

A comparative study of some of the basic motor skills between kindergarten and preparatory section children aged (5-6) years

دراسة مقارنة في بعض المهارات الحركية الأساسية بين أطفال الروضة وأطفال القسم التحضيري بعمر (5-6) سنوات. دراسة ميدانية على مستوى ولاية سوق اهراس-

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Abstract :

objective of the study: was to identify the differences between kindergarten and children's section preparatory in some basic motor skills (throwing on the target ,standing on the instep) in general, as well as by variable sex. The research sample included : (40 children) (20 children) of section preparatory and (20 children) from kindergarten, was conducted parity, including the following variables (age, experience, gender),the researcher used the comparative dexriptive approach of study for it best suits the nature of the research as adopted researcher basic motor skills test for (Darwich 1999),and shereached the following conclusion : There are significant differences between the children of kindergarten and preparatory section of my skills (throwing on a fixed target and stand on the instep) for the benefit of children preparatory section.

Keywords :basic motor skills,section preparatory, kindergarten

الملخص :

هدفت الدراسة إلى التعرف على الفروق بين أطفال الروضة وأطفال القسم التحضيري في بعض المهارات الحركية الأساسية (الرمي على الهدف، الوقوف على مشط القدم) بشكل عام وكذلك حسب متغير الجنس، اشتملت عينة الدراسة على (40 طفل) بواقع (20 طفل) من القسم التحضيري و (20 طفل) من الروضة، وقد استخدمت الباحثة المنهج الوصفي المقارن لملائمته طبيعة البحث، كما اعتمدت اختبار المهارات الحركية الأساسية لـ (درويش 1999) كأداة بحث، وتوصلت الباحثة إلى النتائج التالية:

- توجد فروق ذات دلالة احصائية بين أطفال الروضة وأطفال القسم التحضيري في مهارتي (الرمي على هدف ثابت والوقوف على مشط القدم) لصالح أطفال القسم التحضيري بشكل عام وحسب متغير الجنس أيضا.

الكلمات المفتاحية: المهارات الحركية الأساسية، القسم التحضيري، رياض الأطفال.

1- Introduction and problematic of the study:

The most characteristic of the childhood is the tendency of the child to move, as it is one of the components of his life, through which he develops his physical, mental, psychological and sense-kinetics and discovers his environment and knows everything going on around him, and therefore, motor activities provide him with a valuable opportunity to express himself and discover It also gives them the opportunity to contact and interact with others. The experiences and motor experiences experienced by the child at this stage helps him to feel successful and enjoy the participation and self-confidence, and in order to do all these activities, it needs to use the basic motor skills, although it is innate movements However, it must be properly acquired and must therefore be considered in the curricula of motor education.

The development of the alphabets of movement (basic motor skills) in the child properly requires the exploitation of childhood through early guidance and

development of these movements and sound development because of their important role in the development of his abilities and self-discovery, where these movements can grow in the wrong directions and Impairment affects him and his life and strength, many of the defects and deviations of the strength and weakness of the abilities and motor disabilities may affect children resulting from the neglect of this age of the child's life, which makes physical education and sports programs in the school and beyond just repair what is corrupted What neglected (**Amin Anwar al-Kholi, 1998, p. 11**).

There is no doubt that the exercise of sports activities in the right educational manner affect the individual and gain the right trends, values and behaviors (**Amna mernez, 2012, p(20-28)**).

Because educators believe in the right of the child to a happy life in education, they have ensured to provide all the material, moral and health conditions for its positive development. These institutions are unable to receive the large numbers of children of pre-school age, so educators, especially in developed countries, thought to open preparatory education departments attached to primary schools to absorb the large number of children. Working mothers, Algeria has also followed the policy of these countries, where it opened many nurseries, kindergartens and some preparatory sections for each child who reached the age of five years of age and belonging to the Ministry of Education, by Decree No. 76/70 of April 16, 1976 (**Fatiha Kerkouche, 2008, p. 137**).

