (10 minutes). Handling and receiving of constancy.

2- The second training unit exercise:

Description of the exercise: The teacher puts four signs on the wall and asks the students to handle the ball and receive it, provided that handling is on the four signs in sequence, time (15 minutes), the aim of the exercise is to develop the accuracy of the children's intellectual and motor response and control of the ball while receiving, as for the method of performing the exercise The physical activity is done by distributing the children into two groups, as happened on the first day, and performing the same exercise, but taking a step with the right foot this time. The exercise time is 10 minutes. The aim of the exercise is to teach handling and receiving the ball by taking one step.

* The researcher used three female teachers to help her from among the educational staff during the experiment period.

3- The third training unit exercise:

Description of the exercise: The teacher puts four signs on the wall, each of a specific color, and the teacher puts colored clips in a basket, the same colors as the signs on the wall, and the student picks up one of these clips, and according to the color that comes out of the basket, the student hands him the ball on the signal that In the wall that represents the same color, time (15 minutes). The aim of the exercise is to develop children's intellectual and motor response speed and control over the ball while receiving. As for the method of performing the physical exercise, the children are divided into two groups, as it happened on the first day, and they perform the same exercise, but taking two steps, then handling the exercise. The exercise time is 10 minutes. The aim of the exercise is to teach handling and receiving the ball from two steps.



4. Fourth unit exercise:

Description of the exercise: The same four previous signals on the wall, the teacher puts four colored balls in the basket on the right side of the student, and another empty basket on the left side, and the student must pick up one of these balls and handle it on the signal that contains the same color, and then put the ball in the basket. The empty ball, then picking up another ball and handling it on the sign that represents the same color, and then putting it on in the other basket, and so on until all the balls are finished, time (15 minutes), the method of performing the physical exercise, performing the same exercise for the previous day, i.e. taking two steps and then handling, The aim of the exercise is to teach the performance of handling from the movement. The exercise time is 10 minutes.

5- The fifth training unit exercise:

Description of the exercise: The teacher paints the wall in the form of four overlapping circles of different colors, with a red circle in the center, a yellow circle around it, then a blue circle around it, and a white circle around it. She asks the students to handle and receive the ball and warns them that handling is in sequence from the middle. To the outer circle, time (15 minutes). The aim of the exercise is to emphasize the accuracy of the performance. The method of performing physical exercise. The children are distributed into two groups, as happened in the past, with an emphasis on teaching the children to handle the ball and receive it from the movement. The aim of the exercise is to develop the accuracy of the motor response in children.

6- The sixth training unit exercise:

Description of the exercise: The teacher has to dress the pupils in different colored toys, and the children form a circle. In the middle of the circle, one of the children stands near a basket that contains four colored balls with the same colors that the children wear. When the teacher blows the whistle, this student takes a ball from the basket, trying to hit the student who is wearing the same color, provided that the nine children spread out in the classroom when the whistle is heard, the time is (15 minutes). The aim of the exercise is to develop the speed and accuracy of the children's intellectual and motor response and control of the ball during handling.



from the movement. How to perform the physical exercise The children are divided into two groups, one on the other side, as happened on the first day, but with teaching the children how to handle and receive the ball between him and his colleague from the movement and a distance of five meters determined by the teacher, then return after finishing to stand at the end of the group, the time of the exercise (10 minutes). The aim of the exercise is to develop the accuracy and speed of motor response in children.

7- Exercise of the seventh training unit:

Description of the exercise: The teacher puts drawings of different shapes of animals (lion, cat, parrot, whale) on the wall, and asks the children to handle the ball and receive it on the animals according to the sequence that the teacher utters, and each student is given four attempts, after which the teacher calculates the attempts correct for each student, time (15 minutes). The aim of the exercise is to develop the speed and accuracy of the children's intellectual and motor response and to control the ball during handling from the movement. How to perform the physical exercise The children are divided into two groups as it happened in the past, but with the children being taught how to handle and receive the ball between him and his colleague from the movement, but this time when he reaches a distance of 3 m, the student turns around and handles the ball to the next colleague, then he and his colleague return to the end of the group The exercise time is 10 minutes. The aim of the exercise is to teach the children the accuracy of handling from a distance in relation to their age.

