

# **The effect of preliminary games program in developing the special kinetic sense abilities and some gymnastics skills performance for students of the Faculty of Physical Education**

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## ***Introduction :***

The preliminary games considered a branch of sport activity characterized fun, pleasure and competition suitable for both genders and all ages, and didn't need, gymnasiums or athletic fields with specific, measurements, didn't have a consistent system with internationally a greed and is based on certain simplified, rules and laws, develops the practiced basic skills, enables practicing the basic rules of the game and team work.

These activities pleased the learners because of, its simplicity performance in addition to its abstract, and contribution in learning these skills. (9: 286), (15: 346), (19: 173)

These preliminary programs seem to have clear richness, of kinetic learning aspects and acquire the individual with complex kinetic skills, also contribute in raising nervous, muscular compatibility, the kinetic sense, ability and develop the characteristics of fitness, speed of response and flexibility. (5: 19), (14: 168), (21: 31)

Both Munir Abidin (2002), Azza Siam (1995) and Howayda Ismail (1993) conform that the use of the, preliminary programs in teaching kinetic skills may, contribute with a gradual in learning and master, those skills in amore interesting way and give good, results, while performing situations similar to the situations he met, in the skills performance.(18:122)(7:68)(13:112)

Zuzu Hamed (1999) mentioned that the basic skills, for the big games may be taught as gymnastics, using preliminary games in a fast and more interesting, way because it is characterized by a factor of competition, which is an important factor of proficient playing, and developing the level to a high degree of effierency. (28: 174)

The preliminary games excel on traditional training, programs help in learning, acquiring and developing the kinetic sense skills and abilities in an easy and, gradual

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The preliminary games excel on traditional training, programs help in learning, acquiring and developing the kinetic sense skills and abilities in an easy and, gradual way, It is considered a completion to the skilled practices, and a key factor in reaching a high level and achieving, the best achievement . ( 2 0 : 1 4 )

The gymnastics one of the most important sports, which had and still have great interest among most, countries of the world, especially, the developed ones, through the comprehensive preparation of the players, physically, perfectly, psychologically and mentally gymnastic has developed rapidly due to the multiplicity of learning and training methods and their new tools. Recently, the training headed newly to focus on, developing the kinetic sense abilities because of its fund a mental and effective role in up grading kinetic, performance for some gymnastic skills which helps the kinetic sense abilities in acquiring and developing necessary kinetic habits and maintaining the, right positions during the performance and controlling the orientation and movement correction during performance, interns of form, range and direction.

The kinetic sense abilities help the players to acquire, and command many skills as, proved by the kinetic performance success depends on the physical, characteristics, kinetic abilities and kinetic sense, which play same or role in this success and helps, to gain the ability to control the movements of the body. (24: 207), (12: 10), (2: 12), (17: 18)

The kinetic muscular sense shapes the basis for acquisition and mastery of physical, and skilled performance, and precise control, of an athlete in his movements, This sense is considered one of the, basic components of the complex specialized, perception, as there is a high kinetic activity, not characterized with a curate (kinetic – muscular) sense, as it has a large importance in developing the kinetic and unusual perception and acquiring initial compatibility of the kinetic skills, even access to master and establish the kinetic performance , It also helps in the process of kinetic, learning. (25: 36 – 41), (27: 31), (22: 228)

the visual sense has a great importance, in learning the kinetic skills and mastery, through it the kinetic ability and right, understanding grow for the sequence of skill performance, since it helps to observe, the conduct of the movement and to identify its right performance way, perceive, understand, and complete it correctly. Evidences have proved, that any deficiency in the sense of sight, consequent lack of skill efficient performance. (1: 62), (2: 304)

The nature of the sense of time varies, with the varying of the sports activities and, beyond it, this is due to the difference in its specialized functional nature for players in the same, the important indicators that must be taken into account when selecting rookies. (14: 229)

Hosni Sayed Ahmed (1992) explains that successive movements with a right performance, and appropriate manner but come from the right nerve objects that link to, the central nervous, system at the right time.(11: 19)

Mentions Hosni Sayed Ahmed (1985), Quoting Fisher (1963), Fawzi Jacob and Adel Abd El-Basir (1971), Cassidy Gasad (1974), Lukin and others Loken (1977), Haritlay (1978) that ground movements constitute an important, foundation depends on it, building apparatus, gymnastics sport, and the ground movements, have a great relationship for many movements on other devices, the somr sault, aerobic session, and weights the two men similar in the course, of the movement whether performed on the ground, or on the other gymnastics equipment, and according, to that ground movements mastery helps in moving the positive impact of training on the device. (10: 31)

The challenge in kinetic learning process, recently lies in choosing the most suitable, ways and most economical , Which depends on chooing the appropriate, way in terms of degree of difficulty of the, skill and the number of required units, the training age of the learner and the oriented, play in away of entertainment and education. As it appears from the learners an activity with extra vitality as are salt of enjoyment. And directing this extra vitality for achieving learning process is considered a difficult, challenge needs a high level programs set by specialists, Games are categorized according to the degree of, difficulty into three types: small games, the preliminary, games and the teams games. (8: 26 – 29)

The researchers have noted a decrease in the standard of performance for students in the second year at the faculty; of physical education for boys in Alexandria in the skills of gymnastics.

The researchers have carried out an exploratory study, attachment (1), of the reality of students scores for the academic year 2013/2014, the researchers found though, it a decline in the skilled performance on the two devices of ground movements and vaulting horse.

