

A proposed motor skills program for developing some fundamental movement skills (transitional skills) in children (6-7) years old — an experimental study in schools of Oran

Aouinti houari^{1*}, Kaboura larbi²

¹ University of Sétif 2(Algeria), h.aouinti@univ-setif2.dz

² University of Mohamed Boudiaf Oran, Larbi.kaboura@univ-usto.dz

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Abstract : The aim of this research is to examine the individual differences between pre-test and post-test assessments, as well as the differences between the experimental and control groups in transitional skills of children. The researchers employed an experimental design with two equivalent groups. The study included a sample of first-grade students, aged 6-7 years, from Yaghmoracen Elementary School. The participants were selected purposively, after excluding 34 students who participated in the pilot survey, resulting in a final sample size of 62 students. They were then randomly assigned into two groups, an experimental group and a control group, with 31 students in each group. The researchers utilized the TGMD (Test of Gross Motor Development) as the assessment tool. The key findings of the study are as follows:

- There were significant differences between the pre-test and post-test assessments, favoring the post-test assessments for the experimental group in transitional motor skills of children aged 6-7 years.
- There were significant differences between the experimental and control groups in the post-test assessments of transitional motor skills in children aged 6-7 years, except for skills such as swinging, hopping on one foot, standing long jump, and sliding skills for females.

Keywords: program ; transitional skills ; Children (Ages 6-7)

* Corresponding author.

I- Introduction :

Growth and motor development are considered essential aspects of interest in various scientific fields, particularly during childhood. By studying the visible and hidden aspects of movement, we can assess individuals' movement maturity in different stages. Based on this, we can provide appropriate support and guidance to develop their motor abilities without overwhelming them with skills beyond their capabilities or discouraging them with skills below their capabilities. It is important to note that gender differences must be carefully considered, as there are variations between genders regarding motor abilities and skills. Therefore, these differences should be taken into account when designing programs and educational activities. It's worth mentioning that (Afaaf Othman) states that fundamental movement skills are the general motor activities that most children exhibit, such as walking, running, throwing balls, jumping, and hopping. They are essential for various play activities that children engage in (Mustafa, Afaaf Othman, 2013)

In fact, the interest in studying human motor performance in various sports activities and evaluating their skills is increasing day by day (Habish Fayza, Hariti Hakim., 2022, p. 82). Generally, educational physical games should achieve development in three main directions: physical fitness and general health, development of motor skills, and development of social skills (Amer Allah Ahmed Al-Basati, 2009, p. 115). According to Benoit and Nathalie, physical education provides a wide bodily experience for students, especially during motor performance situations (Benoit Huet, N. G, 2011, p. 61). Robert believes that the physical education program aims to maximize the development of the child's motor potential and abilities, achieving motor harmony and coordination through motor activities organized by the child or provided in educational settings both inside and outside the school (Robert, R, 2010, p. 39). Undoubtedly, educational physical games provide suitable opportunities for students to utilize a wide range of motor skills through the curriculum content in physical education programs for different educational stages. The curriculum should include psychomotor aspects of transitional body skills and various skills using balls or equipment (Amer Allah Ahmed Al-Basati, 2009, p. 112)

.Learning skills and movements through physical education lessons provide students with extensive experiences and skills through game practices, enabling them to grow physically, mentally, socially, and intellectually (Battat Nour El-Din, Ya'qubi Fath, 2022, p. 141).

Consequently, the researchers designed a motor program based on their review of various Arabic and foreign sources and references that addressed physical games, their components, and programs. They also drew from certain theories and their relationship to basic motor skills. The program was applied in an experimental nature on children aged 6-7 years to determine its impact on their motor skills, particularly transitional skills, and to compare it with the curriculum implemented by the primary school teacher

Research Problem:

In modern curricula, the child is considered the central focus in all activities. These curricula constantly invite children to engage in self-activities, develop elements of experimentation, trial, and discovery, and encourage them to engage in free play. They reject the principles of compulsion and coercion, instead emphasizing flexibility, creativity, innovation, and inclusiveness. All of this necessitates an educational system based on the latest insights from physical education, harnessing the child's innate natural motor abilities available through their body, which are referred to as basic movement. Additionally, Kephart adds that physical programs in the early stages of education are a fundamental pillar for developing basic motor skills for various sports activities (Inshrah Ibrahim Al-Musharfi, 2013, p. 28).

Stein indicates that the primary goal of physical education is to develop motor skills. Therefore, personality development should naturally occur through movement included in effective physical education programs. Acquiring fundamental skills such as walking and running expands a child's range of motor activities. Through these activities, the quantity and quality of stimuli the child is exposed to increase, impacting their interaction with the environment. This facilitates the necessary opportunities for various motor responses, leading to the consolidation and development of many motor skills. Basic motor skills are a fundamental and important factor in developing cognitive, motor, and emotional capacities. When children enter school, they have already developed some

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important basic motor skills for games and specialized sports. However, the lack of experience and incomplete physical and mental maturation necessitate providing organized, continuous, and directed training to develop and enhance those skills (Stein, J, 2003, pp. 10-12). Eman Shaker states in her study that the middle childhood stage (6-7 years) is fertile for developing and directing physical abilities and motor skills. Children at this stage demonstrate rapid learning of various skills, particularly when the motor goal is defined. They also have the ability to link different basic movements and correct mistakes (Iman Shaker Mahmoud., 2003, p. 47). Al-Saaih indicates that physical games are important means that infuse physical education lessons with joy, fun, and relaxation. They are considered to have general educational and instructional objectives, as well as contributing to the functional improvement of various body parts. Physical games hold a significant place among multiple sports activities and are essential in any physical education program, whether educational, recreational, or therapeutic. Small games are also important in developing moral values, fostering social relationships, and assisting in physical, motor, psychological, social, and intellectual growth (Mohammed, 2007). Play plays a vital role in providing children with various skills and experiences, as children's needs during their growth are inclined towards play (-Muallem Lakhder, 2022, p. 141). Furthermore, through the survey conducted in some elementary schools, it became evident that there is a significant shortcoming in the teaching of physical education by teachers in these schools. There is also a lack of specialized physical education teachers. It is essential to note that the teacher is the leader of the educational process, responsible for developing the curriculum, planning lessons, and thus, the significance of preparing physical education teachers.

