



The impact of group play on developing basic skills for fourth-grade primary school students

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Abstract

The importance of the research lies in the program's enhancement of some important elements of physical fitness at this age, which positively reflects on the general health and motor development of the student. **The research problem was:** Basic skills are essential aspects that must be developed in primary school students, as they contribute to building a balanced personality capable of interacting positively with the surrounding environment. However, educational observations and research findings indicate that many primary school students suffer from a weakness in basic skills due to the adoption of traditional educational methods that do not take into account their psychological needs and do not provide them with opportunities for effective interaction and cooperation within the classroom environment. In light of modern trends in education, the need has emerged to employ new educational methods, such as educational programs based on group play. Because of its role in developing basic skills and academic skills in a fun and stimulating way and benefiting from group games in educational importance, and developing some basic skills that help the student to achieve an advanced level as well as reach the best results, and from here stems the problem of this research in the following main question: To what extent does a play-based educational program contribute to the development of Basic skills Do fourth grade students have? This main question branches into another question: What is the extent of the program's impact on improving skills? Basic (such as running, skipping, walking, The **research objectives** are to prepare a program based on group play to develop the basic skills of fourth-grade primary school students, and to identify the level of basic skills of fourth-grade primary school students. The researcher followed **the method** Experimental design of two equivalent groups, control and experimental (with pre-test and post-test) to achieve the research objectives The research **community** was identified as the fourth grade primary school students at the central government school in Dhi Qar Governorate, numbering (200) students. The research **sample** was determined intentionally, and they are the fourth grade primary school students at the central government school, divided into five classes, with (40) students for each class for the academic year (2023-2024). The sample was divided randomly and by lottery. One of the most important **conclusions** is that group games and the games they contain, prepared by the researcher, have achieved better development than curricula.

1- Definition of induction

1-1 Introduction and importance of the research

The scientific progress that we see today in various areas of life is the result of experiences, experiments and research from which many results have been obtained to serve all of humanity. This development has been reflected in the field of sports, as it has opened new horizons for researchers and students in various sports to search for everything that is new.

Play as a behavioral phenomenon has not received the serious studies and in-depth scientific research it deserves in psychological and behavioral studies. The reason for



this deficiency in studies may be due to the clarity and generality of the behavioral phenomenon , the difficulty of serious study of this behavioral phenomenon, or both. Play as a behavioral phenomenon that prevails in the world of living beings is not limited to humans, but is also practiced by animals. Play in human childhood is an important educational medium. It is an initial behavioral pattern through which the child learns about his body and motor abilities. It is also a basic entry point for the child's development and helps achieve growth in all aspects: mental, physical, social, moral, cognitive, emotional, and linguistic. In addition to being one of the main vocabulary in the child's world, it is one of the tools for learning and gaining experience. Through the child's practice of different types of play, he discovers his environment and becomes acquainted with its diverse and different elements and stimuli. He learns the culture and values of his society, and his abilities and various thinking skills that he needs during the stages of his growth develop. Play is an essential element in the child's life, indeed it is life. The secret to the tendency to play is the need To the feeling and sense of freedom which is one of its most important features.

Basic skills in primary school are the foundation for students, as practicing them and taking care to develop them is a fundamental pillar for practices in sports activities specific to age groups. This leads to better performance of sports skills, which is an essential part of student development and is not limited to improving physical fitness only, but also contributes to enhancing coordination between movements, strengthening muscles and developing physical fitness. These skills also play an important role in improving the student's ability to interact with others in group activities . It is closely linked to the self and requires an agreement with himself to create a complete harmony. The student who is receptive and aware of his internal and emotional experiences is consistent because they contribute to preparing a mature personality. Therefore, the normal student enjoys a stable and balanced personality whose basic components of thought, feelings and behavior are compatible and balanced in its internal interactions as well as adapting to the external circumstances of life . The importance of this research lies in several aspects, and the importance of the research lies in the program's strengthening of some important elements of physical fitness at this age stage, which is positively reflected on the general health and motor development of the student .

