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# Effectiveness of the program of kids' athletics activities in improving some motor skills of students with hearing disabilities (10-12 years)

**Benzidane Houcine[1,*], Benkasdali hadj Mohamed[2], Mokrani Djamel[3]**
[1] University of Mostaganem (Algeria), houcine.benzidane@univ-mosta.dz
[2] University of Mostaganem (Algeria), benkasdali@univ-mosta.dz
[3] University of Mostaganem (Algeria), djamel.mokrani@univ-mosta.dz

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## Abstract

The study aims to reveal the effectiveness of the program of kids athletics activities in improving some motor skills of students with hearing disabilities (10-12 years) for the academic season 2019/2020. Where the researchers used the experimental method on a sample of 24 students distributed equally in two samples, the children's sports activities program was applied to an experimental sample, and the control sample was taught in the traditional way, and the tests used included tests (running, jumping and throwing). After the statistical treatment of the results, the researchers concluded that there are statistically significant differences between the results of the pre and post measurement in favor of the post measurement in the experimental sample at (α=0.05), which reinforces that the program of kids athletics activities has a positive effectiveness in improving the motor skills under study, in addition to the presence of preference in the results of the post tests in favor of The experimental sample compared to the control sample.

**Keywords**: Educational program; Kids Athletic; Motor skills; People with hearing disabilities.

*.Corresponding Author.

## I- Introduction :

Physical education and sports have physical, social and mental values that are not achieved by simply involving students in play, but rather require a certain special direction, a successful selection of curriculum materials and a work plan and the correct use of teaching methods that facilitate the process of developing physical abilities and acquiring motor skills for students from which they benefit physically, mentally and socially. For all this, it has become the duty of researchers and scholars to direct their attention in favor of this group by providing a suitable educational environment and healthy sports so that the deaf child can acquire the capabilities and motor skills that he needs in the continuation of his physical, mental and emotional development and his psychological and social maturity (Al-Dairi albataineh, 1987).

Salem (2005) says that it is considered one of the important and necessary entrances that work to help people with special needs to regain their strength and muscular, nervous and psychological compatibility, and even improve the motor capabilities of the body, motor balance and accuracy, and the state of posture through modified programs, sports activities help the handicapped to achieve physical growth, rehabilitation and help him rely on himself to achieve environmental adaptation (Salem, 2005, p.35).

Kids Athletic is one of the favorite competitions for children, as its competitions are characterized by bringing excitement during the physical education lesson, and the new and innovative competitions enable children to discover the basic activities, including running, endurance, jumping, throwing and pushing in any place such as the playground, gymnasium or any sports area available for practice (Salger et al, 2006), it is characterized by the use of many simple tools that can be easily obtained, or the design and manufacture of alternatives with ease and without cost when implementing the program within schools. It also works on the participation of all students during the lesson, and motivates students to continue practicing sports activity and attracts students because of the excitement of these competitions.

Abdel-Ghani Fawzi (2018), citing the International Federation of Kids Athletic (2006), added that one of the main goals in all sports activities is to encourage children to play and use their energy in order to maintain their health in the long run, and athletics competitions for children are designed to meet this challenge through the diverse nature of the activities they play and the physical advantages that training requires, in addition to the increasing demands for the forms of games that are presented to children, will contribute to the development of motor fitness and thus will affect the consistency of their general development, and the kids athletics project is a useful factor for integrating children into society and team competitions in which everyone participates within the game, it is an opportunity for children to meet each other and accept their individual differences, in addition to the ease and harmless nature of the rules of competitions that make children fully play the part of technical administrators and team coaches, and these responsibilities that they perform are special moments that qualify them to exercise their duties as citizens when they can (Abdel-Ghani Fawzi, 2018, p.14)

Al-Khouli and Al-Shafei (2000) stressed the need to improve motor skills such as the skills of correct standing, walking, running and jumping as basic movements necessary to adapt to the environment surrounding the disabled child, and also contribute to improving physical fitness which leads to a speedy learning of motor skills and gives the handicapped child a sound stature and helps him in adjusting the stature deviations he may be exposed to (Al-Khouli, El-Shafei, 2000), Al-Jarwani and Al-Sawy (2009) quoting Al-Samarrai (1981) know that basic motor skills are the forms and derivatives of natural movements that can be trained and acquired in many motor duties that challenge the child's abilities in order to acquire a good sum of motor skills (Al-Jarwani & Al-Sawy, 2009, p.113)

