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## **The role of the kinetic story in developing moral values for primary school pupils (6-9 years)**

**Tahraoui mohamed<sup>1\*</sup>, Benabderrahmane sid ali<sup>2</sup>**

<sup>1</sup> Institute of Science and Technology of Physical and Sports Activities, Modern Science Laboratory in Physical and Sports Activities, Akli Mohand Oulhadj University – Bouira10000 (Algeria), m.tahraoui@univ-bouira.dz

<sup>2</sup> Institute of Science and Technology of Physical and Sports Activities, Modern Science Laboratory in Physical and Sports Activities Akli Mohand Oulhadj University – Bouira10000 (Algeria), s.benabderrahmane@univ-bouira.dz

### **Abstract:**

The study aimed to know the role of kinetic story programs in developing moral values as one of the important aspects of activity that touches the feelings and conscience of the child. According to the requirements of the study, the experimental method was used on a sample of (32) children from the primary stage in the state of Bouira. The sample was divided into an experimental group (16) children and a control group (16) child. The study concluded that the kinetic story is highly effective in developing the moral values and principles for primary school students (6-9 years), such as honesty and cooperation. Finally, we recommended the necessity of paying attention to teaching physical education and sports with kinetic story programs because of their importance in developing moral and educational qualities.

**Keywords:** Kinetic story, moral values, the primary stage.

*\*Corresponding author*



*Title: The role of the kinetic story in developing moral values for primary school pupils (6-9 years)*

## **1. INTRODUCTION**

Childhood is one of the most important stages in human life. In which the individual's personality is built, its components are clarified and the various aspects of knowledge, social and emotional development are shaped. This has made thinkers and scientists give childhood the utmost importance and care for the needs it requires. and perhaps the most prominent values that educators aim to develop in the child are moral values and the inculcation of good concepts and principles, which are the foundation of civilization and the heart of evolution. Reforming one's moral values means building a virtuous and righteous society, which is what the apostle peace and blessings of Allah upon him said, "I was sent to complete good moral"

The curriculum programmed in primary schools seek to develop good moral values by adopting several important approaches and constructive strategies to raise a generation imbued with moral principles innate instinct in love with play and movement where in childhood play helps the child to learn. One of the most prominent manifestations of play that children love is the incarnation and representation of attitudes and scenes in reality and the adoption of their characters, which is termed a kinetic story, The kinetic story seeks to represent the course of the story in fact in an interesting and enjoyable manner, in which they are free to execute and express their perceptions and imaginations, thereby strengthening their confidence. The kinetic story is in line with the characteristics of the children's environment in which they live and touches on various ethical aspects such as cooperation, honesty, respect, etc., which is considered as a standard of human action through which good, evil and good...

The gameplay includes many important aspects of activity such as the kinetic story that embodies the child's movement and events, which takes into account his characteristics, environment and characteristics of his society, Play for the child is considered an activity through which the child develops his capabilities, and it is organized into classes( zaaf, laazili,2022, p348) the kinetic story affects the feelings and conscience of the child and relates to his inclinations, desires and thinking, it is one of the educational methods that the child loves because of the suspense and excitement that the child has to do her roles (Maytham al-Kalabi, 2014, p. 3) and from there the development of the kinetic, emotional and cognitive aspect It gives children the opportunity to turn speech into a mental image that he seeks to



represent and navigates with it with pleasure and psychological comfort that enables him to easily saturate values and principles (Hana al-Jafri, 2008, p. 31)

The kinetic story has great value in the hearts of the younger generation, it seeks to raise morals, plant good values in the child and form an abstract moral system in the personality of the child such as truthfulness, honesty, patience and cleanliness, through the characters integrated into the story and the moral values presented by its events and there is no doubt that moral is one of the pillars of building a distinct generation and an educated nation If its morals go away, it will be removed and remain soulless.

