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Designing a Complementary Program for the Students of the Field Study for Learning the Skills of Gymnastics to Students of the Primary Stage

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Abstract: The research aims at designing a complementary program for the students of the study field using the dynamic story and exercises and studying its effect on learning the skills of "Gymnastics" for the students of the primary stage (6:9) years, The sample the students of the study field; specialization of "Gymnastics" of the students of the third year-the first term 2009-2010; they were 30 students. They were divided into two sections(experimental and standard, The researcher has used both of the, descriptive methods the experimental methods, Conclusions, The suggested program of the dynamic stories and exercises has a great effect on improving the level of performance. The experimental group achieved an improvement ratio higher than the standard group, using the dynamic stories in teaching the skills and dynamic activities for the primary students the importance of applying the suggested program in teaching the students of the faculty of physical education, especially those of the study field.

Key words: Learning the skills · Gymnastics · Complementary program

INTRODUCTION

The practical education (the field study) is considered the true field through which the faithful tend of the student teachers comes into existence towards the job of teaching. So there is a great burden on the shoulders of the supervisors of the study field; this burden is represented in growing the tend towards the educating career in the students in the way that copes with gaining them the skills and the required efficiency to succeed in this job. Therefore, the matter of training teachers as the period of service has become a necessary matter because of the instability of the curriculum according to the scientific progress [1].

Gymnastics is an important and vital part in the curriculums of the physical education for the different stages in the faculties of physical education for the four years. The teacher's guide book for the period (6: 9) years includes many psychomotor skills that are important to be gained. This is not included clearly in the lessons of the physical education. It's possible to improve the dynamic skills with the students using the dynamic stories [2,3].

Starting off the directions of the researcher in the specialization of teaching gymnastics in the faculty, he reached some points and elements that do not effectively contribute in guiding the teacher to the success of the educational process in learning the dynamic skills because learning those skills in the traditional ways represents a difficulty for the child in the early stages. That's why the researcher has designed a complementary program for the students of the study field to learn the skills of "Gymnastics" (front rolling opposite front scale-dome) that are in the teacher's guiding book for the students of the primary stage. This program includes what supports the teacher to help the succeeding of the education process such as the dynamic stories and the diverse of the exercise. These affects in a sufficient way in learning those skills the thing that allows the teacher to have a systematic and complete program used easily and learned quickly[4].

The Target of the Research: The research aims at designing a complementary program for the students of the study field using the dynamic story and exercises and studying its effect on learning the skills of gymnastics for the students of the primary stage (6:9) years.

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This Is Through the Following Questions:

- What are the targets of the complementary program for the students of the study field using the dynamic story and exercises?
- What are the suitable dynamic stories and exercises that are sufficient to achieve the goals of the program?
- What is the effect of the complementary program on the cognitive knowledge?

The Suppositions of the Research: The current research tries to assure the correctness of those suppositions:

- There are some counting differences between the averages of the pre and post measurements for the experimental group in the dynamic skills and these differences are in the favor of the post-measurement.
- There are some counting differences between the averages of the pre and post measurements for the standard group in the dynamic skills and these differences are in the favor of the post measurement.
- There are some counting differences between the averages of the post measurements in the dynamic skills for the students of the standard and experimental groups in the favor of the experimental group.

The Research Procedures: The researcher has used both of the descriptive methods, to design the complementary program for the students of the study field and the experimental methods in which he depends on the experimental design for the two groups and the two measurements because of their suitability to the nature of that research.

The Sample of the Research: The sample is divided into two groups; they are: the students of the study field; specialization of "Gymnastics" of the students of the third year-the first term 2009-2010; they were 30 students. They were divided into two sections (experimental and standard) randomly sample is selected of the students of the first, second and third years; they were 60 students. They were divided into two groups; the experimental (30 students). This group will be taught by the study field students under their complementary program. The other group is a standard one (30 students). This group will be taught by the study field students under the traditional educational program.