From this, some studies focused on physical and sports activities such as small games, kids athletic in terms of their importance in improving physical abilities and learning athletics skills for children with disabilities, among these studies, study of Hamdi Mohamad Ali (2017) that aimed to implement the athletics program for children to learn some athletics skills among hearing impaired children, a study by Aya

Alhusseini (2019) which aimed at the impact of a recreational sports program in developing some motor skills for deaf students, a study by Berivan Almufti (2013) which concluded a positive effect of a motor games curriculum in developing basic motor skills for children with hearing disabilities in the primary stage, a study by Ahmed Fawzi (2013) which aimed to know the effect of using the international federation of kids athletics project on the development of motor fitness for the intellectual disabilities.

The study of Ashraf Abdelrahim (2012) which aimed to reveal the effectiveness of a proposed program in athletics sports on the development of skill performance among students with motor disabilities, the study of Nahed Aldelimi and Nasr Abdelamir (2012) which looked for the effect of tools multiple assistants in developing the skills of jumping and throwing for the deaf (8-10 years), and Hana Alshahrani (2006) confirms that the opinions called for the need for early attention to basic motor skills for people with hearing disabilities, and for this individual to obtain the largest share of development and control over his body movements and increase motor efficiency. hence the interest in the curricula for the hearing-impaired category has increased, as it is necessary to provide the best methods of education, guidance and care for this group in a dynamic manner in order for them to adapt to society and integrate into it, thus benefiting the society from their capabilities (Alshahrani, 2006).

And due to the poor physical and motor fitness of the deaf group compared to their normal peers due to their avoidance of participating in some activities, in addition to the movement balance disorders of the body with the difficulty of maintaining their body. In addition to the lack of studies related to athletics for children in the field of persons with disabilities, with the lack of interest in the share of physical and sports activities in most schools for deaf children in particular, and from the foregoing, the researchers see the need to work in exploiting the energies of persons with hearing disabilities in the practice of physical and sports activities. Hence, in this research, we try to reveal the effectiveness of using athletics activities for children in improving the level of some motor skills among students with hearing disabilities (10-12 years).

**I- 1. Objectives of research**

- Using the program of activities of Kids Athletics for the benefit of students with hearing disabilities.
- Applying an activities of Kids Athletics to improve some motor skills for search group.
- Detecting differences in the level of motor skills under study between the control sample and the experimental sample.
- Demonstrating the importance of Kids Athletic in the lives of individuals with hearing disabilities.

**I- 2. Research hypotheses**

- There are statistically significant differences between the results of the pre-test and the post-test of the experimental sample in favor of the post-test in the motor skills under study.
- There are statistically significant differences between the results of the pre-test and the post-test of the control sample in favor of the post-test in the motor skills under study.
- There are statistically significant differences in the results of the post-test between the experimental sample and the control sample in favor of the experimental sample in motor skills under study.

**I- 3. Search terms:**

- **Kids Athletic**: These are activities and games adapted from athletics competitions, including running, jumping, throwing and relay games, as they are in line with the characteristics of children with hearing disabilities.
- **Motor skills**: A group of movements derived from natural movements that can be improved and developed through the process of training and regular practice to be used in many motor tasks for children with hearing disabilities.
- **People with hearing disabilities**: In this research, they are the ones who lose their sense of hearing due to a problem in the auditory system, their ages range between (10-12 years).

**I- 4. Similar studies**

- Firas talaat (2012): The effect of using kids athletics in developing some physical abilities for ages 11-12 years.

The importance of the research came in knowing the use of kids athletics competitions through which some physical abilities of children can be developed. The research aims to develop a program of kids athletics competitions for children aged 11-12 years. The researcher used the experimental method on a sample of primary school students for the year

Students 2011-2012, the number of which is 24 students and the percentage of the sample constituted 7.25% of the total, and it appeared through the results of the research that the competitions helped the research sample in developing some physical abilities.

- Hamdy Mohamed Ali (2017): The effect of children's athletics program on learning some athletics skills among hearing impaired children.