Through our research, we emphasize the significance of active play as an essential factor that children inherently engage in. This is due to its physiological, social, and psychological importance, especially during the stage of primary education, which psychologists have identified as a period of anxiety and psychological impact on the child, attributed to rapid biological growth. The early childhood stage is crucial in the child's motor, cognitive, social, psychological, and morphological development. It is during this stage that children acquire skills, and many scientists and educators affirm that it is the appropriate phase for children to specialize in a specific sports activity. To achieve this, it is necessary to have a well-structured scientific physical education program that includes a range of motor games, catering to the needs and inclinations of children at this age.

Researchers have observed a deficiency in the performance of basic motor skills in physical education classes, prompting us to propose a solution to this problem through the suggestion of an educational program based on scientific principles for motor games. This program is designed to develop some fundamental motor skills (transitional skills) in children aged 6-7 years. The program incorporates modern teaching methods and includes exciting and diverse competitive games that align with the child's interests and desires. Through this proposal, we can conclude that the main question addressed by this research is:

-The impact of the motor program on the development of some transitional skills in children aged 6-7 years.

From this, the following questions arise:

1-Are there statistically significant differences between pre-test and post-test scores in transitional skills for children aged 6-7 years?

2-Are there statistically significant differences between the experimental group and the control group in transitional skills for children aged 6-7 years?

Research hypotheses: Main Hypothesis: There is a positive impact of the proposed motor program on the development of transitional skills in children aged 6-7 years.

Subsidiary Hypotheses:

1-There are differences between pre-test and post-test scores in favor of the post-test scores for the experimental group in transitional skills for children aged 6-7 years.

2-There are differences between the experimental group and the control group in post-test scores in transitional skills for children aged 6-7 years.

Research objectives: The objectives of this study are:

1-To identify individual differences between pre-test and post-test scores in transitional skills for children aged 6-7 years.

2-To identify individual differences between the experimental group and the control group in transitional skills for children aged 6-7 years.

1. Defining Concepts and Terms of the Research:

1.1 Program: It is defined as a set of operational steps for planning a pre-designed plan, including time allocation, implementation methods, and resources required to achieve the plan's objectives (Rasool Noor Al-Din, 2019, p. 216). According to Kusah Nadir, it is a part of the educational or training curriculum aimed at achieving the highest possible level of sports performance and enhancing the physical and skillful performance of the learner (Koseh Nadir, 2018, p. 196). Operationally, the proposed program is a set of planned educational steps and experiences in the form of purposeful activities and games to achieve the predetermined objectives by the researchers.

1.2 Transitional Skills: Defined by Qadri and Yahyawawi as the motor abilities used by children in the process of moving from one place to another in various situations, including running, hopping, and jumping (Abdelhafid Kaderi, Essaid Yahyawawi, 2018, p. 161). Operationally, they are a set of skills that improve through the physical activity program, and they are measured through the Test of Gross Motor Development (TGMD) battery.

2. Previous Studies:

2.1 Sa'id Othman Abbas Hassan (2023): "A Proposed Motor Education Program for Developing Basic Transitional Motor Skills and Cognitive Achievement in Second Grade Hearing-Impaired Children"

The research aims to develop a proposed motor education program for learning mathematical concepts and numbers and enhancing basic motor skills (transitional skills) in second-grade hearing-impaired children. The study is conducted during the academic year 2022. The experimental method was used to achieve the research objective, and the research group consisted of one group of 10 children from Al-Murhoom Ehsan Khalid School for Hearing-Impaired Primary Students. The following research tools and materials were used to collect data: the proposed motor education program, cognitive achievement test (prepared by the researcher), and basic transitional motor skills test. Conclusions: - The motor education program has proven effective in developing cognitive achievement related to mathematical knowledge and information. - The motor education program has proven effective in developing basic motor skills (transitional skills) in second-grade hearing-impaired children. (Said Othman Abbas Hassan, 2023)

2.2 Ayat Lounis et al. (2018): "The Effect of a Motor Education Program on the Development of Basic Motor Skills and Motor Abilities in Fourth Grade Students (9-10 years)"

The research aims to study the effect of a proposed motor education program on the development of certain basic motor skills and motor abilities in elementary school children. The purpose is to test the validity of the research hypotheses. The researchers used the experimental method and conducted the study on 26 children who were purposively selected. They were divided into two groups, an experimental group and a control group, each consisting of 13 individuals. To measure the variables at the dependent variable level, basic motor skills and motor abilities tests were used. The statistical analysis of the data was performed using an independent samples t-test. The statistical analysis of the study results revealed that the proposed motor education program has a positive effect on the development of certain basic motor skills and motor abilities in children (Ayat Lunis, and others, 2018).

2.3 Douili Mansouria(2012): "The Effect of Using a Proposed Educational Program with Small Games on the Development of Basic Motor Skills in Elementary School Female Students"

The research aims to develop a proposed educational program based on small games to enhance the development of basic motor skills in elementary school female students. The researcher used the experimental method, which is suitable for the nature of the research. The research sample consisted of 36 female students from the first and second grades of the elementary stage at 160 Housing School in Mostaganem province for the academic year 2010-2011. They were randomly divided into two equal groups, with 18 students in each group (experimental and control groups), representing 12% of the study population. Equivalence was ensured between the two groups by investigating the study variables, such as running, jumping, throwing over a distance, throwing a ball at a fixed target, standing, and static balance. The researcher used tests and measurements as means of collecting information. Then, a proposed educational program with small games was implemented for the experimental group over a period of 10 weeks, with two instructional units per

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week, each lasting 45 minutes. The researcher used the mean, standard deviation, t-test for differences, and Pearson correlation coefficient for statistical analysis of the data. The researcher concluded the following:

1-The educational program based on small games contributed to the development of basic motor skills in elementary school female students.