As the average of students score on the ground, movements device 3.3 and it represents a 41.25 % of the total score which, recorded 8 degrees lower than average, and the average, students cores on vaulting horse device 3.7 , and it represents 45.25 % of the total score which is 8 degrees lower than, average (deposit).

The students grades were low as described in tablet also they analyzed the content of gymnastics, curriculum for the second year.

The researchers found that, the curriculum, didn't mention to the preliminary games in spite of importance and benefits in the development of the kinetic performance and kinetic sense abilities of the gymnastic skills, which help in the learning acceleration and achieve the highest levels of achievement, so they designed a preliminary games program, to learn, about its effect on the development of some kinetic sense abilities and the performance of some kinetic skills under discussion.

**The problem of this research is also to answer, the following question:**

Program in developing the specialized kinetic sense, abilities and perform some gymnastic skills of, students of the faculty of physical education.

**Research objective:**

- Build a program for preliminary games and find out its impact on the development of some specialized kinetic sense abilities and perform some gymnastic skills for the students of the faculty of physical education, under discussion.

**Research hypotheses:**

- There are statistically significant differences, between the two measurements, prior and subsequent, to the controlled group in the kinetic sense abilities, and some gymnastic skills under discussion.
- There are statistically significant differences, between the two measurements prior and subsequent, to the experimental group in the kinetic sense abilities, and some gymnastic skills under discussion.
- There are statistically significant differences, between the two measurements of the experimental, and controlled groups in the kinetic sense abilities, and some of the gymnastic skills under discussion.

**Research terms:**

***Preliminary games:*** is an advanced stage for small games, where the acquired kinetic skills are applied for the small game in its simple case into kinetic skills that prepare the player to the teams games as, the football game, basketball, volleyball and other games.

***Kinetic sense abilities:*** Is the nervous system's ability in developing and organizing what is owned by the individual of basic skill components of skills

and what is acquired from the environmental stimulants through learning. (1: 32)

**Research procedures:**

**The research methodology:**

The researchers used the experimental method using two groups, one is experimental and the other is controlled using (before – after) measurement.

**The society and sample of the research:**

The society of this research is the students of the second year in the faculty of physical education for boys in Alexandria University in the academic year 2013/2014.

The researchers have selected a random sample of (30 students) of the total research society's number (286 students) and has been divide into two equal groups one is experimental and the other is controlled.

The number of each group is (15) students.

**Choosing this sample due to the following reasons:**

- The availability of the appropriate number as a sample for this research.
- The age convergence and skill, performance level of the research sample.
- On of the researchers supervises the educational process.
- The availability of devices and the cab abilities is essential to carry out the experiment of the research.

**Temporal limit:**

The study was conducted in the period from 1/10/2013 to 1/12/2013.

**Spatial limit:**

The hall of exercises training and gymnastic at the faculty of physical education for boys in Alexandria.

**Scientific transactions for adjusting the variables: attachment (2)**

**First: The means of data collection:**

- (A) Growth rates (height – weight – age). (B)Assessment form for the skills performance level. (C)Tests of specialized kinetic sense abilities.

**Skills performance level assessment:**

The researchers determine the skill level of the research sample by arbitrators through the form of skill performance assessment for the skills under discussion by a believe coefficient of 91%. Attachment (3).

**Second: the proposed program:** attachment (4)

**Research measurements:**

**Pre measurements:**

The before measurement for the two groups was carried out using gymnastic skills assessment for, as mentioned before, and during the period from 22/9/2013: 29/9/2013.

**Basic experiment:**

Basic experiment conducted during the period from 1/10/2013 to 11/12/2013, which included (8) weeks and (4) educational units by (8) lectures, and the time of the lecture is (90 minutes) according to the time of the lecture within the college.

**Post measurements:**

The researchers conducted the after measurements for the two research groups during the period from 2/12/2013 to 9/12/2013, by applying the same previous tests for the variables of the research, which were applied in the before measurements.

**Statistical styles:**

The researchers performed (carried out) the statistical coefficients which fit the research, using statistical program (SPSS) to extract the following treatments.

Presentation and discussion of results

Table (1) statistical significance of kinetic sense abilities measurements and tests for control group between pre and post measurements.

**(n = 15)**

kinetic sense abilities		pre		post		Difference between the two averages	Percentage of improvement %	“T” calculated value	Significance
		S-	± A	S-	± A				
Error visual comparative distance	walked 10 meters cm.	44.93	1.39	20.33	3.374	24.60	54.75	23.43**	0.000
	Running 6 meters cm.	25.13	0.92	19.27	1.710	5.87	23.34	12.31**	0.000
Error sense of distance	60 cm	4.07	0.80	2.47	0.834	1.60	39.34	8.41**	0.000

