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The Effect of Objective Games on Motor fitness and some behavioral Problems for Preschool Children

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ABSTRACT

The problem of fear is also considered one of the most important behavioral problems that pre-school children suffer from, as it is a major factor in most behavioral problems.

The research aims to effect of using objective games on some basic motor skills (running - jumping - throwing - kicking - standing - dribbling - fixed and moving balance movements) for preschool children, and the effect of using objective games on reducing behavioral problems (for fear - aggression - lying) for preschool children.

The study Methodology The researcher used the experimental method using the one-group experimental design, following the previous and post measurements, due to its relevance to the nature of this study.

The study community and the sample of the research included all pre-school children enrolled in kindergartens in government schools in the Eastern Province for the academic year 2018/2019 AD and their number were (175) children who were deliberately chosen.

Results: the values of torsion coefficients for preschool children in the total research sample ranged between (-0.0.630: 0.664), as the researcher agreed with a percentage of 80% as a minimum to accept basic motor skills, the correlation coefficients between each statement and the total score of the scale are statistically significant at the level of 0.05, which indicates the validity of the scale in what was set for it, results show that there are statistically significant differences at a 0.05 level of significance between the averages of the pre and post measurements in basic motor skills (running - jumping - throwing - kicking - standing - dribbling - movements of fixed and moving balance) for children of the experimental research sample that follow the games program.

Conclusions: The proposed educational program using intentional games contributed positively to improving the performance of basic motor skills (running - jumping - throwing - kicking - standing - dribbling - fixed and moving balance movements) for pre-school children, the experimental research sample. The proposed educational program by using the purpose games contributed in a positive way to reducing the behavioral problems (fear - aggression - lying) for pre-school children, the experimental research sample. There are statistically significant differences at the level of 0.05 between the previous and post measurements in some basic motor skills and the reduction of the behavioral problems under investigation in favor of the post measurements.

Keywords: Behavior Problems - Preschool Children, Motor Skills, Objective Games.

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INTRODUCTION AND RESEARCH PROBLEM

The childhood stage is one of the most important stages in a person's life, from which he begins to form himself and upon which the building of his personality is based. And on the degree of correctness of the building, the strength and sobriety of the building will be. Therefore, this stage has attracted the attention of many educators and expanded research and experiences in it to reach the best methods and the most successful methods of raising children and given what the preschool stage constitutes in preparing the child and preparing him for enrollment in primary school, the kindergarten stage has received an abundant share of interest in education and education. Given that the child at this stage is undergoing major behavioral and structural changes that can have a major impact on his future life, kindergarten and child-rearing in it have received a great deal of interest from educators, which is to develop the philosophy on which the kindergarten is based, its goals and methods of work in it to achieve its role in Child lives with high efficiency, and among the areas that require research are behavioral problems. [1–3].

The pre-school stage is considered the beginning of the growth of the conscience or the superego, children learn in this stage the right and wrong, and apply these judgments to their behavior, and the more the child can judge, the more developed the standards of his behavior, and he becomes more aware of the general applications of moral standards and values. [4–6].

Children with behavioral problems have a degree of social and family maladjustment, as they suffer from a sense of inferiority, emotional tension, and estrangement from oneself and others. [7–9].

The researcher conducted an opinion poll to identify the most important and most common of these behavioral problems from the point of view of kindergarten teachers. This poll resulted in a group of behavioral problems including shyness, jealousy, stubbornness, fear, lying, violence, and other problems, and by calculating the frequency of each problem. It was found that the most frequent of these problems is aggression, fear, and lying.

The problem of pre-school aggression is one of the predictors of poor academic harmony in the later years of education, and some minor acts of aggression may exacerbate and lead to harmful consequences for society later, and aggression is an event in which the child intentionally intends to harm another person or something else. [10–12].

The problem of fear is also considered one of the most important behavioral problems that pre-school children suffer from, as it is a major factor in most behavioral problems. It impedes the child's freedom and shrinks it in the face of life pressures. It also impedes the correct development of the child. Fear is an emotional reaction to danger. Real or imagined, and it appears in multiple forms and to varying degrees, ranging from caution and terror that appears on the child's face, and it may be accompanied by screaming or trembling, or it may be accompanied by sweating or urination that does not wear, and the fear affects the development of the child's personality, his performance and his relationship with others. Lying in children has a relationship to the problem of aggression and fear, as it is a problem that carries with it many other problems. Lying does not happen alone, but it is in a larger framework than the behavioral deviations that express a psychological defect, and lying is an emotional, defensive state that targets the adjustment and restoring psychological balance as in the case of justification as for a way to vent the imagination of childhood, as in the case of delusional play. [10–12].

Mohammed Marouf [13] emphasized the importance of pre-school psychomotor programs for pre-school children, which are based on scientific foundations that work to achieve and enhance the growth of mental and cognitive processes. They also help the child to control and control his body and his orientation and to understand the relationships between space and time so that he can communicate with others. More freely. [13–16].

Playing in the early childhood stage is of great importance, and researchers appreciate it with great appreciation for its great influence in the stages of development. Most scientists do not deny the value of childhood and the extent of its great influence on the formation of a person's personality, how he faces life and anticipates it, and how he deals with others.

There is a meaning behind the play, especially among psychologically disturbed children or those who feel deprived, neglected, ill-treated, cruel, or as a result of domestic crises and disturbances, as in cases of divorce or the mother's forced to go out to work. Children who come from troubled homes find in the play activity greater Designated for them to express their problems and venting about them. Research and studies conducted on play have indicated that it is a functional entry into the world of childhood and affects the formation of a person's personality in his childhood years, a period in which psychologists agree on its importance as a basic pillar for the psychological construction of a person in his developmental stages. Cascading. [17–19].

