

The effectiveness of using small games in developing some sensory-motor skills of a child

Dr. Rached hammia^{1*}, Dr. kedadra chaoiki²,

¹ Ouargla University (Algeria), rachedhamia@gmail.com

² Eloued University (Algeria), keddra68@gmail.com

Received: 17/10/2022

Accepted: 21/12/2022

Published: 19/06/2023

Abstract: This study aims to identify the role of small games in developing the psycho-motor aspect for the junior handball practitioners from handball trainers' point of view at the level of Ouargla state. The researcher used a questionnaire that includes 17 paragraphs directed to the junior handball trainers in Ouragla state hand-ball association. The study sample reached 17 trainers; the researcher used the descriptive approach in this study due to the research nature. The results showed that the small games have a positive influence on improving the child's sensory behavior and create initial motor experiences that contribute to improving motor performance and developing some kinesthetic skills for the child for good motor performance. The study recommended realizing the importance of small games in child's life and the development of his personality and his motor abilities and the necessity to use the small games in training sessions with taking into consideration the conditions of applying these games in the training session.

Keywords: 01 the psycho-motor aspect 02 small games 03 Late childhood.

ملخص:

هدفت الدراسة الحالية إلى التعرف على دور الألعاب الصغيرة في تنمية الجانب الحسي الحركي لدى الطفل من وجهة نظر مدربي كرة اليد على مستوى ولاية ورقلة، استخدم الباحث الاستبيان الذي شمل 17 فقرة، بلغت عينة الدراسة 17 مدرباً استخدم الباحث المنهج الوصفي، وأظهرت النتائج إلى أن للألعاب الصغيرة دور إيجابي في تحسين السلوك الحسي للطفل، وأوصت الدراسة إلى إدراك أهمية الألعاب الصغيرة في حياة الطفل وتنمية شخصيته وقدراته الحسية والحركية وضرورة استعمالها في الحصص التدريبية وحرص التربية البدنية مع ضرورة مراعاة ظروف تطبيقها. الكلمات المفتاحية: الجانب الحسي الحركي، الألعاب الصغيرة، الطفولة المتأخرة.

* rached hammia.

1- Introduction:

Child's world is a world of playing that relies on exploration, activity, and comprehensive immersion in every experience through which s/he achieves pleasure and joy and acquires sensory, physical, social, linguistic and emotional skills. Playing is also seen as an important way to understand the child himself and reconcile the conflicting experiences that he is going through, and through playing activities adults can discover children's talents, abilities, and innovations at an early age. Playing in its various forms is a predominant kinetic activity, and through it the child's development can advance in its physical, mental, emotional, social, and kinetic aspects, it is a way to exploit and drain the child's excessive energy and direct it to a constructive destination (Haddadou, 2015, p. 22) because playing is a magic arena that includes the entire world, it is everything that the child does throughout his day except sleep, and which is the child's way of realizing the surrounding world, a way to explore himself and his growing ability, a means of liberation from self-centeredness, and an effective tool for growing that includes educational activities for all mental processes. Besides, it is an effective learning method that develops all sensory, kinetic, social, linguistic, cognitive, emotional and even creative skills, which is an arena for unloading all emotions. Scientists were interested in showing the importance of games in child's life in general, German scientist Carl Beuler confirmed the importance of playing in child's mental growth (Rabii, 2008, p. 43), Many researchers have conducted a number of studies in this field, whose results showed the importance games in accomplishing the learning process, and confirmed that games are effective and powerful tools which have a big influence on changing learner's behaviour and its directions through acquiring of Knowledge, information and skills through which he can face his real life (Swalha, 2007, p. 208), games are one of the methods that help attract the child's attention and make education a fun process for him, learning by playing provides a motivating atmosphere to the student to work by himself. Games are considered as learning and exploration tool, so, he grows while his capabilities and kinetic system develop. So, this research comes in an attempt to find out the contribution of small games to the development of the kinetic sense of the child.