Each of which seeks to take care of all aspects of the child's life, which is cognitive / mental, sensory / motor and social / emotional, but each in its own way, kindergarten in our country does not have a unified program for the education of children, but each kindergarten depends on a program in line with its capabilities and means Without taking into account the characteristics of child

development, unlike the preparatory sections that follow a curriculum decided by the Ministry issued in 2004 and annexed to an application guide helps to understand and how to benefit, and this curriculum included competencies centered on the development of basic motor skills and cognitive abilities Child (5-6 years).

Therefore, our study came to make a comparison in some of the basic motor skills represented in the skills of throwing on a fixed goal and standing on the instep between the children of the preparatory section and children of kindergarten age (5-6) years.

The problem of our research crystallized in the following general question:

- Is there a difference between kindergarten and preparatory section children aged 5-6 years in basic motor skills?

-Partial questions:

-Are there any statistically significant differences between kindergarten and preparatory section children (5 - 6 years) in some basic motor skills (throwing on the target, standing on the instep)?

- Are there any statistically significant differences between kindergarten and preparatory section children aged (5-6) years in some basic motor skills by sex variable?

Research hypotheses:

-General hypothesis:-There is a difference between kindergarten and preparatory section children aged 5-6 years in basic motor skills - Partial hypotheses:

- There are statistically significant differences between kindergarten children and children of the preparatory section at the age of (5-6) years in some basic motor skills (throwing on the target, standing on the instep.)

- There are statistically significant differences between kindergarten and preparatory section children (5 - 6 years) in some basic motor skills by sex variable.

Research Objectives:

- Identify the differences between kindergarten children and children of the preparatory section at the age of (5-6) years in some basic motor skills (throwing on the target, standing on the instep).

- Identify the differences between kindergarten and preparatory section children (5 - 6 years) in some basic motor skills by sex variable.

2- The significant terminology of the research:

Basic motor skills:

Skill: "These are the original elementary vocabulary in the child's movement and that her education must take center stage during motor education programs." (Hammad, 1998, p. 208)

Procedurally: According to the basic motor skills test for "Darwish 1999" are: throwing on the target and standing on the instep of the kindergarten children and children of the preparatory section at Souk Ahras City.

Preparatory section: "A term that is attached to elementary school, which is attended by children who are 5 years old". (National Curriculum Committee, Practical Guide for Preparatory Education curriculum Children (5-6) years, p 6)

Procedurally: It is the sections attached to the primary schools at Souk Ahras City.

-Kindergarten: meaning that the educational institution that is located between the house and the nursery and between the primary school, which deals with the upbringing of young people in the pre-primary level and the work to continue their social upbringing and to discipline their behavior and care for

them health, psychological, social and mental Spiritual and moral, in which teaching methods are based on activity, organized play, practical experience and responsiveness to the characteristics, needs and inclinations of the child (**Faraj Abdalkader Taha, 2003, p520**).

Procedurally: It is a social service educational institution that receives children aged (5-6) years and these institutions are private and public (belonging to the state) at Souk Ahras City.

3- The similar studies:

1- The study of Amjad Muslim Mahdi et al (2012) entitled: The Effect of a Proposed Educational Program Using Kinetic Stories Method to Learn Some Basic Preliminary Movements of Handball Skills for Preschoolers, The general objective of the study was to: - Developing a suggested educational program using kinetic stories in learning some basic introductory movements of handball skills for preschool children.

- Recognize the effect of the proposed educational program using kinetic stories method in learning some basic introductory movements of handball skills for preschool children. The researchers asked the following question: Are there statistically significant differences between the pre and post tests in learning some basic introductory movements (throwing the ball) The experimental curriculum of the experimental and control groups was used in the same way as the best method that fits the nature of the problem and fits its objectives. The deliberate method of the research community, which represents some kindergartens in the center of Karbala governorate, which included (40) children (pre-grade) from kindergarten" Elanghem" equally divided into two experimental and control groups were divided into groups randomly, the study tools were: Performance Evaluation Form designed by (LOOVIS 1980) was used

to measure the motor development of the basic movements of children through observation-based evaluation, which was interpreted by "Yarob Khyun" and set a range for each performance level and subjected to honesty, consistency and objectivity.