2-There were statistically significant differences between the experimental and control groups in the development of basic skills in the post-test, in favor of the experimental group (Doueili Mansouria Baghdad, 2012).

II– Methods and Materials:

3. Methods:

3.1 Experimental Design:

We adopted an experimental approach utilizing a pre-test and post-test design with two equivalent groups, namely the control group and the experimental group.

3.2 Survey Study:

In this study, we calculated the scientific parameters of the research tools and established the appropriate conditions and circumstances for their implementation in the main study.

3.2.1 Objectives of the survey study:

-To identify the characteristics of the sample and how to deal with it.

-To calculate the scientific parameters of the research tools.

-To ensure the validity of the instructions and accompanying data.

3.2.2 Procedures of the survey study:

In order to create the best conditions for the practical aspect of the field study and to identify any obstacles or difficulties that may hinder our work, we initially distributed the research tools to a group of experts for their evaluation and feedback. In the second stage, we conducted the survey study, implementing the experiment on a random sample from the study population. This sample was later excluded from the main study sample. The sample consisted of 10 male students and 10 female students in the first grade of primary school at Yaghmurasen School in the Misserghine district. The aim of this experiment was to determine the reliability, validity, and objectivity of the tests, as well as to assess the difficulty and suitability of the tests for the research sample.

3.3 The research sample:

in our study consisted of first-grade students, aged 6-7 years, from Yaghmorassen Elementary School. They were selected intentionally. After excluding the students who participated in the survey study, totaling 34 students, the final size of the main research sample became 62 students. The sample was then divided randomly into two groups, experimental and control, with 31 students in each group 15 male and 16 female.

Table 1: Represents the mean, standard deviation, and skewness values for the variables under study in the research sample.

Variables	Gender	Mean	SD	Median	Variance
Age	M	7.058	0.017	7.06	0.33
	F	7.05	0.016	7.06	-1.875
Height	M	1.215	0.014	1.22	1.04
	F	1.22	0.022	1.21	1.36
Weight	M	21.3	1.80	20.5	1.33
	F	21.53	1.606	21	0.99

As observed from Table 2, all variance values were smaller than $[+3, -3]$, indicating the normality of the sample distribution in these variables. The table above demonstrates the characteristics of the individuals in the sample.

3.4 Homogeneity and Equality of the Research Sample:

We conducted homogeneity testing for the two research groups on some variables that have an impact on the research results, namely age, weight, and height, as shown in Table (02).

Table 2: (Mean, Standard Deviation, and T-Test for the Research Sample on Age, Height, and Weight for Males and Females)

variables	Unit of Measurement	Gender	CG	EG	Calculated t-value	Critical t-value
Age	Years	M	7.056	7.06	0.275	2.048
		F	7.061	7.055	0.164	2.042
Height	m	M	1.212	1.218	0.150	2.048
		F	1.218	1.22	0.309	2.042
Weight	KG	M	20.53	22.066	0.006	2.048
		F	21.312	21.75	0.245	2.042

Significance level $\alpha = 0.05$, with degrees of freedom 28 for males and 30 for females.

From Table 3, it can be observed that the calculated t-values for age, height, and weight are 0.275, 0.150, and 0.006, respectively for males, and 0.164, 0.309, and 0.245, respectively for females. These values are smaller than the critical t-value of 2.048 for males and 2.042 for females. This indicates that there is no statistically significant difference in all dependent variables between the experimental and control groups, indicating homogeneity and equivalence of the two groups in these variables before implementing the proposed program.

Furthermore, we conducted homogeneity tests between the control and experimental groups in the pre-test results, as shown in Table 3.

Table 3: (Mean, Standard Deviation, and t-test for the Pre-test Results of the Two Research Groups)

Test-t for equality of means						
		Standard deviation	Mean difference	"p" Sig	Ddl	Calculated t-value
Run	M	,425	-,200	,642	28	-,470
	F	,214	-,250	,252	30	-1,168
Gallop	M	,558	,133	,813	28	,239
	F	,532	-,500	,355	30	-,939
Hop	M	,489	,933	,067	28	1,908
	F	,440	,250	,574	30	,569
Lepa	M	,282	,067	,815	28	,237
	F	,291	-,250	,398	30	-,858
Horizental jump	M	,546	,867	,124	28	1,587
	F	,355	,688	,062	30	1,938
Slide	M	,546	,067	,904	28	,122
	F	,563	,500	,381	30	,889

When the value of "p" is less than or equal to 0.05

From Table (03), it is evident that the value of "p" is greater than 0.05. Therefore, there are no significant differences between the experimental and control groups in the pre-test measurements. This indicates homogeneity between the two groups.

3.5 Research tools: In our study, we relied on the following research tools:

1-Sources, references, and electronic websites.

2-Measurement devices used in the research: including a stopwatch for time measurement, electronic medical scale, length measuring device, diameter gauge, cones, floor mats, plastic circles, calculator, funnels, flags, hoops, barriers, and chairs.

3.5.1 The questionnaires and batteries used in the study include:

1-Expert Opinion Questionnaire: This questionnaire was used to gather expert opinions on the proposed educational units.