Objective games are considered recreational and competitive play activities that have a vital role in the growth and progress of the learner, as well as an effective means of education and preparation in a practical way in which the motivation is the automatic tendency to play, which sends pleasure and fun in the hearts of practitioners and is characterized by imparting a spirit of team performance and adaptability It performs in the form of simple games and competitions, using or without easy tools and devices that are not complicated, that help in the development of the body balanced development in all aspects as it satisfies its basic needs, and the purpose games also work to develop and develop the learner's performance of motor skills, which increases his inclination towards practicing sports activity And raise his level and capabilities. [20–22].

the problem of the current study is evident in the seriousness of behavioral problems, especially (aggression, lying, fear) and their impact on the child and society, and the importance of the study is because the age of pre-school children as a sample will be applied to the study, as recent psychological studies emphasized the importance of the early years The child's life in shaping the personality of the individual in its various dimensions, where it is easy to address behavioral problems and treat them before they become aggravated if they are identified early.

Which prompted the researcher to develop a set of exercises in the form of games suitable for pre-school children (4-6) years to ensure the diversity and multiplicity of the program content, which makes the training interesting and raises the child's motivation towards it, and also to satisfy the child's need and benefit from that in an attempt to improve the level of motor skills Basic and treating behavioral disorders through practice, and given the lack of studies that dealt with the use of purpose-built games in the kindergarten stage, the researcher suggested setting up a program for children at this age that contains simple-organized games that have specific purposes aimed at improving the level of basic motor skills and addressing some problems The behavior that the child goes through at that stage as a new suggested method.

RESEARCH OBJECTIVE

The research aims to identify: -

1- The effect of using objective games on some basic motor skills (running - jumping - throwing - kicking - standing - dribbling - fixed and moving balance movements) for preschool children.

2- The effect of using objective games on reducing behavioral problems (for fear - aggression - lying) for preschool children.

Research Hypotheses

1- There are statistically significant differences between the pre-and post-measurements of the experimental research sample in some basic motor skills under investigation in favor of the post measurements.

2- There are statistically significant differences between the previous and post measurements of the experimental research sample in reducing the behavioral problems understudy in favor of the post measurements.

Research terms

Objective Games

"It is a group of recreational exercises in which the impulse is the automatic tendency to play with or without tools and devices to develop the physical and skill aspects. [22,23].

Basic Motor Skills

Some manifestations of motor achievement that appear with the early stages of physical maturity such as crawling, walking, running, rolling, jumping, throwing, climbing, and attachment, and because these movement patterns appear in humans in a primary form, so they are called basic or basic motor skills. [22,24].

Aggression

A behavior carried out by the child to cause harm or harm to others, himself, or things, either through physical abuse such as hitting, smashing things, or verbal abuse such as insulting, or intimidating others or by showing disrespect to adults. [1,5,9].

Lying

It is the violation of telling the truth or concealing it for some purpose.

Fear

A sense of distress the child feels towards a stimulus and is expressed in behavioral terms, either by screaming, crying, or bulging eyes, sweating or running to escape from that stimulus. [10,25].

Referenced Studies

1-Nageh Ali [25] conducted a study to identify the prevailing psychological problems (aggression, hyperactivity, stubbornness, shyness) of pre-school education children and their relationship to some variables of the home environment and the kindergarten environment, and the researcher used the descriptive approach based on a sample of (711) Examined, the most important results indicated that there is an ejaculatory relationship between shyness in children and degrees of overprotection in the wrong mother, and between aggression and stubbornness and the education level of the father and motherhood, and there is an inverse correlation between stubbornness and the number of children in the family.

2-Ahmad, Faizan [4] conducted a study to identify the dynamics of the development of basic motor skills in children (4-6) years old in Al Hudaydah Governorate in the Republic of Yemen in light of the determinants of the Prionnex Ozertsky test for motor prowess for children aged 4-6 years. The descriptive approach and the most important results indicated that the level of great skills among children there was a distinction in speed, agility, balance, and strength in age groups (5, 6, 7 years) from the rest of the other age groups, and there was also discrimination in the upper extremities of the body in the age group. From (5: 6 years) in all test items, upper limbs from the rest of the age groups.

3-Morsy Mohammed [26] conducted a study with the aim of the effect of a program using purpose-built games to develop some physical variables (muscular capacity of the legs and arms, static balance, moving balance, compatibility, agility, flexibility), and the level of performance of some ground skills in gymnastics. (Front roll, back roll, side roll, front scale) and a sense of loneliness for the hearing impaired, and the experimental method was used on a sample of (20) students from the (sixth) grade at the Al-Amal Institute in Zagazig. The most important results indicated effect of the objective games program a positive effect on Developing some physical variables and improving the level of performance of some ground skills for gymnastics. Improving the loneliness of the hearing impaired.

4-Mohammed Mohammed Morsi [27] conducted (1) a study to design a training program using object games and knowing its effect on improving the performance of some motor skills of young Taekwondo in the stage of (8-12) years, and the researcher used the experimental method on a sample of (18) (Emerging), and the most important results indicated that there were statistically significant differences between the averages of the pre measurements and the post measures in improving the skill level of the skills under investigation in favor of the mean of the post measurements of the experimental group.

Research Procedures

Research Methodology:

The researcher used the experimental method using the one-group experimental design, following the previous and post measurements, due to its relevance to the nature of this study.

Society and Research Sample:

The community and the sample of the research included all pre-school children enrolled in kindergartens in government schools in the Eastern Province for the academic year 2018/2019 AD and their number were (175) children who were deliberately chosen, then the researcher selected the research sample in a comprehensive inventory method to determine the children who get the highest marks in the list of problems Behavioral (aggression, fear, lying), as they were divided into a basic sample of (30) children, and an exploratory sample of (10) children to calculate the torsion coefficient to determine the moderation of the research sample in the growth variables (chronological age - the height of stature - body weight) and measuring skills Basic motor and behavioral problems for preschool children.