Our study was preceded by several studies that spoke about the program of kinetic story such as the study (Ben Kouider and Housini,2019) which proposed a program of kinetic shear to develop basic kinetic skills in children of the preparatory stage and found that the motor story is important in the development of basic motor skills and that there are differences of statistical significance In the distance measurement of the experimental and officer group, as well as the study (Dahu Ben Youssef et al., 2020), which sought to know the importance of the kinetic story in improving some of the kinetic skills of first-grade students and found that there are differences between the remote test in favor of the experimental group in learning some movements (running, jumping, throwing).

In light of this, we asked the following general question:

What is the role of kinetic story in the development of the moral values for primary school students (6-9 years)?

The following sub-questions:

-Are there statistically significant differences between the children of the experimental group in the tribal and remote measurements in the ethical values standard?

-Are there statistically significant differences between the children of the experimental group and the group controlling the distance measurement in the standard of moral values?

## **2. General hypothesis**

The use of kinetic stories has a role in developing moral values among primary school students (6-9 years).

## **3. Partial hypotheses**

-There are statistically significant differences between the children of the experimental group in the tribal and remote measurements in the standard of ethical values.



*Title: The role of the kinetic story in developing moral values for primary school pupils (6-9 years)*

-There are statistically significant differences between the children of the experimental group and the control group in the distance measurement in the standard of ethical values.

#### **4. The importance of the study**

-Our current study sought to know the importance of kinetic story programs and their effectiveness in developing ethical values, establishing good qualities in the personality of primary school.

-presenting a proposed program of kinetic stories for teachers to apply during the kinetic education class.

#### **5. Study objectives**

- Knowing the impact of the kinetic story on the development of the emotional and moral aspect for primary school students (6-9 years)

-Proposing a program of kinetic stories aimed at primary school students.

#### **6. Defining concepts**

##### **Kinetic story:**

It is one of the important and interesting modern teaching methods in which he expresses his imagination using movements (drissi, 2022, p. 5)

##### **Procedurally:**

A type of story that relies on movements that students carry out, represent and play their roles, which aim to develop basic motor skills and plant moral values in the child.

##### **Ethical values:**

These are relatively consistent beliefs in the individual that guide his behavior and choices and realize right and wrong and affect his behaviors and feelings, which are acquired aspects (Aida Saleh, 2001, p. 43)

##### **Procedurally:**

It is the sum of the principles that an individual acquires from his or her society and religion that direct his or her actions and modify them to the right act.

##### **Primary school:**

This is the school that accepts children from the age of six to the age of 10 or 11 whether they attend kindergarten or not to complete the compulsory stage of education (Ahmed Abdel Fattah Zaki, 2004, p.218)

##### **Procedurally:**

It is the first stage of education in Algeria and is compulsory and compulsory and the child learns to read, write, calculate and others.



## **7. Study methodology and field procedures**

### **7.1 Survey**

We conducted the reconnaissance study at the primary institution level and conducted a short experiment on a sample estimated at 07 pupils, with the intention of meeting the readiness of the proposed program as well as the availability of the potential and space allocated to the sports education quota and knowing the difficulties, we may face in implementing the program.

### **7.2 Approach used**

In our study, we used the experimental method in our study to fit it to the nature of the research. We employed the design of two groups, experimental and control, by conducting a pre-test for both groups and applying the program to the experimental group, followed by a post-test for both groups. Then we calculated the differences between the two tests.

### **7.3 Community and sample**

The sample is that part of the society that is selected according to scientific grounds so that society is properly represented. (Wadih Yassin. Hassan Mohammed, 2012, page 16)

Our study sample included 32 children in November 1st school in Bordj Okhriss Bouira district, and the sample was divided into an experimental group of 16 children and a control group of 16 children.

## **8. Scientific foundations for research**

### **8.1 Validity of the test**

To verify the validity of the tests and the program, we presented them to researchers and experts from The University of Akli Mohand Ulhadj Bouira and the University of Algiers-03 - and what was proposed by the professors was amended and added.

### **8.2 Test stability**

The tool's ability to give the same results if the measurement is repeated on the same person several times in the same circumstances (Samurai, 1973, p. 76) is the stability of the results after the test is applied and reapplied using the link coefficient for the test in question.