2-Test Battery: The test battery included the anthropometric measurements of height and weight, as well as the Basic Motor Skills Test (TGMD) Locomotor subtest. After reviewing a range of tests that measure basic motor skills appropriate for the age group, and consulting relevant books and

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studies, the TGMD test was selected. It consists of six tests that assess transitional skills, including running, hopping, skipping, jumping, sliding, and throwing.

3.5.2 The scientific foundations of the test battery are as follows:

The validity of the test battery: refers to what the test measures and how accurately it measures it. In the current study, the tests used in the research have demonstrated validity coefficients in previous studies and research. Researchers have calculated the coefficients using the squared correlation coefficient for test-retest reliability, which indicates the self-validity of the test. As presented in Table (04), the self-validity of the test units and the overall score ranged from 0.79 to 0.99, which indicates a high degree of validity. This suggests that the test has acceptable self-validity, meaning it measures what it intends to measure accurately. The high self-validity coefficients indicate that the test is reliable and consistent in measuring the intended motor skills. This enhances confidence in the accuracy and validity of the test results obtained in the current study.

Test-Retest reliability: which refers to the consistency of the test over time, was assessed by the researchers to determine the stability of the test battery. To calculate the test-retest reliability coefficient, a sample from the research population was selected, which was later excluded from the study sample. The tests were administered to 10 male students and 10 female students from Yagmourassen School. The tests were then re-administered to the same group after a four-day interval, with all variables and conditions of the initial test being controlled. The results of the test-retest reliability coefficient are presented in Table (04). These coefficients indicate the level of stability and consistency of the test scores over time.

Table 4: (Displays the mean scores, standard deviations, test-retest reliability coefficients, and internal consistency of the test)

Locomotor Subtest		Test 1		Test 2		Reliability coefficient	Internal validity
		M	SD	M	SD		
Run	M	2.2	1.03	2.3	0.67	0,78**	0,88
	F	2.9	0.99	2.8	1.39	0,64*	0,8
Gallop	M	3	1.24	3	1.05	0,67*	0,81
	F	2.8	0.78	2.7	0.76	0,70*	0,83
Hop	M	2.9	1.19	2.8	0.78	0,68*	0,82
	F	1.7	0.82	2	0.81	0,67*	0,81
Leap	M	2.7	1.25	2.5	0.84	0,80**	0,89
	F	2,1	1.19	2.5	0.97	0,90**	0,94
Horizontal Jump	M	2.8	2.65	2.7	0.82	0,64*	0,8
	F	3.1	0.99	3,1	1.28	0,77**	0,87
Slide	M	3,1	0.56	3	0.66	0,88**	0,93
	F	3,1	1.37	3,3	1.33	0,89**	0,94

** Function at a significance level of 0.01/ * Function at a significance level of 0.05

As shown in Table (04), the results indicate a high test-retest reliability for the physical variables using the Pearson correlation coefficient. The tabulated value is 0.64, while the calculated value was greater at 0.99. Therefore, the statistical results demonstrate a significant correlation in the studied tests, confirming the stability of the tests. The table also presents the mean values, standard deviations, test-retest reliability, and self-validity of the physical tests.

3.6 The proposed educational units:

The proposed program was implemented for a duration of 12 weeks, with two instructional units per week for the experimental group, as indicated. The control group members, on the other hand, were subjected to the regular school program, which was also implemented by the researchers for the same 12-week period. The proposed activity consisted of a set of purposeful motor games aimed at developing coordination to a significant degree. The total time allocated for the

instructional unit was 45 minutes, with 7-12 minutes for warm-up, 25-30 minutes for the main learning part, and 7-10 minutes for cool-down in the concluding part. The instructional unit was developed based on theoretical studies and scientific references, and it included a variety of individual and group motor exercises and games.

III- Results and discussion :

4.Presentation, Analysis, and Discussion of Results:

4.1 Presentation of Results and Comparison with Hypothesis 1: There are significant differences between the pre-tests and post-tests, favoring the post-tests for the experimental group in the transitional skills of children aged 6-7 years

Table (05) displays the means, standard deviations, calculated t-values, and p-values between the pretest and posttest for transitional skills tests for males and females:

Locomotor Subtest for males and females in the control and experimental groups										
			pretest		posttest		T test	DF	P	RESULT
			M	SD	M	SD				
RUN	EG	M	2.60	1.29	4.06	0.70	-3.56	14	0.03	significant
		F	2.00	0.36	3.43	0.89	-7.06	15	0.00	significant
	CG	M	2.80	1.01	3.53	0.83	-2.58	14	0.02	significant
		F	2.25	0.77	3.00	0.89	-3.22	15	0.006	significant
GALLOP	EG	M	2.93	1.48	4.40	1.05	-7.64	14	0.00	significant
		F	2.75	1.52	4.18	1.16	-6.44	15	0.00	significant
	CG	M	2.80	1.56	3.40	1.76	-2.20	14	0.04	significant
		F	3.25	1.48	3.25	1.52	0.00	15	1.00	Not significant
HOP	EG	M	4.26	1.62	5.93	1.03	-6.16	14	0.00	significant
		F	3.31	1.19	5.12	0.95	-8.69	15	0.00	significant
	CG	M	3.33	0.97	3.93	0.18	-3.67	14	0.003	significant
		F	3.06	1.28	3.25	1.29	-1.14	15	0.27	Not significant
LEAP	EG	M	1.93	0.79	3.20	0.77	-8.26	14	0.00	significant
		F	1.56	0.89	3.43	0.81	-9.30	15	0.00	significant
	CG	M	1.86	0.77	2.53	0.91	-3.56	14	0.03	significant
		F	1.81	0.75	1.87	0.71	-1.00	15	0.33	Not significant
Horizontale jump	EG	M	3.73	1.38	4.86	1.12	-6.85	14	0.00	significant
		F	2.87	1.02	4.43	1.03	-6.06	15	0.00	significant
	CG	M	2.06	0.45	2.66	0.89	-3.15	14	0.007	significant
		F	2.18	0.98	2.81	1.47	-2.82	15	0.13	Not significant
Slide	EG	M	3.13	1.40	4.26	1.09	-5.26	14	0.00	significant
		F	3.50	1.54	4.75	1.18	-6.45	15	0.00	significant
	CG	M	3.06	1.57	3.46	1.35	-2.10	14	0.34	Not significant
		F	3.00	1.63	3.31	1.53	-1.09	15	0.28	Not significant