8- Exercise of the eighth training unit:

Description of the exercise: The teacher puts signs of different colors, four colors, in front of the student and puts a basket containing four balls near the student, and the teacher puts a line in front of the signs at a distance of 3 m. The figure while throwing the ball at him, the time (15 minutes), the aim of the exercise is to develop the speed and accuracy of the intellectual and motor response in children, the method of performing the physical exercise is the same exercise as the previous day, the time of the exercise (10 minutes), the aim of the exercise is to develop the accuracy and speed of handling and receiving short and long They have.



2-5 The homogeneity and equivalence of the sample members:

2-5-1- The homogeneity of the sample members:

Before starting to work with the exercises and in order to avoid influences that may affect the results of the experiment in terms of the individual differences that exist among the members of the research sample and to reach a single and equal level for the sample, the sample has been homogenized in variables

(age - total height - weight). Which represents the specifications of the sample to ensure its homogeneity in those variables that are considered influential in the experiment and that must be controlled as shown in Table (2).

Table 2: Homogeneity of the research sample

| NO. | Measurements and tests | measruing unit | S | P | coefficient of difference |
|-----|------------------------|----------------|-------|------|---------------------------|
| 1 | Height | Poison | 109.7 | 1.64 | 1.48 |
| 2 | Age | Year | 5.51 | 0.09 | 1.57 |
| 3 | Weight | Kg | 18.10 | 0.73 | 4.03 |

* Note: S: is the arithmtic mean; P: is the standard deviation

2-5-2- The parity of the sample:

To proceed from a single line and to ensure experimental control and the absence of extraneous variables, the researcher conducted equivalence between the experimental and control groups according to the variables that were adopted in the research before starting the application of the program on the members of the experimental group. To ensure this, the researcher used the (t) test for independent samples between the two groups, as shown in Table (3).



Table 3: Equivalence of the control and experimental groups

The tabular value of (t) at a degree of freedom (14) and a level of significance (0.05) = 2.14

| variants | measuring unit | control | | Experimental | | The calculated t - value | error level | indication |
|-------------------|----------------|---------|-------|--------------|-------|--------------------------|-------------|------------|
| | | S | P | S | P | | | |
| Handling accuracy | Degree | 3,285 | 0.755 | 3.242 | 0.165 | 1.382 | 0.005 | non d |

Table (3) shows that the differences were non-significant between the experimental and control groups, through the calculated (t) values, which are less than the tabular (t) value (2.14) at a degree of freedom (14) and a level of significance (0.05), which indicates equivalence. Members of the two research groups in the variables under study.

2-6 Field research procedures:

2-6-1 The first exploratory experiment: The exploratory experiment was conducted on Sunday 3/20/2022 on a sample consisting of (5) children who were chosen randomly from the research community. encounter them when applying tests.

3-6-2- The second exploratory experiment: This experiment was conducted with the help of the assistant work team on a sample of (8) children who belong to the same class. The purpose of this experiment was to find the scientific basis for the tests used in the research. The exploratory experiment was conducted The second is on Tuesday, 3/22/2022.

2-7 Scientific Transactions for Tests:-

2-7-1 Honesty: Therefore, the researcher used virtual honesty by presenting the exercises' details to (7) experts and specialists in the field of testing and measurement, and sports psychology□, to choose what they deem appropriate from their point of view, or to delete the inappropriate exercise, and also Adding any exercise they deem appropriate that was not mentioned in the form, and taking their scientific notes, and after analyzing their opinions statistically using the law of relative importance in order to exclude the joints that did not obtain the acceptable compatibility ratio, and after emptying their answers and through the



application of mathematical laws, it was possible to determine the relative importance of each exercise. Inferential thinking, and in the light of the results of the statistical analysis of the relative importance of the special exercises, the researcher did not exclude any of the exercises, as the relative importance did not fall below the acceptable percentage, which is (55.56). That is, the exercises achieve the goal of the research, as shown in Table (4) and according to the opinions of the gentlemen The experts.

*The exercises were presented to seven experts and specialists in the field of testing, measurement, and sports psychology.