2-1 Research problem

The concept of play is broad, allowing anyone interested in studying it to define its meaning according to their interests, motivations, and tendencies, in line with their personality and philosophical view of play. The concept of play is described in the Encyclopedia Britannica as a voluntary activity intended to bring pleasure to those who engage in it. Basic skills are among the essential aspects that



must be developed in primary school students, as they contribute to building a balanced personality capable of interacting positively with the surrounding environment. However, educational observations and research findings indicate that many primary school students suffer from a weakness in basic skills due to the adoption of traditional educational methods that do not take into account their psychological needs and do not provide them with opportunities for effective interaction and cooperation within the classroom environment. In light of modern trends in education, the need to employ new educational methods has emerged, such as educational programs based on group play. Because of its role in developing basic skills and academic skills in a fun and stimulating way and benefiting from group games in educational importance , and developing some basic skills that help the student to achieve an advanced level as well as reach the best results, and from here stems the problem of this research in the following main question :

To what extent does a play-based educational program contribute to the development of Basic skills Do fourth grade students have?

This main question branches into another question: What is the extent of the program's impact on improving skills? Basic (such as running, skipping , walking, jump)?

1-3 Research objectives:-

- 1- Preparing a program based on group play to develop basic skills for fourth-grade primary school students.
- 2- Identifying the basic skills level of fourth-grade primary school students

1-5 Research areas :

1-5-1 Human field : - Fourth grade primary school students in the central primary school in Dhi Qar Governorate, Nasiriyah District.

1-5-2 Time frame : 9/24/2023 – 5/1/2025

1-5-3 Spatial area: Central Elementary School

2 - Research methodology and field procedures:

2-1 Research methodology:

The researcher followed the experimental method by designing two equivalent groups, the control and the experimental (with pre-test and post-test), to achieve the research objectives.

Table (1) shows the experimental design of the research sample.

T	Groups	The method followed	Number of sample members
1	Officer Section (A)	School curriculum	20



2	Experimental Section (B)	Group games program	20
the total		40	

2-2 Research community and sample:

The research community was identified as the fourth grade primary school students in the central government school in Dhi Qar Governorate, numbering (200) students.

The research sample was determined intentionally , and they are the fourth-grade primary school students of the central government school, divided into five classes, with (40) students in each class for the academic year (2023-2024). The sample was divided randomly and by lottery.

2-2-1 Sample homogeneity and equivalence of the two research groups:

2-2-1-1 Sample homogeneity:

Before starting to implement the tests and in order to control the variables that affect the accuracy of the research results, the researcher took the initiative to verify the homogeneity of the research sample in the variables related to morphological measurements , which are (height , mass , age, and some basic skills).

Table (2) It shows the homogeneity of the research sample individuals for the experimental and control groups.

Statistical features Variables	Unit of measurement	arithmetic mean	standard deviation	The mediator	Standard error	Coefficient of skewness
Height	poison	137,616	1.051	137,730	0.166	0.311
The block	kg	37,838	0.807	37,995	0.127	0.744
the age	month	108,728	0.610	108,650	0.096	0.590
running	degree	3.628	0.496	3.495	0.078	0.374
Jump	poison	68,406	0.813	68,406	0.128	0.323
Partridge	degree	4,337	0.550	4,480	0.086	0.707
walking	degree	4.485	0.458	4,530	0.072	0.391

above shows that all values of the skewness coefficient are between ± 1 , which indicates the homogeneity of the sample in the above variables. Whenever the resulting scores are confined between ± 1 in the normal distribution curve, this indicates that the scores are distributed normally with homogeneity in the selected sample ⁽¹⁾.

2-2-1-2 Equivalence of the two research groups:

1- Mustafa Hussein Bahi: Scientific Transactions between Theory and Practice , Cairo, Book Center for .Publishing, 1999, p. 38



In order to be able to attribute the differences to the experimental factor, the experimental and control groups must be completely equivalent in terms of conditions and variables. Accordingly, equivalence was conducted between the two research groups in the pre-tests of the basic skills tests, and it appeared that there were no significant differences between them, which confirms equivalence.