When the value of "p" is less than or equal to 0.05

Table 05 presents the means and standard deviations for the transitional skills in both the experimental and control groups. It is observed that the value of "P" was less than 0.05 for the running skill in both groups, indicating statistically significant differences. As for the skills of hopping, gallop skills, leap, and Horizontale jump, the value of "P" was less than 0.05, except for the control group of females where it was greater than 0.05, indicating non-statistical significance. However, for the sliding skill, it was statistically significant for the experimental group but not for the control group. To determine the percentage of improvement between the pre-test and post-test, the researchers used the Development Level Law as presented in Table 06, in order to assess the impact of the program.

Table (06) shows the rate of improvement for the pre-test and post-test in the experimental sample for the transition skill for males and females:

			pretest	posttest	The magnitude of change from the means	The percentage of development
EG	Run	M	2,60	4,06	1,64	%35,96

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		F	2,00	3,43	1,43	%41,69
CG		M	2,80	3,53	0,73	%20,67
		F	2,25	3,00	0,75	%25
EG	Gallop	M	2,93	4,40	1,47	%33,40
		F	2,75	4,18	1,43	%34,21
CG		M	2,80	3,40	0,6	%17,64
EG	Hop	M	4,26	5,93	1,67	%28,16
		F	3,31	5,12	1,81	%35,35
CG		M	3,33	3,93	0,6	%15,26
EG	Leap	M	1,93	3,20	1,27	%39,68
		F	1,56	3,43	1,87	%54,51
CG		M	1,86	2,53	0,67	%26,48
EG	Horizontale Jump	M	3,73	4,86	1,13	%23,15
		F	2,87	4,43	1,56	%35,21
CG		M	2,06	2,66	0,6	%22,55
EG	Slide	M	3,13	4,26	1,13	%26,25
		F	3,50	4,75	1,25	%26,13

Table (06) shows the magnitude of development between the arithmetic means of the pre-test and post-test for the running skill test for males and females in the experimental group. The magnitude of the development percentage was (35.96) and (41.69), indicating a positive impact of the proposed program on the running skill for males. The difference between the pre-test and post-test means was (1.64) and (1.43), indicating some improvement in this skill in the post-tests.

As for the control group, the magnitude of the development percentage was (20.67) and (25), with a difference between the pre-test and post-test means of (0.73) and (0.75), indicating some improvement in this skill in the post-tests. The control group showed a lower magnitude of development compared to the experimental group, although it achieved a moderate percentage. This indicates statistically significant differences in the running skill for males or females between the experimental and control groups.

The researchers attribute this to the effectiveness of the independent variable applied to both genders. The motor games in the experimental group were characterized by elements of excitement, stimulation, and diversity in the play equipment. On the other hand, the traditional program included games of chase, consecutive running, and other small games that contributed, through their kinetic data, to attracting students to the lesson and building excitement in them. It is mentioned that "Qasim Hussein" cited by "Qahtan Abdul Jalil" emphasized the training of quick and appropriate reactions at the right time, describing speed in various forms and connecting it with other skills. This training is done at the beginning of the training unit, and "Kasim Hussein" quoted by "Qahtan Abdul Jalil" stated that the basis of speed training is creating the appropriate state to stimulate the central nervous system. This is achieved through the athlete's rest, effectiveness, and fatigue-free training, with adequate rest periods to restore the nervous system to its normal state after performing the duty, in addition to using auxiliary tools in training to increase intensity and difficulty (Qahtan Jalil Al-Azzawi, 2009, p. 374).

Furthermore, "Khamis Abu Namara" states that children master the running movement at this stage because they have already practiced the running skill in several previous and subsequent stages, which helps to solidify it (Mohammed Khamees Abu Numrah, Naif Saadah, 2009, p. 80). This is consistent with the study of "Saeed Othman Abbas" (2023), where the experimental group showed improvement in the running skill.

Table (06) shows the magnitude of development between the arithmetic means of the pre-test and post-test for the Gallop skill test for males and females in the experimental group. The magnitude of the development percentage was (33.40) and (34.21), indicating a positive impact of the proposed program on the Gallop skill for males. The difference between the pre-test and post-test means was (1.47) and (1.43), indicating some improvement in this skill in the post-tests.

As for the control group for males, the magnitude of the development percentage was (17.64), with a difference between the pre-test and post-test means of (0.6), indicating some improvement in this skill in the post-tests. The control group showed a lower magnitude of development compared to the

experimental group, although it achieved a moderate percentage. This indicates statistically significant differences in the balancing skill for males between the experimental and control groups.

The researchers attribute this to the effectiveness of the independent variable applied to males. The balancing skill can be classified as part of the running skill, and the proposed program was rich in games that develop the balancing skill. Even the traditional program was rich in games that develop the overall running ability. As for females, it indicates statistically significant differences for the experimental group, while no statistically significant differences were found for the control group. This indicates that the traditional program was not at the level of the expectations of females, and even the Gallop skill requires coordination between the hands and legs and practice of games that develop this skill. In comparison to the experimental group, the balancing games that require coordination between the hands and legs were practiced, and the skill of walking on horseback was repeated in the program. This resulted in improvement in this skill.