Table (4): The relative importance of deductive reasoning exercises

| No | The exams | Number of experts | Total scores | Relative importance | Notes |
|----|-------------------------|-------------------|--------------|---------------------|---------|
| 1 | The first training unit | 7 | 18 | 0.85 | Depends |
| 2 | Second training unit | 7 | 20 | 0.95 | Depends |
| 3 | The third training unit | 7 | 21 | 1 | Depends |
| 4 | Fourth training unit | 7 | 21 | 1 | Depends |
| 5 | Fifth training unit | 7 | 21 | 1 | Depends |
| 6 | Sixth unit exercise | 7 | 19 | 0,90 | Depends |
| 7 | Seventh training unit | 7 | 21 | 1 | Depends |
| 8 | Eighth training unit | 7 | 21 | 1 | Depends |



2-7-2 Steadfastness:

This test was conducted with the help of the assistant work team on a sample of (8) children who belong to the same class. The experiment was conducted on Tuesday, corresponding to 3/22/2022 at exactly nine o'clock in the morning, and the test was repeated after seven days on Tuesday corresponding to the 29th. / 3 / 2022. After that, the simple correlation coefficient (Pearson) was calculated between the first and second tests, as the values of the correlation coefficient were significant when compared to the tabular value of (0.63) at a degree of freedom (8) and a level of significance (0.05), and this means that all tests have a degree of stability .

2-8 Pre-tests:-

The pre-tests were conducted for the control and experimental groups, with the help of the assistant work team, on Sunday 3/4/2022 and in the Al-Karamah Kindergarten Hall of Al-Karkh First Education, by performing handling and receiving for both groups and for each child of the two groups, by giving three attempts and recording the best attempt for each child.

2-9 The main experience:

After completing the pre-tests, the researcher applied the exercises that were prepared using deductive thinking in an attempt to develop the skill of handling and receiving (lucking) among the children on the experimental group, as the program consisted of 8 training units, as the researcher conducted the main experiment on Monday, dated (4 / 4 / 2022) and completed on Wednesday on (4/27/2022) for a period of (4) weeks. The exercises were applied during two units per week, and the researcher worked within the main section with a time ranging between (10-25) minutes from the time of the main section. To train the kids.

2-10 Post-tests:

Post-tests were conducted on the research sample on Thursday (4/28/2022).

2-11 Statistical means

Use statistical methods for social sciences (SPSS) to extract statistical results.



3- Presentation, analysis and discussion of the results:

3-1 Presenting and analyzing the results of the (t) test for the pre and post tests of the control group:

Table (5): The arithmetic means of the pre and post tests, the mean of the differences, the standard deviation of the differences, and the value of (t) calculated for the members of the control group

| The test | S pre tests | S post tests | Mean of the differences | Standard deviation of the differences | (t) value | Probabil it y value | Indication |
|-------------------|-------------|--------------|-------------------------|---------------------------------------|-------------|---------------------|------------|
| Handling accuracy | 3,285 | 3.880 | 0.60 | 0.55 | 1.47 | 0.164 | non d |

*Significant (D) when the probability value is less than the test significance value of (0.05).

From Table (5) of the control group members, the following can be seen:

The value of the arithmetic mean in the handling accuracy test for the pre-test was (3.285), while in the post-test it was (3.880), the arithmetic mean for the differences was (0.60), and the standard deviation for the differences was (0.55), and the calculated (t) value was (1.47) and the probability value for error was (1.47). (0.164), which is greater than the level of test significance of (0.05), which indicates that there is no significant difference (D) between the results of the pre and post tests.

3-2 Presenting and analyzing the results of the (t) test for the pre and post tests of the experimental group:



Table (6): The arithmetic means of the pre and post tests, the mean of the differences, the standard deviation of the differences, and the value of (t) calculated for the members of the experimental group

| The test | S pre tests | S post tests | Mean of the differences | Standard deviation of the differences | (t) value | Probability value | Indication |
|-------------------|-------------|--------------|-------------------------|---------------------------------------|-------------|-------------------|------------|
| Handling accuracy | 3.242 | 4.242 | 1.00 | 2.20 | 5.54 | 0.00 | D |

*Significant (D) when the probability value is less than the test significance value of (0.05).