Table (3) shows the equivalence between the control and experimental groups for the research variables.

means Statistics Variables	Unit of measure ment	control group		experimental group		t-test	sig	The result
		arithm etic mean	standard deviatio n	arithmet ic mean	standard deviation			
running	Tha	8,469	0.746	8,359	0.680	1,013	0.317	Non- moral
Jump	poison	68,069	5,783	68,590	5,467	0.293	0.771	Non- moral
Partridge	Tha	6.222	0.472	6.113	0.503	0.701	0.488	Non- moral
walking	Tha	6,085	0.422	5.992	0.397	1.124	0.268	Non- moral

2-3 Research methods, devices and tools used:

2-3-1 Methods of collecting information :

The researcher used the following research methods:

- 1- Arabic and foreign references and sources.
- 2- Previous studies and research.
- 3- The Internet.
- 4- Survey form.

2-3-2 Data collection methods

- 1- Personal interview .
- 2- Tests and Measurements
- 3- Data registration form Annex (9).

3-3-3 Data Analysis Methods

- 1- Statistical methods.
- 2- Computer and manual programs.

2 - 3 - 4 Equipment and tools used:

- 1- Medical scale to measure mass Number 2 .
- 2- Laptop type lenovo number 1
- 3- Two electronic time clocks .
- 4- Sony camera .
- 5- flexible fabric measuring tapes for measuring lengths and distances .
- 6- Whistle number 1.
- 7- 25 rubber balls of various sizes and colors .
- 8- colored adhesive tapes .
- 9- signs.



- 10- hoops.
- 11- empty cardboard boxes.
- 12- small chairs.
- 13- Colored columns
- 14- wooden sticks, 120 cm long
- 15- Benches
- 16- Cloth bags
- 17- Colored cones and short ropes

2-4 Field research procedures:

2-4-1 Determine basic skills :

Given what was stated in the theoretical (reference) framework in determining basic skills, some basic skills were identified and presented to experts and specialists. On this basis, the basic skills were chosen (walking, running, hopping, throwing).

Table (4) shows the acceptance of the nomination of basic skills D according to the percentage agreed upon by the opinions of experts and specialists.

T	Basic skills	Expe rts	Those who agree	Non- conf ormi sts	KA ²	Sig	signifi cance
1	throwing	13	8	5	0.69	0.40	Non- moral
2	running	13	11	2	6.23	0.01	moral
3	jump	13	12	1	9:30	0.002	moral
4	Partridge	13	13	zero	13	0.000	moral
5	jumping	13	9	4	1.92	0.16	Non- moral
6	walking	13	11	2	6.23	0.01	moral
7	kicking	13	8	5	0.69	0.40	Non- moral

2-4-2 Description of basic skills tests :

Testing is a “method that requires research methods such as measurement, observation, experimentation, investigation , identification, interpretation, conclusion, and design.” Also, it is “ the estimation method that provides us with estimates or valuable degrees for applying methods of description . ” Precisely ⁽¹⁾ ” .

1- ,Issam Al-Nimr: Measurement and Evaluation in Special Education , Jordan, Al-Yazouri Printing House
.p. 83 , 2008



The researcher extracted from this a number of tests suitable for measuring basic skills and elements. She took the following points into account in the tests:

- The tests should be clear, understandable and appropriate to the students' level .
- The tests do not take a long time and do not require a lot of effort or resources.
- These tests should not be devoid of elements of suspense and competition.

1- Basic skills:

First / running test For a distance of 20 meters ⁽²⁾ :

The purpose of the test : Measuring basic speed and reaction time in primary school-aged students .