The study aimed to study the impact of the children's athletics program on learning some athletics among hearing impaired children. The researcher used the experimental method on a sample of 11 students. Their ages are from (11-13years), and the children's athletics activities program was applied to the experimental sample. After statistical treatment of the results, the researcher concluded that the proposed program has a positive impact on improving the learning of athletics competitions for hearing impaired children.

- Sherine Hassan Abdel-Fattah (2017): The impact of the International Federation of Athletics Federation for Children program on some kinetic and psychological variables for primary school students aged 7-8 years.

The study aims to identify the impact of the athletics program on the kinetic

and psychological variables of primary school students. Where the psychological variables were (cognition, focus of attention, intelligence,

psychological happiness, while the motor skills are running, jumping, throwing; physical abilities (ability, endurance, agility, speed), the experimental method was used, and the study sample included 8- 7 years, and their number was 30 students, and they were divided into two equal groups (15 students), and the positive results of the program resulted in improving the psychological skills under study, as well as motor skills and physical abilities.

- Wael assayed Khalifa (2019): The effect of using the International Federation of Athletics program for children on improving physical abilities and learning some athletics skills for students (12-14years)

The study aims to reveal the effect of using the International Federation of Athletics program for children on improving physical abilities and learning some athletics skills for students (12-14years) for academic years 2017/2018. Where the researchers used the experimental method on a sample of 40 students distributed equally in two samples, and the tests used included tests (Strength, speed, flexibility, agility, compatibility and ability). After the statistical treatment of the results, the researchers concluded that the International Federation of Athletics program for children on improving physical abilities and learning some athletics skills for students

- Zahra Soori et al (2019): Exercise effects on motor skills in hearing impaired children.

This study aimed to investigate the effect of 8 weeks of perceptual–motor training on bimanual coordination performance and static and dynamic balancing in students with hearing impairment aged 8–11 years in Kermanshah, 20 girls with hearing impairment with a mean age of 9.35±1.42were randomly selected and divided into control and experimental groups. The used tools in this study were continuous bimanual coordination test device, stork balance test, and Y dynamic balance test. First, all participants performed bimanual coordination task, and static and dynamic balance tests as pretest. Then, the experimental group performed the exercise training (such as static and dynamic balancing, throwing and catching a ball, running between obstacles) for 8 weeks, 3 sessions per week, and 60 min per session and finally posttest was applied for both groups. After ensuring the normal distribution of data using the Shapiro–Wilk test, t test was used to

analyze intra-group and inter-group differences at a significance level f P<0.05. The results showed an increase in static (P=0.0011), and dynamic (P=0.0206) balancing, and bimanual coordination (P=0.0031), improvement after 8 weeks of perceptual–motor training in the experimental group. According to the obtained results, it can be concluded that exercise training was effective in improving motor skills, as well as the use of these trainings is recommended to increase the level of motor performance.

- **Comment on similar studies**

Similar studies aimed to determine the importance of diversification in the practice of physical activities such as athletics for children, which has a great role in improving the level of physical abilities and motor skills of children and students, from these studies we mention the study - Firas talaat (2012), Hamdy Mohamed Ali (2017), Sherine Hassan Abdel-Fattah (2017), Wael Assayed Khalifa (2019), Zahra Soori et al(2019), it relied on the response approach on a sample of normal children and children with disabilities, and it recommended the use of athletics activities for children due to their importance in the lives of children, while benefiting from these studies in evaluating the problem of the current study, and selecting appropriate research tools for the subject in addition to interpretation and discussion Findings.

## II- Method and tools:

**II-1. Research Methodology:** The experimental method was used by adopting the pre and post-test for both the experimental and control samples.

**II-2. Research population and sample**: The researchers chose a group of students with hearing disabilities (10-12 years) in the intended way from the community of students with hearing disabilities in the school for the deaf in Mostaganem, A group of 24 students was randomly distributed into two equal samples (an experimental sample and a control sample).

The experimental sample consisted of (12) students, and the kids athletics program was applied to them, and a control sample consisted of (12) students practicing psychomotor education classes in the school.

The researchers homogenized the two samples in terms of height, weight, intelligence and level of motor skills as shown in the following table(1).