The researchers reached the following conclusions:

-The differences between the kindergarten management method and the kinetic story method adopted by the researchers and in favor of the kinetic style method were very clear, indicating the effectiveness of the method in learning some basic forms.

-Weakness in learning of the basic form (deception) in children (kindergarten) in the curriculum followed by the administration compared to the method of motor stories followed by researchers.

- The kinetic story style contains several methods in learning forms of movement make learning easier and faster because it excites the child to produce the best of his. (**Journal of Physical Education Sciences, No. 1, Volume V, 2012**).

2- **The study of Hussein Ali Al-Jabri (2006), titled "The Effect of Kindergarten Programs on Physical Development and Some Kinetic Attributes."**To identify the impact of kindergarten curricula on physical development and some motor qualities, the researcher asked the following question: Do the kindergarten curricula and activities have a significant impact on the physical development and some motor characteristics in children ?, The descriptive method was adopted in the survey method. The number of pupils (males) who completed the kindergarten stage reached (358) pupils distributed in the center's schools in the governorate of "Albasra" for the academic year (2005-2006), (90) pupils were selected, who constitute (25.13%) of the original community, while the second group was chosen the same number of pupils who

did not enter kindergartens, and from the same schools and randomly, so we formed Two groups, each of which contains (90) students, the study consisted tools:

-The researcher used the (Hplink, Bormes test) to measure the motor performance, a Belgian test consisting of (speed test (ran 25m), hockey ball throwing test, sitting test of lying (30) seconds). Therefore, the researcher has reached the following results:

-The presence of statistically significant differences between the first and second groups in tests of motor characteristics and for the benefit of the first group (children who entered kindergarten)

-There are no statistically significant differences between the first and second groups in the measurement of growth (height and weight)

-Kindergarten curricula and activities have a positive impact on the development of motor qualities in children.

- The practice of programmed activity in kindergartens instills the spirit of teamwork, participation of others, and development of leadership qualities, and thus grow and develop motor qualities. (**Journal of Physical Education Sciences, No. 5, Volume 1, 2006**).

3- A study by Fatima Nasser Hussein and Parfan Abdullah Al-Mufti 2004, entitled: A comparative study in some basic movements among Riyadh children aged (4-6) years, College of Physical Education, University of Baghdad. This study aims to identify the differences between Riyadh children aged (4-6). 6) years in some basic movements in general, as well as by sex, the researchers asked the following question: Are there differences between kindergarten and preschool children aged (4-6) years in the basic movements ?, and adopted the descriptive method survey method, and the sample was randomly selected

Among the children enrolled in Al-Riaheen Kindergarten in Nineveh Governorate for the academic year (2003-2004), and Tech The research sample of (40) boys and girls (20) boys and girls aged (4-5) years of which (10) males and (10) females and (20) boys and girls aged (5-6) years of which (10) males (10) females, used as a research tool to test the basic movements (Darwish 1999), and the most important findings they found that the basic movements (running for a distance of 15 m), partridge on the right leg and long jump, throwing the ball of stability, and standing on the instep were in children Primer is better than kindergarten children, so as the child gets older he develops these basic movements, but nevertheless there are some basic movements such as walking distance 15 m, partridge on the left leg, jump For vertical and throwing on a fixed target, to stop the ball, walking on the fingertips did not show a significant difference between kindergarten and pre-school children, (**Journal of Physical Education, year 2005, pp. 91-206**)

The practical chapter:

1- Followed Methodologies :

Scientific Method: The comparative descriptive approach has been used as the most appropriate for our study.

-Society and sample Study: The study community is pre-school children aged 5-6 years and enrolled in kindergarten and preparatory sections in the Blacksmith Department for the academic year (2012-2013) representing the tenth District at the state level and has been determined accurately after The statistics we receive from the competent authorities where it was estimated at 550 children (250 children in 10 preparatory section) and (300 children in 8 kindergartens), the sample was randomly selected (35 children) from "Kindergarten " and (25 children) from the preparatory section in elementary

school "Oued zarzour " and thus the size of the About 10% of the research community has finished after 20 children have been excluded after conducting the exploratory experiment.