Requirements :

- Flat area (playground or schoolyard) .
- Tape measure to measure a distance of 20 meters .
- Cones to mark the start and end point .
- Stopwatch or electronic timing device .
- results book

Performance method :

1. The student stands behind the starting line .
2. When given the starting signal (whistle or the word "go"), he begins running as fast as he can towards the finish line 20 metres away .
3. The teacher stops the timing when the student crosses the finish line .
4. Two attempts are allowed, and the best score is recorded .

Measurement method :

- The time it took the student to cover 20 meters is recorded in seconds .

Second / Jump test ⁽¹⁾ :

A- Test name: Jumping.

B- The aim of the test: to identify the students' actual level in the jumping skill (the strength characterized by speed of the leg muscles).

C- Playground and equipment used: The selected school yard.

D- Performance Specifications:

The tester stands behind the starting line and moves slightly apart with the arms high, swinging the arms forward and down behind with the knees half bent and the torso leaning forward until it reaches a position similar to the one used to start swimming. From this position, the arms swing forward with the legs extended along the torso and pushing the ground with the feet in an attempt to jump forward as far as possible.

Test instructions:

1- Marwan Abdel Majeed Ibrahim: Tests, Measurement and Evaluation in Physical Education . Jordan .Edition: Dar Al Fikr Al Arabi for Printing and Publishing, 1999, p. 29

2- .Marwan Abdel Majeed Ibrahim: The previously mentioned source , 1999, p. 43



The examiner stands behind the starting line, the inside edge to the furthest mark left by the athlete closest to the starting line or at the point where the heels touch the ground .

If the tester loses balance and touches the floor with another part of his body, the attempt is too long and must be repeated.

Feet should be in contact with the ground until the moment of lift-off.

- **Method of calculating points** : The examinee has two attempts and the best attempt is recorded.

Third: Partridge test ⁽¹⁾ :

Test name: Partridge with the selected leg for a distance of (5m).

Purpose of the test : To measure the partridge's skill.

Equipment and tools :

Measuring tape, rope to draw lines with lime on the ground, a small playground 20-25m long.

Test procedures: (Standing on one foot) The partridge walks a distance of (5) m with the selected leg on the line drawn on the ground in the shortest possible time, without any part of the body touching the ground except the partridge's leg.

Recording : The recorded time to cover the distance .

Fourth / Walking test ⁽²⁾ :

Test name: Walking on two parallel strips for a distance of 10 m.

Purpose of the test: To measure walking skill.

Tools: whistle, (2) 10m long and 5cm wide tape, chalk and a stopwatch - two start and finish lines.

Specifications For the test : Layout of the test area - The student stands behind the starting line and when the start signal is given the student Walking fast until he crosses the finish line.

Test conditions : One attempt is given to each student . The student's time is measured from the start signal for the test until the child's foot crosses the finish line. An audible signal is used for the students and a visual signal for the timekeepers.

Registration : Measuring the time taken by the student .

2- 5. Exploratory experiment:

One of the important recommendations made by scientific research experts for the purpose of obtaining accurate and reliable results is to conduct a pilot study, which is a preliminary experimental study conducted by the researcher on a small sample

1- ,Ahmed Hisham Ahmed Al Hilali: Building a battery for testing basic motor skills for kindergarten children .unpublished master's thesis, University of Mosul, 2003, p. 97

2- .Ahmed Hisham Ahmed Al-Hilali: The same previous source, 2003, p. 94



before conducting the pilot study with the aim of testing the research methods and tools ⁽¹⁾.

The researcher conducted the exploratory experiment on Sunday, November 5, 2024, at nine o'clock in the morning, on a sample of 10 students, with the help of the support team. The researcher's goal in conducting the exploratory experiment is:

- 1- Determine the length of time tests and games take.
- 2- Ensure the safety of the tools and equipment used in the research.
- 3- Diagnosing the obstacles and negatives that the researcher and the work team will face.
- 4- To determine the validity of the tests for the level of the sample individuals.
- 5- Identify the capabilities of the support team.
- 6- Finding scientific foundations for tests

2-5-1 Scientific foundations of the tests used in the research:

2-5-1-1 Coefficient of reliability :

