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The effect of a proposed program using small games on developing some basic movements for primary school students

أثر برنامج مقترح بالألعاب الرياضية الصغيرة على تنمية بعض الحركات الأساسية لتلاميذ الطور الإبتدائي

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Abstract

This study sought to examine the impact of a specially designed program incorporating small sports games on the enhancement of certain fundamental motor skills in elementary school students. To accomplish this objective, an experimental methodology was employed. The sample comprised 50 male students, aged between 6 and 8 years, enrolled at Imam Malik Elementary School in Touggourt. Participants were randomly assigned into two equal groups: an experimental group consisting of 25 students and a control group also comprising 25 students from the same institution. Research instruments utilized included both standardized tests and a series of small sports game activities. Following pre-test and post-test assessments, results indicated statistically significant improvements in basic movements attributable to the sports games program among elementary school participants.

Keywords: Small games ; Develop basic movements; Middle childhood (6 to 8 years).

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1. Introduction

Human capital is the true wealth of any society, and students are at the forefront of this wealth due to their importance in facing the challenges of the modern era. This is because childhood is the foundation of the future, and caring for students in the early stages of their lives is the foundation upon which their sound upbringing is built in the advanced stages of their growth. Therefore, this stage should be given attention and not neglected, and work should be done to benefit from it by investing the energies of students and guiding them in the right educational direction. Play is the important educational medium that helps the student grow physically, motorically, mentally, cognitively, socially, and emotionally. It is a means of understanding the students' psychology and their readiness, and through it, the student expresses himself freely and interacts with other students. Play is a necessary need for the student, as we cannot imagine or see a child who does not play.

Caring for the upbringing of the student in childhood was not a new thing, but it is very old. Islam has emphasized the need to guide the student in the right educational direction from an early age. It was narrated from the Prophet Muhammad (peace be upon him) that he said: "The one who learns in his youth is like the inscription on the rock" (Kacem, 1989, p. 54). Studies confirm that the stage before the age of eight is the stage of play in which the student learns various basic movements. Parents should give the student the freedom to play without pressure or coercion, and the best games for the student are the ones he chooses for himself.

Primary schools are a fertile field for teaching different types of motor activities, as they are the foundation for learning basic movements. Studies confirm that the primary stage is one of the most important stages in a person's life, as it is in which the student's abilities grow and mature, his talent becomes ripe for influence, guidance, and shaping, and his future directions are determined. (Faradj, 2002, p. 102)

Physical education in primary schools is also one of the important areas in providing different sports activities for students. These motor activities are used as a basic means in the learning process, and this movement can be presented in the form of competitive motor games.

Hence, the importance of the research appears due to the lack of motor programs for primary school students, which prompted me to prepare a motor games program that aims to teach students various activities based on competition with themselves and others in order to select motor games that develop the student's thinking, learning, especially developing his basic movements.

2. Research Problem

In today's world, the teaching of physical education and sports has taken on a new and unique form in primary schools. Educators primarily rely on the element of recreation and entertainment, focusing on small sports games in designing lessons. These lessons instill vitality and activity in students, prompting them to expend all their stored energy.

Specialized scientists have studied the phenomenon of play and activity among students and confirmed that it is a sound means of forming their personality and building their body and mind. In addition, it is considered a fundamental link for the student's integration into society in general and with his companions in the neighborhood and school in particular.

They also emphasized that good preparation for the student, especially in the stage (6-

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8 years), depends on developing basic movements. This is due to the morphological and functional developments and changes that occur in the student at this stage.

Therefore, the teacher must present the lesson while taking into account the aspect of play and entertainment, while taking into consideration how to formulate these small games to have a positive impact on the development of basic skills. This prompted us to raise the following questions:

Does the proposed small sports program have an impact on developing some basic movements among primary school students during physical education and sports lessons?

2.1 Sub questions

* Does the proposed small sports program affect the development of motor coordination in children during a physical education and sports lesson?
* Does the proposed small sports program have a role in developing motor balance in children during physical education and sports lessons?
* Does the proposed small sports program contribute to achieving coordination in basic movements in children during a physical education and sports lesson?

3. Hypotheses

3.1 General Hypothesis

The proposed small sports games program has an effect on the development of some basic movements among elementary school students during physical education and sports lessons.