**Table 1.** shows the extent of equivalence between the experimental and control groups in the results of the pre-tests

| Tests | Experimental sample Mean±Sd | Control sample Mean±Sd | T Calculated |
|---|---|---|---|
| length (m) | 1.37±0.69 | 1.34±0.51 | 1.09 |
| weight (kg) | 31.25±3.57 | 32.62±4.1 | 0.35 |
| intelligence (degree) | 97.77±5.77 | 96.89±5.41 | 0.55 |
| Running 30m from standing (s) | 6.51±0.95 | 6.98±0.8 | 0.38 |
| Long jump forward (m) | 1.31±0.65 | 1.25±0.41 | 0.37 |
| Throw a tennis ball farthest distance (m) | 10.31±0.9 | 9.96±0.91 | 1.34 |

Table (1) shows the pre-measurement comparison between the two research samples, and after using the T test, we note that the calculated values came between 0.35 to 1.34, all of which are less than the estimated tabular T value of 1.72, and this is at 22 degrees of freedom and ($\alpha = 0.05$), This means that the obtained results are not statistically significant, and accordingly we conclude the equivalence between the experimental sample and the control sample.

### II-3. Tests used

- **Running**: A 30 meter running test from standing to measure speed (seconds).
- **Jumping**: Broad jump test of stability to measure strength (meter).
- **Throwing**: A test of throwing a tennis ball as far as possible (meter).

Scientific basis for the test:

**II-4. The stability of the tests:**

The stability of the tests was calculated by applying the test and re-test, where the first measurement was on 18/09/2019, then a week later the post-measurement was on 25/09/2019. The following is the table on the stability of the tests.

**Table 2.** shows the stability coefficient for the motor skills under study

| Tests | R Calculated | R Tabular |
|---|---|---|
| Running 30m from standing (s) | 0.95 | |
| Long jump forward (m) | 0.92 | 0.73 |
| Throw a tennis ball farthest distance (m) | 0.91 | |

In Table (2), we note that the values of the Pearson correlation coefficients for the applied motor skills tests ranged between 0.91 and 0.95, which is greater than the tabular value of t estimated at 0.73 at ($\alpha = 0.05$) and the degree of freedom 04. This indicates the high stability of the applied tests.

**II- 4.1.Objectivity of tests**

The set of tests under study was presented to a number of specialists from the University of Mostaganem, who are 07 experts, to express an opinion on their suitability for the objectives of the current study, which are easy, clear and appropriate tests, with an explanation of the purpose of the measurement for the members of the research sample, and accordingly the suitability of the tests was approved selected, and therefore the tests are highly objective.

**II-5. Fundamentals of the program:**

- The goals of the program were determined according to the needs of the research sample, by applying a set of units which is to develop a set of units that include athletics activities and competitions for children (running, jumping, throwing) that improve some of the motor skills under study. It is in line with the characteristics of students with hearing disabilities for this stage, as it is characterized by comprehensiveness, flexibility, ease of understanding, and does not need a lengthy explanation.
- Eight (8) training units using Kids Athletic activities are proposed, each unit being repeated twice a week.

**Perform search actions:**

Tribal measurement: The motor skills of the experimental and control samples were measured on 10/12/2019.

**II-5.1. Application of units**

A group of training units was implemented by adopting athletics activities and competitions for children (kids athletic) on the experimental sample in the period from 07/10/2019 to 09/12/2019. It lasted for two months (8 weeks), with two units per -week, and the duration of the unit ranged from 50 to 60 minutes, divided into the preparatory stage 10 to 15 minutes, main stage 30 to 35 minutes, final stage 5 to 10 minutes. The control group did physical activities for the same period of time.

**II-5.2. The content of the units:**

- Running and partridge games
- Throwing and pushing games
- Jumping games
- Challenge and competition games and competitions
- Post measurement: all motor skills tests were conducted on 11/12/2019 in the same manner as the pre-measurement.

**II-6. Statistical treatment:**

The researcher used the statistical package for the social sciences (spss),
which included the following means and methods:

Arithmetic mean, standard deviation, Pearson correlation coefficient, the t-test for independent and dependent samples.