Means of Collecting the Used Data in the Research:

- Questionnaire of defining the aims of the complementary program.
- Questionnaire of defining the exercises and the dynamic stories to achieve the complementary program.
- Questionnaire of the suggested complementary problem
- A cognitive test for the study field students (the experimental group).
- Evaluating the level of the psychomotor performance. 3

Questionnaire of Defining the Aims of the Complementary Program: The researcher has analyzed some of the studies and researches related to the project to define the aims of the complementary program. The researcher has reached 11 aims that are exposed to the specialized experts (10). He was satisfied 70%. So he eliminated the aims that failed to get the 70% and those were 3, 6 and 11. Then we have 8 aims the things that achieve the first question" what are the complementary program aims for the study field students using the dynamic stories and the exercises" Questionnaire of defining the exercises and the dynamic stories to achieve the complementary program:

The researcher has read the studies that are related to the project and has reached some dynamic stories and exercises. Those are exposed to the specialized experts in "Gymnastics" to say their opinions about the rate of efficiency. And the researcher has reached a sufficient group of the dynamic stories and exercises to build the program.To design a form like a questionnaire about the opinions of the experts, the researcher has followed the following steps:-

Analyzing the Previous Studies: The researcher has read the studies that are related to the project [4-10].This is to define the most suitable exercise to improve the level of performance of the skills. Those are exposed to 10 experts in this field and the researcher has benefited from this procedure in knowing the extent of the suitability of the exercises and the dynamic stories to the skills of (front rolling-opposite front scale-dome)

Validity: The researcher has counted the averages of the rate of agreement on the exercises on each skill by counting the percent ratio for the exercises of each skill of the three skills in the study according to the expert's directions and counting the coefficient of stability of the form. The researcher here has used the validity by exposing the form to 10 experts in the field of teaching, exercises and gymnastics.

Table 1: The percent ratio that the dynamic stories and exercises has got for the skills under study (N = 10)

skill	Used Exercises	The Percentage
The forward roll	exercises from (1 to 2), from (4 to 8), from (11 to 15) and from (17 to 20)	90%
opposite front scale	exercises from (1 to 3), from (5 to 14) and from (16 to 21)	90%
the dome	exercises from (2 to 6), from (8 to 10) and from (12 to 20)	80%

The arbitrators' opinions are clear in table 1. The researcher has approved the exercises that got a ratio higher than 75%. This achieves the second question that asks about the dynamic stories and 4 exercises that suits the aims of the complementary program.

Questionnaire of the Suggested Complementary Program: The researcher has prepared a suggested complementary program in a primitive form depending on the studies and researches related to the project and also, The opinions of the experts. Then the program was exposed to 10 experts (Attachment1).

The Context of the Suggested Complementary Program: The program has included 3 skills, systematic activities, some exercises that improve the skills in the study paper for (6:9) years. This is defined through:

- Warming up.
- Special physical preparation. (Exercises)
- The main part of the lesson. (Dynamic stories)
- The conclusive activity. (Small games for being calm)

The Warming up and the General Physical Preparation: The researcher has had a look at the teacher's guiding book for the primary stage and also at the related studies 11,12]. Thus the result of this inspection was:

General setting exercises and mini-games that can be used in that part of the lesson: Diversity in the general physical preparation for the stage under discussion. Warming up should aim at creating a warm and stimulate blood circulation and internal organs to carry the burden of work placed upon motor during the lesson [13].

Special Physical Preparation: The researcher has tested a group of exercises that serve the skills under discussion. Each educational lesson had some of these exercises that serve the skill related to each lesson. The researcher has put some exercises according to what the lesson requires and also according to the requirements of gaining students the elements of the implied fitness.

The Main Part of the Lesson: This is the core through which the process of gaining skills is done. It's a group of diverse and sequencing dynamic actions. The researcher has had a look at the references and studies related to the field of the dynamic stories and how to choose and form them. While putting the context of the lesson, they're better to be complete units including the actions and games that are related in the way that suits the age of the child.

Attachment1: The defining form of the complementary program goals before showing it to the experts

			Appreciation scale				
average	percentage	mark	1	2	5	the complementary program goals	م
						The study field students gain knowledge about gymnastics skills listed in the primary stage	1
						The study field students gain knowledge to teach the gymnastic skills in a dynamic story style and exercises	2
						Improving some of the fitness elements with the primary students	3
						Improving the level of performance with the students in the skills and activities under discussion	4
						The study field students master the gymnastic skills that are taught in the dynamic story methods	5
						Gaining students the educational values like love and cooperation	6
						The study field students master the gymnastic skills that are taught in the exercises methods	7
						The study field students master the skills of designing the dynamic story to teach the skills of gymnastic in this stage	8
						The study field students master the skills of designing the exercises to teach the gymnastic skills in this stage	9
						The study field students gain knowledge and information to evaluate cognitive tests for the students of the primary stage	10
						Improving some fitness elements for the study field students	11

