

The importance of kinetic story programs in getting rid of social phobia in children between 06-09 years

¹ Soufi Abdelmalek, Laboratory of Modern Sciences for physical and sport Activities at the Institute of Science and Sports Activities at Akil Mohand Elhaj University Bouira 10000,Algeria.

² Mansouri nabil, Laboratory of Modern Sciences for physical and sport Activities at the Institute of Science and Sports Activities at Akil Mohand Elhaj University Bouira 10000,Algeria.

¹ a.soufi@univ-bouira.dz ² n.mansouri@univ-bouira.dz

Abstract:

This study aims to recognize the importance of kinetic story programs in eliminating the social phobia of children between 09-06 years old , There is no doubt that childhood is a sensitive stage in Human life. psychology in particular, specially teachers in primary schools, to activate and use kinetic story programs for children's benefit. In the field part of the study, the researchers used the descriptive method on a random sample of 160 children in different schools in Bouira by designing a questionnaire to clarify differences using the following statistical tools (duplicates, arithmetic average, percentages). After addressing the findings, the researchers found:

Kinetic story programs are important in getting rid of children's social phobias

Most children between 06-09 years old suffer from social phobia

The practice of targeted recreational sports such as the motor story contributes to the elimination children's psychological problem

Keyword; kinetic story .social phobia

¹Corresponding author

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1. INTRODUCTION

Childhood is considered one of the most important stages in human life. It is the golden period for building the child's personality from all physical, moral, social, mental and psychological aspects. It has the greatest impact in imparting concepts and values and building and developing the child's abilities and investing in them by providing good educational opportunities for learning and play that satisfy the child's needs, which are It is one of the most important stages of development, as it constitutes the basic foundation in the formation of the child's personality and in his future life. The child is the asset that society qualifies to bear responsibility, explore future horizons, deal with its variables, and solve its problems. Hence, caring for and caring for him is a vital and basic requirement for any development movement that aims for a better life. In this regard, Laila Zahran (1997) mentions that childhood is the maker of the future and that depends on the experiences and skills we provide to the child (**Laila Abdel Aziz, 1997: 112**)

Therefore, we must realize the importance of childhood in forming the beginnings of a person's personality, and its impact on the rest of his life. Therefore, childhood is the most important stage of a person's psychological development. It is the cornerstone of the formation of a child's personality, and if it is built correctly, it results in an ideal person who can face life's difficulties with steadfastness.

Paying attention to the child, caring for him, and providing all the ways and means that will develop him has become an urgent and necessary matter for all countries that seek to build balanced personalities from a moral, social, psychological, and physiological standpoint. If we consider youth as the engine of the country currently, then the child has his present and future, and caring for him guarantees progress and continuity.

General education is considered an important element and an effective part that works to form the individual in all aspects that help him integrate into the larger society, in a way that ensures him a healthy, balanced and integrated life. Physical education and sports are one of the branches of general education, as it is concerned with the maintenance of the body and its safety through... Practicing physical and sporting activity during educational classes for the subject within educational