jump											
Error visual comparative direction		walked 10 meters cm.	25.93	1.16	19.13	2.825	6.80	26.22	9.55 **	0.000	
Error sense of time		10sc	1.55	0.14	0.98	.301	0.57	37.03	7.32 **	0.000	
Error sense Musculoskeletal angular	Flexion of the shoulder joint	Right arm at angle	25°	4.00	0.85	2.33	.488	1.67	41.67	10.46 **	0.000
			90°	4.13	0.74	2.33	.617	1.80	43.55	9.00 **	0.000
			125°	4.00	0.85	2.20	.414	1.80	45.00	9.00 **	0.000
		Left arm at angle	25°	4.33	1.11	2.67	.816	1.67	38.46	10.46 **	0.000
			90°	4.53	0.99	2.73	.799	1.80	39.71	9.00 **	0.000
			125°	4.53	0.99	2.47	0.640	2.07	45.59	10.02 **	0.000
	The shoulder joint of the arm extension	Right arm at angle	25°	4.47	1.06	2.60	1.121	1.87	41.79	11.30 **	0.000
		Left arm at angle	25°	4.13	0.74	2.67	.816	1.47	35.48	8.88 **	0.000
		Hip flexion of leg	Right at angle	25°	4.47	0.99	2.73	.704	1.73	38.81	14.67 **
		Left at	25°	4.33	0.72	2.47	.516	1.87	43.08	11.30 **	0.000

		angle									
	Flexion of the knee joint	Right at angle	25°	3.87	1.06	2.33	.816	1.53	39.66	11.50**	0.000
		Left at angle	25°	4.13	0.74	2.27	.704	1.87	45.16	14.00**	0.000

\* Table significance "T" at 0.05 = 2.145

table (1) The measurements with statistically significant differences at 0.05. "T" value ranged between (\*\* 7.32, \*\* 23.43) with improvement ratios between (23.34% - 54.75%) for the post measurements in all the kinetic sense abilities, for controlled group.

Table (2) statistical significance of kinetic sense abilities measurements and tests for experimental group between pre and post measurements.

(n = 15)

kinetic sense abilities		pre		post		Difference between the two averages	Percentage of improvement %	"T" calculated value	Significance
		S-	± A	S-	± A				
Error visual comparative distance	walked 10 meters cm.	44.20	1.373	15:27	.799	28.93	65.46	75.39**	0.000
	Running 6 meters cm.	25.00	0.926	9.33	.816	15.67	62.67	49.15**	0.000
Error sense of distance jump	60 cm	4.00	0.756	0.93	.704	3.07	76.67	10.21**	0.000
Error visual comparative direction	walked 10 meters cm.	25.53	1.187	11:00	0.926	14:53	56.92	38.62**	0.000



Error sense of time		10sc		1.47	.243	0.36	0.160	1.11	75.22	17.06**	0.000
Error sense Musculoskeletal angular	Flexion of the shoulder joint	Right arm at angle	25°	3.80	0.775	0.80	.676	3.00	78.95	10.25**	0.000
			90°	3.93	.799	0.73	.704	3.20	81.36	16.00**	0.000
			125°	3.87	0.834	0.73	.704	3.13	81.03	10.78**	0.000
		Left arm at angle	25°	4.20	1.082	1.00	0.756	3.20	76.19	10.27**	0.000
			90°	4.13	0.834	1.00	0.756	3.13	75.81	13.26**	0.000
			125°	3.93	1.223	0.60	0.632	3.33	84.75	10.00**	0.000
	The shoulder joint of the arm extension	Right arm at angle	25°	4.13	1.302	0.80	.676	3.33	80.65	8.37**	0.000
			Left arm at angle	25°	3.93	.594	0.80	.561	3.13	79.66	16.33**
		Hip flexion of leg	Right at angle	25°	4.20	.941	0.93	.799	3.27	77.78	14.32**
	Left at angle		25°	4.27	.704	1.00	.655	3.27	76.56	14.32**	0.000
	Flexion of the knee joint	Right at angle	25°	3.60	1.056	0.67	.617	2.93	81.48	9.29**	0.000
		Left at angle	25°	3.87	0.834	0.87	0.640	3.00	77.59	12.55**	0.000

\* Table significance "T" at 0.05 = 2.145

table (2) The measurements with statistically significant differences at 0.05. “T” value ranged between (\*\* 8.37, \*\* 75.39) with improvement ratios between (56.92 % - 84.75 %) for the post measurements in all the kinetic sense abilities, for experimental group.

Table (3) statistical significance of kinetic sense abilities measurements and tests between control group and Experimental group in the post measurements.

kinetic sense abilities				control group		Experimental group		Difference between the two averages	Percentage of improvement %	“T” calcul value
				N = 15		N = 15				
				S-	± A	S-	± A			
Error visual comparative distance	walked 10 meters cm.			20.33	3.374	15.27	.799	5.07	24.92	5.6
	Running 6 meters cm.			19.27	1.710	9.33	.816	9.93	51.56	20.3
Error sense of distance jump	60 cm			2.47	0.834	0.93	.704	1.53	62.16	5.4
Error visual comparative direction	walked 10 meters cm.			19.13	2.825	11.00	0.926	8.13	42.51	10.0
Error sense of time	10th			0.98	.301	0.36	0.160	0.61	62.69	6.9
Error sense Musculoskeletal angular	Flexion of the shoulder joint	Right arm at angle	25°	2.33	.488	0.80	.676	1.53	65.71	7.1
			90°	2.33	.617	0.73	.704	1.60	68.57	6.6
			125°	2.20	.414	0.73	.704	1.47	66.67	6.9
	The shoulder joint of the arm extension	Left arm at angle	25°	2.67	.816	1.00	0.756	1.67	62.50	5.8
			90°	2.73	.799	1.00	0.756	1.73	63.41	6.1
			125°	2.47	0.64	0.60	0.632	1.87	75.68	8.0
The shoulder joint of the arm extension	Right arm at angle	25°	2.60	1.12	0.80	.676	1.80	69.23	5.3	
		Left arm at	25°	2.67	.816	0.80	.561	1.87	70.00	7.3

		angle								
	Hip flexion of leg	Right at angle	25°	2.73	.704	0.93	.799	1.80	65.85	6.5
		Left at angle	25°	2.47	.516	1.00	.655	1.47	59.46	6.8
	Flexion of the knee joint	Right at angle	25°	2.33	.816	0.67	.617	1.67	71.43	6.3
		Left at angle	25°	2.27	.704	0.87	0.640	1.40	61.76	5.7