### **8.3 Homogeneity of sample members**

We have made parity for the members of the sample in some variables that may affect the search results.



**Title: The role of the kinetic story in developing moral values for primary school pupils (6-9 years)**

**Table 1.** Homogeneity of sample members

Variable	Unit of measurement	Group	Arithmetic average	Deviation Standards	Calculated value	Scheduling value	Significance
<b>Lifetime</b>	Month	Experimental	96.062	1.236	0.14	2.04	Non-functional
		Officer	96.062	1.258			
<b>Length</b>	Meter	Experimental	1.315	0.081	0.08		Non-functional
		Officer	1.313	0.091			
<b>Weight</b>	Kg	Experimental	22.006	2.013	0.17		Non-functional
		Officer	22.125	1.962			

**Source: Tahraoui M,2024**

Table 1 found that the differences were insensitive between members of the experimental group and the officer in the age, height and weight variable as the calculated value was smaller than the tabular value, indicating the homogeneity of the sample members.

#### **8.4 Proposed program**

It is a plan that includes several activities to develop the individual's abilities and skills and each of his activities has a specific goal and takes into account the integration of activities of playing, stories and acting (Azza Hussein Zaki, 1989, p. 25)

By reviewing previous studies involving studies on kinety education and children's programs, a program consisting of a set of kinety stories was designed at a rate of two sessions per week and passed on to experts in the field to evaluate and modify it.

#### **8.5 Measure of ethical values**

Referring to previous studies, we used the paint scale (Paint, 2002), which contains a number of questions that represent some aspects of congenital growth, and there are three possibilities for answering:

- Correct answer with justification
- Correct answer without justification



- Wrong answer.

Grades (2-1-00) are given gradually.

## 9. View and discuss the results

### 9.1 View and discuss the first hypothesis

Which says that there are statistically significant differences between the children of the experimental group in the tribal and remote measurements in the standard of ethical values.

**Table 2.** Differences between the experimental and control group

moral values	Scaling	Arithmetic average	Standard deviation	Value Calculated	Scheduling value	Significance of differences
<b>Honesty</b>	Prior	0.75	0.447	5.402	2.04	Function
	Post	1.68	0.478			
<b>Cleanliness</b>	Prior	0.81	0.403	6.614		Function
	Post	1.75	0.447			
<b>Assistance and cooperation</b>	Prior	0.87	0.341	7.783		Function
	Post	1.87	0.341			
<b>System</b>	Tribal	0.93	0.25	8.282		Function
	Post	1.87	0.341			

**Source: Tahraoui M,2024**

Through table 02, we note that the value calculated for all ethical values is greater than the t-table value of 2.04 at the 30-freedom score and the 0.05 indication level, which confirms the realization of the first hypothesis.

The researchers attribute the reason for this development to the program applied with the experimental sample, consisting of dynamic stories containing many moral educational values that contribute to the development of children's morals and beautification of good values and good behaviors as well as the social maturity of the accompanying information and living of life in society that helps the child to understand his surroundings and the prevailing ethical and educational practices in his society.

This is confirmed by a study (Bashir Karroum, 2017) that the kinetic story contains



**Title: The role of the kinetic story in developing moral values for primary school pupils (6-9 years)**

many meanings that enable the instilling of values and principles that represent the culture of the child's society, as well as to raise the child socially and provide the needs that require his development.

This was confirmed by (Jovanka and Winsler's ,2006) study on the importance of dance and creative movement on social tasks and the promotion of social values

The kinetic story contributes significantly to the development of the moral aspect by controlling and modifying the behaviors of the child who are clearly undesirable thanks to its topics, which must be based on moral and behavioral morals and principles, as indicated by the study (Mohammed al-Murad, Abdul Razzaq Hasso, 2007), the story is one of the most successful methods of education used to achieve educational goals, it is one of the most beloved literary races to his heart (Hana al-Jafri, 2007, p. 37)

**9.2View and discuss the second hypothesis**

Which says that: D culminated in statistically significant differences between the children of the experimental group and the control group in the standard of ethical values.