institutions. How much care is given to the growth of the body and its physical fitness. Motor activity in its educational form, with its systems and rules, and in its many colors, has become an important field of education and a strong element in preparing a good citizen. Therefore, practicing Physical and motor sports activities may ensure the health condition of students and develop their physical, motor, psychological and cognitive abilities. Therefore, attention must be given to them in educational institutions, by giving them the necessary place within the academic program and providing the necessary means to achieve the success of these activities, whose role and impact on children is not hidden. The development of the child and determining his behavior. The existence of physical education and sports in general and the motor story in particular within the educational system is not a result of chance or randomness, but rather is the result of sound scientific and logical thinking that seeks to meet the requirements of the educational institution because of its goals and tasks that are structured and directed to achieving desires and needs. The child, so include it at all levels, especially the primary stage, which is considered a basic building block for subsequent stages, Due to the sensitivity of the childhood stage, it was necessary to plan wisely and intelligently in line with the child's abilities at this stage to build the child's personality in a comprehensive and balanced manner due to the multiple and diverse motor and mental experiences it provides through the use of many educational methods, including the kinetic story method. There is no doubt that recreational activity Especially those related to competition and play, it is an opportunity to express one's abilities and creativity and thus prove oneself. Kinetic story programs are considered a rich field for this, as they allow the child to satisfy his urgent needs such as contemplation, thinking, imagination, imitation, and the love of imitation. Recreation, especially kinetic story, provides the child with a tremendous amount Of information, experiences, and life skills, it also makes him feel happy, proud, and accomplished. It also gives him physical, psychological, and even physiological fitness, and because the child's personality is linked to the child's psychological health, it is necessary to focus on his behaviors as well as his psychological problems, especially those related to his social aspect and in In this regard, there is a problem that most children in schools suffer from. The reasons are many and varied, but it is an inescapable fact that no child has immunity to fear and social anxiety, or what is known as social phobia. The latter is known as the fear of speaking in front of a group of people or being

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exposed to... For a situation under observation and attention, he is in a position susceptible to criticism and blame, which puts the child in a state of confusion and anxiety, which makes him prefer solitude and avoid social situations. Educational, social, and cultural factors play an important and fundamental role in the spread of this disease. Chapman and others believe that phobia Social phobia is more prevalent among females than males, and rates are higher among younger individuals, the unmarried, the less educated, those who do not have a stable job, and individuals who belong to a low social and economic level. Social phobia disorder is associated with behavioral disorders and poor judgments in life. School, and in connection with what we mentioned previously about motor story programs, so that they make the child feel happy and proud of self-affirmation and achievement and the physical, psychological and physiological fitness he gains.

Hence the importance of our topic in knowing the extent of the effect of the latter in getting rid of social phobia in children aged 06-09 years.

research aims :

1. Exploring the reality of using kinetic stories with children.
2. Reaching the reality of the importance of kinetic story programs in students' sense of pride and achievement
3. Identifying kinetic story programs as a mechanism to get rid of social phobia in children

2. Defining concepts and terminology:

2.1 Action story programmes:

It is a group of movements in the form of activities and competitions that have recreational and educational goals. It can be organized or unorganized. It is used by children to express their imagination and perceptions. Educators use it to develop physical and mental skills and abilities, as well as getting rid of psychological complexes and wrong behaviors.

2.2 social phobia:

It is a type of involuntary reaction that occurs to a person when he is exposed to speaking for the first time in front of people he does not know, and he feels fear,

tension, and confusion. It can reach extreme fear and occurs in situations where the child feels that he is inside the focus loop.

2.3 children:

It is a term given to everyone who has not passed the stage of puberty, but in this research we mean the second stage of childhood from 6 to 12 years, which is a very sensitive stage, as the child depends in meeting his needs on his surroundings and environment, such as the parent, siblings, relatives, teachers, and educators.

3. Previous studies:

3.1 A study by Dris Ismail and Sassi Abdel Aziz entitled The effectiveness of motor story programs in developing motor coordination among primary school children aged 06-07 years in the year 2022 in the Journal of the Mathematical System, University of Djelfa, Algeria. The study aimed to identify the effectiveness of motor story programs in developing motor coordination among children in primary school from 06-07 years using the experimental approach, a single group design on a random sample of 18 children, based on the statistical package SPSS.23. The researchers concluded that motor story programs have a positive and effective impact on developing motor coordination among the children of the study sample. Accordingly, the researchers may recommend the necessity of adopting the story. As a basis for raising a child in various aspects.

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3.2 Study by Prof. Dr. Hala Yahya, Dr. Maha Salah El-Din, and Prof.