\* Table significance “T” at 0.05= 2.160

Table (3) results reveal presence of statistically significant differences between control group and Experimental group in the post measurements in kinetic sense abilities tests for the experimental group in all sense kinetics abilities and some gymnastics skills for students of the Faculty of Physical Education. The measurements with statistically significant differences at 0.05. “T” value ranged between (\*\* 5.32, \*\* 20.30) with improvement ratios between (24.92% , 75.68 %) for Experimental group in the post measurements.

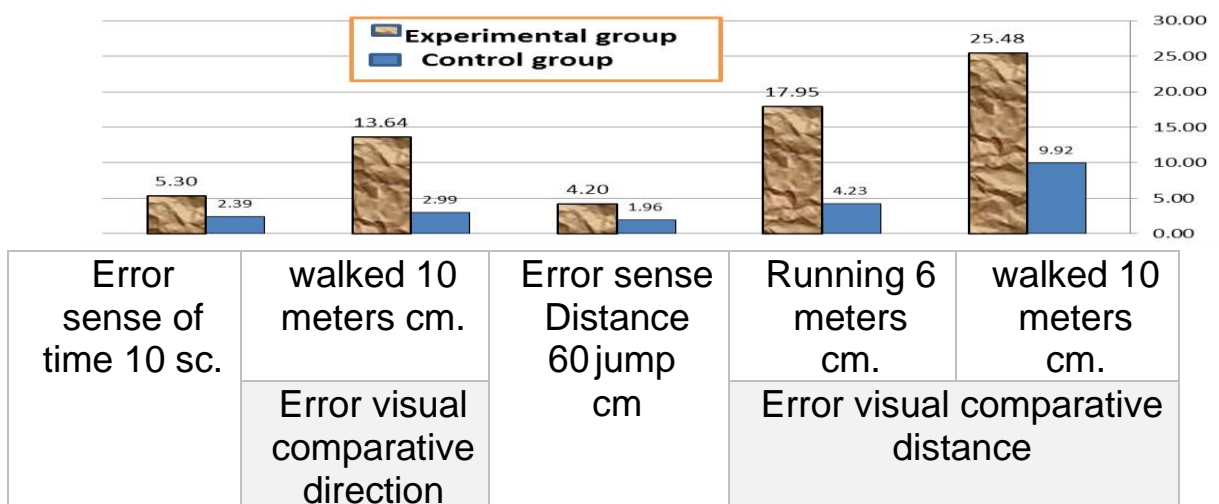


Figure (1)

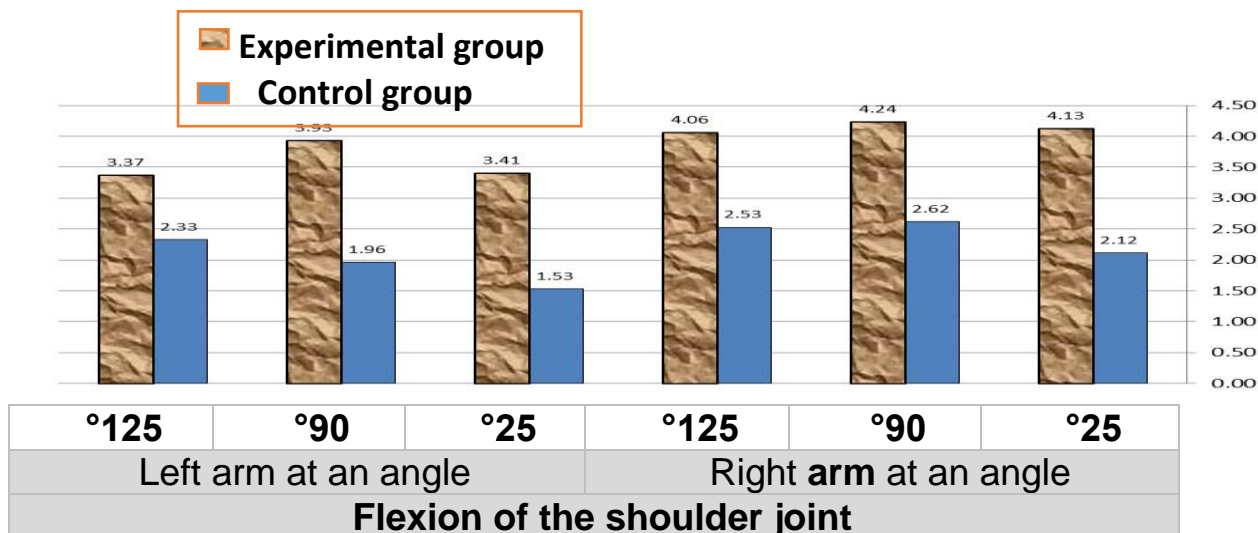


Figure (2)

Table (4) statistical significance of Evaluate some gymnastics skills between pre and post measurements for control group.