3.2 Sub-Hypotheses

1) The proposed small sports program affects the development of motor coordination in children during the physical education and sports lesson.
2) The proposed small sports program has a role in developing motor balance in children during physical education and sports lessons.
3) The proposed small sports program contributes to achieving coordination in basic movements in children during the physical education and sports lesson.

4. Research Objectives

In our research, we seek to achieve the following goals:

1) Achieving the completion of physical education and sports lessons using small sports games because of their special importance in developing basic movements and encouraging students to make an additional effort.
2) Study the various characteristics of students (6-8 years).
3) Highlighting the different forms of small games and their role in developing basic movements.
4) Identifying the effect of using the movement games program in its various forms and the traditional physical education program in developing some basic movements among second-year primary school students.
5) Comparing the results of the post-tests of the motor games program and the traditional physical education program in developing some basic movements among second-year primary school students.

5. Research Purposes

1) To draw attention to the use of the small games method within elementary schools because it aligns with the characteristics of this age group and, in turn, achieves the general

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objectives of physical education and sports lessons.

2) To instill a love of sports in children through small games, which will motivate them to participate more actively, leading to positive results for the future of sports in the country.
3) Developing basic movements among students aged (6-8 years).

6. Importance of the Research

The research topic holds within its depths many indications and indicators that highlight its importance and shed light on the reality of the practice of physical education and sports within the educational system and in schools in particular.

On this basis, it is necessary to search for the most effective means and methods that allow the achievement of the objectives of the educational program for this basic subject in the school environment due to the large number of practitioners it contains, as it is a place to prepare the future generation. With the consideration of the characteristics of this age group, incorporating small games can be a successful means of developing physical aspects in particular, while adding a touch of fun and enjoyment to the lesson.

7. Definition of Terms

7.1. Small Games: Small games are unstructured activities that can be played in a variety of settings and that help individuals of all ages learn and develop according to their own abilities and interests. They are typically played in small spaces with a small number of participants and are designed to be fun and enjoyable.(Boukratm and Zighem, 2020, p. 85)

7.2. Basic movements: These are purposeful movements that are executed to achieve a specific goal within the rules of the game, whether with or without the ball. It is not an end in itself, but rather a means to implement game plans. (Vakili and Qasimi, 2019, p. 46)

8. Previous studies

8.1. Study (El Mahdi, 1991)

"The Effect of a Proposed Program on Some Basic movements of Kindergarten Students in Sharkia Governorate"

The study aimed to develop a recreational sports program for kindergarten students. It also aimed to investigate the effect of the proposed program on some basic movements of preschoolers aged 4 years. The researcher used the experimental method. The research sample consisted of (100) children, both boys and girls, who were divided into two equal groups. The following tests were used as research tools: (long jump from a standing position, throwing a tennis ball for the maximum distance in meters, 20m running speed test in seconds). The mean, standard deviation, and (T) test were used as statistical means.

The study concluded with the following findings:

1) The results for the experimental group indicated an improvement in all basic movements for both male and female students in this group.
2) There were no statistically significant differences between males and females in the experimental group in the improvement of all basic movements.
3) There were no statistically significant differences for students in the control group in the skill of long jump from a standing position and throwing a tennis ball for the maximum distance.
4) There were no statistically significant differences between males and females in the control group.

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8.2. Study (Rafik, 2022)

"The Effect of an Educational Program Using Small Games on the Development of Some Social Skills among Middle School Students"

The study aimed to identify the effect of an educational program using small games on the development of some social skills among middle school students. The researchers used the experimental method to achieve the objectives of the study and applied the social skills scale and the proposed educational program to a purposive sample of 20 students (8 females and 12 males) for the experimental group. The results were extracted and analyzed using the appropriate statistical methods (SPSS). The results showed that: there are statistically significant differences between the pre-test and post-test of the experimental group in all dimensions of the scale.

9. Discussion of Previous Studies

while the study of (Rafik, 2022) aimed to identify the effect of an educational program using small games on the development of some social skills among middle school students. The study of (El Mahdi, 1991) aimed to investigate the effect of the proposed program on some basic movements for preschoolers aged (4-5) years. All of these studies do not agree with my study, as my study aimed to develop a program using small games and study its effect on the development of basic movements among elementary school students. In addition, all previous studies were conducted on the childhood stage. The previous studies also differed in determining the sample size according to the available capabilities and requirements of each study. The sample size in those studies ranged from (20) to (300) children. The sample of the current study was (50) students. All previous studies used quantitative measures to determine the motor achievement of the student's performance of basic movements. This is consistent with the current study.