Wissam Ali Abdo Ibrahim, entitled *The Role of the Kinetic Story in Developing Some Citizenship Values among Kindergarten Children*, Journal of the College of Education at Banha University, Palestine in 2016. The study aimed to develop some citizenship values by presenting a kinetic story program for kindergarten children, so that the researchers relied on the experimental method using a questionnaire and a scale. Citizenship and a motor story program, using the following statistical tools: arithmetic mean, skewness coefficient, analysis of variance, tests on a purposive sample of 120 male and female children belonging to a kindergarten between 5-6 years of age, and they reached the following results:

- Significance of differences between the means of the pre- and post-measurements for children. The experimental group - The significance of the differences between the means of the pre- and post-measurements for the children of the control group - The significance of the differences between the means of the post-measurements for the children of the experimental and control groups after applying the program.

3.3 Study by A.M. Amjad Muslim Mahdi, M.M. Hassim, Thaera Abdel-

Jabbar Saleh Hammadi, Abbas Abdel-Hamza Kazem, Hussein Ali Hussein, and Mohamed Jaber Kazem, entitled *The Effect of an Educational Program Using the Kinetic Story Method to Learn Some Basic Introductory Movements for Handball Skills for Pre-School Children* in 2012 in the Journal of Physical Education Sciences University Karbala, which aimed to develop a proposed educational program using the method of kinetic stories to learn some basic introductory movements for handball skills for pre-school children and to identify the impact of these programs. The researchers used the experimental method in the manner of equal samples and selected a deliberate sample of kindergartens in the city of Karbala and arrived at... The differences are clear between the method used by kindergartens and the method of kinetic stories followed by researchers, and in favor of the kinetic story method, which suggests its effectiveness in learning, while the recommendations came to adopt the kinetic story method as a basic method in learning basic movements and to prepare a special booklet for stories to be distributed to kindergarteners. Children

4. the story:

4.1 the action story:

The kinetic story is considered one of the latest methods of giving exercises to young children and making them successful because it suits their nature and their acceptance and desires. It also brings them a great deal of joy and pleasure and spreads in them the tendency to imagine, perceive, imitate, love imitation, and acquire new culture and sports information.

The story is often taken from sources that children know through the environment around them. It is noted that children in the kindergarten stage enjoy pretend games and take new positions for characters from family members. The child practices role-playing. The kinetic story must also be compatible with the structure of the children's bodies and their inclinations. They and their muscular abilities help To absorb their excess energy and transform it into a purposeful activity, so the kinetic story is defined as a type of exercise in which the child's imagination identifies an image of life that he performs and imitates, or the kinetic story represents an integrated narrative unit of exercises and non-formal and simple movements. **(Nibras Younis Al Murad and Moayed Abdul Razzaq Hesso, 2008, p. 93**

It is also considered an important educational means in raising and preparing the child, in addition to its major role in refining the child, modifying his behavior, and correcting his morals. Therefore, such an acting narrative activity gives the child motor activity in the form of an interesting story that makes him accept it and enjoy it and gives him the opportunity to express himself and learning about aspects of life in his environment **(Sadiq Ghassan Muhammad and others, Principles of Physical Education in the Early Childhood Stages, Higher Education Press, Baghdad, 1989, p. 187)**

4.2 Importance of the story:

1. Developing emotional intelligence and developing creative thinking skills.
2. Developing dialogue and communication skills
3. Developing health awareness and constructive values **(Fatima Abdel Raouf Hashem, a narrative program to develop some life skills for kindergarten children, Childhood Magazine, Issue Twenty-Eight, 2018, p. 460)**

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4. The story helps him increase knowledge and express meaning and is a powerful tool for the learner
5. The importance of the story lies in the fact that the daily program for young children includes story reading time because it affects their social and emotional skills and enhances their learning abilities.
6. Its importance lies in educating children because of its diverse and enjoyable sensory activities