From Table (6) of the experimental group, the following can be seen:

The value of the arithmetic mean in the handling accuracy test for the pre-test was (3.242), while in the post-test it was (4.242), the arithmetic mean for the differences was (1.00), and the standard deviation for the differences was (2.20), and the calculated (t) value was (5.54), and the probability value for error was (5.54). (0.00), which is less than the test significance level of (0.05), which indicates that there is a significant difference (D) between the results of the pre and post tests, in favor of the post test.

3-3 Displaying and analyzing the results of the post-test between the control and experimental groups:

Presenting and analyzing the results of the post-test between the control and experimental groups:

Table (7): The arithmetic means and standard deviation of the post-tests and the value of (t) calculated between the results of the control and experimental groups

| NO. | the exams | Experimental group 1 | | Experimental group 2 | | t calculated | error value | Statistical significance |
|-----|-------------------|----------------------|-------|----------------------|-------|--------------|-------------|--------------------------|
| | | S- | ±P | S- | ±P | | | |
| 1 | Handling accuracy | 3,285 | 0.755 | 4,242 | 0.165 | 4,382 | 0.005 | moral |

*Significant (D) when the probability value is less than the test significance value of (0.05).



From Table (7) on the differences between the results of the post-tests between the control and experimental groups, the following appears:

The value of the arithmetic mean in the handling accuracy test for the control group was (3.285) with a standard deviation of (0.755), while the value of the arithmetic mean for the experimental group was (4.242) with a standard deviation of (0.165) and the calculated (t) value was (4.382) and the probability value of error was (0.005). It is less than the level of test significance of (0.05), which indicates the existence of a significant difference (D) between the results of the control and experimental groups in the post-test and in favor of the experimental group.

The researcher attributes the appearance of these results in favor of the experimental group to the training program used, which was adopted in order to develop the accuracy of handling and receiving in the experimental group, and this is consistent with previous studies on deductive thinking, including the study of Al-Huimel (2006), Al-Juhani (2013), and Al-Sadiq (2016), as those studies proved Learning deductive thinking affects effectively and positively in many aspects of life, including academic excellence, and contributes to providing students with an internal motivation towards learning.

4- Conclusions and recommendations:

The study concluded with a number of recommendations:

- 1- The deductive thinking training program has proven its effectiveness in developing the handling and receiving skill of kindergarten children.
- 2- The effect and effectiveness of the training program for deductive thinking in increasing children's motivation towards learning.
- 3- Educational activities using deductive thinking should be characterized by diversity and comprehensiveness to increase motivation towards learning.
- 4- The evaluation methods used by the teacher in the classroom must be characterized by diversity to be compatible with the deductive thinking skills.



5- Educating female teachers in general, and sports teachers in particular, on the importance of focusing inside the classroom on developing the deductive thinking skill.

Recommendations:

- 1- Conducting training courses for kindergarten teachers to train them on how to use deductive thinking to develop mathematical skills.
- 2- Emphasizing the teaching staff members in kindergartens in using deductive thinking in teaching all subjects in general and studying physical education to increase children's motivation for learning.

References:

1. Abu Shama, Muhammad Rushdi. (2012): The effectiveness of teaching using the problem-centered learning strategy in developing achievement, sensory deductive thinking skills, and the level of ambition among fourth-grade students in science. *Scientific Education Journal*, 15 (3), 147- 197 .
2. Jarwan, Fathi Abdel Rahman. (2007): Teaching thinking (concepts and applications). Jordan, Dar Al-Fikr, second edition.
3. Katami, Youssef Mohamed. (2000): The Psychology of Classroom Learning. Amman, Dar Al-Shorouk for publication and distribution.
4. Al-Ibrashi, Ahmed Attia. (2010): Educational Psychology. 4th edition, Dar Al-Shorouk for publishing and printing.
5. Abdel-Karim Mahmoud Mohamed. (2011): The effect of using the problem-solving method in developing deductive thinking in jurisprudence among sixth-grade students in Islamic secondary schools. *Journal of Basic Education College Research - University of Mosul*, 10 (3), 168-208.
6. Al-Huwaimel, Abdel-Razek Ibrahim. (2006): Developing a program for Arabic grammar in the light of contemporary standards for the curriculum and testing its impact on developing grammatical concepts and deductive thinking skills among Jordanian university students, unpublished PhD thesis,