2- Problematic:

Childhood is one of the most important periods that forms child's personality, as it is a stage of formation and preparation in which the features of the child's future personality are drawn, habits and trends are formed, tendencies and preparations grow.

Abilities also grow, skills are developed and discovered, spiritual values, traditions and behavioural patterns as well. It also witnesses the development of sensory perception, especially the perception of time, with an increased accuracy of hearing, the muscular sense improves and is considered a stage of clear activity and a clear increase in strength and energy because the child cannot remain stagnant without constant movement, the movement is faster and more powerful and the child can better control it. (Kariman, 2012, p 159.158). Playing is a functional entrance to the world of childhood, affecting the formation of the individual's personality in his childhood years. The serious interest in studying playing led the child psychologists to conduct multiple researches on the phenomenon of playing as a tool for scientific applications in education. Psychologists who study natural growth also have a wide interest in playing and classifying it (Alhamaimai, Abdul Aziz al., 1998, p. 52. 51). and if playing is considered a need for children as one of their natural demands, then we must search for ways to satisfy their desires related to mental, physical and psychological growth in an organised method, and certainly small activities are the most effective types of games that have impact on the physical, physiological, psychological and social child aspects. It helps children to raise the efficiency of vital devices and strengthen their muscles and reduce their

neuromuscular and psychological stress, as it gives them happiness and pleasure. Considering that the child is an active and explorer being, the larger part of raising and developing his skills comes through movement and playing, they are a source of pleasure and happiness for any child (Siam, Abu Al-Fotouh, 2018, p. 15). Small games are also among the important educational methods and programs where the child is inclined to play, where he finds the way to express himself, empties his energy and his kinetic and psychological repressions. That requires from the educator an optimal use of this rush to play and employ it in the development of the child's sensory and motor abilities. Many theories have emerged, such as the theory of the formation of the child's mind of the Swiss scientist Piaget (1896-1980) " that the child's kinetic activity is the basis of his mental development and that the kinesthetic harmony is the first step of thinking and that play is the pathway through which the child interacts with reality outside, it is represented by sensory perception and kinetic understanding. We must help him to practise various types of free movement activities, live training, and symbolic play. (Khawaldeh, 20 03 , p30) and other theories which are based on the hypothesis that all kinds of learning start from the movement and kinetic activities, and that kinetic activities red "The effect of using small games in developing the capabilities of kinesthetic perception for primary school pupils at the age of (06-08) years", where the study aimed to know the effect of using smapresent a fundamental basis for kinetic growth, as confirmed many of the studies that have highlighted the relationship between games and psycho-motor aspect, such as the Walid Kamal 2001 study, entitlell games in physical education's lessons at developing the capabilities of kinesthetic perception, the researcher discovered that the use of small games in teaching plans helped in developing the capabilities of kinesthetic perception. Another study of Bouhaj Meziane and others in the year 2017 entitled: "Development of the sensory movement through semi-mathematical games", where the study aimed to know the role of the semi-mathematical games in the development of the psycho-motor aspect of handball practitioners where the researchers discovered that Paralympic Games has a positive role in improving the child's sensory and kinetic behavior.

Therefore, the idea of this study comes to recognize the importance of small games in developing the psycho-motor aspect in the practice of handball. Through that: do small games contribute to the development of the kinesthetic side when practicing handball during 06 to 11 years age period?.

3- Questions:

- 01** -What role do small games play in improving sensory behavior in a child?
- 02**- How far do small games contribute to a good kinetic performance for a child?

4- Research hypotheses:

General hypothesis:

Small games have a role in developing the psychomotor aspect of handball practitioners at age of 09 to 12 years.

Partial hypotheses:

- 01** small games have a positive role in improving sensory behavior of the child.
- 02** Small games contribute to child's good movement performance

5- Study goals:

- 01**- Knowing the extent of small games contribution to developing the child's sensory side.
- 02** - Highlighting the importance of small games in developing the child's kinetic performance.