It is considered one of the most important criteria for test quality , and one of the basic characteristics in test construction and measurement . Test validity is the ability of the test to measure what it was designed for . 2. The validity of the measurement⁽¹⁾ It means that “ the means of measurement should be valid if it measures what it indicates to be measured and what is needed . ” To this clear characteristic 3. The researcher verified the validity of the tests from⁽²⁾ Opinions of a number of specialists and experts in the field of sports. Although the researcher extracted the validity of the nominated tests from the opinions of experts and specialists to measure basic skills , which is called content validity, which is often done “through judgment.” Logical consideration of the existence of the trait, characteristic or ability in question to investigate whether the proposed measuring instrument actually measures it or not .

2-5-1-2 Stability coefficient:

In order to extract the stability coefficient for tests of basic skills and physical fitness elements, it is necessary to apply the principle of stable testing, which is “the one that gives similar results or the same results if applied more than once in similar conditions” ⁽²⁾ . Also, the stability of the test is “the value expressing the

3- Dictionary of Language; Dictionary of Psychology and Education , Vol. 1: (Cairo, General Authority for .American Printing Affairs, 1984), p. 79

1- Leopold Vandlin : Research Methodology in Education and Psychology , translated by Muhammad Nabil .and others, Cairo, Anglo–Egyptian Library, 1969, p. 36

2- (Mustafa Hussein Bahi: Scientific Transactions between Theory and Application – Consistency – Validity .Objectivity – Standards , Cairo, Book Center, 1999, p. 23 _

3- _Nader Fahmy Al-Zayoud and Hisham Amer Alian: Principles of Measurement and Evaluation in .Amman: Dar Al-Fikr for Publishing and Distribution, 2005, p. 145 ,.Education , 3rd ed



extent of the accuracy of the test in extracting stable results if the test is repeated more than once on the same sample, giving similar results” ⁽¹⁾ . In order to know the extent of the stability of the test values, the researcher used the Pearson correlation coefficient between the results of implementing and re-implementing the tests for the most important basic skills and physical fitness elements of the individuals in the exploratory experiment, as shown in Table (14).

2-5-1-3 Objectivity factor:

Objectivity is defined as “the lack of disagreement among evaluators in their judgment of something or a specific subject” ⁽²⁾ . In order to extract the values of the objectivity coefficient, it is necessary to resort to the objectivity of the test, which indicates “the extent to which the judge or examiner is free from subjective factors” ⁽³⁾ , meaning that the test is not subject to subjective evaluations.

In order to identify the objectivity of the results of the basic skills tests, the researcher used the simple correlation coefficient (Pearson) between their scores. The data showed that all the results of some basic skills tests and physical fitness elements were highly objective and significant.

Table (5)

Shows the scientific coefficients and statistical significance of some tests of basic skills and elements of physical fitness.

T	Scientific transactions Tests	online ss Measurement	stability coefficient	Sig	Objectivity factor	Sig	Statistical significance
1	running	degree	0.889 **	0.000	.824 **	0.000	moral
2	jump	poison	0.723 **	0.000	.872 **	0.000	moral
3	Partridge	degree	0.918 **	0.000	.915 **	0.000	moral
4	walking	degree	0.812 **	0.000	.910 **	0.000	moral

- Morale at $\geq (0.05)$

3-10 Main search procedures:

3-10-1 Pre-tests :

tests were conducted on the research sample individuals and the experimental and control groups before starting to implement the program prepared for group games in classrooms and sports fields, under the direct supervision of the physical

4- _Amin Anwar Al-Khawli: Physical Education – Classroom Teacher’s Guide, Physical Education .Requirements , Cairo: Dar Al-Fikr Al-Arabi, 1998, p. 227

5- Mustafa Hussein Bahi. Scientific Transactions between Theory and Practice , Cairo: Kitab Center for .Publishing, 1995, p. 64

1- Laila Al-Sayed Farahat. Measurement and Testing in Physical Education , 1st ed., Cairo: Kitab .Publishing Center, 2001, p. 169



education teacher, on Sunday, Monday and Tuesday, corresponding to 25-26-27 / 2/ 2024 . All conditions related to the basic skills tests (running , jumping , hopping , walking) were confirmed and fixed.