4.3 Story objectives:

- Enriching the child's linguistic skills, providing him with new vocabulary, structures, and expressions, and increasing his language proficiency in listening, speaking, reading, and writing.
- Developing the cultural, scientific and cognitive aspects of growth, because children need the experience of real interaction with humans and real creatures so that they can practice social skills and think carefully about real experiences (**Fatima Abdul Raouf Hashem, Childhood Magazine, p. 460**)

4.4 Fundamentals of the kinetic story:

The kinetic story is based on a set of foundations, including the following:

1. It should contain new information that carries with it the child's experience, and this information should be in a simple form that is easily compatible with the child's perceptions and interest
2. It is preferable to include movement demonstrations, and it would be very useful to accompany the music while translating the story into movements
3. The suitability of the story to the child's environment, which is one of the important things in order for the story to achieve its goals, which is to be a reflection of the environment in which the child lives, such as containing activities prevalent in society.
4. The child must be given the freedom to translate what he hears into self-movements and not be forced to express a specific movement in some way. Rather, the child must be given the opportunity to imagine and imagine within the limits of his abilities.

5. It should be told in a simple language with easy, clear words appropriate to the child's age (**Nahida Abd Zaid Al-Dulaihi, Concepts in Motor Education, Dar Al-Kutub, Baghdad, 2009, p. 30**)

5. social phobia:

5.1 Definition of social phobia:

It is natural for a person to feel some anxiety and fear during social encounters and situations, especially if there are many strangers around him, but it is not normal for this anxiety to turn into severe phobia, and from here a set of definitions can be put forward about social phobia.

5.2 Definition of phobia in language:

Rahab with a kasra of the "ha", "rahab" with a vowel, "rahab" with a dammah, and "rahab" with a vowel, i.e. fear, "rahab" means "fear" something. (**Karim Adel Shukri, Pathological Fears: Their Measurement, Classification, and Diagnosis, Dar Al-Marifa, Alexandria, 2005, p. 28**)

5.3 Terminologically:

Alaa defines it as an increasing fear of certain things or situations that are not scary (**Alaa Foghli, Mental Illness between Science and Myth, Egyptian Nahda Library, Cairo, 2005, p. 28**)

Social phobia is a type of disorder that occurs to a person when he is exposed to speaking for the first time in front of people he does not know, and he feels fear and tension, and in situations in which the person feels that he is under a microscope or in a focus circle (social anxiety, its causes, symptoms, and the most important ways to treat it, and the editorial board <https://www.annajah.net>)

Heidi also defines it as the fear of being observed by others, which leads to avoiding social situations (Heidi Abdel Hamid Muhammad Al-Ghazwani, Social Phobia among Children, Scientific Journal of the Faculty of Kindergarten, Mansoura University, Fourth Magazine, Issue 2017, p. 492)

David Sheehan defines it as the fear of shame or confusion in a public social situation. The patient quickly withdraws to safe places and increases his avoidance of social occasions, such as eating, drinking, or writing among people, where he is

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under observation or the center of attention. He may leave the unit for the safety of his exit to the place. Places in the company of others (Hussein Vaidi, mental health studies and

Medical Publishing and Distribution Foundation, 2006, p. 68

5.4 Reasons why children suffer from social phobia:

1. The child is exposed to incorrect parenting methods by the parents, such as tyrannical and excessive cruelty
2. The child feels emotionally deprived and does not feel safe and comfortable with the family and people around him
3. Permanent change in methods of dealing with children and raising children and lack of consistency, whether on the part of the family or the school
4. The child's fear of being negatively evaluated by others and losing social support
5. Neglecting the child and leaving him alone without providing him with psychological support, and the child's influence on the mood of his parents
6. The child lives within a broken family full of family conflicts and disagreements
7. A mother's embrace of her newborn creates a state of anxiety and jealousy in the child (D.M. Social anxiety, its causes, symptoms, and the most important ways to treat it. Editorial Board, 2021)