The defining form of the complementary program goals after showing it to the experts

average 3	percentage 5	mark	Appreciation scale 1	3	5	the complementary program goals	م
						The study field students gain knowledge about gymnastics skills listed in the primary stage	1
						The study field students gain knowledge to teach the gymnastic skills in a dynamic story style and exercises	2
						Improving some of the fitness elements with the primary students	3
						Improving the level of performance with the students in the skills and activities under discussion	4
						The study field students master the gymnastic skills that are taught in the dynamic story methods	5
						Gaining students the educational values like love and cooperation	6
						The study field students master the gymnastic skills that are taught in the exercises methods	7
						The study field students master the skills of designing the dynamic story to teach the skills of gymnastic in this stage	8

The suggested complementary program front rolling
Subject (fireman)
The lessons number: 1
Time allowed: 45 minutes

Aids-tools	forms	subject	Lesson activities	Lessons parts
lime hoops	locomotive		Mini-game (pass the minefield) Students stand in front of every locomotive set of hoops and when you hear the signal to start off each of the first locomotive direction hoops, they should be made to touch the other player within the hoops only, and then touches his back, which will reflect the performance and the game continues until the last player in the tractor	Warming up
lime	Bracket circle	-(Ball sit) to extend the trunk high successor. -(Seating four) bending the trunk bending forward down with arms. -(Asleep) raise legs up then fold knees in full on the chest.	Dramatic exercises (setting skill): Flowers grow above the ground. Chicken drink water. Inflatable balloon.	
lime lime pillows lime lime lime lime	rows square rows rows locomotive rows locomotive	Exercises of the story. -Pool fire brigade men when you hear the whistle of danger (and parking proliferation) forward Running to stand in the locomotives. -Flocculation fire trucks to the fire place. (Standing) Streaming forward with the change of speed and sound tradition of vehicle fire. -Landing of cars. (Standing) jump forward knees a half. -Individual water hose. (Bending and parking) walking forward with moving arms aside. -Put out the flames in Khartoum. (Suspension arms are opened forward hands networking) wrap the trunk exchange aside. -Climb on the ladder of the fire (standing) walking Amama Amama exchange of knees with arms raised high Amama interchangeably.	Subject of the story: a man fire brigade Bell rings at the borders of the danger and being men of the Fire quickly to ride the cars rushing to the scene of the fire quickly and then jumps from the fire brigade men riding in cars and water cannons and raise ladders fire to climb out to rescue the injured and they put out the fire and come back Thanked.	Main part
Small game	Final part			

Front Rolling
Lesson theme "Journey to a farm bike"
Lesson No.: II
The timing for implementation: 45 minutes

Tools forms	subject	Lesson activities	time	Lesson parts
lime	locomotive		Small game (partridge) Standing players in the two tugboats to the starting line and when you point starts the first player from each locomotive jogging at right leg and turn around the track then return jogging on the left leg and touch the next player and then move to another locomotive and then starts the second player the same work and continue until the last player	Warming up
	pillows pillows pillows	-A semi-circle -Grades -Two opposite rows	-(Seating four). Jumping on the hands. -(Sit kneeling) bend the head aside interchangeably. -(sitting horizontal) to extend the knees to stand on all fours.	
lime lime pillows lime lime lime lime	rows square rows rows locomotive rows locomotive	-Bring a bike: (standing) walking forward. -Inflatable bike: (parking and offer an opening and flexion) bending the trunk down on the forward arms extended. -Running and cycling: (parking and forearms, forward) running with forward exchange knees. -The rotation frames bike: (standing aside arms of) turnover down forward arms high in front of the body. -Rather than the movement of the bike: (sit long) bend the knees to the chest interchangeably. -Trying to pick the fruit from the tree: (standing) high jump with both arms raised high forward. -Climbing to pick the fruit: (attachment) To raise the knees to climb forward feet alternately with arms raised high to climb aside hands interchangeably. -Multiplying the channel: (standing) running then jumping forward. -Enemy bike: (and parking forward) Raise the knees alternately.	The subject of the story (a trip to a farm bike) Organized a school for students that like cycling trip to a farm I asked each student to bring his bike and that the school noted on each of two school children confirmed the safety of his bike and inflatable tires. And when it came time limit for the flight prepared students on grades from the beginning of the trip was cycling very enjoyable for pupils and saw each pupil rotation speed frames the practice of his colleagues, as well as noticeable movement rather than the bike under their feet and try to each student after access to the garden to reap the fruits of the trees and that for trees low and tried to Some climbing tall trees to pick fruit and while hiking in the modern students found them passed water channel and ended the trip by bicycle and returned students to their homes.	Main part
			Calming exercises	Final part