Reasons for Choosing the Sample:

- This stage is considered one of the most appropriate stages in the age of developing children's motor and behavioral abilities.
- Children of this stage are characterized by agility, speed, and response in various sports activities.
- The abundance of tools and devices needed to implement the program.

Set Research variables:

The researcher conducted homogeneity on the overall research sample in some variables that may affect the experimental variable such as growth variables (chronological age - the height of stature - body weight), tests of some basic motor skills, and the scale of the list of behavioral problems under study, as shown in Table. (1).

Table 1. The homogeneity of the basic and exploratory research sample in all the variables under investigation

N = 40

Twist	*Mediator*	*standard deviation*	*SMA*	*Unit*	*Variables*	
0.664	***5.32***	***0.452***	***5.42***	Year	Chronological age	*Groth*
0.630-	***95.00***	***3.569***	***94.25***	cm	Height	
0.040-	***18.50***	***1.511***	***18.48***	Kg	body weight	
0.353	***11.40***	***0.510***	***11.46***	a second	Sprint 20 meters	*Basic Motor Skills*
0.215-	***41.00***	***4.598***	***40.67***	cm	The broad jump from stability	
0.083-	***3.42***	***0.360***	***3.41***	meter	Throw a hockey ball to the maximum distance	
0.162	***6.00***	***1.851***	***6.10***	Degree	head	
0.180-	***4.00***	***2.163***	***3.87***	Degree	Throwing and standing	
0.225	***35.30***	***1.464***	***35.41***	a second	Zigzag running	
0.617	***0.25***	***0.243***	***0.30***	a second	Stand on one foot	
0.246	***34.00***	***2.320***	***34.19***	a second	Walked 10 meters on the keel	

0.168	***96.25***	***4.469***	***96.50***	Degree	Aggression	*Behavioral problems*
0.224	***45.50***	***3.352***	***45.75***	Degree	the fear	
0.227	***90.75***	***4.628***	***91.10***	Degree	Lying	
0.332	***232.50***	***7.674***	***233.35***	degree	Total scale	

It is evident from Table (1) that the values of torsion coefficients for preschool children in the total research sample ranged between (-0.0.630: 0.664), and these values were limited to (± 3), indicating the similarity and moderation of the data in all the variables under study.

Means and Tools for Data Collection

First: devices and tools used:

- Rstamitr device for measuring height (in centimeters) and weight in kilograms. This device was calibrated before and during use. - Colorful mini-balls - different sized colored cubes
- Various lengths of colored sticks.
- Different diameter.
- colored hoops.
- Tennis cubes.
- Various objects in different shapes.
- Empty containers of different sizes and colors.
- Plastic Bottles.
- Grain and Sandbags of different weights.

Second: Tests of basic motor skills (Appendix 3)

The researcher reviewed many scientific references and studies related to the effect of object games on some basic motor skills of pre-school children, such as the studies of Rodriguez, M Christine [11], Bartlett, Doreen J [6], Worth, Annette [7], Mohammed Marouf Mohammed [13], Hussein, Aws Saad [28], to determine the basic motor skills of that stage, and then she prepared a questionnaire for expert opinion on those basic motor skills. (Appendix 2) As well as tests that measure these skills and present them to a number (10) of experts in the field of teaching methods and physical education (Appendix 1) to seek their opinion on the most appropriate, and Table (2) illustrates this.

Table 2. Results of an expert opinion poll on basic motor skills under investigation.

SELECTED MOVE	PERCENTAGE	NO. OF AGREED OPINIONS	MOVEMENTS	kIND
	٪**40**	**4**	- Walking	Moving movements
✓	٪**100**	**10**	- Running	
✓	٪**90**	**9**	- The jump	
	٪**50**	**5**	- partridge	
	٪**60**	**6**	- The ball is rolled	Control and manipulation movements
✓	٪**100**	**10**	- Throwing the ball	
✓	٪**90**	**9**	- To stop the ball	
✓	٪**90**	**9**	- Kick the ball	
	٪**40**	**4**	- Stop the ball	
	٪**30**	**3**	- Hit the ball with the hand	
✓	٪**90**	**9**	Conversation	
✓	٪**100**	**10**	- Feet on the instep	Balance movements
	٪**50**	**5**	Rolling	
✓	٪**100**	**10**	Walk 10 m on the keel	

Table (2) shows the opinions of the experts in determining the basic motor skills in question, as the researcher agreed with a percentage of 80% as a minimum to accept basic motor skills, and the researcher reviewed many scientific references in the field of tests of basic motor skills for preschool children The tests that are commensurate with the nature of the research have been extracted, which are suitable for children at this age, which is characterized by measuring basic motor skills, and these motor tests are:

Measurement of transmission movements: (sprint test 20 meters - test the wide jump from stability).

Measurement of control and handling movements: (hockey ball throw test for maximum distance - ball kick test - throw and standup test - zigzag run test).

Measurement of stability movements: (test of standing on one foot - a test of walking 10 m on a beam).

The Exploratory Study:

The researcher conducted the exploratory study from 7/10 to 10/18/2018 on the exploratory research sample consisting of (10) children from the original community for research and outside the basic research sample with the aim of:

- Ensure the safety and validity of the tools and devices used.
- Determine the difficulties that the researcher faces when carrying out measurements and tests.
- Determine the time required to carry out the tests and arrange them.
- Training the assistants on how to take tests and measurements.
- Application of some educational units to ensure their suitability for children.
- Conducting scientific transactions (truthfulness - consistency) for the tests under consideration.

Scientific Coefficients for Tests of Basic Motor Skills:

Authenticity Calculation:

The researcher calculated the validity of the tests of basic motor skills under investigation by applying the tests to two equal groups of children, each of them consisted of (10) children, the first group is the exploratory sample (not distinct), and the second group represents children of the first grade of primary school (a distinct group), And that is during 7 and 8/10/2018, and Table (3) shows that.