5.5 Symptoms of social phobia in children:

The patient with social phobia always begins to avoid others. He avoids being in groups, working within a team, and engaging in society. This is one of the primary symptoms that appear in the patient with social phobia. As for the child in particular, you find a group of elements that in their entirety explain the symptoms that the patient with social phobia experiences, including:

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you find a group of elements that in their entirety explain the symptoms that the patient with social phobia experiences, including:

- ★ Confusion and anxiety about being exposed to embarrassment is a feeling inherent in a person suffering from social phobia
- ★ Fear of being harmed by certain people
- ★ Avoiding dealing with strangers and intense fear of approaching them is a phenomenon of phobia
- ★ The patient with social phobia avoids doing any new or innovative work in his daily life, due to fear of being criticized by others and fear of failure and being held accountable for what he has done.

6. The symptoms of social phobia can be divided into physiological and psychological symptoms

1. **Physiological symptoms:** What we notice in the child is redness in the face, sweating, confusion and difficulty speaking, trembling and shivering, lowering the head and closing the eyes, difficulty breathing and a rapid heartbeat.
2. **Psychological symptoms:** Sensitivity to social situations, intense fear of others' negative comments and comments, problems communicating and communicating with others, escaping from situations involving social interaction or cooperation with others, confusion and feeling extremely uncomfortable in interviews and gatherings.

7. Ways to get rid of social phobia in children:

Social phobia responds well and mainly to modifying the child's behavior and there are two types of treatment

- ★ Behavioral therapy: Cognitive behavioral therapy by an expert aims to enhance the child's social skills and his ability to cope with situations that make him forget severe anxiety and unjustified fear that he is unable to control. Within the framework of the sessions, the child realizes his ability to control his anxiety and behavior and learns how to Overcoming his fears and changing his thinking style, and this is what concerns us in our current study. In addition to cognitive behavioral therapy, there is exposure therapy,

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which is based on the principle of alleviating the anxiety that the child feels in situations

- ★ Pharmacological treatment: Some types of medications can reduce the symptoms of phobia in a child, especially if they are accompanied by cognitive behavioral therapy, but only the doctor decides to resort to them.

8. Methodological procedures for the study

8.1 Study Approach:

Every study or specific scientific research depends on a method so that the researcher can reach objective and accurate scientific results, and this study, like others, relied on a method of analysis and study, which is the descriptive method, because it is considered one of the forms of organized scientific analysis and interpretation to describe a phenomenon or problem. defined and quantitatively depicted by collecting study data and codified information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (**Sami Muhammad Melhem, 2002, p. 352**), with the aim of describing the impact that the kinetic story leaves on the child within the school, in general and within Sports activity in particular, and diagnosing the condition of the child who practices activities related to the kinetic story and analyzing the repercussions of this on his sense of pride and achievement, then getting rid of his social phobia through practicing the kinetic story, which includes collecting facts and interpreting them

8.2 fields of study:

- Spatial scope: This study was conducted in the 12 schools of the Directorate of Education of Bouira State.
- The human field: The research community represents first and second year primary school students.
- Temporal field: The time period was divided into two parts, so that in the first part, which was an exploratory study of the spatial field, on December 10, 2022, while the second part was the field study, standing with the respondents, and distributing the research tool, which took place on December 17, 2022.

Study sample: We relied on a random sample, so that the questions of the research tool were directed to students in the first and second years of primary school who practice multiple school sports activities, and their number reached 160 students, both male and female, and who were proven to practice sports activities and kinetic stories.

8.3 Data collection tools:

For the purpose of the study to be conducted or the hypotheses to be verified, the researcher resorts to a set of tools, one of which he may choose according to what his research process assumes. However, he may be forced to use more than one technique or tool, and this is generally due to the phenomena that characterize them. Many indicators are intertwined and interact, and this is due to the fact that: “For every scientific research, in collecting its data, specific tools are compatible with the topic and its goal, which in itself is linked to the work method” (1976'p333) (Madeleine Gravitz

In this study, the researcher relied on the following tools:

- ★ **Observation:** It is an examination of behavioral issues and obtaining information in natural situations (**Belkacem Slatnieh, 2003/2004, p. 71**).