(n = 15)

Skills	pre		post		Difference between the two averages	Percentage of improvement %	“T” calculated value	Significance
	S-	± A	S-	± A				
1- Front role	3.47	0.64	7.87	0.834	4.40	126.92	18.72 **	0.000
2- Hand spring	3.00	0.53	7.73	0.884	4.73	157.78	20.74 **	0.000
3- Internal jump Vaulting horse	3.40	0.51	7.80	1.082	4.40	129.41	16.14 **	0.000
4- Handspring Vaulting horse	2.93	0.80	6.93	.799	4.00	136.36	16.73 **	0.000

\* Table significance “T” at 0.05= 2.145

table (4) The measurements with statistically significant differences at 0.05. “T” value ranged between (\*\* 16.14, \*\* 20.74) with improvement ratios between (126.92 % - 157.78 %) for the post measurements in all gymnastics skills, for control group.

Table (5) statistical significance of Evaluate some gymnastics skills between pre and post measurements for Experimental group.

(n = 15)

Skills	pre	post	Difference	Percentage of	“T”	Signific
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	S-	± A	S-	± A	between the two averages	improvement %	calculated value	ance
1- Front role	3.40	0.632	9.60	0.507	6.20	182.35	31.00 **	0.000
2- Hand spring	3.07	0.594	8.67	0.724	5.60	182.61	26.19 **	0.000
3- Internal jump Vaulting horse	3.27	0.458	9.00	0.756	5.73	175.51	23.10 **	0.000
4- Handspring Vaulting horse	2.80	0.414	8.40	0.737	5.60	200.00	29.44 **	0.000

\* Table significance "T" at 0.05= 2.145

table (5) The measurements with statistically significant differences at 0.05. "T" value ranged between (\*\*23.10, \*\* 31.00) with improvement ratios between (175.51% - 200.00%) for the post measurements in all gymnastics skills, for Experimental group.

Table (6) statistical significance of Evaluate some gymnastics skills between control group and Experimental group in the post measurements.

Skills	control group		Experimental group		Difference between the two averages	Percentage of improvement %	"T" calculated value	Significance
	N = 15		N = 15					
	S-	± A	S-	± A				
1- Front role	7.87	0.834	9.60	.507	1.73	22.03	6.88 **	High
2- Hand spring	7.73	0.884	8.67	0.724	0.93	12.07	3.17 **	High
3- Internal jump Vaulting horse	7.80	1.082	9.00	0.756	1.20	15.38	3.52 **	High
4- Handspring Vaulting horse	6.93	.799	8.40	.737	1.47	21.15	5.23 **	High

\* Table significance "T" at 0.05= 2.160

Table (6) results reveal presence of statistically significant differences between control group and Experimental group in the post measurements in Evaluate some gymnastics skills for the experimental group in all gymnastics skills for students of the Faculty of Physical Education. The measurements with statistically significant differences at 0.05. "T" value ranged between (\*\* 3.17, \*\* 6.88) with improvement ratios between (12.07% , 22.03 %) for Experimental group in the post measurements.

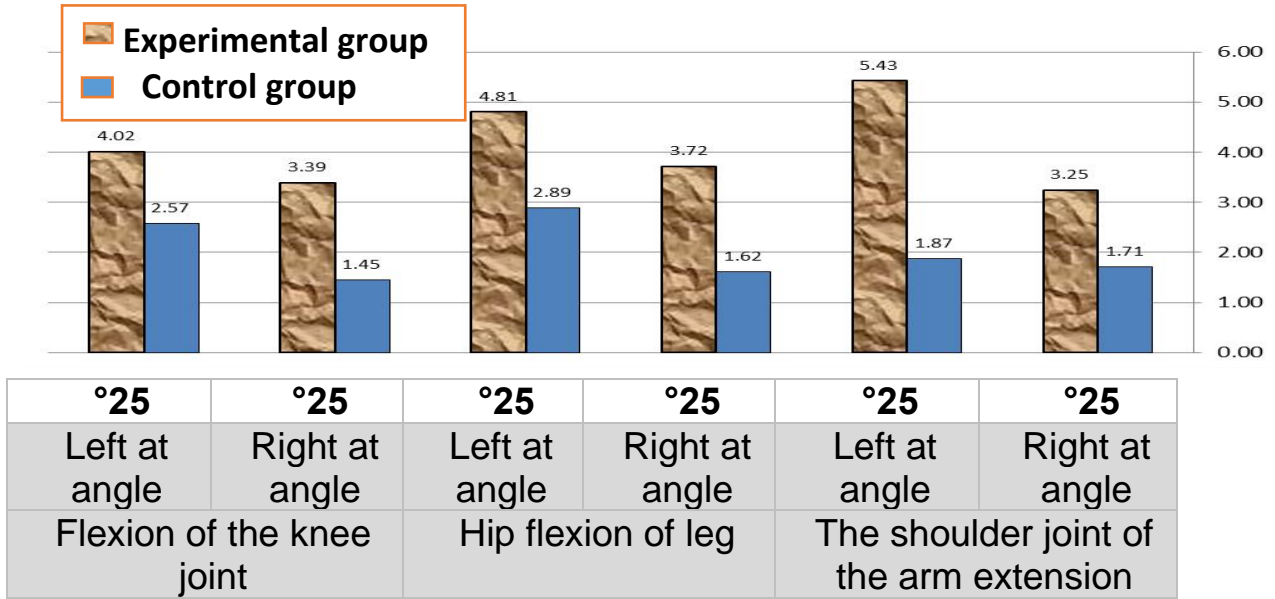


Figure (3)