Front rolling
Subject matter (The Thief and the cop)
Lesson No.: III
The timing for implementation: 45 minutes

aids	form	Subject matter	Lesson activities	Lesson parts
			Exercises the physical setup:1-(standing) running forward. 2-(Standing arms of forward) open arms aside. 3-(standing) running forward zigzag	Warming up
pillows pillows pillows	-A semi-circle -Grades -Two rows	-Education development Balling from a sitting position long arms aside. -Teaching a "Balling from a sitting position on all fours. -Education put the development of balling squatting.	Dramatic setting exercise skill: 1-Rockers. 2-Rocker. 3-Another Rocker (squatting).	

square rows rows locomotiverows locomotive rows	rows square rows locomotive rows locomotive rows	-(Lie on the italics) walking forward. -(Standing) bend knees fully with the inclusion of knees to the chest. -(Seating four);forward high jump. -(Asleep, bend the knees to the chest and networking) and likely successor body forward interchangeably. -(Standing); running forward. -(Standing) with the inclusion of jump knees to the chest. -(Standing) running forward.	In a suburb of the city there is a group of thieves, a few days deformities and physical faults amusement park from the bottom slot wall walking on the hands and feet creeps up behind them and to steal the jewel of Prince of theme parks in his room and while they are implicated saw a military guard hidden behind the chairs so as not to see them and he wanted the President of the thieves to enter Jewel Room, took the chair jumps behind the chairs,followed by the other, but in the last rolling his chair fell on his back so he wanted to not see one annexation of his knees on his chest and tried to adjust and put it behind the chair is based on the feet. Even succeeded in that and then take hold until he almost collide with a child, but his ability by jumping over the child and when he saw the cop take being behind all the sacrifice and struggle.	Main part
			Small game	Final part

The Conclusive Activity: This activity aims at reducing the temperature with students [9,14].Thus the researcher has reached a complementary program for the students of the study fields in the faculty of education.

The cognitive test for the students of the study field (the experimental group):

To design the intended cognitive test the researcher has analyzed the guide points of the teacher of the physical education for the first three years of the primary school; this is to define the skills of gymnastics and what the required knowledge to learn these skills is. The researcher has put the cognitive outputs in the form of questions. These questions are the cognitive test that measures the level of the students of the experimental group.

The researcher has shown the cognitive test in its primitive form to the experts to get their opinions about the sufficiency of the phrases that form the test and eliminate any phrases that don't achieve the aim of the design of the cognitive test. Depending on the opinions of the experts the researcher has done some 5 modifications and the cognitive test became ready to be applied. To be sure of the validity of the test in relation to the aim, the researcher has applied the questionnaire on a sample from the society of the research and outside the basic sample of research. This is to find the validity and stability of the cognitive test; Tables 2 and 3 show the validity and the stability after doing the first explorative study. Then the researcher has taught the cognitive part of the skills in the suggested program in the study paper in the first term 2009 to enable students of the study field to apply the program in the second term 2010 with the students of the primary stage in Assiut.

Validity Test of Knowledge: Was calculated Validity Excellence monitor grades 16 students in the exploratory experience from top to bottom have been identified four highest and lowest and then calculate the difference between two means using T. test and Table 2 show that.

Stability of Cognitive Test: Through re-application of the test on 16 students of the third division after 15 days from the first application (Table 3).

Evaluating the Level of Performance for the Studied Skills: To evaluate the level of performance (20 degree), a committee of the arbitrators has contributed in the evaluation and then we have the phase of doing the pre-measuring and the post-measuring

The Equivalence of the Two Studied Groups: The researcher has tested the equivalence between the two groups in the period from 6-3-2010 to 11-3-2010. This is as shown in Table 4.

There are no differences in the counting significance between the two groups in relation to the psychomotor variables; the value of counted is less than the value of t in the table on the significance level = 0, 05 the thing that indicate the equivalence of the two groups.

