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The effect of the Cort 1 program to expand the perception of some basic motor skills for children aged (4-5) years

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Abstract

To reveal the effect of the Kurt program (1) to expand the perception of some basic motor skills in children aged (4-5) years, the researchers used the experimental approach on a sample of (40) children, distributed into two groups, after implementing the program, conducting specialized tests, obtaining data and processing them statistically. The two researchers reached the most important conclusions, including: The program worked to improve and expand the awareness of the experimental research sample in the performance of some basic motor skills. The researchers recommend the necessity of adopting the Kurt (1) program in teaching and improving the motor skills of kindergarten children in Diyala governorate through the establishment of training courses for teacher's Physical education in kindergartens in the governorate. And conducting other studies dealing with the Kurt program with its other parts in structural, motor and mental variables for other age groups.

Keywords: *Cort program, basic motor skills, children*

Introduction

Childhood is one of the most important stages of growth, because it forms the main pillar in the formation of an individual's personality, and affects his future life. Caring for children and childhood is one of the most important features of modern education. In our modern societies, specialists and educators have shown interest in young children to take their right to the extent they deserve. And in This is the world Fast the change Control in it Techniques Communication and information Are complicated the problems in a Different aspects Life faces Educators And concerned Operation Educational Related problems How Prepare my teacher Today To face Selections Tomorrow's world , gesticulate Which Must be that Learn it gesticulate Which Must be To avoid it, Even They are Are able On Success in a Future career , considered a program Kurt of easy programs and viable, where the organization of information and solve problems, ask questions and works to increase children 's self - confidence, and improves Maha Rat decision. (HE 0.2018) , and is also From Months Programs Thinking Which Appeared From Establishment search CognitiveCognitive Research Trust, Which Arose Create it Doctor Edward D. Bono And abbreviated in a(CORT) (It features This the program Its portability Applicable Prompt as such it's a Know Thinking poultice Independent, And needs Just For a little Training, Is concentrated a program Kurt On Concept Special To think And perception And relationship Between them, And is formed

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This program From six Units or parts, And all part Of which Housed ten Tutorials. Kurt promises 1): Expansion field perception (The first part of an integrated program, the goal Basic From This Section he is expansion Circle Understanding And perception I have Children , and he Essential part , And must that teaching Before Which From The parts Other , And is formed This Section From ten Tutorials she : Processing Thoughts , consideration all Factors , Laws , Results Logical gesticulate Followed by , Objectives , Planning , Priorities the mission First , Alternatives And the possibilities , Decisions , Destinations consideration Others (Edward, 1989) , movement is an important element that complements the health and development of the child in early childhood stages, as it affects the child, his growth and general health, and the movement is represented by movement activities that provide the child with valuable opportunities to express himself, and give him an opportunity to discover his abilities, and sometimes even challenge them as It also provides opportunities to interact with and interact with others . (Ratib, 1999) affirms, "that basic motor skills, whose period extends between (2-7) years, occupies a distinctive importance in relation to the development of the motor development stages and is a basis for acquiring general and special skills associated with various sports activities in the following stages of development, especially during the late childhood period. And adolescence. “The best conditions for practicing basic movements occur when the child performs them individually, because the child expresses himself individually, and he also reaps the fruits of his success and satisfaction with himself individually and despite the recognition that the child grows through his theoretical abilities, the teacher (educator) is consulted and motivated. An important factor in a child's development.

Perception, in its essence, is an integrated process that begins with a comprehensive view of things, then moves to a partial view to examine the contents of the perceived thing to identify its components. The result ends after checking the details of perceptions. Also, because the perception of movement is a complex process that needs to stimulate many different sensory organs in the body to present and interpret information, and any weakness in these senses leads to error in perception and thus impedes the process of learning motor skills. (Wajih, 1985) states that "Perception does not come suddenly, because previous experience, practice and repetition develops perception. Therefore, there is an initial perception of movement and this always comes in motor skills through explanation, clarification and presentation of movement. Then, if this movement is repeated, perception takes another form, which is Detailed perception, especially if this organism exercises movement, then there is a complete and controlled perception as a result of learning and practice.