***10*. Scientific Foundations of Basic movements Tests**

***10*.1. Test Reliability:**

The retest method is one of the most important methods of reliability. This method involves testing a sample from the original population and then retesting them with the same test under exactly the same conditions as those in which they were previously tested.

This is what we did in our research. We applied the tests to 14 students from the study population but not from the control or experimental group. They were tested randomly and then retested with the same tests after one week under the same conditions. Using Pearson's correlation coefficient on the results obtained, we obtained the results shown in Table 1. After examining the significance table for the simple correlation coefficient at 13 degrees of freedom and a significance level of 0.05, it was found that the calculated value for each measure is greater than the table value, which confirms that the tests have a high degree of reliability.

***10*.2. Test Validity:**

To verify test validity in this investigation, we employed the coefficient of self-validity, determined by extracting the square root of the coefficient of test stability. The results illustrated in Table 1 reveal that at a significance level of 0.05 and with 13 degrees of freedom, our calculated value surpasses the critical table value. This outcome confirms the validity of our tests.

***10*.3. Test Objectivity:**

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Most of the tests used in this research are easy and clear to understand and not subject to interpretation. This is because good tests are those that eliminate doubt and disagreement among testers when they are applied. Research tests can also be used within the training unit. For example, the 20-meter sprint test is an objective measure of students' running speed and is often included as a daily curriculum objective.

The following table (Table 1) shows the coefficients of self-validity and reliability for the basic movements tests:

Table 1. Reliability and Self-Validity Coefficients for Basic movements Tests of the Pilot Sample

Motor Skills Tests	The first application		The second application		(r)	Self-Validity
	x	s	x	s		
20m Sprint (s)	4,72	0,407	4,70	0,402	0,94	0,97
Long Jump from a Standing Position	53,85	5,76	53,5	4,89	0,68	0,82
Ball Kicking Accuracy	27,14	4,5	27,43	3,92	0,87	0,93
Balance Beam Walking	6,92	1,73	7,07	1,86	0,24	0,49

11. The Core Study Analysis

11.1. Research Methodologies

Our research problem required following the experimental method.

11.2. Research Specimen

a) Experimental Specimen: The experimental sample comprised 25 male students, aged between 6 and 8 years, who are currently enrolled at Imam Malik Primary School in Touggourt Province.

b) Control Sample: The control sample also consists of 25 students of the same gender and age group

12. Study Fields

12.1. Human Domain: It consists of 50 randomly selected male students, aged 6 to 8 years.

12.2.Spatial Domain: implemented our proposed program and the pre- and post-tests in the schoolyard.

12.3.Temporal Domain: The study period spanned from 8March, 2023, to 4May, 2023.

13. Research Tools:

Fundamental Motor Skills Tests in its Final Form

13.1. Running:

a) Test Name: Running 20 meters.

b) Test Objective: Coordination between footsteps and hand movements while running.

c) Equipment: Stopwatch, Start and finish line markers (1 m long) for a 20meter distance.

13.2. Long Jump from a Standing Position:

a) Test Name: Standing Long Jump.

b) Test Objective: To measure the accuracy of kicking with the foot.

c) Equipment: A suitable jumping location with a width of (1.5) meters and a length of (3.5) meters. It should be flat, free of obstacles, and non-slippery, Chalk, Measuring tape, Starting line 1.

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13.3. Kick:

a) Test Name: Kick the ball with the foot

b) Test Objective: - Evaluate the precision of foot kicks.
- Achieve motor coordination.

c) Equipment:

- Test Name: Walking on the plank

- Test Objective: Assess dynamic balance

- Equipment: A wooden plank that is 360 cm long, 10.6 cm wide and 15.24 cm high.

13.4. Performance method:

1) Walk forward to the end of the plank, using the arms for balance.
2) Walk backward to the other end in the same way.
3) Walk sideways to the other end of the plank and return.

13.5. Statistical methods:

The researchers used the following statistical procedures: mean, standard deviation, paired-samples t-test, independent-samples t-test.

13.6. The proposed program with small games:

The proposed program with small games consists of 15 training units, each divided into three phases (preparatory, basic, final). The preparatory phase lasts for 15 minutes, during which psychological, physical, functional readiness for performance is created, and the basic phase is prepared. In turn, it consisted of 3 small games, each lasting 10 minutes, for a total of 30 minutes. Finally, in the final phase, the participants return to their initial functional state, which lasts for 5 minutes.