Faculty of Education, Amman Arab University for Graduate Studies, Jordan

7. Al-Juhani, Awad Khalil. (2013): The effectiveness of using the active learning strategy in developing some deductive thinking skills of second-grade intermediate students in Hadith and their attitudes towards it. Journal of the Arab Gulf Message - Saudi Arabia, (128), 15-47.
8. Al-Olaymat, Hammoud Muhammad. (2011): The effect of interactive strategic reading on developing levels of reading comprehension and deductive thinking among sixth-grade students in Jordan, Journal of Social Studies, Yemen, (33), 71, 124.
9. Bahi, Mustafa Hussein: Practical Scientific Transactions between Theory and Application (Reliability, Honesty, Objectivity, Standards). 1st Edition, Cairo: Al-Kitab Center for Publishing, 1999, p. 64.

Appendices:

Appendix of the training program to develop the skill of handling and receiving using deductive thinking exercises

| exercises deductive reasoning | time | explain exercise method | Degree calculation method | The goal of the exercise | How to perform physical exercise | The goal of physical exercise | physical exercise time |
|-------------------------------|------------|--|--|--|---|---|------------------------|
| First unit exercise | 15 minutes | The student handles the ball and receives it from the wall, provided that marks are placed on the wall in front of the children, at a height of 1 m. | If the ball hits the set mark, the student is given a score, and if it does not hit it, he is not given a score (zero), and 4 attempts are given for each child. The highest score for this exercise is 4 degrees, the lowest score is zero, and | To develop accuracy in children's intellectual and motor response. | distributed into two groups, each group of five children , one facing the other at a distance of 2 m, and the children of one of the two groups hold the balls in their hands, after that a teacher and her colleague present the exercise in | To develop the speed and accuracy of motor response in children by teaching handling and receiving from stability | 10 minutes |



| | | | | | | | |
|----------------------|------------|---|--|---|--|--|------------|
| | | | the average hypothesis is 2. | | front of the children, as the teacher and her colleague handle the ball to her colleague, and her colleague catches it and hands it back to her colleague, The handling is stable. After the teacher explains the exercise, the children are asked to apply the exercise after listening to the whistle. | | |
| Second unit exercise | 15 minutes | The teacher puts four signs on the wall and asks the students to handle the ball and receive it, provided that the handling is on the four signs in sequence. | 1- Every handling that touches the signal is given a grade to the student, and no grade is given if the ball does not touch the signal, or if he handles the ball in sequence, the highest grade for the student is 4, the lowest grade is zero, and the average is two grades. Each student is given two attempts, and his best | To develop the accuracy of intellectual and motor response in children and to control the ball while receiving. | The children are divided into two groups, as happened on the first day, and they perform the same exercise, but taking a step with the right foot this time. | teaching handling and receiving the ball by taking one step. | 10 minutes |



Sciences Journal Of Physical Education

P-ISSN: 1992-0695, O-ISSN: 2312-3619

<https://joupress.uobabylon.edu.iq/>



| | | | | | | | |
|----------------------|------------|---|---|---|--|--|------------|
| | | | attempt is counted. | | | | |
| Third unit exercise | 15 minutes | The teacher puts four signs on the wall, each of a certain color, and the teacher puts colored clips in a basket, the same colors as the signs on the wall, and the student picks up one of these clips, and according to the color that comes out of the basket, the student hands him the ball on the sign in the wall, which represent the same color. | 2- Each student is given four tackles on the wall on the same signal, and every time the ball touches the signal, the teacher scores a point for the student. The highest score for this exercise is 4, the lowest score is zero, and the average is 2. | To develop the speed of intellectual response And the movement of children and control of the ball during reception. | The children are distributed into two groups, as happened on the first day, and perform the same exercise, but taking two steps, then handling the exercise. | Teaching handling and receiving the ball from two steps. | 10 minutes |
| Fourth unit exercise | 15 minutes | The same four previous signals on the wall, the teacher puts four colored balls in the basket on the right side of the student, and another empty basket on the left side, and the student must pick up one of these balls and handle it on the signal that contains the same | 3- One score is given for each successful attempt, and zero for the failed attempt, i.e., the highest score obtained by the student 4, and the lowest score is zero and average 2. | Developing and developing the accuracy of response in children. | Performing the same exercise for the previous day, i.e., taking two steps, then handling | Teach the performance of the handling of movement. | 10 minutes |