The research problem : can formulating Tha in the following question: Are there differences in the perception of some basic movements of children aged (4- 5) years between the pre and post measurement experimental and control groups? Are there differences in the telemetry between the experimental and control groups in the perception of some basic motor skills for children aged (4-5) years?

The research aims to investigate the effect of the Kurt 1 program to expand the perception of some basic motor skills for children aged (4-5) years.

Research methodology : The two researchers used the experimental approach designed by two equal groups of pre and post test for its relevance to the research problem and its objectives.

Research community and its sample : The research community included children of the Kindergarten (the Blessed Tree) in Baquba - Diyala, aged (4-5) years, which amounted to (97) children, and (40) children were chosen as a sample for the research. The study was divided equally into the experimental and control groups. (20) Children.

Methods of data collection

The researchers used several research methods to access the data required in the research, namely:

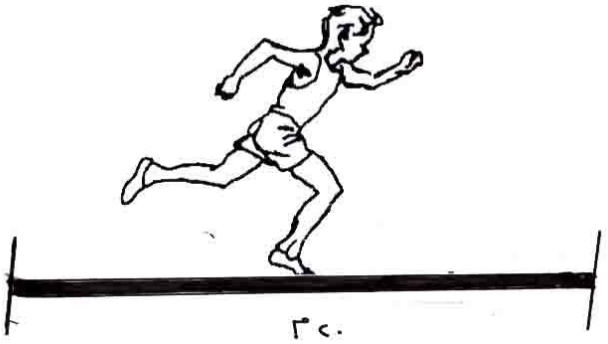
Determining and testing basic motor skills for children aged (4-5) years

In order to determine the most important basic motor skills for students aged (4-5) years , the two researchers conducted a scientific survey of a group of scientific sources that dealt with basic motor skills, among them (Sultan, 2000), (Al-Kaabi, 2001), (Faraj, 2002) (Agnaf, 2003), (Jaber and Akhran , 2003), (Jabr, 2003), (Hussein , 2004). These skills and their classifications were presented to a group of experts and specialists who selected the following basic motor skills with an agreement rate of (75%) and more it included skills (walking, running, partridge, long jump stability and accuracy kicking the ball foot, balance mobile) , as the most skills used for children aged (4- 5) years and below the most basic motor skills and Achtbaraha inhalers on the Iraqi an environmental:

The first test: running distance (20 m) seen (Mufti 2005, 153. The. 158)

Test objective: to measure the transition velocity

Method of performing and recording : The tester stands behind the starting line, when the signal is heard, it starts running fast and calculates the time that it has traveled to run to the nearest (1/100) of a second. Figure (1) illustrates this.



(Figure 1) Running distance (20 m) trees

Test the second: partridge right of the distance (10 m) trees and partridge left for a distance of 10 m seen. (The Mufti, 2005, 153-158)

Objective of the test: to measure the force characteristic of velocity for both the right leg and the left leg.

Method of performance and recording : The laboratory stands to prepare for the partridge, so when the start signal is given, it tries to jump and land on the same foot and forward for a distance of 20 meters, and the time that the laboratory takes in the partridge is calculated as an indicator to calculate the time, and after completing the partridge test for the right leg, the same test is repeated on the left leg and the figure (2) Explain it.

(Figure 2) partridge on the right man for a distance of 10 m seen and partridges on the left foot distance (10 m)

Third test: the long jump from stability (Al-Tikrit, 1986)

The objective of the test: to measure the explosive force of the two men in a forward jump

How to perform and record : The laboratory stands behind the starting line and the feet are slightly apart and parallel so that the metatarsal of the feet touches the starting line from the outside, then the student begins swinging the arms backward with the knees bent and tilted forward a little, then he bounces forward as far as possible by extending the knees and pushing the feet with the swinging arms Forward, and the measurement is from the starting line until the last part of the body touches the ground, and the distance for the test is calculated for the best attempt. Figure (3) shows that.