Table 3. Truth Coefficient Tests Basic Motor Skills Under Investigation

N 1 = n 2 = 10

"T" value	Nonspecial		Special group		unit	Variables
	h2 ±	P2	h1 ±	P1		
***5.589**	**0.523**	**11.53**	**0.261**	**10.76**	a second	Sprint 20 meters
***3.500**	**4.546**	**40.95**	**3.124**	**45.50**	cm	The broad jump from stability
***5.978**	**0.347**	**3.39**	**0.413**	**4.15**	meter	Throw a hockey ball to the maximum distance
***4.581**	**1.792**	**6.05**	**1.315**	**8.45**	Degree	head
***3.382**	**2.357**	**3.80**	**1.176**	**5.90**	Degree	Throwing and standing
***4.098**	**1.385**	**35.27**	**1.231**	**33.48**	a second	Zigzag running
***4.017**	**0.254**	**0.24**	**0.223**	**0.56**	a second	Stand on one foot
***4.216**	**2.356**	**34.12**	**1.270**	**31.46**	a second	Walked 10 meters on the keel

Tabular (t) value at 0.05 = 3.101 * D at 0.05 level of significance

It is clear from Table (3) that there are statistically significant differences between the two distinct and non-distinct groups in favor of the distinct group in tests of basic motor skills under consideration, which indicates the validity of the tests used to measure what was set for it for its ability to distinguish between the two groups.

The Stability Calculation:

The coefficient of stability of the basic motor skills tests under investigation was found by applying the test and then re-applying the Test-Retest with an interval of (3) days between the two applications, on the exploratory research sample during the period from 7/10 to 11/10/2018. To find the correlation coefficient between the two applications, and Table (4) illustrates that.

Table 4. Stability of tests of basic motor skills under investigation

N = 10

Correlation coefficient	SECOND APPLICATION		FIRST APPLICATION		unit	variables
	H2 ±	P2	H1 ±	P1		
***0.874**	**0.516**	**11.48**	**0.523**	**11.53**	a second	Sprint 20 meters
***0.851**	**4.438**	**41.07**	**4.546**	**40.95**	cm	The broad jump from stability
***0.716**	**0.343**	**3.42**	**0.347**	**3.39**	meter	Throw a hockey ball to the maximum distance
***0.746**	**1.728**	**6.07**	**1.792**	**6.05**	Degree	head.
***0.765**	**2.342**	**3.82**	**2.357**	**3.80**	Degree	Throwing and standing
***0.793**	**1.360**	**35.24**	**1.385**	**35.27**	a second	Zigzag running
***0.672**	**0.249**	**0.25**	**0.254**	**0.24**	a second	Stand on one foot
***0.802**	**2.291**	**34.06**	**2.356**	**34.12**	a second	Walked 10 meters on the keel

The value of "t" at the level of significance 0.05 = 0.632 * D at the level of 0.05

Table (4) shows that there is a statistically significant correlation between the first and second applications of the basic motor skills tests understudy, as the values of the correlation coefficients ranged (0.672, 0.874), which indicates the stability of those tests.

Third: Behavioral Problems Scale: (Appendix 4)

The researcher prepared a measure of behavioral problems for pre-school children, based on scientific references and reference studies such as the study of Rhind, Jennifer Peace [2], Act, Faulkner [5], Nageh Ali [25], Mangaiyarkarasi, P [14], Richardson [15], Tortella, Patrizia [16] as well as through an interview with experts in the field of methods of teaching physical education (Appendix 1), To identify the behavioral problems of children, the research sample, where the following steps were followed:

1. Defining the axes of the scale of the behavioral problem:

The researcher identified the scale axes and prepared them in their initial form, through reference studies and personal interviews of experts, and the researcher took into account the appropriate verbal formulation of each axis to suit the concept of what the axis aims at, and that there is no overlap between the names of the different axes of the scale, and in light of this the researcher reached There are three preliminary axes, namely:

1- Axis of aggression.
2- The axis of lying.
3- Fear axis.

2. Presenting the axes of the scale of the behavioral problem to the experts:

The behavioral problems scale axes were presented to (10) experts specializing in methods of teaching physical education (Appendix 1), to judge the validity of the scale axes for what was set for it, as shown in Table (5).

Table 5. The opinions of the experts on the validity of the axes of the scale of the behavioral problem

Percentage	Expert opinion		Scale Axes	N
	against	with		
٪100	-	10	Aggressive axis.	1
٪100	-	10	Axis lying.	2
٪100	-	10	Axis of fear.	3

Table (5) shows the opinions of the experts on the validity of the scale axes, and the researcher agreed with a percentage of 80% as a minimum for accepting the axis, and therefore the three axes were accepted.

3. Defining and formulating the terms of the scale of the behavioral problem:

The scale phrases were formulated according to the conditions and specifications that must be followed to take into account that vocabulary (clarity in expression – suitability to the level of children – comprehensiveness – scientific accuracy – abbreviation – the extent to which the program's objectives are measured). Consequently, the initial image of the scale of the behavioral problem contains (96) phrases Distributed on the axes as follows:

1- Axis of aggression and the number of its phrases (39).
2- Axis of lying. And the number of its phrases (19).
3- Fear axis. And the number of its phrases (38).

4. Presenting the phrases of the scale of the behavioral problem to the experts:

The researcher presented the phrases of the scale of the behavioral problem to a group of experts specializing in the field of teaching methods of physical education (Appendix 1) to judge the appropriateness of the phrases related to the axis they represent as well as expressing their opinion by deleting, adding or modifying the wording of any statement, and Table (6) illustrates that.