Table 01: Shows the number of kindergarten children and the preparatory section.

Percentages	Number of children	
%50	20	In the Kindergarten
%50	20	In the Preparatory section

- Study Tool:

Basic motor skills test in kindergarten children aged 4-6 years :Designed by Darwish in 1999 to measure the basic motor skills of kindergarten children, it was codified on the Iraqi environment in Al-Riaheen kindergarten in "Ninewe Governorate " for the academic year (2003-2004) and obtained a coefficient of stability of 83%, while on the Algerian environment, it was not previously codified. (11) The tests were:

Transitional movements (walking distance of 15 m (sec), running distance of 15 m (sec), partridge on right leg (repeat), partridge on left leg (repeat), long jump (cm), vertical jump (cm), control and control movements (Throwing the ball of steadiness (m), throwing at a fixed target (num), stopping the ball (num)), movements of stability and equilibrium (standing on the instep (sec), walking on the fingertips on a Swedish seat (sec)

But in our study only two tests were used: throwing on a fixed target (degree) and standing on the instep (sec) because this is what our study requires.

Calculation of psychometric properties of search tools:

Stability of the tests: Stability of the tests was calculated by applying them to a sample of (10) children other than the original research sample. These tests were repeated after a week to confirm the degree of stability.

Table (02): represents the stability of the basic motor skills test.

Basic motor skills	coefficient of stability
Throwing at a fixed target	0.92
Stand on instep	0.94

In table (02), it was found that the Pearson correlation coefficient in the throwing test on a fixed target is positive and is close to the one where it was estimated at 0.92, while the Pearson correlation coefficient in the metatarsal test was also positive and approaching the one at 0.94 which indicates Stability of both tests.

Validity of the tests: The validity of the tests was calculated using the square root of the coefficient of stability

Table (3) represents the validity of the basic motor skills test.

Basic motor skills	coefficient of honesty
Throwing at a fixed target	0.96
Stand on instep	0.97

It is clear from table (03) that the self-honesty coefficient of the throwing test on a fixed target was high positive and approaching the one where it was estimated at 0.96, as well as the same thing for the self-honesty coefficient to test the

metatarsal was positive and approaching the one where it reached 0.97 which Demonstrates the honesty of the two tests.

.Statistical methods:

- Pearson correlation coefficient
- arithmetic mean-Arithmetic mean
- Test (t) two independent samples of equal.
- Test (t) two separate, unequal samples.

2- Exposure , analyses and result exam :

Presenting the results of the differences between kindergarten and preparatory department children aged 5-6 years in some basic motor skills:

Presenting the results of the differences between kindergarten and preparatory department children aged 5-6 years in the skill of throwing on a fixed target:

Table (04): Shows the results of the differences between kindergarten children and the children of the preparatory section in the skill of throwing on the target

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
Throwing at a fixed target	0.000	- 0.40	Significant Statistically
A sample of kindergarten children Volume 12 A sample of the preparatory section Volume 11	Level of signification	Level of trust	

This table shows the significance of the differences between kindergarten children and children of the preparatory section female age (5-6 years in the throwing degree on a fixed target, where the value of the significance level calculated as (-0.40) which is less than the level of significance $\alpha = 0.05$. This

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means that there are statistically significant differences between kindergarten children and children of the preparatory department in the degree Throwing on a fixed target in favor of females in the preparatory section at the significance level $\alpha = 0.05$

Table (05): Shows the results of the differences between kindergarten children and the children of the male preparatory section in the skill of throwing on a fixed target

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
Throwing at a fixed target	0.05	-0.62	Significant Statistically
A sample of kindergarten children Volume 08 A sample of the preparatory section Volume 09	Level of signification	Level of trust	

This table shows the arithmetic mean and standard deviation for each group in the throwing degree on A fixed target, as well as indicating the differences between the kindergarten children and the children of the preparatory section boys (5-6) years in the degree of throwing on a fixed target, where the value of the level of significance calculated by (-0.62) which is less than the level of significance $\alpha=0.05$ and this means There are statistically significant differences between the kindergarten children and the children of the preparatory section in the degree of throwing on a fixed target and for the benefit of males in the the preparatory section and that at the significance level $\alpha=0.05$.