Table 2: The Significance of the difference between the averages of upper fourfold and lower fourfold for the cognitive test scores (N = 16)

the two groups	the average	the deviation	the value of (T)	
upper fourfold	55,5	2,29	counted	in table
lower fourfold	35	0,7	on 0,1 = 3,36	18,47

Table 3: Correlation coefficients between the first and second application of the cognitive test (N = 16)

		Pre		post		
No	items	Mean		Mean		correlation coefficient
1	Preliminaryexercises	2,88	0,89	3,31	1.08	0.81
2	the educational steps	1,81	0,75	1,44	0.89	0.83
3	the expressions	1,44	0,51	1,38	0.05	0.88
4	the technical sides	0,94	1,00	1,19	0.83	0.90
5	the way of support	1.25	0,93	1,44	0.73	0.91
6	the security and safety	2.19	0,91	2,13	0.81	0.96
7	the general information	1.5	0,52	1,57	0.51	0.88
8	common errors	1.56	0.63	1.31	0.57	0.83
	total	27.13	9.64	27.8	11.24	0.93

Table 4: Mean, standard deviation and the significance of differences in pre measurement for the two experimental and control groups in some variables anthropometric and skill under study (N = 30)

	Experimental group		Standard group		
Variables	M	S	M	S	Counted (T) value
age	7.67	1.27	7.8	1.13	1.14
Length	123.7	6.56	123.7	7.04	0.49
Weight	26.43	6.63	24.83	6.38	1.06
The forward roll	10.51	1.86	11.02	1.79	0.95
Opposite front scale	12.12	1.11	11.56	1.51	1.57
dome	11.99	1.30	12.06	1.22	0.32

The value of t in the table on the level 0, 05=1, 68

Exploratory Study: The researcher has studied this exploratory study applying some lessons of the suggested complementary program. He randomly chose 30 students from the first three stages in the primary school as they represent the society of research, but out of the original research sample. This was in the period from 27-2-2010 to 4-3-2010.

The Pre-measurement: This pre-measurement was done before for the two groups in the period from 17-3-2010 to 18-3-201 for the basic sample that's under discussion. Measuring the level of the psychomotor performance in the skills under discussion (front rolling-opposite front scale-dome). This is done by the arbitrators.

Carrying out and Applying the Program: The suggested program of the dynamic stories and exercises has applied on the students of the experimental group and the traditional program has applied on the students of the standard group for 6 weeks in the period from 20-3-2010 to 6-5-2010.

Post-measurement: These post-measurements were done for the variables under discussion for the two groups in the period from 9-5-2010 to 12-5-2010.

RESULTS AND DISCUSSION

The results of the two measurements (pre measurements-post-measurements) for the experimental group in the skills:

Table 5shows the differences that have counting significance between the two measurements for the experimental group in the skills under discussion in the favor of the post-measurement. The value of (t) counted between 30.930 and 23.909 and this is a higher value of (t) in the table.

Table 5: The value of (t) and the significances of the differences between the two measurements for the experimental group in the skills under discussion (N = 30)

NO	variables	unit of measurement	pre Mean	pre Dev	post Mean	post Dev	T.test	Significance
1	The forward roll	MARK	10,513	1,857	17.20	1.62	30.93	Significant
2	Opposite Front scale	MARK	12,123	1,111	17.65	1.18	23.91	Significant
3	skill Dome	MARK	11,987	1,303	17.72	1.06	27.30	Significant

The value of (t) in the table on 0, 05 = 1, 70

Table 6: The averages of the pre-measurement and the post-measurement for the experimental group and the differences between the averages and the ratios of improvement in the skills under discussion (N = 30)

NO	variables	Pre	Post	Mean Difference	T.test	Percent of Change
1	Front rolling	10.51	17.20	6.68	30.93	63.57
2	Opposite Front scale	12.13	17.65	5.53	23.91	45.16
3	Dome skill	11.98	17.52	5.53	27.30	3 46.15

Table 7: The value of t and the significance of differences between the two measurements for the standard group in the skills under discussion (N = 30)

NO	variables	unit of measurement	pre Mean	pre Dev	post Mean	post Dev	T.test	Significance
1	Front rolling	degree	11.02	1.80	14.11	1.14	20.39	Significant
2	Opposite Front scale	degree	11.56	1.51	14.39	1.04	18.26	Significant
3	Dome skill	degree	12.06	1.22	14.69	1.07	15.42	Significant

The value of t in the table on 0. 05 = 1. 70

Table 8: the averages of the two measurements for the standard group and the differences between the averages and the ratios of improvement in the skills under discussion (N = 30)

NO	variables	Pre	Post	Mean Difference	T.test	Percent of Change
1	Front rolling	11.02	14.11	2.95	20.39	21.91%
2	Opposite Front scale	11.56	14.39	2.83	18.27	19.60%
3	Dome skill	12.06	14.69	2.63	15.42	17.90

Table 9: The value of t and the significance of the differences between the averages of the post-measurement for the experimental and standard groups in the skills under discussion (N = 30)