14. Results of the Experimental Group Analysis:

Table 2. Pre-test and post-test results for the 20-meter sprint for the experimental group.

N	Pre-Test		Post-Test		Difference between x1 and x2	Calculated (T)	Tabular (T)	A	df	Sig
25	X1	S	X2	S	0.2	7.09	2.06	0.05	24	Statistically significant
	4.1	0.40	3.9	0.73						

Presentation and Interpretation of Results: As illustrated in Table 2, the analysis revealed statistically significant differences between pre-test and post-test measurements for the 20-meter sprint test. The mean pre-test score was recorded at 4.1 with a standard deviation of 0.40, while the mean post-test score decreased to 3.9 with a standard deviation of 0.73, indicating a difference of 0.2 between the means. The computed t-value stood at 7.09, surpassing the critical table value of 2.06 at the 0.05 significance level.

Table 3. Presents the results of the pre- and post-test long jump assessments conducted on the experimental sample from the hill.

N	Pre-Test		Post-Test		Difference between x1 and x2	Calculated (T)	Tabular (T)	A	df	Sig
25	X1	S	X2	S	0.2	7.09	2.06	0.05	24	Statistically significant
	4.1	0.40	3.9	0.73						

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Presentation and Analysis of Results: Table 3 demonstrates statistically significant differences in the standing long jump test between pre-test and post-test measurements. The pre-test mean was (62.9) with a standard deviation of (9.32), compared to the post-test mean of (73.6) with a standard deviation of (17.02), indicating a mean difference of (10.7). The calculated "t" value was (13.18), which exceeds the critical "t" value of (2.06) at a significance level of ($p<0.05$)**.**

Table 4. Displays the results for football kicking performance for the experimental sample, comparing pre-test and post-test outcomes.

N	Pre-Test		Post-Test		Difference between x1 and x2	Calculated (T)	Tabular (T)	A	df	Sig
25	X1	S	X2	S	5.8	10.30	2.06	0.05	24	Statistically significant
	28.5	6.13	34.3	4.23						

Display and read the results: Through table 4, we notice that there are statistically significant differences between the pre-test and post-test measurements for the football kicking test. The mean of the pre-test was (28.5) with a standard deviation of (6.13), while the mean of the post-test was (34.3) with a standard deviation of (4.23), which represents a difference (5.8) between the means. The calculated "t" value was (10.30), which is greater than the "t" table value (2.06) at a significance level of 0.05.

Table 5. Represents the results of the pre-test and post-test for balance beam walking for the experimental sample.

N	Pre-Test		Post-Test		Difference between x1 and x2	Calculated (T)	Tabular (T)	A	df	Sig
25	X1	S	X2	S	2.92	11.62	2.06	0.05	24	Statistically significant
	9.48	2.58	12.4	1.89						

Display and read the results: Through table 5, we notice that there are statistically significant differences between the pre-test and post-test measurements for the balance beam walking test. The mean of the pre-test was (9.48) with a standard deviation of (2.58), while the mean of the post-test was (12.4) with a standard deviation of (1.89), which represents a difference (2.92) between the means. The calculated "t" value was (11.62), which is greater than the "t" table value (2.06) at a significance level of 0.05.

15. Discussion of Hypotheses and Conclusions

15.1. Discussion of Hypotheses and Analysis of Results:

15.1.1 Discussion of the First Hypothesis:

"The proposed small games program affects the development of motor coordination among students during physical education and sports lessons."

As evident from Tables 3 and 4, the calculated (t) values for all basic movements tests are greater than the table (t) value at a degree of freedom (24) and an error rate (0.05). This means that there are statistically significant differences between the average scores of the pre-test and post-test in favor of the post-test in all basic movements tests for the experimental

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group who implemented the small games program. Thus, the first hypothesis is partially realized.

This is consistent with the study by (El Mahdi, 1991), which aimed to develop a recreational sports program for kindergarten students and to identify the effect of the proposed program on some basic movements for preschool children aged (4-5) years. The researchers used the experimental method, and the study concluded that:

1) The results for the experimental group indicated an improvement in all basic movements for both males and females in this group.
2) There were no statistically significant differences between males and females in the experimental group in the improvement of all basic movements measurements.
3) There were no statistically significant differences for students in the control group in the long jump from a standing position and throwing a tennis ball for the maximum distance.
4) There were no statistically significant differences between males and females in the control group.