Table (06): Shows the results of the differences between kindergarten and preparatory section children in the skill of throwing on a fixed target in general

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
Throwing at a fixed target	0.05	0.002	Significant Statistically
A sample of kindergarten children Volume 20 A sample of the preparatory section Volume 20	Level of signification	Level of trust	

This table describes the size of each group (n = 20). This means that there are statistically significant differences between the kindergarten children and the children of the preparatory department in the degree of throwing on a fixed target for the benefit of the children of the preparatory section at the significance level $\alpha=0.05$.

Presenting the results of the differences between kindergarten and preparatory section children aged (5-6) years in the skill of standing on the instep:

Table (07) :Shows the results of the differences between kindergarten and female preparatory section children in the skill of standing on the instep

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
standing on the instep	0.000	- 1.89	Significant Statistically
A sample of kindergarten children Volume 12 A sample of the preparatory section Volume 11	Level of signification	Level of trust	

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and preparatory section children aged (5-6) years**

This shows the significance of the differences between kindergarten children and children of the preparatory section female age (5-6) years in the time of standing on the instep, where the value of the level of significance calculated by (-1.89) which is less than the level of significance $\alpha=0.05$. This means that there are statistically significant differences between kindergarten children and children of the preparatory section female at the time of standing On the instep and in favor of females in the preparatory section at the level of significance $\alpha=0.05$.

Table (08): Shows the results of the differences between kindergarten children and the children of the male preparatory section in the skill of standing on the instep

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
standing on the instep	0.05	3.078	Significant Statistically
A sample of kindergarten children Volume 08 A sample of the preparatory section Volume 09	Level of signification	Level of trust	

This table shows the significance of the differences between kindergarten children and children of the preparatory section male age (5-6) years at the time of standing on the instep, where the value of the significance level calculated at (3.078) which is less than the level of significance $\alpha=0.05$. This means that there are statistically significant differences between kindergarten and male preparatory section children at the time of Stand on the instep of the foot and in favor of males in the preparatory section at the level of significance $\alpha=0.05$

Table (09): Shows the results of the differences between kindergarten and preparatory section children in the skill of standing on the instep in general

Variables \ Axes	moral Degree of probability sig	Calculated value	statistical Index
standing on the instep	0.05	-3.57	Significant Statistically
A sample of kindergarten children Volume 20 A sample of the preparatory section Volume 20	Level of signification	Level of trust	

This table describes the size of each group (n = 20). This means that there are statistically significant differences between the kindergarten children and the children of the preparatory department at the time of standing on the metatarsal for the benefit of the children of the preparatory department at the level of 3.57. The significance $\alpha=0.05$.

Discussion and interpretation of the results of the differences between kindergarten children and children of the preparatory department in the skill of throwing on a fixed goal and the skill of standing on the instep (hypotheses I and II):

In table (06 and 09) it is clear that there are statistically significant differences between kindergarten and preparatory section children in general in the skill of throwing on a fixed target and standing on the instep and for the benefit of children of the preparatory section at the level of $\alpha = 0.05$ and this confirms the validity of the first hypothesis. As shown in table (04, 05,07, 08) there are statistically significant differences between kindergarten children and children of the preparatory section of males and females in the skills of throwing on a fixed target and standing on the instep and for the benefit of males and females in the

preparatory section at the level of $\alpha = 0.05$ This confirms the validity of the second hypothesis, and the researcher attributes the previous results To contain the curriculum of the preparatory section of the Ministry and the accompanying guide to a motor education program that ensures the competencies and abilities of developing basic motor skills for children aged (5-6) years such as the ability to maintain balance, the ability to walk, run, climb, and the ability to control the skill of the hands and motor coordination, Throwing the ball in different directions The weekly hourly volume devoted to motor education was two hours per week (four lessons of 30 minutes per session) (**Practical Guide to the Preparatory Education Curriculum for Children (5-6) Years, 2004, p. 13**).