The development between the arithmetic means of the pre-test and post-test for the hoping skill for males in the experimental group was (28.16) and (35.35), indicating a positive impact of the proposed program on the rope climbing skill. The difference between the pre-test and post-test means was (1.67) and (1.81), indicating some improvement in this skill in the post-tests. This is consistent with the study by Othman Abbas Hassan (2023).

As for the control group for males, the magnitude of the development percentage was (15.26), with a difference between the pre-test and post-test means of (0.6), indicating some improvement in this skill in the post-tests. The control group showed a lower magnitude of development compared to the experimental group, although it achieved a moderate percentage. This indicates statistically significant differences in the hoping skill for males between the experimental and control groups.

The researchers attribute this to the effectiveness of the independent variable applied to males. The proposed program was rich in games aimed at improving the hoping skill, while the traditional physical education program contained various competitive games that contributed to providing children with motor experiences, which in turn contributed to the development of the hoping skill. The researchers also attribute the improvement to the competency-based approach in the traditional program, which involved workshops with a variety of exercises and games that played a significant role in this improvement, in addition to natural growth and maturation factors. However, this does not align with the study by Ait Lounis et al. (2018), where statistically significant differences were found between the pre-test and post-test measurements for the experimental group in hoping skill compared to the control group, while no statistically significant differences were found.

As for females, statistically significant differences were found for the experimental group in the hoping skill, while no statistically significant differences were found for the control group. This indicates improvement in the skill for the experimental group, whereas there was no improvement for the control group. The researchers attribute this to the natural inclination of females to learn the hoping skill. Additionally, the program contained various motor games specifically designed for the hoping skill. In this age group, children are capable of understanding and performing the assigned motor tasks if they are properly guided. The researchers attribute the improvement to the independent variable, which is the structured motor games.

The development between the arithmetic means of the pre-test and post-test for the Leap for males in the experimental group was (39.68) and (54.51), indicating a positive impact of the proposed program on The skill of "leap". The difference between the pre-test and post-test means was (1.27) and (1.87), indicating some improvement in this skill in the post-tests.

As for the control group for males, the magnitude of the development percentage was (26.48), with a difference between the pre-test and post-test means of (0.67), indicating some improvement in this skill in the post-tests. The control group showed a lower magnitude of development compared to the experimental group, although it achieved a moderate percentage.

This indicates statistically significant differences for both males and females between the experimental and control groups in terms of The skill of "leap". The researchers attribute this to the positive impact of both the traditional and proposed programs on The skill of "leap". However, the improvement was greater in the experimental group compared to the control group, which can be attributed to the effectiveness of the independent variable. The proposed program included games

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that were derived from the students' environment and were sequentially organized. These games contributed to the development of leg muscles, which helped improve the jumping ability.

As for the control group for females, no statistically significant differences were found. The researchers attribute this to the fact that jumping, hopping, and leaping skills, whether with or without equipment, are skills that are enjoyable and attractive to females. However, there was no improvement in this skill, which can be attributed to the teaching methods employed by the teachers and the lack of motivational and competitive elements to enhance performance in this skill.

The development between the mean values of the arithmetic means for the pre-test and post-test of the experimental group in the skill of Horizontale Jump showed a progress of (23.15) and (35.21) respectively. This indicates a positive effect of the proposed program for testing the skill of Horizontale Jump for males. The difference between the pre-test and post-test means was (1.13) and (1.56) respectively, suggesting some improvement in this skill in the post-tests. This can be attributed to the positive impact of the proposed program for motor activities, as stated by Saeed Othman Abbas Hassan (2023).

As for the control group, the development ratio was (22.55), with a difference between the pre-test and post-test means of (0.6), indicating some improvement in this skill in the post-tests. Comparing the development ratio with the experimental group, it was lower despite achieving a moderate ratio. This indicates the presence of statistically significant differences between the experimental and control groups, with researchers attributing it to the positive effect of both the traditional and proposed programs on the skill of Horizontale Jump. However, the improvement rate was higher in the experimental group, which can be attributed to the effectiveness of the independent variable.

Regarding the experimental group, researchers attribute the improvement to the motor games due to their effective development of explosive power. The exercises included in these games, such as jumping and leaping, when used in a guided manner, contributed to the improvement of this skill. As for the control group, researchers attribute the improvement to the inclusion of exercises in the curriculum that contributed to enhancing this skill. Additionally, the improvement can be attributed to the effect of pre-testing, as students become familiar with the test's components and vocabulary, which subsequently leads to improvement. Furthermore, factors related to natural growth and maturation, which students experience in various aspects, also play a role.

Regarding the female category, statistically significant differences were found in the skill of Horizontale Jump for the experimental group, indicating improvement. However, no statistically significant differences were found for the control group, indicating no improvement in the skill. These findings are consistent with the following studies: Douilly Mansouria (2012), which found significant differences between pre-test and post-test measurements for the experimental group in the Horizontale Jump test compared to the control group, where no improvement was observed between the pre-test and post-test measurements.

The amount of development between the arithmetic mean values of the pre-test and post-test for the skill of slide for males in the experimental group was (26.25) and (26.13) respectively. This indicates the positive impact of the proposed program for testing the slide skill for males. The difference between the pre-test and post-test means was (1.13) and (1.25) respectively, indicating some improvement in this skill in the post-tests. This can be attributed to the positive effect of the proposed program for motor games, as stated by the researchers, showing statistically significant differences for both males and females in the experimental group. The researchers attribute this to the effectiveness of the independent variable, which positively influenced the slide skill.

As for the control group, for both genders, there were no statistically significant differences, and the researchers attribute this to the effective and positive impact of the proposed program of motor games. These games were built on sound scientific principles and were characterized by elements of excitement, stimulation, and variety in play tools, which contributed to the improvement of the slide skill.

Therefore, we can conclude that the motor games program contributed to the improvement of transitional skills in the experimental group compared to the group that followed the traditional program. The statistical results confirm the hypothesis that there are differences between the pre-

test and post-test in favor of the post-tests for the experimental group in transitional motor skills for children aged 6-7 years.