**III- Presentation and analysis of the results:**

**Table 3.** Shows the significance of the differences between the pre and post-test of the experimental sample in motor skills

| Tests | Pre-test Mean±Sd | Post-test Mean±Sd | T Calculated | Sig |
|---|---|---|---|---|
| Running 30m from standing (s) | 6.51±0.95 | 6.21±0.77 | 312. | 0.00 |
| Long jump forward (m) | 1.31±0.65 | 1.58±0.21 | 3.18 | 0.00 |
| Throw a tennis ball farthest distance (m) | 10.31±2.2 | 10.98±1.39 | 4.29 | 0.00 |

**Source:** Prepared by researchers

From Table (3), we note that there are statistically significant differences between the pre-test and the post-test, which are in favor of the post-test for the experimental sample in all motor skills, where the calculated T value ranged between 3.12 and 4.29, which is greater than the tabular T value estimated at 2.26 at the significance level. 0.05 and degrees of freedom 11, Which shows the effectiveness of the program applied to the experimental sample

**Table 4.** Shows the significance of the differences between the pre and post -test of the control group in motor skills

| Tests | Pre-test Mean±Sd | Post-test Mean±Sd | T Calculated | Sig |
|---|---|---|---|---|
| Running 30m from standing (s) | 6.88±0.8 | 6.79±0.67 | 1.27 | 0.04 |
| Long jump forward (m) | 1.25±0.41 | 1.38±0.29 | 1.61 | 0.051 |
| Throw a tennis ball farthest distance (m) | 9.96±0.97 | 10.38±0.49 | 2.34 | 0.00 |

**Source:** Prepared by researchers

Table (4) shows that there were no statistically significant differences for the control sample in motor skills, as the calculated T value ranged between 1.27 and 1.61, which is less than the tabular T value estimated at 2.26 at the significance level 0.05 and the degree of freedom 11, except test of Throw a tennis ball.

However, we note that there is an improvement in the level of motor skills is under study according to the results of the arithmetic averages between the pre and post-test, which were better in the post-test.

**Table 5.** Shows the significance of the differences between the two post-test of the experimental and control groups in motor skills

| Tests | Experimental group Mean±Sd | Control group Mean±Sd | T Calculated | Sig |
|---|---|---|---|---|
| Running 30m from standing (s) | 6.21±0.67 | 6.79±0.67 | 3.05 | 0.00 |
| Long jump forward (m) | 1.58±0.21 | 1.38±0.29 | 2.86 | 0.00 |
| Throw a tennis ball farthest distance (m) | 10.98±0.9 | 10.38±0.9 | 2.30 | 0.00 |

**Source:** Prepared by researchers

From this table, there are statistically significant differences in post-test between the experimental and control samples in favor of the experimental sample in all motor skills. Where the calculated T values ranged between 2.3 and 3.05, which is greater than the tabular T value estimated at 2.07 at the significance level 0.05 and the degree of freedom 22.

## VI- Results and discussion :

After processing the results statistically, there were statistically significant differences in favor of the post-test in the motor skills under study among the experimental sample, the researchers attribute the effectiveness of the Kids Athletic activities, which include running, throwing, jumping, games and competitions, as it was applied in the form of individual and group games of a competitive nature that are dominated by fun and challenge among the members of the research sample, in addition to that the program was applied twice in one week, which gave the opportunity to perform The students performed a number of appropriate repetitions according to their physical abilities, which contributed to learning the art of motor performance.

Here, Zhou Hcao (2000) indicate that simple and complex motor skills and activities of all kinds, such as walking, running, climbing, and other skills, are considered a major entry point for detonating children's energies and stimulating their motivations towards creativity, learning, and innovation, and the findings are consistent with the results of the study of Hamdi Mohamad Ali (2017), which It showed that the kids athletics program contributed to learning some athletics skills among hearing impaired children, and the study of Aya Ahmed (2019), which showed the positive impact of the sports recreational program in developing some motor skills for deaf and dumb students, a study by Nahed Aldelimi and Nasr Abdalamir (2012), which showed the effect of multiple tools to help develop the jumping and throwing skills of deaf students (8-10 years old).

A study by Berivan Almufti (2013) also found that there is a positive effect of a kinetic games curriculum in developing basic motor skills for children with hearing disabilities in the primary stage. And the study of Atef sayed (2016) confirmed that the proposed program in athletics for children led to an improvement in the level of long jump stability by 68.11%. The study of Mazouqi and Kerfes (2018), which concluded the effectiveness of a proposed physical education program to develop basic motor skills for children, and Qasim Hassan (2000) added that learning to run for him great importance in learning other games in school programs. And about the throwing skill, Peter Thompson (2006) mentioned that beginners should avoid training with weights, but they can use resistance exercises using body weight, circular training, and exercises using medicine balls.