No	Variable	Unit of measurement	Experimental group post Mean	Experimental group post Dev	Control group post Mean	Control group post Dev	T.test	Significance
1	Front rolling	degree	17.20	1.62	14.11	1.14	7.62	Significant
2	Opposite Front scale	degree	17.65	1.18	14.39	1.04	11.96	Significant
3	Dome skill	degree	17.52	1.06	14.07	1.07	10.02	Significant

The value of t in the table on 0. 05 = 1. 70

Table 10: The averages of the post-measurement for the two groups and the differences between the averages and the ratios of the improvement in the skills under discussion (N = 30)

NO	variables	Control group	Experimental Group	Mean Difference	T.test	Percent of Change
1	Front rolling	14.11	17.20	3.078	2.63	21.87%
2	Opposite Front scale	14.39	17.65	3.266	11.97	22.70%
3	Dome skill	14.69	17.52	2.830	10.04	19.26%

Table 6 shows that there is an improvement in the skills and dynamic activity under discussion. The ratios of the improvement range from 45.16% to 63.57).

The results of the pre and post measurements for the standard group in the skills under discussion:

Table 7 shows that there are counting differences between the two measurements for the standard group in the skills under discussion in the favor of the post-measurement. The t value ranges from 15.422 to 20. 39 and this is higher than the value of t in the table.

Table 8 shows that there is an improvement in the psychomotor skills under discussion for the post-measurement for the standard group. The ratios range from 17. 90% to 21.91 %).

The results of the difference between control and experimental groups to measure the skills under discussion

Table 9shows significant counting differences between the averages of the post measurement for the experimental and standard in the skills under discussion in the favor of the experimental group. The value of t is from 7.628 to 10.027 and this is a higher value than t in the table.

Table 10 shows that there are ratios of improvement in the skills and activities under discussion for the experimental group. The ratio of improvement ranged from 19. 26% to 22. 70%.

DISCUSSION

Table 6 shows the intermediate of the pre measurement for the experimental group that ranged from 10,513 to 12,123 and the intermediate of the post measurement for the experimental group that ranged 17,197 to 17,653,and the differences between the averages and so the ratio of improvement.

The researcher says that the reason for this positive improvement is the positive effect of the dynamic stories and exercises.

The results meet with the study of Soliman [15] that reached that there are significant counting differences between the pre and post measurements in the skills of the track and field, Also the previous ones meet with the study of Mahmoud[16] that reached that there are significant counting differences between the pre and post measurements in the favor of some skills of gymnastics for the primary stage.

The Results of Tables 5 and 6 Indicate the Following: There are significant counting differences between the averages of the pre and post measurements for the experimental group in the dynamic skills in the favor of the post-measurement.

Explaining the results of differences between the pre and post-measurements for the standard group in the skills under discussion:

Tables 7and 8 show that there are significant counting differences between the averages of the pre and post-measurements for the standard group in the favor of the post measurement in the main skills and activities under discussion. Table 7 shows the intermediate and the deviation of the pre-measurement for the standard group.

The value of t ranged from 15.422 to 20.392 and this is a higher ratio than the value of t in the table. This indicates the significance of the improvement.

Table 8 shows the differences between the averages of the pre and post measurements for the standard group that ranged from 2. 63% to 2. 95%. Thus the ratio of improvement of the post measurement ranged from 17, 90 % to 21. 92 %.The researcher says that this improvement for the use of the programs of the physical education in the primary stages.Through Table 7and 8 the researcher has achieved the second suppositions of the research.

Explaining the results of the differences between the averages of the post measurement for the experimental and the standard groups in some skills and dynamic activities:

Tables 9 and 10 show that there are significant counting differences between the averages of the two groups in the favor of the experimental group.All the previous results meet with the study of Soliman [15] that reaches that the dynamic story has a great effect on learning the skills and activities.Through the results of table 9, 10, the researcher has achieved the third supposition of the research.

CONCLUSION

- The suggested program of the dynamic stories and exercises has a great effect on improving the level of performance.
- The experimental group achieved an improvement ratio higher than the standard group.

Recommendations:

- Using the dynamic stories in teaching the skills and dynamic activities for the primary students.
- The importance of applying the suggested program in teaching the students of the faculty of physical education, especially those of the study field.
- Doing more researches that include the dynamic stories.

- The necessity of reviewing the contexts of the curriculums of the first three years of the primary stage.
- Including the teacher's book some directions of how to use the dynamic stories.
- Saving the human and financial facilities that execute the programs of the dynamic stories and exercises.

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