6- Study importance:

The importance of this study lies in that it is a way to reveal the importance of small games in developing the psychomotor aspect of this stage and highlight the importance of small games in a child's life

7- Terminology of study:

*** Psycho-motor aspect:**

-It refers to information coming from sensory nerves inside the spindles, such as the feeling of walking on deep sand, the sense of movement when carrying a heavy object, and the feeling that results from touching an opponent or a tool (Mazroue '2016' p 112).

-It Includes receiving stimuli through the senses, and after these stimuli enter, the first action that the brain has is to identify this information then classify it and isolate what is appropriate for the kinetic duty to pass it to the kinetic generator in order to make the decision of performing the activity by instructing the muscular system to perform it. (Mahjoub, 2001, p 42).

*** Small games:**

They are simple games that do not need major skill complications, as the person who will implement them can define some of their laws according to the goal to be achieved, the age and gender of the learner. (Al-Sayeh Muhammad, 2007, p 27).

It is one of the important means by which a physical education lesson or training module is made with a fun, pleasure and relaxation nature. It is also viewed as one of the means with important educational objective in addition to contributing adequately to the improvement of the functional capacity of the various organs of the body. «(Allawi, 1983, p. 35)

EXAMPL:

1-ball games: throwing, receiving, shooting

2- agile games: such as pulling and keeping poise

3- various running games: including contests and sequences

4- Training games on observation and guidance: Such as accurate observation games and quick thinking with audiovisual signals

*** Late childhood (09 to 12) years:**

It is the clear stage of activity, as large muscles grow, manual skill increases, and muscle compatibility improves.

The child is characterized –in this stage -by fast movement and instability. (Tahani, 2001, p 178) The child's senses become clear to the outside world surrounding him, aiding him in his ability to move and his visual and auditory perception. (Kamash and others, 2011, p 115).

8- Research methodology and field procedures:

Research methodology:

The researcher used the descriptive approach in the survey appropriate to the nature of the problem, and this was referred to by Mustafa Hassan Bahi (2000) in his definition of the descriptive approach where he said: "The descriptive approach is considered one of the most used research methods, especially in the field of educational, psychological, social and sports research, it is interested in collecting accurate and scientific descriptions of the studied phenomenon, so the researcher must classify data and facts, and analyze them thoroughly and sufficiently to reach generalizations on the subject of the study (Hassan Bahi, 2000,p83).

The research sample:

The research sample was determined by the researcher, which is represented by handball school coaches at the level of Ouargla State Handball Association .The sample size is estimated at 17 trainers for the basic study..

Exploratory sample:

Due to the small size of the basic sample, the researcher resorted to relying on a sample similar to the basic sample of trainers affiliated with the state association, with an estimated number of 20 trainers.

Research fields:

Human field:

The researcher targeted (17) trainers for basic study and (20) trainers similar to the basic sample for conducting the survey study.

Spatial field:

The study was conducted at the level of football school coaches at Ouargla state association

Time Field:

The study began from January 2022 until March 2022.

Study tools:

The questionnaire included 17 paragraphs distributed in two axes in the form of a tri-estimate scale, which is as follows: Always = 03 points, sometimes = 02 points, never = 01 points and this is for positive statements that are in the direction of the dimension and the opposite to negative expressions.

The researcher initially prepared the survey as a proposal and presented it to a group of physical education specialists and Athletic Training, Psychology in order to take their views and scientific directions about the goals of the questions laid down, in addition to formulate them in a clear well-arranged scientific manner. The researcher responded to the views of the arbitrators and made the necessary deletion and modification in the light of the proposals submitted. Therefore, the questionnaire finalized.

* The Scientific foundations of the instrument:

The Discriminatory validity:

	The average	The variation	The Value of C	The degree of freedom	The Significance level
The Minimum package	37.50	0.57	13.168	6	0.000
The high package	46.00	1.15			

The reliability:

number of items	Alpha-Cronbach value
17	0.74

The Split-Half reliability value		
	Before correcting	After correcting
	0.57	0.72

9- Presentation and discussion of the results:

Hypothesis 1:

Small games have a positive role to play in improving the child's sensory behavior.