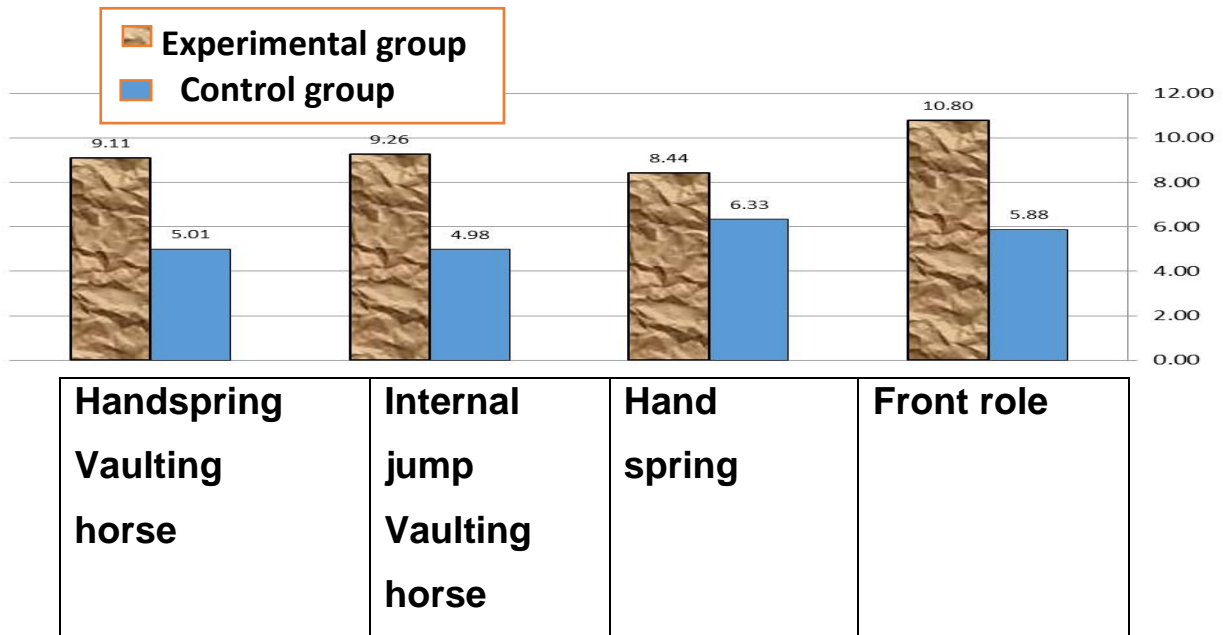


Figure (4)

kinetic sense abilities		control group			Experimental group				
		N = 15			N = 15				
		( $\eta^2$ )	values effect size	amount Effect size	( $\eta^2$ )	values effect size	amount Effect size		
Error visual comparative distance	walked 10 meters cm.	<b>0.975</b>	<b>9.924</b>	<b>High</b>	<b>0.998</b>	<b>25.483</b>	<b>High</b>		
	Running 6 meters cm.	<b>0.915</b>	<b>4.232</b>	<b>High</b>	<b>0.994</b>	<b>17.949</b>	<b>High</b>		
Error sense of distance jump	60 cm	<b>0.835</b>	<b>1.959</b>	<b>High</b>	<b>0.882</b>	<b>4.201</b>	<b>High</b>		
Error visual comparative direction	walked 10 meters cm.	<b>0.867</b>	<b>2.993</b>	<b>High</b>	<b>0.991</b>	<b>13.637</b>	<b>High</b>		
Error sense of time	10sc	<b>0.793</b>	<b>2.388</b>	<b>High</b>	<b>0.954</b>	<b>5.303</b>	<b>High</b>		
Error sense Musculoskeletal angular	Flexion of the shoulder joint	Right arm at angle	25°	<b>0.887</b>	<b>2.116</b>	<b>High</b>	<b>0.882</b>	<b>4.129</b>	<b>High</b>
			90°	<b>0.853</b>	<b>2.623</b>	<b>High</b>	<b>0.948</b>	<b>4.237</b>	<b>High</b>
		125°	<b>0.853</b>	<b>2.529</b>	<b>High</b>	<b>0.893</b>	<b>4.063</b>	<b>High</b>	
		Left	25°	<b>0.887</b>	<b>1.532</b>	<b>High</b>	<b>0.883</b>	<b>3.405</b>	<b>High</b>
			90°	<b>0.853</b>	<b>1.961</b>	<b>High</b>	<b>0.926</b>	<b>3.932</b>	<b>High</b>

		arm at angle	125°	<b>0.878</b>	<b>2.331</b>	<b>High</b>	<b>0.877</b>	<b>3.370</b>	<b>High</b>
	The shoulder joint of the arm extension	Right arm at angle	25°	<b>0.901</b>	<b>1.706</b>	<b>High</b>	<b>0.833</b>	<b>3.248</b>	<b>High</b>
		Left arm at angle	25°	<b>0.849</b>	<b>1.870</b>	<b>High</b>	<b>0.950</b>	<b>5.425</b>	<b>High</b>
	Hip flexion of leg	Right at angle	25°	<b>0.939</b>	<b>1.615</b>	<b>High</b>	<b>0.936</b>	<b>3.719</b>	<b>High</b>
		Left at angle	25°	<b>0.901</b>	<b>2.888</b>	<b>High</b>	<b>0.936</b>	<b>4.806</b>	<b>High</b>
	Flexion of the knee joint	Right at angle	25°	<b>0.904</b>	<b>1.455</b>	<b>High</b>	<b>0.860</b>	<b>3.393</b>	<b>High</b>
		Left at angle	25°	<b>0.933</b>	<b>2.571</b>	<b>High</b>	<b>0.918</b>	<b>4.016</b>	<b>High</b>