Figure 3: The Long Jump From Stability

Fourth test: kicking the ball with the foot (El-Khouli, 1982)

Test objective: to measure the accuracy of kicking with the foot

Method of performing and scoring the score : The tester stands on a line (3) m and tries to kick the ball with the foot on the specified target (5) attempts and on the line (5) m (5) other attempts. Each kick is scored according to the number it reaches on the wall, and when the ball touches The line between two scores gives the laboratory the highest score and the maximum score for the test which is (40) marks, i.e. (4 x 10 = 40), and Figure (4) shows that.

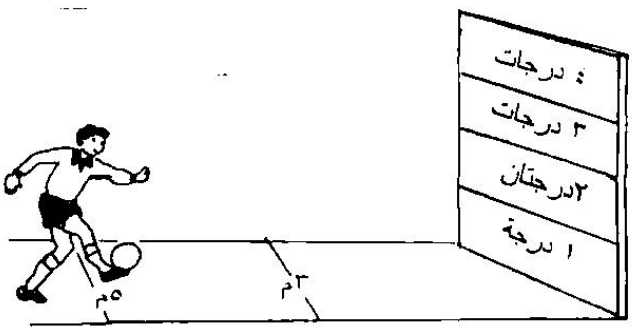


Figure 4 :Kicking the ball with a foot against the wall

The fifth test : walking on the board is 4 meters long, 10 cm wide and 6 cm high (El-Ruby, 1995)

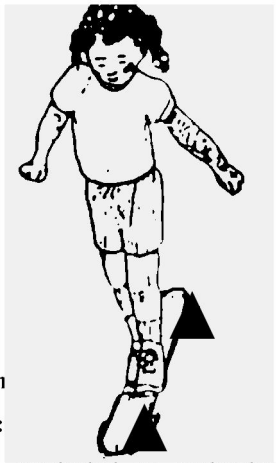
Test objective: to measure the moving balance

Performance method: The tester walks forward to the end of the board and uses his arms for balance .Two attempts are given, the highest is calculated, and the highest score is (8) points

Calculation of the score for walking back or forth on the board:

- The laboratory is awarded 4 marks if the test is performed without errors .
- Three marks are awarded if the test is taken hesitantly and with fear .
- Two points are awarded if the test performed many stops but completed the distance .
- He is awarded one degree if he completes a quarter of the distance and

frequency. Figure (5) explains that :



(Figure 5): Walking on th

Exploratory Experience:

The two researchers conducted an exploratory experiment on a sample of (10) children for the purpose of demonstrating the suitability of the tests that were determined for the research sample on Monday 10/21/2019, with the aim of it:

1. Confirm the suitability of the tests for the research sample.
2. The time these tests take.

3. Identify the difficulties and problems facing researchers when implementing them in order to find solutions to them.
4. How well the children react to these tests.
5. Perform tests with blindfolds.
6. Suitability of the tools used in the tests to the research sample.

Pre -test:

Were conducted tests on the sample on Monday 28/10/2019 the experimental group and Tuesday 29/10/2019 control group , after the toe P t supplies for the performance of the test and control extraneous variables that may affect the course of the test and under the supervision of researchers and team assistant work and parameters of Physical Education in Kindergarten. In addition to the homogeneity and parity of the two groups, Table (1) shows that:

Table (1): shows the homogeneity and equivalence of the two groups in the pre-test

Skill	Group	Mean	Std. Deviation	F	Sig.	Test (t)	Sig.
Running	**Experimental**	**7. 35**	**0. 875**	**1. 3 71**	**0. 2 4 9**	**0. 49 0**	**0. 627**
	Control	**7. 5 0**	**1. 051**				
The stalk on the right leg	**Experimental**	**5. 05**	**0 .8 26**	**0. 125**	**0. 726**	**1. 324**	**0. 193**
	Control	**5. 3 5**	**0. 587**				
The stalk on the left leg	**Experimental**	**4. 0 0**	**0.8 65**	**2. 669**	**0. 11 1**	**1.8 39**	**0.074**
	Control	**5 .1 5**	**0. 671**				
The jump	**Experimental**	**94.00**	**1 1. 725**	**0. 02 8**	**0. 868**	**0. 853**	**0. 399**
	Control	**90.90**	**11. 253**				
Kick the ball	**Experimental**	**13.65**	**1.565**	**1.216**	**0.277**	**1.096**	**0.280**
	Control	**13.15**	**1.309**				
Walking	**Experimental**	**3.80**	**1.005**	**0.268**	**0.608**	**0.751**	**0.457**
	Control	**4.05**	**1.100**				