2-6 Implementing the curriculum Team games :

-1 Analysis stage

This stage aims to understand the educational context, analyze the characteristics of the target group, and determine the general objectives of the curriculum .

- General objective : Developing social and basic skills and some elements of physical fitness among students through group games .
- Appropriate content : Movement and educational games that promote social values and basic skills.

2- Determine the subject matter

- Subject : Physical Education
- Content : Group games

-3 Beneficiary category

- Level : Primary school students, fourth grade .
- Characteristics : Children aged 9-10 years, characterized by liveliness, the need for social interaction, and learning through movement and play .

-4 The educational environment

- Location : School yard , classrooms
- Resources : simple sports equipment (balls, hurdles, ropes, markers, medicine ball, etc.) , educational cards, motivational signs .
- Support : Supervision by the physical education teacher, support from the school administration .

-5 Educational needs

- Skills : A- Social (cooperation, respect, participation, competition, friendships)
B- Basic (running, jumping, skipping, walking)
C- Physical fitness: (flexibility, agility, balance, coordination)
- Need to develop : running, skipping, walking, jumping, balance , coordination, flexibility .
- Social : Promoting teamwork, respect for others, leadership .
- Emotional : developing self-confidence, controlling emotions, dealing with winning and losing .
- Cognitive : Understanding the rules of the game, following instructions, making group decisions .

6- Curriculum objectives

1. Developing social and basic skills
2. Improve physical fitness .
3. Promote team spirit and class work
4. Teaching the rules of fair play .
5. Stimulate collective thinking and planning .



7- Sources of group games

You can get ideas for group games from :

- School physical education books .
- Educational sites like [PE Central](#) Or [TeachPhys Ed](#) .
- YouTube channels for physical education (such as PE Games).
- Educational platforms such as Pinterest Or Teachers Pay Teachers.
- Official approved physical education curricula

8- Full timeline: 8 weeks – 16

Week	Unity	Game name	Educational and motor objectives	Required tools
the first	First	Crossing the hills	Developing balance	Bench No. 2 2 jumping boxes, medicine ball
		Zigzag running	Developing agility and balance	Four flags
	Second	jumping legs	Partridge skill and balance	whistle
		rabbit race	Jumping and walking skills	-
the second	First	sprint relay race	Running and teamwork skills	relay stick
		mutual passing	Compatibility and cooperation	medium-sized ball
	Second	Pass the ball from above and then return it by passing between the legs	flexibility	medicine balls
		Balance Mail	balance skill	One book per team
the third	First	jump circle The partridge	Jumping, hopping and balance skills	geometric shapes
	Second	number stick	fast running skill	Stick with a length of (120) cm
		Stop and remove signs	Flexibility and agility	4 signs
Fourth	First	synchronized balls	Harmony and teamwork	medium-sized balls
		balanced race	Walking and balance	Small pad - cones to mark the walking path
	Second	leg race	Partridge and balance	small barriers
		Hidden injury	agility	balls
Fifth	First	Exchange places	running	-
		Color chase	agility	colored cones
	Second	balanced train	harmony and balance	A stick for each team



		jumping method	jump	Cones - Short ropes - Collars - Trauma markers
Sixth	First	Flexibility Tunnel	flexibility	Hoops - Barriers - Colored ribbons - Colored poles
		step-walk race	walking	cones - short ropes
	Second	Crossing the hoop	running	collars
		Crossing walls	running and jumping	25cm high benches
Seventh	First	The hunter	Flexibility and agility	Football - Black and White Shirt
		Postal transfer of the indicator	balance	4 hoops - 4 markers - 4 benches
	Second	balanced race	Walking and balance	Small pad - cones to mark the walking path
		synchronized balls	Harmony and teamwork	medium-sized balls
The eighth	First	balanced train	harmony and balance	A stick for each team
		Hidden injury	agility	balls
	Second	jumping legs	Partridge skill and balance	whistle
		sprint relay race	Running and teamwork skills	relay stick