Table 6. The percentage of expert opinions in each statement of the scale of the behavioral problem

N = 10

Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N	Percentage	N
The first axis: aggression													
٪100	37	٪80	31	٪100	25	٪100	19	٪100	13	٪100	7	٪100	1
٪100	38	٪100	32	٪80	26	٪80	20	٪90	14	٪100	8	٪90	2
٪100	39	٪100	33	٪90	27	٪90	21	٪100	15	٪100	9	٪100	3
		٪100	34	٪100	28	٪100	22	٪100	16	٪90	10	٪90	4
		٪100	35	٪100	29	٪100	23	٪100	17	٪100	11	٪100	5
		٪100	36	٪100	30	٪90	24	٪100	18	٪100	12	٪100	6
Second axis: Lying													
٪100	19	٪100	16	٪100	13	٪100	10	٪100	7	٪100	4	٪100	1
		٪80	17	٪90	14	٪100	11	٪80	8	٪90	5	٪100	2
		٪100	18	٪100	15	٪80	12	٪100	9	٪100	6	٪80	3
Third axis: fear													
٪100	37	٪100	31	٪100	25	٪100	19	٪90	13	٪90	7	٪100	1
٪100	38	٪100	32	٪90	26	٪100	20	٪100	14	٪100	8	٪100	2
		٪100	33	٪80	27	٪100	21	٪80	15	٪100	9	٪100	3
		٪90	34	٪100	28	٪90	22	٪100	16	٪80	10	٪90	4
		٪80	35	٪80	29	٪100	23	٪100	17	٪100	11	٪80	5
		٪100	36	٪100	30	٪100	24	٪100	18	٪90	12	٪100	6

Table (6) shows the percentage of experts 'opinions on each statement of the scale of the behavioral problem, as it came to 80% or more. Therefore, all 96 statements were accepted.

Scientific transactions of the scale of the behavioral problem:

Authenticity calculation:

The researcher calculated the validity of the children of the exploratory sample, which numbered (10) children, by calculating the validity of internal consistency, by calculating the value of the correlation coefficient between the degree of each statement separately and the total score of the scale of the behavioral problem, during 7 and 8/10/2018. As shown in Table (7):

Table 7. Validation of internal consistency of behavioral problems scale statements

N = 10

Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N	Correlation coefficient	N
The first axis: aggression									
*0.686	33	*0.675	25	*0.751	17	*0.643	9	*0.668	1
*0.766	34	*0.689	26	*0.731	18	*0.722	10	*0.745	2

*0.732	35	*0.733	27	*0.703	19	*0.711	11	*0.715	3
*0.798	36	*0.769	28	*0.735	20	*0.722	12	*0.734	4
*0.742	37	*0.694	29	*0.719	21	*0.656	13	*0.710	5
*0.805	38	*0.696	30	*0.706	22	*0.654	14	*0.689	6
*0.633	39	*0.694	31	*0.698	23	*0.678	15	*0.608	7
		*0.697	32	*0.635	24	*0.756	16	*0.689	8
Second axis: Lying									
*0.686	17	*0.675	13	*0.751	9	*0.643	5	*0.668	1
*0.766	18	*0.689	14	*0.731	10	*0.722	6	*0.745	2
*0.732	19	*0.733	15	*0.703	11	*0.711	7	*0.715	3
		*0.769	16	*0.735	12	*0.722	8	*0.734	4
Third axis: fear									
*0.720	33	*0.712	25	*0.711	17	*0.680	9	*0.653	1
*0.635	34	*0.708	26	*0.637	18	*0.636	10	*0.741	2
*0.644	35	*0.661	27	*0.640	19	*0.691	11	*0.785	3
*0.692	36	*0.654	28	*0.700	20	*0.639	12	*0.742	4
*0.713	37	*0.687	29	*0.705	21	*0.718	13	*0.732	5
*0.649	38	*0.643	30	*0.671	22	*0.664	14	*0.719	6
		*0.651	31	*0.719	23	*0.785	15	*0.755	7
		*0.750	32	*0.642	24	*0.659	16	*0.707	8

The value of "t" at the level of significance 0.05 = 0.632 * D at the level of 0.05

It is evident from Table (7) that the correlation coefficients between each statement and the total score of the scale are statistically significant at the level of 0.05, which indicates the validity of the scale in what was set for it.

Calculation of the ease and difficulty factor:

The scale was applied to the exploratory study sample of (10) children during 7 and 8/10/2018 AD, where the researcher corrected the test and calculated the degree obtained by the child, and then the grades were arranged in descending order according to the total scores of each child in the test form by using the following equations:

1- Discrimination coefficient:

To estimate the coefficient of discrimination, the following equation was used: -

$$\text{the level of the coefficient of discrimination} = \frac{\text{The number of correct answers in the privileged group} - \text{the number of correct answer:}}{\text{The total number of the two groups}}$$

The researcher accepted the discrimination factor for the expressions not less than 0.21, as the question that obtained this percentage is considered good in terms of its ability to distinguish.

2- Difficulty coefficient:

The difficulty factor was found using the following equation:

$\text{Difficulty coefficient} = (1 -$ the ease factor corrected from the estimation effect)

B- The ease factor = ___

Number of correct answers + number of wrong answers

The ease factor

$$= \frac{\text{The number of correct answers}}{\text{Number of correct answers} + \text{number of wrong answers}}$$

Table (8) shows the difficulty and ease factor for the scale of the behavioral problem.