Table (1) shows the Levin value for homogeneity and the error rate in the research variables that were less than the level (0.05), which indicates the homogeneity of the two groups. As for the value of (T), the calculated value and the error rate is less than the level (0.05), which indicates that there are no differences in the test. Tribal between the two groups and this indicated their equivalence in basic motor skills.

The main experience

For the purpose of implementing the main experiment on the research sample, the two researchers prepared a set of exercises for expanding the perception of basic motor skills, in the outdoor arena of the kindergarten, under the supervision of physical education teachers and supervisors. And the start of t experiment on the one 3 /11/2019 ended on the three - DONC 7 /1/20 20 for a period of (10) weeks by three lessons learning in days (Sunday, Monday, and Tuesday) of each week, with trained experimental group program Kurt 1 to expand the perception, which includes ten steps and applied within the main section of the educational lessons and its time is (3 0) minutes and is divided as follows:

The lesson the first/ Processing Thoughts (PMI) (Positive - negative Sexy)

Know Children in it check up idea What From all Its fun, positive aspects(Plus) And negative(Minus) , Erotic (Interaction) instead of From Acceptance rejection Prompt.

The lesson The second/ consideration all FactorsCOF

Works Dr s consideration all The factors are marked in a manner On Interest The learner From concentration On Importance Available agents he have to me search About all Factors Possible From through concentration On Ways The following:

1. Factors which effect On The individual Himself.
2. Factors which effect On Others.
3. Factors which effect On the society Form Public.

The lesson the third/ Laws(Rules)

Helps This the lesson Educated On Thinking In depth And accurate And diagnostic, Than J Lead to me Correct use To laws On Mastering Thinking Then when Thinking Any Something there Many From Laws Which Stems From Our thinking (Al-Sourour , 1998)

The lesson the fourth/ Results Logical gesticulate Followed by: (Consequence & Sequell)

Indicates This the lesson The learner For the future And that By looking To the results Instant And short And medium And far away Term For every event And plan And resolution And discover..Etc.

The lesson Fifth/ Objectives (Objectives)

Helps The learner in a rating His goals And goals Others as Working On Concentration Attention The learner in a The idea Emanating From the target .

The lesson VI/ Planning: (Planning)

Works this the lesson on education The student How to Planning and that Using Tools Previous.

The lesson Seventh/ Priorities (Privities)

Helps This the lesson The learner On put Priorities To choose Possibilities And alternatives From During interest directly On process Appreciation Importance The idea, over there Things Most important From Other things , as such that Some Results Most important From Other in a Think about Attitude What, that This the lesson Collecting Most important Points Which Have been selected And deal with her First, Are considered Priorities the mission Judgment case On The idea Nor Exist over there Answers Divorced.

the lesson VIII / Alternatives And the possibilities And options : (APC)

concentrate This the lesson On Discovery all Alternatives Or the potential Then when Start Contemplation may be No Available all Options and alternatives To position What, But With Continuation in a Thinking and search for Options We find that over there Lots From Options And alternatives.

The lesson Ninth/ Decisions (Decisions)

Complete Implementation Tools Previous in a Operation Take Decisions.

The lesson The tenth/ Destinations consideration Others : (Other People views) (OPV)

Works this the lesson On Reduce Ambiguity Which Controlled the Feeling Educated towards Destinations consideration Others (Sana, 1999). For the purpose of implementing the program according to the ten lessons, the researchers prepared a set of exercises and competitive games that contribute to expanding the perception of basic motor skills in the research sample, using blindfolds to increase his perception of whether tools, target or place. As for the control group, they trained the method used by kindergarten physical education teachers.