Table (7) the values effect size of the preliminary games program in the kinetic sense abilities for control and Experimental group.



table (7) the effect of the preliminary games program in the kinetic sense abilities come by the big size of the experimental group between (3.248 – 25.483) which is higher than values of the controlled group which ranged between (1.455 – 9.924) and the values of ETA square of the experimental group ranged between (0.860 – 0.998) they are higher than controlled one which (0.793 – 0.975) in all the kinetic sense ability.

Table (8) the values effect size of the preliminary games program in gymnastics skills for control and Experimental group.

Skills	control group			Experimental group		
	N = 15			N = 15		
	( $\eta^2$ )	values effect size	amount Effect size	( $\eta^2$ )	values effect size	amount Effect size
1- Front role	0.962	5.884	High	0.986	10.804	High
2- Hand spring	0.968	6.328	High	0.980	8.436	High
3- Internal jump Vaulting horse	0.949	4.981	High	0.974	9.264	High
4- Handspring Vaulting horse	0.952	5.009	High	0.984	9.114	High

table (8) effect of the preliminary games in the skills, as the high effect size of the experimental and controlled group, as the value of the effective volume of the experimental group between (8.436 – 10.804) Higher than the values of the controlled group which ranged between (4.981 – 6.328) ETA square values of the experimental group ranged between (0.974 – 0.986) higher than the controlled group values which ranged between (0.949 – 0.968) from some of gymnastic skills.

**Second: Discussion and interpretation of the results:**

Depending on the results that have been reached, it is clear from table (1) that there are differences with an abstract significant in the value of (T) calculated between the pre and post measurements in all the kinetic sense abilities and the improvement ratio that ranged between (23.34% - 54.75%), for post measurement, in the kinetic sense abilities of the controlled group for some gymnastic skills for the students of the faculty of physical education.

The researchers attributed the controlled group improvement in all the kinetic sense abilities, for the study sample under discussion, to the effective impact of the used traditional program because of its role in improving the

kinetic sense abilities which reflected in turn on the performance improvement and this refers to the role played by the teacher in the traditional learning, using the explanation and demonstration (the traditional program) which led to the completion of the educational points in the as well as providing the feedback and evaluation by the teacher contributed to improve the kinetic sense abilities under discussion, in line with the study of both Samir Shaban (2007) (22), Ahmed Fouad Elshazly (3), Hosni Sayed Ahmed (2001) (12).

It is clear from table (3) the significant differences in the value of (T), calculated between the pre and post measurement in all the kinetic sense abilities, and the improvement ratio ranged between (56.92% - 84.75%) in favor of the after measurement in the kinetic sense abilities for the experimental group, for some of the gymnastic skills for students of the faculty of physical education and this result excels on the result of the controlled group.

The researchers attribute the improvement of the experimental group, in all the kinetic sense abilities of the study sample, under discussion, to the effective influence of the preliminary games, because of their effective role in improving the kinetic and physical sense abilities that is reflected in turn on the performance improvement and this is in line with what was confirmed by the study of both Rasha Waly (2007) (20) and Rehab El-Sheikh (2008) (21), Ahmed Fouad Elshazly (4). That the preliminary games featuring obvious links to aspects of kinetic learning and is also acquiring the individual with a lot of complex kinetic skills also contribute to the upgrading of the nervous – muscular harmony and the ability of kinetic comprehension developing the kinetic sense abilities, qualities of agility and speed of response and flexibility.

It is clear from table (2) that there are abstract significant differences for the (T) value calculated and experimental group in all the kinetic sense abilities and the difference ratio ranged between 24.92%, 75.68% in favor of the experimental group, in the kinetic sense abilities of the experimental group for some gymnastic skills to students of the faculty of physical education.

The researchers attribute the superiority of the experimental group on the controlled group in the after measurement in the variable of the kinetic sense abilities to the effectiveness of the preliminary games program and which involved in exercises at the further development of kinetic sense abilities through developing the sense of (strength, direction, distance, time and a sense of muscular angular), where the proposed program included a large and its impact on the development of skill performance level in line to

which was referred by both Amr Abou El-Maged and Gamal Ismail (2001) (5) that the students are taught by using the preliminary game, they achieved a significant improvement in the kinetic and physical variables due to the positive impact of the preliminary games and involved in the competitive games.

It is clear from table (3) the presence of abstract significant differences in the (T) value calculated between the pre and post measurements in all skills, The improving ratio ranged between (126.92% - 157.78%) in favor of the post measurement of the controlled group for some gymnastic skills for the students of physical education.