Table 8. Ease and difficulty factor for behavioral problems scale

N = 10

Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N
The first axis: aggression											
0.27	0.73	31	0.53	0.47	21	0.33	0.67	11	0.45	0.55	1
0.49	0.51	32	0.44	0.56	22	0.30	0.70	12	0.33	0.67	2
0.34	0.66	33	0.53	0.47	23	0.36	0.64	13	0.48	0.52	3
0.41	0.59	34	0.36	0.64	24	0.28	0.72	14	0.35	0.65	4
0.46	0.54	35	0.40	0.60	25	0.47	0.53	15	0.44	0.56	5
0.53	0.47	36	0.28	0.72	26	0.25	0.75	16	0.32	0.68	6

0.35	0.65	37	0.51	0.49	27	0.43	0.57	17	0.41	0.59	7
0.48	0.52	38	0.23	0.77	28	0.38	0.62	18	0.30	0.70	8
0.51	0.49	39	0.32	0.68	29	0.48	0.52	19	0.46	0.54	9
			0.45	0.55	30	0.36	0.64	20	0.49	0.51	10
Second axis: Lying											
0.45	0.55	16	0.53	0.47	11	0.26	0.74	6	0.33	0.67	1
0.33	0.67	17	0.45	0.55	12	0.33	0.67	7	0.30	0.70	2
0.36	0.64	18	0.40	0.60	13	0.53	0.47	8	0.53	0.47	3
0.53	0.47	19	0.44	0.56	14	0.36	0.64	9	0.40	0.60	4
			0.41	0.59	15	0.27	0.73	10	0.36	0.64	5
Third axis: fear											
0.36	0.64	31	0.41	0.59	21	0.46	0.54	11	0.32	0.68	1

Follow table 8

Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N	Difficulty factor	Ease factor	N
0.40	0.60	32	0.49	0.51	22	0.35	0.65	12	0.48	0.52	2
0.41	0.59	33	0.43	0.57	23	0.48	0.52	13	0.45	0.55	3
0.32	0.68	34	0.23	0.77	24	0.22	0.78	14	0.51	0.49	4
0.46	0.54	35	0.40	0.60	25	0.51	0.49	15	0.42	0.58	5
0.42	0.58	36	0.47	0.53	26	0.26	0.74	16	0.28	0.72	6
0.34	0.66	37	0.35	0.65	27	0.36	0.64	17	0.34	0.66	7
0.26	0.74	38	0.54	0.46	28	0.43	0.57	18	0.55	0.45	8
			0.40	0.60	29	0.23	0.77	19	0.36	0.64	9
			0.33	0.67	30	0.27	0.73	20	0.53	0.47	10

Table (8) shows the estimation of the ease factor and the difficulty factor for the scale of behavioral problems for children with appropriate discrimination power. This prompted the researcher to use the test to measure behavioral problems in preschool children.

The stability calculation:

The researcher conducted the reliability of the scale of the behavioral problem on the exploratory study sample of (10) children using the method of applying the test and then re-applying it Retest - Test under the same conditions of the first application, during the period from 7/10 to 10/18/2018, for fifteen days the correlation coefficient between the two applications was calculated, as shown in Table (9).

Table 9. The reliability factor of the scale of the behavioral problem

N = 10

Correlation coefficient	2nd Application		1st Application		Unit	The Axes
	$^{2}H \pm$	$_{2}P$	$^{1}H \pm$	$_{1}P$		
***0.764**	**4.406**	**96.40**	**4.471**	**96.60**	Degree	Aggressive axis.
***0.741**	**2.336**	**45.70**	**3.348**	**45.80**	Degree	Axis lying.
***0.659**	**4.495**	**90.90**	**4.587**	**91.00**	Degree	Axis of fear.
*0.721	6.923	233.00	7.745	233.40	Degree	Whole Scale

The value of "t" at the level of significance 0.05 = 0.632 * D at the level of 0.05

Table (9) shows that there is a statistically significant correlational relationship between the two applications in the scale of the behavioral problem, which indicates the consistency of the test in measuring what was set for it.

The stability factor of the scale of the behavioral problem was also calculated on the members of the previous survey sample by applying the Coefficient Alpha Cronbach's coefficient.

Table 10. The reliability of the behavioral problem scale by applying the Cronbach alpha factor.

N = 10

Stability coefficient	The Axes
***0.701**	Aggressive axis.
***0.694**	Axis lying.
***0.667**	Axis of fear.
*0.711	**Whole Scale**

The value of "t" at the level of significance 0.05 = 0.632 * D at the level of 0.05

It is evident from Table (10) that the reliability coefficient by applying the Cronbach alpha coefficient has achieved a value of (0.711) for the scale of the behavioral problem, and this indicates that the scale has a degree of stability to be trusted. Suggested educational program using object games: (Appendix 5).

Tutorial Goal:
This research aims to develop an educational program using objective games on some basic motor skills (running - jumping - throwing - kicking - standing - manipulation - fixed and moving balance movements) and reducing behavioral problems (fear - aggression - lying) for preschool children.

Determine the procedural objectives of the program:
The general objective of the proposed program has been formulated in the form of procedural goals that can be observed, measured, and described accurately, describing the different forms of performance expected of children, as follows:

A) Cognitive Goals.
- For the child to recognize different directions and shapes through the movement of his body.
- That the child knows the organization of the tools used in the game and understands the instructions that determine the winner.
- The child understands the order of events during the activity.
- For the child to know some new sports terms.
- For the child to understand the importance of warming up and to be familiar with its different forms.
- For the child to learn about the parts of the body and the child explores new movements of some animals.
- The child becomes aware of the functioning of his various senses during the activity.

B) Kinetic Targets.
- That the child performs the walking movement in the correct way and in different directions and multiple ways.
- That the child applies going up and down a Swedish seat
- That the child correctly performs the running movement and imitates the movements of animals.
- That the child can run on an upturned Swedish seat without falling on the ground.
- For the child to run in different directions according to the teacher's signal.
- That the child correctly performs the jumping movement.
- That the child can stop the ball coming from the colleague without leaving the hoop.
- The child kicks and rolls the ball with the foot on an inverted Swedish seat.
- That the child can run zigzag between adjacent wands without falling.