Post test:

The post-test was carried out after the completion of the main experiment and under the same conditions in which the pretest was performed. That day the Sun 12 /1/20 20 experimental group on Tuesday 13/1/2020 control group . Under the same conditions that were carried out during the pre-test and under the supervision of researchers, the assistant work team and the physical education teachers in the kindergarten.

Statistical methods used:

The researchers used the statistical bag (SPSS) To process the data and from these means (arithmetic mean, standard deviation, (T) test for correlated and non-correlated samples, Levin value (F) For homogeneity, and error ratio).

Results:

The results of the pre-tests & post-tests of the Experimental and Control groups:

Table (2) shows the Means and standard deviations of the basic skills in the pre-test and post-test of the experimental group

Group	Skill	Pre-test		post-test	
		Mean	Std. Deviation	Mean	Std. Deviation
Experimental	Running	7.350	0.875	4,900	0.852
	The stalk on a right leg	5.050	0.826	4.400	0.681
	The stalk on the left leg	4.700	0.865	4.150	0.587
	The jump forward	94,000	11.725	111.350	8.406
	Kick the ball with the foot	13.650	1.565	23.900	3.567
	Walking on a wooden board	3.800	1.005	6.550	0.605

To find out the differences between the statistical estimates that are shown in Table (2), the researchers used the (T) test for correlated samples to find out these differences, and Table (3) shows that:

Table (3) shows the difference in the Means , & the standard deviations, the calculated value (t), the error rate, and the statistical decision between the pre and post- tests of the experimental group

Group	Skill	Mean	Std. Deviation	Test (t)	Sig. (2-tailed)	Statistical Resolution
Experimental	Running	2.450	1.276	8.585	0.001	Incorporeal
	The stalk on a right leg	0.650	1.137	2.557	0.019	Incorporeal
	The stalk on the left leg	0.550	1.050	2.342	0.030	Incorporeal
	The jump forward	17,350	12.027	6.451	0.001	Incorporeal
	Kick the ball with the foot	10.250	4.433	10.594	0.001	Incorporeal

	Walking on a wooden board	**2.750**	**1.251**	**9.828**	**0.001**	Incorporeal

Table (4) shows the Means and standard deviations of the basic skills in the pre and post-test tests of the Control group

Group	**Skill**	**Pre-test**		**post-test**	
		Mean	**Std. Deviation**	**Mean**	**Std. Deviation**
Control	Running	**7.100**	**1.334**	**5.500**	**0.761**
	The stalk on a right leg	**5.350**	**0.587**	**4,900**	**0.852**
	The stalk on the left leg	**5.150**	**0.671**	**4.550**	**0.510**
	The jump forward	**90.900**	**11.253**	**104.350**	**12.650**
	Kick the ball with the foot	**13.150**	**1.309**	**19.100**	**3.339**
	Walking on a wooden board	**4.050**	**1.100**	**4,850**	**0.671**

To find out the differences between the statistical estimates that are shown in Table (4), the researchers used the (T) test for correlated samples to find out these differences, and Table (5) shows that:

Table (5) shows the difference in the means, and the standard deviations, the calculated value (t), the error rate, and the statistical decision between the pre and post- tests of the Control group

Group	**Skill**	**Mean**	**Std. Deviation**	**Test (t)**	**Sig. (2-tailed)**	**Statistical Resolution**
Control	Running	**1.600**	**1.603**	**4.465**	**0.001**	**Incorporeal**
	The stalk on with a right leg	**0.450**	**1.191**	**1.690**	**0.107**	**Incorporeal**
	The stalk on the left leg	**0.600**	**0.940**	**2.854**	**0.010**	**Incorporeal**
	The jump forward	**13.450**	**22.596**	**2.662**	**0.015**	**Incorporeal**
	Kick the ball with the foot	**5,950**	**3.790**	**7.020**	**0.001**	**Incorporeal**
	Walking on a wooden board	**0.800**	**0.671**	**2.491**	**0.022**	**Incorporeal**

Table (6) shows the computational and standard deviations and the value (t) calculated between the experimental group and the control group in the post-test.