4.2 The results confirmed the second hypothesis: indicating that there are statistically significant differences between the experimental and control groups in the post-test assessments of transitional skills in children aged 6-7 years.

Table (07) illustrates the results of the significance of differences in the post-test results for my research sample in the assessments of transitional skills for males and females.

Locomotor Subtest for males and females									
		experimental group		control group		Ttest	DF	P	result
		M	SD	M	SD				
Run	M	4,06	0,70	3,53	0,83	1,89	28	0,06	N.S
	F	3,43	0,89	3,00	0,89	1,38	30	0,176	N.S
Gallop	M	4,40	1,05	3,40	1,76	1,88	28	0,07	N.S
	F	4,18	1,16	3,25	1,52	1,95	30	0,06	N.S
Hop	M	5,93	1,03	3,93	0,88	5,69	28	0,00	Significant
	F	5,12	0,95	3,25	1,29	4,66	30	0,00	Significant
Leap	M	3,20	0,77	2,53	0,91	2,15	28	0,04	Significant
	F	3,43	0,81	1,87	0,71	5,75	30	0,00	Significant
Horizontale Jump	M	4,86	1,12	2,66	0,89	5,91	28	0,00	Significant
	F	4,43	1,03	2,81	1,47	3,61	30	0,001	Significant
Slide	M	4,26	1,09	3,46	1,35	1,77	28	0,08	N.S
	F	4,75	1,18	3,31	1,53	2,96	30	0,006	Significant

When the value of "p" is less than or equal to 0.05

From Table (07), which shows the results of the post-test for both the control and experimental groups in the running skill, it can be observed that the average post-test score for the experimental group of males is estimated at (4.06), which is higher than the average post-test score for the control group estimated at (3.53). Additionally, the calculated "t" value is (1.89) and the "p" value is greater than 0.05. Therefore, there are no statistically significant differences between the two tests at a degree of freedom of (28) and a significance level of (0.05). Regarding females, the average post-test score for the experimental group is estimated at (3.43), which is higher than the average post-test score for the control group estimated at (3.00). Additionally, the calculated "t" value is (1.38), and the "p" value is greater than 0.05. Therefore, there are no statistically significant differences between the two tests for the research sample at a degree of freedom of (30) and a significance level of (0.05).

The researchers attribute these findings to the positive impact of both the traditional and proposed programs on the running skill. Running is an activity characterized by movement and competition, which satisfies children's needs and allows for fair competition among them. The researchers were able to utilize this through the motor games that incorporate fair competition, which leads to motor development.

As for the control group, the researchers attribute the improvement in running skill to the content of physical education lessons, which include games and exercises that provide opportunities for students to engage in physical activity and play. This has contributed to an improvement in running skill. Running is a natural skill that is acquired from an early age, and at the age of 6-7 years, children reach a stage of mastery in this skill. This is supported by Marwan Abdul Majid's assertion that at the age of 7 years, children are more proficient in running than in jumping and throwing skills. Appropriate jumping exercises are specifically designed for children aged 7-8 years, and they can achieve rapid progress in this area (Marwan Abdul Majeed Ibrahim , 2002, p. 60).

It can be observed from Table (08), which presents the results of the post-test for the control and experimental groups in the skill gallop, that the post-test mean for the experimental group of males is estimated at (4.40), which is higher than the estimated post-test mean for the control group of (3.40). In addition, the calculated "t" value is (1.88), and the "p" value is greater than 0.05,

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indicating that there is no statistically significant difference between the two tests at a degree of freedom (28) and a significance level of (0.05). As for females, the post-test mean for the experimental group is estimated at (4.18), which is higher than the estimated post-test mean for the control group of (3.25). Furthermore, the calculated "t" value is (1.95), and the "p" value is greater than 0.05, indicating that there is no statistically significant difference between the two tests for the research sample at a degree of freedom (30) and a significance level of (0.05).

The researchers attribute the improvement in gallop skill to the physical games employed in the programs, which included imitating certain animal movements, such as horse jumping. These games were designed to create excitement and stimulation, making the students not feel bored and increasing their motivation and desire to perform this skill. As for the control group, their program included running games of varying difficulties, based on their performance and the application of their difficulty and ease, as well as incorporating competition and excitement. This led to an improvement in the group's jumping skill. It can be observed from the above table, which presents the results of the post-test for the control and experimental groups in the skill of hopping, that the post-test mean for the experimental group of males is estimated at (5.93), which is higher than the estimated post-test mean for the control group of (3.93). Additionally, the calculated "t" value is (5.69), and the "p" value is less than 0.05, indicating that there is a statistically significant difference between the two tests at a degree of freedom (28) and a significance level of (0.05). As for females, the post-test mean for the experimental group is estimated at (5.12), which is higher than the estimated post-test mean for the control group of (3.25). Furthermore, the calculated "t" value is (4.66), and the "p" value is less than 0.05, indicating that there is a statistically significant difference between the two tests for the research sample at a degree of freedom (30) and a significance level of (0.05).

The researchers attribute the effectiveness of the proposed program, which consists of physical games, to its positive impact on the hopping skill in the experimental group compared to the traditional program, which did not contribute to improving the hopping skill in the control group. Especially in this age group, the proposed program focused on games that develop hopping skill. This is consistent with a study conducted by Eit Lounis et al. (2018), which found a statistically significant difference between the two groups in the post-test measurement in favor of the experimental group. There is a statistically significant difference between the post-tests in both genders for the control and experimental groups in The skill of "leap". The researchers attribute this difference to the effectiveness of the proposed program, consisting of physical games, which had a positive impact on the single-leg jumping skill in the experimental group compared to the traditional program, which did not contribute to improving the skill in the control group. The researchers emphasized the use of movement games, particularly The skill of "leap", in educational sessions to enhance the skill of jumping.