This is confirmed by (Al-Dairri, 1999, p. 78), which means that there is a forward movement of the body and the arms help in swinging upwards, and these basic movements are used extensively in sports.

The researchers attribute this effective and positive impact to the games of the proposed program, as these games were built on sound scientific foundations, and were distinguished by the element of excitement, suspense, and diversity in the playing tools, which contributed to the development of motor coordination, which is one of the basic movements. This is confirmed by (Azzeh, 1997, p. 31) that the jumping skill requires the student to possess an appropriate amount of strength to allow the body to be pushed into the air, and to possess an adequate amount of neuromuscular coordination that allows the body to maintain its balance during flight and landing.

15.1.2 Discussion of the Second Hypothesis:

"The proposed small games program has a role in developing motor balance among students during physical education and sports lessons."

As evident from Table 5, the calculated (t) values for the balance beam walking test are greater than the table (t) value at a degree of freedom (24) and an error rate (0.05). This means that there are statistically significant differences between the average scores of the pre-test and post-test in favor of the post-test in the balance beam walking test for the experimental group who implemented the small games program. Thus, the second hypothesis is partially realized.

This is consistent with the study by (Rafik, 2022): "The effect of an educational program using small games on the development of some social skills among middle school students."

The study aimed to identify the effect of an educational program using small games on the development of some social skills among middle school students. The Social Skills Scale and the proposed educational program were applied to a purposive sample of 20 students (8 females and 12 males) for the experimental group. The results showed that: There are statistically significant differences between the pre-test and post-test for the experimental group in all dimensions of the scale.

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The researchers attribute this to the fact that the games of the proposed program were derived from the environment in which the student lives and were sequential, one after the other. (Hocine, 1988, p. 233) Confirms, "If the environment is organized in a way that arouses some of the individual's needs and motives, then he will be interested in it and it will become an important element in his perception of it. Either if it is based or organized in a way that is not related to his interests or needs, and then he will not perceive it. The student's needs and interests differ from the needs and interests of the adult, and therefore, the appropriate environment for the growth of the student's abilities is the environment that is appropriate to satisfy his needs and interests."

This is confirmed by (Rateb) as the ability that allows the student to balance during a specific motor performance, and includes body stability and balance skills such as bending and stretching, balancing, twisting and turning, rolling, inverted balance, and balance beam walking. (Rateb, 1999)

15.1.3 Discussion of the Third Hypothesis:

"The proposed small games program contributes to achieving coordination in basic movements among young people."

As evident from Table 2, the calculated (t) values for all basic movements tests are greater than the table (t) value at a degree of freedom (24) and an error rate (0.05). This means that there are statistically significant differences between the average scores of the pre-test and post-test in favor of the post-test in the 20-meter dash test for the experimental group who implemented the small games program. Thus, the third hypothesis is partially realized.

This is consistent with the study by (Sultane, 1986): "The effect of a proposed small games program on the development of basic movements related to handball for seven individuals in early childhood from 6-9 years old." The study aimed to identify the effect of a proposed small games program on the development of basic movements related to handball. The researchers used the experimental method and tested the research sample with tests of basic movements related to handball, namely: (throwing speed, hopping with a stop, running (30m). The proposed program was implemented over six weekly educational units, and the study concluded that: The proposed small games program led to the development of handball-related motor skills for the first three grades of elementary school, including the speed race.

The researchers attribute this to the interaction of the students with the games, which helped to increase the excitement in the performance of the lesson. The games of the proposed program also combined performance competition with a spirit of joy and pleasure, as confirmed by (El Sayed, 1963) to "the student loves competition, but due to his rapid fatigue, the teacher can introduce competition games that are not strenuous but rather simple and light and do not involve formal abilities." What (Dairri, 1999, p. 77) confirmed that running "is a competitive activity used by the teacher in small and motor games, and running is similar to walking, except that in walking one foot remains in contact with the ground, while in running the student's body is in the air at any moment."