The use of this tool was during exploratory visits that were conducted to collect data that could help decipher the effectiveness of the movement story and school sports practice.

- ★ **Interview:** This tool is no less important than observation, as it helps to collect information in a specific way and gives it a formal and serious character. It also enables the interrogation of many data, and since the subject of the study was the importance of kinetic story programs in eliminating social phobia among children in the primary stage. Due to the difficulty of dealing with the child at this stage, we relied on an open interview (not standardized), in which several questions were asked that corresponded to the age stage of the students, and the answers were recorded by the researcher.

Presentation, analysis and interpretation of the study results:

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Presentation, interpretation and analysis of the results of the study according to the first hypothesis (revealing the reality of using kinetic stories among children)

To cover this hypothesis, 2 questions were asked, which are as follows:

1. Do you practice kinetic stories at home?

The answer	Repetition	Percentage	Arithmetic averages
Never	60	37,5	1,94
Sometimes	50	31,25	
Always	50	31,25	
The total	160	%100	

Table 1 through Table No **01**, which includes the phrase - Do you practice the kinetic story at home? After calculating the percentages, which were estimated at **31.25** for the respondents always and sometimes, while for the respondents never, the percentage reached **37.5**, meaning most of the answers were never, which indicates that most children do not practice the story. Mobility in their homes, and this is confirmed by the arithmetic mean of the expression, which was estimated at **1.94**, i.e. less than **2.4**

We conclude that the child's practice of motor story activities and programs at home is little or almost non-existent in reality

2. Do you practice kinetic stories in classroom activities at school?

The answer	Repetition	Percentage	Arithmetic averages
Never	05	%3,125	

Sometimes	18	%11,25	2,82
Always	137	%85,625	
The total	160	%100	

Through the results of **Table No. 02**, which includes the question: Does the kinetic story make you prove yourself within the group, it was revealed that the child is able to prove himself in front of his peers and is able to impose himself within the group when practicing the activities and programs of the kinetic story, so that **80%** of them answered always, **26%** sometimes, and only **06%**. Those who answered never, and this was confirmed after calculating the arithmetic mean, which exceeded **2.4** and reached **2.76**

9. Does the kinetic story motivate you to take the initiative in front of your colleagues?

The answer	Repetition	Percentage	Arithmetic averages
Never	05	%3,125	2,82
Sometimes	18	%11,25	
Always	137	%85,625	
The total	160	%100	

Through Table No. 03, we notice that the percentage for the question reached 85% for the respondents: “Motor story programs always motivate me to take the initiative in front of my colleagues,” and **11%** for those whose answers were sometimes, and only **3%** for those who answered in the negative. Also, the arithmetic mean of the phrase reached **2.82** and exceeded **2.14**, meaning that the

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child When practicing activities that include kinetic story programs, he takes the initiative and feels motivated to participate and interact with colleagues

4. Do you consider the kinetic story style to be the one that contributes to highlighting your talents in front of your colleagues?

The answer	Repetition	Percentage	Arithmetic averages
Never	30	%18,75	2,44
Sometimes	30	%18,75	
Always	100	%62,5	
The total	160	%100	

Of the respondents, they answered “always.” Table 4 showed that **62%** of the kinetic story programs contribute to highlighting talents in front of colleagues, and **36%** of them shared the answer equally between “sometimes” and “never.” The arithmetic mean of the phrase reached **2.44**. Thus, the validity of the kinetic story’s contribution to highlighting talents in front of colleagues was confirmed. Children in front of colleagues

In general, the hypothesis that kinetic story programs are important in children’s sense of pride and accomplishment is correct because the practitioner of these activities, which are rich in stories and movements and loved by children, makes them feel proud and proud of themselves and their abilities and motivates them to take the initiative in front of their peers and highlight talents, thus proving themselves and enhancing self-confidence.