It can be observed from Table (07), which presents the results of the post-test for the control and experimental groups in The skill of "leap", that the post-test mean for the experimental group of males is estimated at (3.20), which is higher than the estimated post-test mean for the control group of (2.53). Additionally, the calculated "t" value is (2.15), and the "p" value is less than 0.05, indicating a statistically significant difference between the two tests at a degree of freedom (28) and a significance level of (0.05). As for females, the post-test mean for the experimental group is estimated at (3.43), which is higher than the estimated post-test mean for the control group of (1.87). Furthermore, the calculated "t" value is (5.75), and the "p" value is less than 0.05, indicating a statistically significant difference between the two tests for the research sample at a degree of freedom (30) and a significance level of (0.05). The researchers attribute the effectiveness of the proposed program, which consists of physical games, to its positive impact on the single-leg jumping skill in the experimental group compared to the traditional program, which did not contribute to improving the skill in the control group. They emphasize the use of movement games, particularly single-leg jumping, in educational sessions to enhance the skill of jumping.

-As for the post-test results for the control and experimental groups in The skill of "leap", the post-test mean for the experimental group of males is estimated at (4.86), which is higher than the estimated post-test mean for the control group of (2.66). Additionally, the calculated "t" value is (5.91), and the "p" value is less than 0.05, indicating a statistically significant difference between the two tests at a degree of freedom (28) and a significance level of (0.05).

As for females, the post-test mean for the experimental group is estimated at (4.43), which is higher than the estimated post-test mean for the control group of (2.81). Additionally, the calculated "t" value is (3.61), and the "p" value is less than 0.05, indicating a statistically significant difference between the two tests for the research sample at a degree of freedom (30) and a significance level of (0.05). The researchers attribute the effectiveness of the proposed program, consisting of physical games, to its positive impact on the skill of Horizontale Jump in the experimental group compared to the traditional program, which did not contribute to improving the skill in the control group. It can be concluded that this proposed program helps develop the jumping skill by integrating movement games into physical education classes. The aim is to prepare students physically and psychologically and achieve the objectives of the class, including the recreational aspect.

Regarding the skill of slide, it can be observed from Table (07) which presents the results of the post-test for the control and experimental groups that: the average post-test score for the experimental group of males is estimated to be (4.26), which is higher than the estimated average post-test score for the control group (3.46). Additionally, the calculated "t" value is (1.77), and the "p" value is greater than 0.05, indicating that there is no statistically significant difference between the two tests at a degree of freedom (28) and a significance level of (0.05). As for females, the average post-test score for the experimental group is estimated to be (4.75), which is higher than the estimated average post-test score for the control group (3.31). Furthermore, the calculated "t" value is (2.96), and the "p" value is less than 0.05, indicating the presence of a statistically significant difference between the two tests for the research sample at a degree of freedom (30) and a significance level of (0.05). Researchers attribute this improvement in the slide skill to the interaction of male students with this skill, which helped increase engagement in lesson performance. In contrast, the control group of students showed interest in the pre-measurement of motor skills, particularly male students who imitated this skill during break time based on the observations of their teachers. This repetition led to an improvement in this skill despite the traditional physical education lesson lacking repetition of these skills. For females, there is a statistical significance between the experimental and control groups, and researchers attribute this to an improvement in the slide skill in the experimental group compared to the control group. This can be attributed to the interaction of students in the experimental group with these motor games, which contributed to the improvement of this skill. Based on the statistical results, we confirm the achievement of the hypothesis that there are differences between the experimental and control groups in the post-tests for transitional motor skills in children aged 6-7 years. However, this was only evident in skills such as climbing, hopping on one foot, and jumping from a stationary position, as well as the slide skill for females. The hypothesis was not supported for running, throwing, and the slide skill for males.

IV- Conclusion:

Based on the research hypotheses and the results of the statistical analysis, as well as the discussion of the findings, the following conclusions can be drawn:

- There are significant differences between pre-test and post-test scores in the experimental group in terms of transitional movement skills among children aged 6-7 years.
- There are differences between the experimental and control groups in post-test scores in terms of transitional movement skills among children aged 6-7 years, except in skills such as hopping, Horizontale Jump, and sliding for females.
- There are no significant differences between the experimental and control groups in post-test scores in terms of transitional movement skills among children aged 6-7 years in running, gallop, and sliding for males.
- The physical activities and the teaching method used in the proposed program were suitable for the age group and led to improvements in the research variables. It provided ample opportunities for students to actively participate and utilize time during the lesson.
- A proposed physical program was designed to develop some fundamental movement skills (transitional skills) for children aged 6-7 years.
- The physical program and the teaching method used within the instructional unit in the proposed program were suitable for the age group and resulted in improvements in the research variables. It provided ample opportunities for students to actively participate and utilize time during the lesson.

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-The regular program did not have a positive impact on the development of some fundamental movement skills.

Overall, it can be concluded that the proposed physical program, with its appropriate activities and teaching methods, effectively improved transitional movement skills among children aged 6-7 years. The regular program, on the other hand, did not yield similar improvements.

Based on our findings, we propose the following points:

-Implementing the motor program for elementary school students due to its effective and positive impact on developing locomotor skills.

-Conducting studies on other age levels, including elementary, middle, and high school students.

-Organizing seminars and workshops for physical education teachers, especially at the elementary level.

-Utilizing stimulating and manufactured equipment in physical education classes to engage students and maximize their physical activity while conserving effort and optimizing time.

-Reviewing the duration of physical education classes.

-Assigning qualified and specialized physical education teachers to teach elementary school students.

-Incorporating the use of the TGMD (Test of Gross Motor Development) battery by elementary school teachers to assess children's motor development and growth.

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