Skill	**Group**	**Mean**	**Std. Deviation**	**Test (t)**	**Sig.**	**Statistical Resolution**
Running	**Experimental**	**4. 900**	**0. 852**	**2. 349**	**0.0 24**	**Incorporeal**
	Control	**5. 50 0**	**0. 761**			
	Experimental	**4. 400**	**0. 681**	**2 . 05**	**0. 047**	**Incorporeal**

	Control	**4. 90 0**	**0. 852**			
The stalk on the left leg	**Experimental**	**4. 150**	**0. 5 87**	**2. 299**	**0.0 27**	**Incorporeal**
	Control	**4. 550**	**0. 510**			
The jump forward	**Experimental**	**111. 3 50**	**8. 406**	**2.0 61**	**0.046**	**Incorporeal**
	Control	**104. 3 50**	**12. 650**			
Kick the ball with the foot	**Experimental**	**23.900**	**3.567**	**4.393**	**0.000**	**Incorporeal**
	Control	**19.100**	**3.339**			
Walking on a wooden board	**Experimental**	**6.550**	**0.605**	**8.417**	**0.000**	**Incorporeal**
	Control	**4,850**	**0.671**			

The results of tables (2), (3), (4), and (5) showed the values of arithmetic means, standard deviations, and (t) calculated, and we correlate the error between the pre and post tests of the experimental and control groups, which indicated the existence of significant differences in favor of the post-tests. . The researchers see the reason for these differences in relation to the experimental group to the positive and effective effect of the Kurt program to expand the perception of some basic motor skills of children, as the Kurt program is one of the programs that contribute to the expansion of perception in children in particular, and other age groups in general. It is distinguished by it. She designed the lessons of the Kurt program(Cort)To be easy and practical and can be used in many different situations and situations .... The basic form of these lessons helps to be used with different age groups (from 6 years old and above).... The specific goal of the Kurt program (1) lessons is to expand the field of perception. So that in any situation we can see what is beyond the obvious. The experience of the students who participated in these lessons has shown to develop a broader understanding of different situations. (Hussein, 2007) This is consistent with the findings of the researchers in this study. As for the control group, the reason for the fur in favor of the post test is due to the method used by the physical education teacher to motivate children and encourage them to participate in the exercises that she developed to improve their basic motor skills. As for Table (6), the results of which showed the presence of significant differences in the post test between the two groups and in favor of the experimental group. The researchers see the reason for this due to the effect of the Kurt program (1) to expand the perception of some basic motor skills of the members of the experimental group at the expense of the members of the control group. Expanding Perception is the basic unit of the Cort program, so it should be studied before any of the other units. Lessons are designed to help students direct their thoughts in a meaningful way rather than they respond with naive reactions to information, broadening their perceptions with their basic motor skills and helping them to Concentration in performing these skills in all their aspects. . It excels This the program About Others as such Confirmed (Groan, (2010 Can Apply it On different ages, And he takes Account The differences Individuality Between Students . as such This is unique the program Also Simply design, And ease Implementation, And it is Designer On Form Tutorials Independent Serving Each Of which Goals Specific , Than Facilitates On the teacher Understand it, And submission For students An image Graded , Addition to me it's a It requires A little degree From Training For teachers From Yes The possibility Implement it . The findings of the two researchers are consistent with the results of a study (Donaldson, 2010) Which Indicated Their results to me Excellence Groups Which Used Skills a program Kurt in a Education On Remain Groups Other.

Conclusion

The two researchers reached the most important conclusions, including: The program worked to improve and expand the awareness of the experimental research sample in the performance of some basic motor skills. The two researchers recommend the necessity of adopting the Kurt (1) program in teaching and improving the motor skills of kindergarten children in Diyala governorate through holding courses Training for physical education teachers in kindergartens in the governorate. And conducting other studies that deal with the Cort program and its other parts in structural, motor and mental variables for other age groups.

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