15.1.4 Discussion of the Main Hypothesis:

Based on the results of the three sub-hypotheses, which proved the development of motor skills represented in coordination, coordination and balance, we can say that the proposed program of small games has a role in developing some basic movements among elementary school students. In light of this, the researchers attribute this development to the

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fact that the proposed program of small games has borne fruit, which is confirmed by (Kari Abdelghani and al.) As well as the development and development of motor abilities are achieved through sessions that include exercises, games and sports activities, which is what small games provide during complex conditions such as limited space and a specific number of practitioners .. etc. (kari and al., 2004)

And Osman Farid Ibrahim confirms that basic movements are a main requirement for most skills related to sports, and that failure to reach the development and mastery of these movements acts as a barrier to the development of motor skills used in sports, as it is "difficult for an individual to become successful in motor performance in a game Handball, for example, if his basic skills in passing, receiving, shooting and running do not reach the level of maturity, there is (a skill barrier) between the growth of patterns of the stage of basic movements and patterns of the stage of game skills."

In light of this, the validity of the main hypothesis becomes clear, which states: "The proposed program of small games affects the development of some basic movements among elementary school students during the physical education and sports lesson."

16. Findings

After examining the aspects of this study related to the effect of the proposed small games program on the development of basic movements, a field study was conducted on a group of juniors (primary school students of Imam Malik, Touggourt) aged 6-8 years. The main objective of the study was to answer the main research question: Does the proposed small games program have an effect on the development of basic movements in primary school students (6-8 years old)?

The study also aimed to answer three subsidiary questions:

1) Does the proposed small games program have an effect on the development of motor coordination among juniors during physical education and sports lessons?
2) Does the proposed small games program play a role in the development of motor balance among juniors during physical education and sports lessons?
3) Does the proposed small games program contribute to achieving coordination in basic movements among juniors?

The researchers employed the experimental method utilizing an equivalent group design incorporating both pre tests and post tests to address these questions. The findings revealed statistically significant differences in favor of the post test regarding the impact of the small games program on motor coordination development. Additionally there were noteworthy improvements in motor balance post intervention evidenced by marked differences between pre and post test results. Furthermore a comparison between the experimental and control groups highlighted significant disparities supporting the efficacy of the small games program on overall coordination enhancement.

17. Suggestions and Recommendations:

1) Utilize the proposed program of small games in the early elementary stages due to its positive and effective impact on developing basic movements.
2) Emphasis should be placed on developing basic movements according to gender, with a focus on repeating more frequently those basic movements that have not shown significant development compared to those that have.
3) Conduct similar research and studies on other samples to determine the positive effect of

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this program (small games) in enabling students to express themselves through movement, thus developing their most important basic movements, satisfying their curiosity in behavior, and making them more confident and self-aware.

4) Conduct one or more studies aimed at building a scale in sports behavior for elementary school students, focusing on the requirements of adapting and fitting this scale to the social and cultural environment of the country.
5) Conduct a study on the standardized basic movements of preschoolers.
6) Enroll elementary school physical education and sports teachers in development courses to provide them with more information and experience, and to familiarize them with the latest educational methods in teaching physical education and sports to students of this age group.

18. Conclusion

The current study aimed to investigate the effect of a proposed program of small games on the development of basic movements among young students. These skills include coordination, balance, and motor coordination. The study was a pursuit of truth to understand the reality of the problem at hand. The theoretical part of the study provided a comprehensive overview of the concepts, definitions, and theories related to the research variables. The applied part of the study, which employed an experimental method suitable for such studies, concluded that there is an effect of using small games on students due to their role in stimulating excitement and dispelling boredom. This helped in developing their basic movements.

This is because small games provide opportunities for students to develop their motor skills as required at this stage. It is also important to increase attention and focus on performance in terms of skill form and accuracy. This is because this stage is suitable for acquiring and refining more skills that are complex and using them in small games for specific sports activities that can develop and enhance the student's motor abilities, especially during the (6-8 years) stage. This stage is considered fertile for those interested in raising students kinetically as students are characterized by activity, vitality, and inclinations towards sports activities dominated by the nature of games. Students also enjoy happiness, satisfaction, and an increase in their ability to achieve physical activity. This study was intended to support and draw the attention of trainers and educators to the importance of motor skills in general, coordination, and balance. The results achieved in the applied study conducted by the researchers on the experimental sample confirm that it is possible to include small game programs in the teaching of basic movements. This is due to the apparent improvement shown through statistical tests.

This study will form the beginning of other scientific research and will add to the knowledge base in its theoretical and applied fields. It will be a background for researchers to expand human knowledge, especially in educational and training fields. The researchers emphasize the need to care for the student through the educational process, especially in the motor and psycho-motor aspects.

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