

THE IMPACT OF COMPARATIVE COMPETITION METHODOLOGY TO DEVELOP SOME FLOOR EXERCISES AND DEVELOPMENT OF INTELLECTUAL FLUENCY FOR KINDERGARTEN CHILDREN

* *Lamiaa Hasan Mohamed Aldiwan* ** *Fatema Hasan Mohamed* *** *Tayba Hosain Abdel Rasoul*

*, **, *** *Al Basra University / College of physical Education*

Abstract

Through the researchers' visit and follow up for some Kindergarten and they have access to the general curriculum and their Physical Education classes and study learning modules and items contained in their program, they noticed that there is a problem lies in the poor performance of some of the basic kinetic level and their thinking abilities haven't been shown during the lesson, and they diagnosed that this weakness is due to not using the main components of the kinetic educational curriculum (kinetic story, simple exercises, small games) during the lesson, as well as the need for learners to far from the traditional style methods away boredom from them and increase their motivation to develop and show their creativity in the lesson one of them is the competition with each other, competition is an important and necessary motive in increase and development of individual's skills and abilities, and for the aforementioned reasons, the research problem appeared and the idea of trying to solve it by development of the kinetic educational curriculum has a kinetic stories and competitive games for the development of the basic movements, development of thinking fluency, and learning of floor exercises. And Research goal To identify the performance level of the floor exercises (Forward roll rings - Forward roll opened - Forward balance) and intellectual fluency on (Al Rahman) national kindergarten children for the academic year 2012-2013, Results and Discussion Results' review and discussion of floor exercises and intellectual fluency pro- and post tests and The program achieved a development in the floor exercises when comparing the pro- and post testes, The comparative competition method is an effective method in the improvement of the performance skills level of the movement in the research and with different percentage.

KEYWORDS: Methodology. Fluency. Kindergarten

1. INTRODUCTION

The kindergarten stage is a purposeful educational stage as important as other stages, it is a distinct educational stage, and immanent with its educational philosophy, behavioral goals and educational Psychology. Kindergarten based on aims including children resume respect when they play their games, and that many children prefer to play with a colleague in order to compete with him to overcome him and win, and this is what made educators recommend using comparative competition method, which based on the distribution of children in t groups, each group contains (two children) working in competition style.

Modern Education stands its basics and principles on the pillars that every person has abilities that must be disclosed and put its developing programs in the right direction, an educational movement called (Education for Creativity) has emerged (Lamia Hassan Aldiwan, 1999.36). It was necessary that it includes the children in the kindergarten age, and to activate the views of this movement it has to put the prepared programs according to guidelines in line with children needs at this stage, because the child, he can not grow unless he plays and moves his body using his muscles and joints through running, jumping, climbing and partridge.

The researchers developed a curriculum in a comparable compete method where every child is competing with his colleague contain purposeful kinetic stories, they learn trough it the basic movements, through storytelling for children they are asked to think about the stories titles or names that fit the told story and thus develop their intellectual fluency.

Many of people see that Gymnastics Sport is the young aged sport, the Eastern school confirms that the selection must be of pre-school age in any of the (4-5) years, after that the fledgling undergoes for a period ranging from one year to two years of introductory programs belong to the sport practicing (Adel Abdul Basir and Fawzi Jacob: 1985.187), and within the ongoing adjustments from Periodic Union in obligations necessitate that teenager must participate in his first official tournament at (9 years) boys and (7 years), and so a lot of sources indicated, the need for education of floor exercises for children early

Research problem: Kindergarten is one of the important scientific institutions in society that contribute to the education of children of various sciences and simple knowledge that help him when he entered the school, to become a productive man in the future, kindergarten provides an educational environment exciting for his abilities and commensurate with his mental maturity and his interests at this stage, and Education kinetic for children is very necessary and it's an purposeful educational method is achieved by using movement, and aims at the same time to learn the different movements and skills "and through the movement can stimulate and challenge the child's intellectual and cognitive abilities " (Samira Taleb Sultan al-Rubaie: 2005.20).

Through the researchers' visit and follow up for some Kindergarten and they have access to the general curriculum and their Physical Education classes and study learning modules and items contained in their program, they noticed that there is a problem lies in the poor performance of some of the basic kinetic level and their thinking abilities haven't been shown during the lesson, and they diagnosed that this weakness is due to not using the main components of the kinetic educational curriculum (kinetic story, simple exercises, small games) during the lesson, as well as the need for learners to far from the traditional style methods away boredom from them and increase their motivation to develop and show their creativity in the lesson one of them is the competition with each other, competition is an important and necessary motive in increase and development of individual's skills and abilities, and for the aforementioned reasons, the research problem appeared and the idea of trying to solve it by development of the kinetic educational curriculum has a kinetic stories and competitive games for the development of the basic movements, development of thinking fluency, and learning of floor exercises.