To verify this hypothesis a test C used for one sample, by calculating the differences between the sample population responses and the theoretical average estimated at (18) and the results were as follows:

Table No 1 shows the results of the t-test on the role of small games in improving the sensory behavior of the chold.

The statistical indicators	The respondents average		The standard deviation	The theoretical average	The value of C	The degree of freedom	The significance level
The first axis	22.11		1.61	18	10.805	16	0.000

Since the sample population averaged 22.11 is greater than the theoretical average of 18 and the value of C was 10,508 at Freedom grade 16 at the significance level of 0.000, from which we conclude that there are statistically significant differences in favor of the sample population and therefore the hypothesis realized.

Hypothesis 2:

Small games contribute to get your child's a good free performance.

To verify this hypothesis a test C used for one sample, by calculating the differences between the sample population responses and the theoretical average estimated at (16) and the results were as follows:

Table No 2 shows the results of the t-test on the role of small games in achieving the childs good performance.

The statistical indicators	The respondents average	The standard deviation	The theoretical average	The value of C	The degree of freedom	The significance level
The first axis	18.64	2.17	16	5.012	16	0.000

Since the sample population is 18.64 greater than the theoretical average of 16 and the value of C is 5,012 at the freedom grade 16 at the significance level of 0.000, from which we conclude that there are statistically significant differences in favor of the sample population and therefore the hypothesis realized.

* Interpretation, discussion of the general hypothesis:

Which states:

Small games play a role in developing the sensorial aspect of the minor's handball practitioners.

The results of table (01) and (02) have resulted in statistically significant differences in favor of the average sample population, small games have a positive role in improving child's sensational behavior and small games contribute to child's good performance of movement.

From which they highlight the positive role played by small games in improving child's sensational behavior, creating initial kinesthetic experiences that contribute to rapid understanding of motor skills and practical development feeling and working to build physical

abilities and kinesthetic qualities and this was included in the theory of child mind formation for the Swiss scientist Jean Piaget (1896-1980).

Piaget consider the movement of a child is the foundation of his or her mental development, and the sensational harmony is the first step in thinking and the playing is the natural way in which the child interacts with the truth abroad and represents it through perceptual understanding.

Since the child is considered in the perspective of Jean Piaget grows in a progressive form from the sensory stage to the kinesthetic stage and he should be helped to practice different types of free kinetic activities, live training, and play.

As had been confirmed by studies conducted by Tarchin Lahssan and Dardour Kanza entitled the impact of kinesthetic activity on the growth of cognitive developmental aspects of kindergarten children, the study aimed to identify kinesthetic activity and its impact on child perception. The results of the study showed the importance of kinesthetic education in the development of certain aspects of cognitive development for children at the expense of non-practitioners (Tarchin & Dardour, 2015, page 35).

A 2017 study by Bouhedj Mezian and others entitled developing the sensory aspect of kinesthetic motion through sports like games, the study aims at learning the role of semi-athletic games in developing the sensational aspect of minors hand-ball practitioners, and the researcher found that semi-athletic games have a positive role in improving the child's sensational and kinesthetic behavior.

Which is also consistent with the study of Ben Fodil Fouad entitled kinesthetic skills and their relationship to early childhood kinesthetic sense (5-6 years) that aimed at highlighting the relationship between kinetic and kinesthetic skills for children and the researcher found a strong correlation between different dimensions of perceptual kinesthetic perception and most of structural motor skills.(Fodil Fouad, 2020, page 178) Thus, the general hypothesis of research is well established.

10 The general conclusions:

- Small games help your child acquire the basic skills of sport.
- Small games develop the most sensory aspects of a child and develop them to be more consistent with his movements.
- Small games contribute to the development of a child's dynamic performance.
- Small games create a proper atmosphere that helps children in the training so they can perform in a consistent and good way.
- Small games make skills automatic and accommodated.