The results of the research showed in table (4), showed that there were no statistically significant differences between pre-test and post-test of the control sample in all motor skills under study, although we note that there is an improvement in the level of these skills when comparing the results of arithmetic averages between the pre-test and the post-test. This is due to the teacher's reliance in on activities with educational and recreational objectives to a greater degree, based on directed and free games within the educational program, in addition to the lack of repetitions in the performance of exercises and purposeful games that do not satisfy the desires and tendencies of students towards positive and permanent movement that do not contribute to In learning the art of performance, and this confirms the importance of the lessons of adapted physical activities in the lives of these individuals, because they contain activities, physical exercises, and games that contribute to improving their physical abilities and motor skills if they are taken care of better and according to scientific foundations, and here Afaf Abdulkarim (1995) indicated that deaf and dumb children have a superior ability in play and motor direction in some motor activities than the average person, because they are distinguished by the integrity of their organs and their remaining senses, as well as they have a high physical ability in the event of continuity and perseverance in training.

Table (5) shows that there are statistically significant differences between the experimental sample and the control sample in favor of the experimental sample in all the motor skills under study except for the running skill, the researchers attribute these results to the effectiveness of children's athletics activities applied to the experimental research sample and what it contains of a variety of activities directly related to athletics that are in line with the characteristics of this sample. Abdelamir (2012) and the study of Berivan Almufti (2013), which showed positive results after using physical and sports activities programs in general and athletics for children in particular in improving the level of motor skills for people with hearing disabilities.

And Aya Ahmed (2019) quoting Gallahue (1992) indicated that basic motor skills have a major role in the development of children, as they provide them with various motor experiences and a quantity of information and knowledge that works to consolidate their awareness of themselves and surrounding world, and this applies to children with hearing disabilities, this growth in basic motor skills it plays a major role in relation to success in other complex movements. Firas talaat (2012) said that the practice of kids athletics competitions in the open air and closed halls or in school yards helps in the development of physical capabilities. in general that physical abilities are the backbone for practicing sports activities in all different age groups, whether these activities are in running, jumping or throwing, for this it is necessary to enter into the lesson of physical education in an effective way to achieve the desired goals in the development physical and motor abilities.

Here also, Elio Locatelli et al (2006) confirmed that the international federation of Athletics competitions project for children was formulated and designed to serve all children, while developing their different abilities, and strengthen children's respect for conditioning them to be positive. The competitions of this project are also exciting because they offer new formats. These games develop different motor skills in an atmosphere of fun and play in an easy and simple way that any child can participate in.

From the above, we see that kids' athletics competitions will provide the child with an opportunity to teach and train basic motor skills (running, jumping and throwing) in the best way in terms of health and education, and since individuals with disabilities are an integral part of society, they have rights and duties. The state and actors in this field should provide them with the best opportunities to exercise these rights in proportion to their disability, by giving them the opportunity to engage in physical and sports activities of all kinds and forms.

## IV- Conclusion:

The study aimed to know the effectiveness of practicing Kids Athletic activities in improving the level of motor skills for students with hearing disabilities, and after following the methodological steps to study, process and analyze the results; the researchers reached the following conclusions:

-There are statistically significant differences between the pre-test and the post-test of the experimental sample in favor of the post-test in the level of all motor skills under study.

-There are statistically significant differences between the experimental sample and the control sample in the post-test in favor of the experimental sample in the level of all motor skills under study.

- The Kids Athletic program has a positive effectiveness in improving the level of motor skills under study among students with hearing disabilities.

**Recommendations**

- The use of the Kids athletics program in the lessons of physical activities and sports for students with hearing disabilities

- Using the activities of Kids Athletic to develop the motor skills of the students.

- Giving importance to physical and motor aspects of students with hearing disabilities.

- Giving importance to physical and sports activities in schools for deaf children.

- Conducting research and studies on the use of the kids' athletic program and its relationship to the physical and skill aspects of this sample according to the variables of age, gender and degree of disability.

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