Research Aim: To identify the performance level of the floor exercises (Forward roll rings - Forward roll opened - Forward balance) and intellectual fluency on (Al Rahman) national kindergarten children for the academic year 2012-2013.

Research hypothesis:

1. The existence of moral significant differences between pretest and posttest results for some floor exercises for kindergarten children.
2. The existence of moral significant differences between pretest and posttest results for intellectual fluency among children.

2. MATERIAL AND METHODS

- Researchers used the experimental method because of its seemliness and the research nature.

Research population and sample:

- The research population consists of (Al Rahman) national kindergarten children for the academic year 2012-2013 aged (5-6) years old, 12 children were selected from the total number (22) children with 54% percentage.

Research field procedures:

- Determine floor exercises and appropriate tests of it:
A set of floor exercises has been shown on a group of experts and the following exercises were selected (Forward roll rings - Forward roll opened - Forward balance)
- **Perspective experiment:**
It is a survey for the circumstances surrounding the phenomenon that the researcher wants to study and it's "initial pilot study carried out by the researcher on a small sample before carrying out his research in order to choose the research methods and tools" (Arabic Language Academy: 1984.79), and get to know some of the negatives and the obstacles that may facing the researcher while she was doing the main experiment.
- **The first perspective experiment:**
The first perspective experiment was conducted to apply an educational unit of the program in order to determine how long it takes each test and the appropriation of the exercises to the age of kindergarten children.
- **The second perspective experiment:**
The first perspective experiment was conducted to test the intellectual fluency of children (Lamiaa Hassan Aldiwan, 1999, 118) in order to know the children understanding of the accepted and appropriate responses of the story and the duration.
- **Floor exercises performance level measurement:**
Floor exercises have been arbitrated (Forward roll rings - Forward roll opened - Forward balance) by three arbitrators and the total score for each movement was (10 degrees) the three degrees of arbitrators were collected and extract its arithmetical mean.
- **Validity and reliability and objective of tests:**
"Validity means the extent which by it, the test or any other variable achieves its purpose which it was intended for." (Ali Salloum Jawad: 2005.102), and valid testing is that one which capable of measuring the thing which was designed to measure (John W. and William: 1966.19), and to find the validity of their tests, researchers extracted the self-honesty and so, true scores for the test are considered the balance (this honesty is called honestly balance) attributed to it test's validity. Since stability is in essence based on the correlation coefficient of the test's real grades itself if the test is redone on the same a group of individuals that takes the test the first time (the subject of stability in a way of re-test), then there is consistency relevant between the re-testing way and self-honesty. Self-honesty is important because it gives an idea of the other types, such as experimental validity, factor validity with the observation that self-honesty is often higher than experimental validity, factor validity in value
Objectivity character is one of the characters of the test rather it's one of the scientific basis for good test. We have identified the objectivity in the field of measurement as a match of the views of more than good when we evaluate the test (Qais Nagy Abdul-Jabbar, Bastawisi Ahmed: 1984.175)
Test must have a high degree of objectivity, with no matter about the evaluators view, with the assumption that the arbitrators in the test are equal in efficiency and rehabilitation, the test is considered to be objective as being stable, so as Resan Kahribt (1989) confirms that whenever reliability coefficient is high, it leads to an increase in the objective coefficient and vice versa (Resan Kahribt Majid: 1989.20)

The pro-tests:

The pro-tests was implemented by using the floor exercises tests for one day Monday 18/2/2013, and intellectual fluency test was implemented on Tuesday 19/2/2013, and all conditions such as place and time have been stabled, the method of applying the program units (20 units) was for (10 weeks) as 2 units per week each module takes 30 minutes.

The Educational program:

A program related to the kinetic games has been set (Appendix 1) aimed to teach and develop the floor exercises for kindergarten children aged (5-6) years old, the lesson included (kinetic story and small games). The program was applied on the sample members with two modules per week, each module takes 30 minutes, and the program applied started Wednesday 20/2/2013.

The post tests:

The post tests was implemented after the applying of the educational program in 5/5/2013, in it floor exercises and intellectual fluency were tested.

3. RESULTS AND DISCUSSION

Results' review and discussion of floor exercises and intellectual fluency pro- and post tests:

Table 1: Shows the Means, standard deviations, the differences means, standard false value, (T) calculated value, and the statistical significance of the pro- and post tests of the comparative competition group in the research variables

No	Variables	Pro-tests		Post tests		the differences means,	standard false value	(T) calculated value*	statistical significance
		M	S.D	M	S.D				
1	Forward roll rings	3.80	0.41	8.26	0.70	4.46	0.19	23.27	Moral
2	Forward roll opened	4.66	0.89	8.40	0.63	3.73	0.34	10.83	Moral
3	Forward balance	4.13	0.99	8.40	0.63	4.26	0.33	12.91	Moral
4	Intellectual fluency	1.60	0.50	4.80	0.56	3.20	0.22	14.37	Moral

* (T) Tabular value is under the statistical significance (0.01) = 2.624

The results showed that there are differences in the pro- and post tests of intellectual fluency, in the pro-test the arithmetic mean was (1.60) and standard deviation (0.50), while the arithmetic mean of the post test has reached dimensional (4.80) and the standard deviation was (0.56) the difference of means between pre and post tests has reached (3.20) under the standard false (0.22). In order to identify significance differences between the two tests the results were treated by (T) test and it was found that the calculated value of (14.37) which is greater than the value Tabulated of \$ (2.62) below the false value (0.01), and this indicates the presence of significant differences for the post test.