C) Affective Goals.
- That the child feels the team spirit when performing the introductory game.
- That the child cooperates with a colleague in motor performance and the child feels safe.
- For the child to gain a sense of relaxation and the child to feel happy during the performance.
- That the child feels the value of merging with a colleague during the movement performance.
- That the child feels valued when performing individual dexterity movements.
- That the child develops the ability to imagine and the child feels the importance of movement activity.

Foundations of the educational program:
- Achieving the objective of the educational program for what it was set for.
- That the scientific material represented in the objective games is compatible with achieving the desired goal.
- Taking into account the sequence of skill performance according to what has been agreed upon by the references and reference studies and the opinions of specialists in the field of teaching methods.
- Explanation of how to implement objective games commensurate with how to attract attention and perform serially.
- The appropriate time to implement each of the object games according to the purpose laid down in the tutorial.
- Selection of optimal tools and the speed and frequency of performing the skill.
- To take into account the characteristics of children and their physical and skill needs.
- The content of the object-oriented games program must be appropriate for the children's level.
- That the child acquires the ability to perform basic motor skills with the help and without peers.
- The content of the educational program challenges the capabilities of children and takes into account individual differences.
- That the child acquires the ability to perform the basic motor skills under investigation with high accuracy.
- That the educational program, using the purpose-built games, be able to reduce the behavioral problems under investigation among pre-school children.
- That the educational program, using the purpose-built games, provide opportunities for participation and practice for all children at the same time.
- To take into account the principle of progression in the objective games from easy to difficult and from simple to complex.

Determine the contents of the program:
The contents of the purpose-built games program for preschool children have been determined according to the opinion of experts and who has seen many scientific references and reference studies, Wilcox, Rand [20], Stepanchenko, N I [21], Nageh Ali [25] Herrmann [22], Geukes [19], Morsy Mohammed [26], and Hussein [28] which all agreed that the development of Some of the basic motor skills during this phase should include:

Transmission movements: walking - running - jumping.
Control and handling movements: throwing the ball - stopping the ball - kicking the ball - dribbling.
Balance movements: static balance - moving balance.

The general framework for implementing the program:
- Implementation of the proposed program on pre-school children.
- Application of the proposed program content for two months, at a rate of (8) weeks.
- One week includes two educational units, and the total program units are (16) units.
- The total educational unit time (45 s), which is distributed as follows:
- (5 s) for the introductory part. - (35 s) for the main part. - (5 s) closing.

Previous Measurements:
The researcher made pre-measurements for the experimental research sample on some basic motor skills and behavioral problems under investigation, on 10/21/2018.

The Basic Study:
The researcher applied for the proposed object games program on the experimental research sample in some

basic motor skills and behavioral problems under investigation, during the period from 10/28 to 12/20/2018.

Post measurements:

The researcher conducted the post measurements on the experimental research sample in some basic motor skills and behavioral problems under investigation, on 23 and 24/12/2018, using the same conditions, specifications, and tools, and the same period in which the pre-measurements were made.

Statistical Treatments:

The statistical treatments appropriate to the nature of the research were used by using the statistical packages program (SPSS) to perform the mathematical and statistical operations of the research.

- SMA.
- standard deviation.
- Correlation coefficient.
- coefficient of torsion.
- T-test for differences.
- Improvement rates.
- Presentation and discussion of the results:

First: Presenting the results

Table 11. Significance of the differences between the means of the previous and post measurements of the experimental group in basic motor skills

N = 30

"T" value	Post measurement		Pre measurement		unit	variables
	$^{2}H \pm$	$_{2}P$	$^{1}H \pm$	$_{1}P$		
***5.205**	**0.476**	**10.84**	**0.518**	**11.52**	a second	**Sprint 20 meters**
***4.529**	**3.644**	**45.80**	**4.439**	**40.97**	cm	**The broad jump from stability**
***7.455**	**0.568**	**4.32**	**0.345**	**3.40**	meter	**Throw a hockey ball to the maximum distance**
***4.966**	**1.579**	**8.22**	**1.730**	**6.06**	Degree	**head**
***3.258**	**1.723**	**5.57**	**2.344**	**3.81**	Degree	**Throwing and standing**
***8.570**	**1.048**	**32.53**	**1.358**	**35.26**	a second	**Zigzag running**
***2.782**	**0.146**	**0.40**	**0.251**	**0.25**	a second	**Stand on one foot**
***9.759**	**1.866**	**39.46**	**2.295**	**34.10**	a second	**Walked 10 meters on the keel**

Tabular "t" value at 0.05 significance = 2.045 * D at 0.05 level

Table (11) shows that there are statistically significant differences between the averages of the previous and post measurements of the experimental group in all the basic motor skills under discussion in favor of the post measurements.

Table 12. The significance of the differences between the means of the previous and post measurements of the experimental research sample in the scale of the behavioral problem

N = 30

Calculated "T" value	**Post measurement**		**Pre measurement**		**unit**	**variables**
	$^{2}H \pm$	$_{2}P$	$^{1}H \pm$	$_{1}P$		
***12.968**	**3.894**	**82.25**	**4.456**	**96.50**	Degree	Aggressive axis.
***15.685**	**1.763**	**37.20**	**2.347**	**45.75**	Degree	Axis lying.
***12.670**	**3.135**	**78.00**	**4.524**	**90.95**	Degree	Axis of fear.
*20.452	5.426	197.45	7.692	233.20	Degree	Whole Scale

Tabular "t" value at 0.05 significance = 2.045 * D at 0.05 level

It is evident from Table (12) that there are statistically significant differences between the means of the previous and post measurements in all aspects of the scale of the behavioral problem of the experimental research sample and favor of the post measurements.