Like kindergartens whose programs often include activities that are not commensurate with the child's motor development, they adapt these activities according to their possibilities and means, and since pre-school (4-6) years is the stage of basic movements according to the division established by "Gallahio" and "Mk Klingham" in 1982 for the stages of motor development, namely, the stage (5-6) years is the stage of maturity in basic motor skills and although these skills are innate in humans, but they need to learn (**Osama Kamel Rateb, 1994**) that most children need To provide opportunities for practice and learning so that they reach maturity to perform skills This is in line with the importance of providing the environmental factors in which the pupils of this stage find the appropriate amount of kinetic stimuli as well as providing the necessary opportunities to do various motor responses due to the positive effects they have on the development of both motor growth. This is also consistent with what he said (**Abdel Hussein, 1994**) that it is important to provide good environmental conditions for children in order to give them the opportunity to develop basic motor skills, the primary school child who has the care and encouragement and

appropriate climate find that he is throwing the ball or The jump touched They served kinetic patterns that do not exceed those of a 3-year-old child, and this is confirmed by (Hussein Ali Al-Jabri, 2006) that throwing to a particular target is successfully completed at the end of this stage (5-6) years, but only in those who are good and well developed and who Appropriately trained, he concluded (George Graham, 1987) found that when a number of high school pupils play handball and observe the number of pupils who throw the wrong way without any anatomical or biomechanical reason explaining the inability of these pupils to throw properly, the only rationale is that they have not learned the basic motor skills required to throw through We also noted that it uses motor games and small games as a means to develop basic motor skills and this is consistent with the researcher "Perivan Abdullah Saeed Mufti, 2005" that the motor games program had an impact in the development of motor skills The researcher (Al-Roumi, 1999) showed that there are statistically significant differences in basic motor skills tests (walking, running, moving balance, long jump of stability, throwing distance with right hand then left hand) for the experimental group. (Zeinab Dardir Allam, 1999), asserted that some basic skills can be taught for different activities in preschool because these skills depend mainly on the basic motor skills that are considered During this stage, the child is physically, psychologically, physically, physiologically, mentally, socially, visually and linguistically qualified to receive and develop different skills. The theory of growth demand for its owner, Robert Hafgherst (1990), emphasized Realizing the demands of growth, since the learning of basic motor skills is a requirement of growth must also be achieved and the theory of the plan of "Richard Schmidt" which emphasizes that training in general movements under different situations increases the future ability to learn new movements and mathematical skills, the

broad base of Kinetic experiences help the child to recall and synthesize related motor patterns

2- Finding and propositions results :

- There are statistically significant differences between the children of the kindergarten and the children of the preparatory section in the skill of throwing a fixed target for the benefit of the children of the preparatory section.
- There are statistically significant differences between kindergarten and male and female preparatory section children in the skill of throwing a fixed target in favor of males and female in the preparatory section.
- There are statistically significant differences between kindergarten and preparatory section children in the skill of standing on the instep for the benefit of children of the preparatory section.
- There are statistically significant differences between kindergarten and male and female preparatory children in the skill of standing on the instep in favor of male and female in the preparatory section.

Suggestions: Based on the results we have achieved in the applied chapter, and through our completion of this research we have become clear several suggestions:

- the need to focus on the development of programmes of motor education at the level of kindergarten based on scientific basis and in line with the characteristics of child development.
- The development of the measure of kinetic education within the programs of the formative courses for kindergarten nannies.
- Attention to the development of basic motor skills of kindergarten children.
- Kindergarten educators should adopt the curriculum developed by the Ministry and the accompanying application manual, especially with children aged (5-6) years, so that there is no disparity in abilities between them and their peers enrolled in the preparatory sections.

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