**Table 3.**

moral values	Scaling	Arithmetic average	Standard deviation	Value Calculated	Scheduling value	Significance of differences		
<b>Honesty</b>	Experimental	1.68	0.478	5.612	2.04	Function		
	Officer	0.68	0.478					
<b>Cleanliness</b>	Experimental	1.75	0.447	6.652		2.04	Function	
	Officer	0.87	0.341					
<b>Assistance and cooperation</b>	Experimental	1.87	0.341	7.603			2.04	Function
	Officer	0.81	0.403					
<b>System</b>	Experimental	1.87	0.341	7.783	2.04			Function
	Officer	0.87	0.341					

**Source: Tahraoui M,2024**





Through table 03, we find that the value calculated for all ethical values (honesty, cleanliness, cooperation, system) is greater than the t-table value of 2.04 at the 30-freedom score and the 0.05 indication level, which means that there are statistically significant differences between the average distance measurement scores in favor of the experimental group in the ethical aspect scale, which confirms the realization of the second hypothesis.

The researchers attribute the reason for this difference to the program applied with the experimental group, which includes many moral and educational values contained in the events of motor stories from the development of values of honesty and maintaining honesty and adherence to the community system and to the values of cooperation and solidarity, as well as the motor stories contribute to linking the various learnings and values that the student learns in the department such as urging honesty and obedience and maintaining cleanliness and embodying the story with its movements and voice begins to develop its mental and moral abilities, In "Kinetic Stories, a child becomes an active part of the storytelling experience that inspires a story in this series to do what is normal for him - telling a story through his movements and voice and in doing so the child continues to develop his or her mental, physical and moral abilities.(Julius Tuomisto, 2013)

This is what some studies have concluded as a study (Hiba Abdullah, 2007) that the kinetic story helps the child to develop his imagination and coexist with the characters of the story and has an effectiveness in developing many morals and instilling the right behaviors such as tolerance, compassion for the animal and obedience to parents, as well as a study (Shaaban Hafez, 2004) which found that motor stories are of great importance in raising cognitive attainment by linking knowledge and information gained with embodied realistic stories.

This was emphasized by Hassan Shehata (1991) in his study that the kinetic story has a role to play in developing concepts, creating positive attitudes among children and establishing new experiences.

## **CONCLUSION**

The child in the primary education stage (6-9 years) begins to form his future personality, and this is only done by developing purposeful educational programs that enable him to reach the goals of the stage, and this is what made this stage (childhood) characterized by extreme importance to those in charge of it, and



***Title: The role of the kinetic story in developing moral values  
for primary school pupils (6-9 years)***

playing It is very effective in building the child's balanced personality, as it helps him strengthen the psychological aspect as well as the physical aspect, in addition to developing the social aspect and the child's relationship with others. By playing, the child is able to integrate with the group, strengthen his self-confidence, and improve his moral qualities.

The kinetic story is one of the best educational methods that develop the various cognitive, educational and moral abilities of the child. It is one of the methods that the child loves, as he loves acting and imitating roles and helps him express his imagination and thinking, the kinetic story enables the child to develop his moral characteristics, such as telling the truth, cooperating with others, and learning order and cleanliness, and here are some of the results of our study:

-The kinetic story has great effectiveness in developing moral values and principles among primary school students, such as honesty, honesty, and cooperation.

-The kinetic story plays a major role in linking the knowledge he receives with reality.

-The proposed program for kinetic stories has an important impact on the moral values of children compared to the physical education and sports class for primary school students.

**Proposals:**

- Interest in teaching physical and sports education in motor story programs because of their importance in the development of the ethical and educational qualities for primary school students.

Presenting the importance of the educational, dynamic and ethical dynamic story in the courses, programs and grades of primary education.

- The good training of primary school teachers on the application of the kinetic story and the kinetic education of the child in general.

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