Sciences Journal Of Physical Education

P-ISSN: 1992-0695, O-ISSN: 2312-3619

<https://joupress.uobabylon.edu.iq/>



| | | | | | | | |
|---------------------|------------|--|---|--|---|---|------------|
| | | color, and then put the ball in the empty basket, then Pick up another ball and handle it on the sign that represents the same color, and then put it on in the other basket, and so on until all the balls are finished. | | | | | |
| Fifth unit exercise | 15 minutes | The teacher paints the wall in the form of four overlapping circles of different colors, with a red circle in the center, a yellow circle around it, then a blue circle around it, and a white circle around it. She asks the students to handle and receive the ball and alerts them that handling takes place in sequence from the center to the outer circle. . | 4- Each correct handling is given a score for the student, the highest score is four degrees, the lowest score is zero, and the average is 2. Two attempts are given for each student, and the best attempt is counted. | Ensure accuracy of performance. | The children are divided into two groups, as was the case in the past, with an emphasis on teaching the children to handle the ball and receive it from the movem | To develop the accuracy of motor response in children. | 10 minutes |
| Sixth unit exercise | 15 minutes | The teacher has to dress the pupils in different colored toys, and the | When the student carrying the ball hits the player wearing the | To develop speed and accuracy of intellectual response And the | The children are divided into two groups, one on the other side as it | to develop the accuracy and speed of motor response in children | 10 minutes |



Sciences Journal Of Physical Education

P-ISSN: 1992-0695, O-ISSN: 2312-3619

<https://joupress.uobabylon.edu.iq/>



| | | | | | | | |
|-----------------------|------------|---|--|--|---|--|------------|
| | | children form a circle. In the middle of the circle, one of the children stands near a basket that contains four colored balls with the same colors that the children wear. When the teacher blows the whistle, this student takes a ball from the basket, trying to hit the student who wears the same color. The nine children spread out in the classroom when the whistle is heard. | same color as the ball, the teacher scores a score for him, and no score is counted if the ball does not touch the student, or if the ball hits the student wearing a different color, the highest score is four, and the lowest score is zero and average 2 | movement of children and control of the ball during handling of the movement. | happened on the first day, but with teaching the children how to handle and receive the ball between him and his colleague from the movement and a distance of five meters determined by the teacher, then return after finishing to stand at the end of the group. | | |
| seventh unit exercise | 15 minutes | The teacher puts drawings of different shapes of animals (lion, cat, parrot, whale) on the wall, and asks the children to handle the ball and receive it on the animals according to the sequence that the teacher pronounces, | Follow the same previous mechanism for calculating grades | To develop speed and accuracy of intellectual response And the movement of children and control of the ball during handling of the movement. | The children are divided into two groups, as happened in the past, but with the children being taught how to handle and receive the ball between him and his colleague from the movement, but this time, when he reaches a distance of 3 | Teach children the accuracy of handling from a distance for their age. | 10 minutes |



Sciences Journal Of Physical Education

P-ISSN: 1992-0695, O-ISSN: 2312-3619

<https://joupress.uobabylon.edu.iq/>



| | | | | | | | |
|---------------------|------------|---|---|--|--|--|------------|
| | | and each student is given four attempts, after which the teacher calculates the correct attempts for each Pupil. | | | m, the student turns around and hands the ball to the next colleague, then he and his colleague return to the end of the group | | |
| Eight-unit exercise | 15 minutes | The teacher puts signs of four colors in front of the student and puts a basket containing four balls near the student, and the teacher puts a line in front of the signs at a distance of 3 m. ball on it. | 5- If the ball does not touch the person required, the score is not counted. The highest score obtained by the student is 4, and the lowest score is zero and the average is 2. | To develop speed and accuracy of intellectual response and movement in children. | The same exercise as the previous day is performed. | to develop the accuracy and speed of their short and long handling and receiving | 10 minutes |