The researchers attribute the improvement of the collected group in all skills of the study sample under discussion to the effective impact of the followed traditional program which led to the improvement of the kinetic sense abilities under discussion, this is in line with the study of both Adel Abd El-Basir (1992) (1) and Sedek Tolan (1982) (27).

It is clear from table (4) that there are abstract significant, differences in the (T) value calculated between the pre and post measurements in all the skills under discussion and the improving ratio, ranged between (175.5% - 200%) in favor of the post measurement of the experimental group for some gymnastic skills to the students of the faculty of physical education.

The researchers attributed the improvement of the experimental group in all skills of the study sample under discussion to the effective influence of the preliminary games because of its role in improving the physical and kinetic sense abilities, which reflection turn on the improved performance and in line with the study of Munir Abdeen (2002) (18) that any learner through the preliminary games can achieve success in the practiced activity and thus is crease his enthusiasm and inclinations toward practice, thus increases his skill and physical level.

It is clear from table (5) that there are abstract significant differences for the (T) value calculated in the post measurement between the experimental and controlled group in all skill, The difference ratio ranged between (12.07% - 22.03%) in favor of the experimental group for same gymnastic skills for the students of the faculty of physical education.

This result in line with the study of Zuza Al-Hassab (1999) (28), that the preliminary games is one of the most important ways which marked the physical education lesson with fun, pleasure and relaxation, it is considered one of the means of achieving the educational goals in addition to its great contribution in raising.

The light of what achieved from the validate of the third hypothesis of the research which refers to over come the learning difficulties and improve some of the kinetic sense abilities leads to improve some of the attributed gymnastic skills.

It is clear from Table (6) that results reveal presence of statistically significant differences between control group and Experimental group in the post measurements in Evaluate some gymnastics skills for the experimental group in all gymnastics skills for students of the Faculty of Physical Education. The measurements with statistically significant differences at 0.05. "T" value ranged between (\*\* 3.17, \*\* 6.88) with improvement ratios between (12.07% , 22.03 %) for Experimental group in the post measurements.

As seen in table (7) and figer (1-3) that the impact of the preliminary games program is the kinetic sense abilities come by the big size of the experimental group between (3.248 – 20.488) which is higher than values of the controlled group which ranged between (1.455 – 9.924) and the values of ETA square of the experimental group ranged between (0.860 – 0.998) they are higher than controlled one which (0.793 – 0.975) in all the kinetic sense ability for some gymnastic skills for students at the faculty of physical education.

It is clear from table (8) and figer (4) that the effect of the preliminary games in the skills, as the high influence size of the experimental and controlled group, as the value of the effective volume of the experimental group between (8.436 – 10.804).

Higher than the values of the controlled group which ranged between (4.981 – 6.328)? ETA square values of the experimental group ranged between (0.974 – 0.986) higher than the controlled group values which ranged between (0.949 – 0.968) from some of gymnastic skills for the students of the faculty of physical education.

In light of previous findings, which indicate to the size impact of the applied programs on the two research groups (experimental and controlled), on the variable kinetic sense abilities – skill for the experimental group researchers attribute a the high size impact to the effective impact of the preliminary games program, under discussion, in line with which Zuzu Hamid mentioned (1999)(28) that basic skills of the big games can be taught as gymnastic using preliminary games in a faster and more exciting way because it is characterized by a factor of competition and it is an important factor in playing with proficiency and upgrading the level to a high degree of efficiency.

This is in line with both Munir Abdeddn (2002) (18) and Azz Siam (1995) (7), Howayda Ismail (1993) (13), and Auxtre, David, Pyfer, Tew (1989) (6) that using the preliminary games in teaching the basic skills may contribute a big deal in learning and mastering those skills, in amore interesting way and gives the best results, while the learner performing them in situations similar to those he faces in the games.

Also with the study of semen. J. A Depauw, K. P, the new (1982) (23) that the preliminary games, seek to achieve many excellent educational goals due to their several and different situations when using them, through practice.

The learner acquires the kinetic and skill abilities in a suitable way with the individual growth stages and his individual characteristics.

As well as Amr Abu – Elmaged, Gamal Ismail (2001) (5) that the preliminary games program with clear richness for the aspects of kinetic learning.

It is also working to give the individual a lot of the original and derivative situations and master them a lot of complex kinetic skill as well as contribute to the promotion of muscular, nervous compatibility and the ability of kinetic comprehension, develop agility response speed and flexibility.

### ***Conclusions and recommendations:***

In the light of research goals, hypothesis and consequences, the research reached the following conclusions:

- (1) Develop the kinetic sense abilities for the gymnastic skills under study, for the experimental group rather than the controlled one through dimensional measurements as a result of the effect of using the preliminary games with the experimental group.
- (2) Develop the skill level performance for the gymnastic skills (under study) for the experimental group rather than the controlled one, through dimensional measurements as a result of the effect of using the preliminary games with the experimental group.
- (3) Increase the positivity in developing the kinetic sense abilities and the skill performance (under study), as a result of using the preliminary games with the experimental group.

### ***Recommendations:***

In the research sample, objectives and outcome of the results reached by the researcher recommends the following view:

(1) the proposed program of Pre-Games application of researchers in the development of capacities sense of mobility and perform some gymnastic skills because of its positive impact effectively on the level of performance skills for students of the Faculty of Education Sports.

(2) To conduct similar studies using preliminary games for the skills of other gymnastics and other sports.

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