Presentation, interpretation and analysis of the results of the study according to the third hypothesis (identifying motor story programs as a mechanism for eliminating

social phobia in children). Three questions were also asked to cover this hypothesis, which are:

Does the kinetic story make you able to express yourself in front of your friends?

The answer	Repetition	Percentage	Arithmetic averages
Never	06	%3,75	2,69
Sometimes	38	%23,75	
Always	116	%72,5	
The total	160	%100	

From Table No. 01, we notice that the percentage reached **72%** of respondents: “Motion story programs always make me able to express myself in front of my colleagues,” and **23%** answered sometimes, while only 4% answered in the negative. Also, the arithmetic mean of the phrase reached **2.69**, meaning it exceeded **2.14**, meaning that When the child practices activities that include motor story programs, he can express himself in front of his classmates

Do you feel confused when the teacher asks you to go up to the blackboard and speak in front of your classmates?

The answer	Repetition	Percentage	Arithmetic averages
Never	22	%13,75	2,53
Sometimes	32	%20	

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Always	106	%66,25	
The total	160	%100	

From Table No. 2, we notice that the percentage reached **66%** of the respondents: I always feel confused when I go up to the blackboard and I am asked to speak in front of everyone, while **20%** of them answered sometimes, while **13%** of them answered in the negative. Also, the arithmetic mean of the phrase reached **2.53** and exceeded **2.14**. That is, the majority of children feel shy and confused when they are the focus of their classmates, but to varying degrees

Do you consider sports activity through kinetic stories an opportunity to get rid of the anxiety and confusion that occurs when speaking in front of people?

The answer	repetition	percentage	Arithmetic averages
Never	25	%15,625	2,46
Sometimes	36	%22,5	
Always	99	%61,875	
The total	160	%100	

From Table No. 03, we notice that the percentage reached **61%** of respondents who always consider sports activity through kinetic stories an opportunity to get rid of the anxiety and confusion that occurs when speaking in front of people, while **22%** of them answered sometimes, while only **15%** answered in the negative. Also, the arithmetic mean of the phrase was **2.46**. Therefore, it can be said that sports activity through kinetic stories is an opportunity for children to get rid of the

anxiety and confusion that they suffer from, especially the confusion of facing people.

General conclusion:

Through the results of the tables that included the objectives of the current study, the researchers concluded that the reality of the actual practice of kinetic story programs is completely absent in terms of interest in it among parents in homes or public squares, while it turned out that children's practice of these activities is related only to schools and from some teachers who give importance to sports and Learning through play. We also sought a great love among children for such rich educational programmes. These programs are rich in content, rich in movements, attractive and full of suspense. They contribute to strengthening the child and making him proud, appreciative and proud of himself and his achievements. It also gives him the opportunity and facilities to prove himself in front of his peers and impose them within. The group thus makes him feel motivated to participate and interact with colleagues, and the initiative and motor story programs are important in children's sense of pride and achievement. The practitioner of these activities, which are rich in stories and movements and which are beloved by children, makes them feel proud and proud of themselves and their abilities and motivates them to take initiative in front of their peers and highlight talents, thus proving themselves and enhancing self-confidence that the child when practicing them. For activities that include motor story programs, he can express himself easily in front of his colleagues and surroundings, and sports activity through motor story is an opportunity for children to get rid of the anxiety and confusion that they suffer from, especially confusion from facing people, meaning that motor story programs are important in getting children rid of social phobia.

In light of the findings of the research, the researchers recommend:

- ✓ Finding solutions to get rid of social phobia in children, especially the first years of school
- ✓ Diagnosing the psychological problems that children suffer from early and developing solutions to treat them

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- ✓ Developing educational recreational programs for children who suffer from social phobia
- ✓ Designing adapted, directed and purposeful programs for kinetic stories in primary schools by specialists and experts.

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