11 The Conclusion:

The senses are the first knowledge doors, so we must focus on them in teaching children so that the child can develop his own sense of mobility, which plays an important role in accelerating the educational process as it develops his mental and psychological processes.

In addition, the modern methods tend to stimulating the senses of sight, taste, touch, and smell after studies have confirmed that the use of these senses leads to better achievement, and due to the importance of sensory learning; advanced countries pursue sensory learning style. Small games are a method of developing the psycho-motor aspect through varying the use of senses and employing the sources of the surrounding environment the child that help build the body's capacity physically and skillfully, it also helps the individual to work productively for

the group, and they have a competitive element that is one of the factors of the mastery of skill performance and improving the physical level

Small games are one of the best setup methods for the young people through which the child learns and develops the sensory skills and acquires the necessary fitness elements to participate in future games.

It is also a way to achieve the social and psychological adaptation of the child, developing moral values and respecting rules and laws, and through this we recommend the adoption of small games method that is appropriate to develop the child's motor skills and improve the motor performance as well as for the achievement of psychological and social adaptation of the child .

12 The References:

Haddadou Muhammad Al-Amin (2015). How to develop psychological and social harmony by playing. Algeria. Houma editions for printing, publishing and distribution.

Mohamed Rabie. Tariq Abdul Raouf. (2008). the cooperative discipline. (The Arabic version) The State of Oman. Al Yazory publishing house.

Sawalha Muhammad. (2007). Psychology of playing. The State of Oman. Dar Almassira for publishing and distribution.

Kariman Bedir. The psychological foundations of child growth. The State of Oman. Dar Almassira for publishing and distribution.

Muhammad Muhammad al-Hamahmi. Aida Abdel Aziz Mustafa. (1998). The recreation between theory and practice. First edition. Cairo .Dar Alkittab for publishing.

khalid saeid alnabi siam. muhamad kamal 'abu alfutuh eumar. (2018). The effectiveness of the use of recreational small games in developing the motor skills of autistic children and their impact on their functional skills related to daily life activities. The Educational Journal, No. 51st January.

Alsaeid mazrue. (2016). Applications in the theory and methodology of physical and sport education. First edition. Algeria. Al khaldounia publishing house.

Wajjih mahjub. (2001). The learning theories and kinesthetic development. First edition. Jordan. Wael publishing house Oman.

Directorate of Basic Education. (2001). Developmental characteristics of the child in the preparatory stage of education (3-6 years) and their educational applications.

Mustafa Al-Sayeh Mohammed. (2007). Small Game Encyclopedia. First edition. Alexandria. Dar Alwafa publishing house.

Mohammed Hassan Allawi. (1983). Encyclopedia of sports. Egypt. Dar Al-Maaref Cairo.

Mohammed Hassan Allawi. (1993). Encyclopedia of sports. Egypt. Dar Al-Maaref Cairo.

Tuhani Eabd Alsalam Muhamad. (2001). Recreation and recreational education. First edition. Cairo. Dar Alfikr Alaraby.

- Youssef Kamash, Abdel Kadhim Jalil, Zulfiqar Salih, Hassan Musa Eis. (2011). Formative, functional and psychological development of the child. Oman. Dar Alkhalidj. Jordan.
- Mustafa Hassan Bahi. (2000). Statistics and measurement of the human mind. Cairo. Dar Alkittab for publishing.
- Lahassan Tarshin and the Dardon Kanza. (2015). The effect of kinesthetic activity on the growth of sensorial aspects of kindergarten children (3-6) years. Research published in the Journal of sport Creativity. Volume (06). Act (03). University of Mohamed Boudiaf M'sila.
- Bin Fadel Fouad. Structural motor skills and their relationship to kinesthetic perception in early childhood (5-6) years. Research published in the Journal of sport Creativity. Volume (11). Act (01).