Post tests results discussion of floor exercises and intellectual fluency:

The researchers attributes reason for improvement in the floor exercises in the post (Forward roll rings - Forward roll opened - Forward balance), that this type of competition that is between the two of learners has created a great incentive to perform because the presence of the opponent make the child is serious about overcoming difficulties he faces during the performance (Forward roll rings - Forward roll opened - Forward balance), so he tries to correct his mistakes to overcome his peer because the child by his nature have the desire to win when the activity is in the form of his opponent (ie, who the best in performance), and this is what made each child trying to overcome the obstacles faced his performance in order to achieve his place by beating the opponent as (Murray) mentioned, "The need for achievement if it was strong, the individual will try to do a difficult and arduous acting even to show his ability in dealing with business and organizing associated ideas and thus accomplish this quickly and in an independent way as much as possible. (Adib Mohammed al-Khalidi: 2003.215)

To continue to learn the floor exercises in this way to makes the child try a new approach and believed that the colleague, who in front of him despite being deducted and competitor but he must learn from him and correct his mistakes in order to arrive together to the best performance when it is to be compared to either compete to exert maximum effort and best performance.

The fact that the comparative competition is better in the post results in intellectual fluency, attributed to what the program contained of stories and games contributed to the development of fluency through its contribution to provide children with information based on the competition between two children has made both has benefits of the information and ideas contained in the minds of both of them to resolve the duties required in the story and banished the boredom that may occur during the performance and gave them a chance to explore to get to the most appropriate ways of kinetic performance commensurate with their kinetic abilities and individual preparations and abilities.

4. CONCLUSIO

1. The program achieved a development in the floor exercises when comparing the pro- and post testes.
2. The comparative competition method is an effective method in the improvement of the performance skills level of the movement in the research and with different percentage.
3. The used fluency test can improve the intellectual fluency of the kindergarten children.

5. REFERENCES

1. Adib Mohamed Alkhalidy: The psychology of individual differences and mental superiority, 1st ed., Dar Wael for publication, Amman, Jordan, 2003.
2. Rysan Kharbit Majeed, The encyclopedia of testing and measurement, 1st part, 1989. P20.
3. Saeb Atya, Abdelsalam Abdelrazeq, The scientific and Educational bases of gymnastic Movement, Bagdad press, The Ministry of Higher Education and Scientific Research, 1997.
4. Adel Abdelbasir and Fawzy Yaqoup: : Theories and scientific bases in the gymnastics training, Dar al-Kitab Al-Hadeth (the New Book), Cairo, 1985, P187.
5. Adly Housin Bayoumy: The artistic collections in the Floor Exercises, 1st ed., Saudi Arabia, 1998.
6. Afaf Osman, The recent trends in the kinetic Education, Dar AlWafaa for printing and publishing, 1st ed., 2008.
7. Ali Salum Jawad: Testing and measurement in the sports field, Qadisiyah, 2005.
8. Qais Naji Abdul-Jabbar, Bastawisi Ahmed. Tests and statistics principles in sports field. Faculty of Physical Education - Baghdad University, Baghdad University Press, 1984.
9. Lamia Hasan Diwan: The Impact of using of two teaching methods for development of public and kinetic creative abilities in physical education lesson to the pupils of the fifth grade. PhD thesis, University of Basra, Faculty of Physical Education .1999.
10. Lamia Hasan Diwan: The impact of a curriculum for development of kinetic fluency and development of agility, balance and kinetic satisfaction in Physical Education lesson, Physical Education Science magazine, Faculty of Physical Education, Babel University, first volume, third tome, 2004.
11. •Mohamed Abdel Moneim El-Shafei: The Art of Floor exercises, 1st ed., Al-Ahram Press, Cairo.1971.
12. Maeoff Zanon Hantoush, Amer Mohammed Saudi: The entrance to the base movements of men gymnastics, the Directorate of National Library for printing and publishing, Mosul, 1988.
13. Arabic Language Academy; glossary of psychology and education. 1st part: (Cairo, Public Authority for presses AlAmirya, 1984).
14. John. W. and William, standards for educational and psychological and tests and manuals. Washington, American psychological association, Inc, 1966 P.19.

Address for correspondence

Authors: Lamiaa Hasan Mohamed Aldiwan - Al Basra University College of physical Education – Iraq

E-mail address: sniber_sport@yahoo.com