Second: Discussing the results:

Table (11) results show that there are statistically significant differences at a 0.05 level of significance between the averages of the pre and post measurements in basic motor skills (running - jumping - throwing - kicking - standing - dribbling - movements of fixed and moving balance) for children of the experimental research sample that follow the games program The proposed purpose is in favor of post measurements, and the researcher attributes that to the fact that the purpose-built games program works to acquire children's motor richness and increase their mobility, as it provided the opportunity for communication between children of the same age through the movement activity that was based on developing basic motor skills such as running, jumping and throwing the ball And standing, and kicking the ball, dribbling and balance through a variety of activities such as animal imitation movements, individual game movements, games with a colleague, balance ingenuity movements, and others, which helped to increase and improve the performance level of basic motor skills, as

the educational program using the objective games gave more Freedom to satisfy children's motor desires and tendencies as a result of the great diversity in the purpose-built activities that are commensurate with the requirements of motor performance during those years Journey of a lifetime, which indicates that the purpose-built games programs have an effective role in training children to control their motor performance well, which reduces common errors and saves effort and economy in learning time. Zimmer [5] points out that the object games during this stage must be aimed primarily at meeting the needs and potentials of children, and the dynamic goal is to develop and develop children's abilities in general and help them develop in the various aspects of their personality.

This is in agreement with the results of the study of Ortega-Barón [24], Wael Tortella Patrizia [16], Nageh Ali [25], Bolton & Ruth N [23], Herrmann [22], Stepanchenko [21], Hussein [28], Mohammed Mohammed Morsi [27] which refer to the effectiveness of the purpose-built and educational programs. Mobility to positively develop the basic motor skills of children.

Thus, the first hypothesis is verified, which states "there are statistically significant differences between the previous and post measurements of the experimental research sample in some of the basic motor skills under investigation in favor of the post measurements."

It is evident from the results of Table (12) that there are statistically significant differences between the averages of the previous and posts measurements in all the axes of behavioral problems (for fear - aggression - lying) for pre-school children, the experimental research sample, and in favor of the post measurements. And influential in reducing behavioral problems through various activities, which are characterized by being done by stimulating and challenging the child's various abilities, as the child develops many moral traits, including (obedience to orders - respect for the eldest - daring - courage - virility - sincerity - humility - satisfaction - Creativity), and many health behaviors improve in the child, including (prevention of injury - preservation of health - personal hygiene - protection of the school environment - the safety of others - availability of safety - environmental awareness). The child also has many religious teachings such as (honesty - Honesty - Establishing religious rites - Helping others - Compassion for the weak - Love of goodness - Cessation of harm - Emphasis on thanking God).

The role of the object games program also appears in improving many personal behaviors, including (preserving possessions - getting used to ordering - adhering to deadlines - turnout for studies - self-control - adherence to laws - the ability to innovate - act smart - reliance on oneself - appearing on others. - Act smart), and these behavioral aspects appear through many situations, which is that the child accepts the teacher's instructions when implementing sports movements, and the child acquires the ability to play difficult games, and the child gains courage in practicing sports movements that have devices, and helping the child His poor classmates in implementing difficult games, the child's devotion to the team he plays with to achieve his goal against others, the child's acceptance of defeat in playing sportsmanship, the child's apology to the teacher for the mistakes he commits in the lesson, the child wears sports uniforms appropriate to the nature of play, and the child's keenness on personal hygiene On an ongoing basis during play, the child avoids violence in practicing motor activities in the lesson, the child participates in the cleaning of the school playground, and the child helps his colleague when he is injured during the Playing, the child's interest in animals that imitate their movement during the lesson, and the child thanks his Lord for the best abilities that help him to play, and the child's keenness on his tools that he uses to play, and the child gets used to organizing tools in the playground, and the child accepts the love of the school to support it to practice the activities he loves The child's commitment to the laws that regulate the motor activities with the lesson, the child's creation of some games from his imagination, the child's behavior during activities that require thinking with intuitive speed, the child's dependence on himself in performing individual movements of dexterity, the child's speed in meeting the teacher's desires before others, and the child returning to the teacher when Complaining from a colleague, all of this significantly contributed to reducing the behavioral problems of preschool children, the experimental research sample.

Mohammed Marouf Mohammed [13] indicates that this Sunni stage is experiencing serious emotional activity, and its emotions are characterized by diversity, as the child expresses his emotions dynamically as a result of the expansion of his social relations and his contact with others, and he shows feelings of joy, sadness, crying, distress, the volatility of emotions and other aspects of behavior Affective during that age, and therefore the different behavioral situations show what the child has of educational behaviors and behaviors that may or may not be appropriate for the situation, which often requires adjustment and evaluation.

This is in agreement with the results of the study of Borms [18], Peyre [17], and Mohammed Marouf [13] in that practicing movement activities in the physical education lesson works on Developing the behavioral aspects, as sports activities help to modify socially undesirable behaviors, and direct them in an appropriate educational range.

Thus, the first hypothesis is verified, which states: "There are statistically significant differences between the previous and post measurements of the experimental research sample in reducing the behavioral problems under investigation in favor of the post measurements."

CONCLUSION AND RECOMMENDATION

First: Conclusions:

1- The proposed educational program using intentional games contributed positively to improving the performance of basic motor skills (running - jumping - throwing - kicking - standing - dribbling - fixed and moving balance movements) for pre-school children, the experimental research sample.

2- The proposed educational program by using the purpose games contributed in a positive way to reducing the behavioral problems (fear - aggression - lying) for pre-school children, the experimental research sample.

3- There are statistically significant differences at the level of 0.05 between the previous and post measurements in some basic motor skills and the reduction of the behavioral problems under investigation in favor of the post measurements.

Second: Recommendations:

1- The application of the proposed educational program by using the purpose games in improving some

basic motor skills under research, as demonstrated by the results of this study.

2- The necessity of using purpose-built games in the preschool stage because of their positive effect on the speed of improving some basic motor skills and reducing the behavioral problems of children.

3- Conducting similar studies on other skills in pre-school schools.

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