9- Time to implement the group games curriculum:

The group games curriculum, specially prepared for fourth-grade primary school students, was implemented for the period from 3/3/2024 to 4/25/2024. The curriculum was applied practically on a sample of students representing the experimental group, and the teacher's method used on the control group was used

10- General notes during implementation :

- Preparation (10 minutes) : Light exercises + game explanation .
- Main part (20-25 minutes) : Implement the game by dividing the teams and repeating the attempt .
- Closing (5 minutes) : Cool-down + positive feedback + quick verbal feedback .

2-7 Post - tests :

After completing the application of the curriculum The group games post-tests were conducted on the control and experimental groups, and basic skills tests were conducted on the control and experimental groups. Monday and Tuesday, April 29-30, 2024 The researcher sought to create the same conditions in terms of time, place, equipment, tools , method of implementation , and support team in order to



work as much as possible to create the same or similar conditions in which the pre-tests were conducted .

2-8 Statistical methods:

used statistical methods that helped in processing the results and testing the research hypotheses through the use of the statistical package (IBM SPSS Statistics 24) , which are:

arithmetic mean

The mediator

Standard deviation .

Coefficient of variation .

percentage

Simple correlation coefficient (Pearson).

T - test for correlated samples.

T - test for independent samples.

Difficulty factor law.



3- Presentation, analysis and discussion of the results.

3-1 Presenting and analyzing the results of the differences between the pre- and post-tests of some basic skills for the control group .

Table (6) shows the results of the pre- and post-tests for some basic skills for the control group.

Processors Variables	Unit of measurement	Pre-test		Post-test		t-test	Sig	The result
		arithmetic mean	standard deviation	arithmetic mean	standard deviation			
running	Tha	8,469	0.746	8,099	0.450	1.898	0.065	Non-moral
jump	poison	68,069	5,783	70,779	3.603	1.779	0.083	Non-moral
Partridge	Tha	6.222	0.472	5,889	0.525	2.107	0.042	moral
walking	Tha	6,085	0.422	5.679	0.839	1.932	0.061	Non-moral

- Morale at $\geq (0.05)$

From Table (6), it is clear that there are significant differences between the pre- and post- tests of the control group for the partridge skill, because the t value for the related samples is (2.107) and the sig value is (0.042), which is $\leq (0.05)$, as for the running skill, it is clear from the table above that there are insignificant differences between the pre-test and post-test because the value of t for the associated samples is (1.898) and the sig value is (0.065) which is $\leq (0.05)$, as for the jumping skill, it is clear from the table above that there are insignificant differences between the pre-test and post-test because the t value for the related samples is (1.779) and the sig value is (0.083) which is $\leq (0.05)$, and the walking skill, from the table above it is clear that there are insignificant differences between the pre-test and post-test because the t value for the related samples is (1.932) and the sig value is (0.061) which is $\leq (0.05)$.

3-2 Presenting and analyzing the results of the differences between the pre- and post-tests of some basic skills for the experimental group .

Table (7) shows the results of the pre- and post-tests for some basic skills of the experimental group.

Processors Variables	Unit of measurement	Pre-test		Post-test		t-test	Sig	The result
		arithmetic mean	standard deviation	arithmetic mean	standard deviation			
running	Tha	8,359	0.680	7,359	0.426	7,118	0.000	moral
jump	poison	68,590	5,467	81,644	7.668	6,198	0.000	moral
Partridge	Tha	6.113	0.503	4.638	0.427	9.992	0.000	moral
walking	Tha	5.992	0.397	4.415	0.450	11,746	0.000	moral

- Morale at $\geq (0.05)$

From Table (7), it is clear that there are significant differences between the pre- and post-tests for the group . empiricism For basic skills , the t value for the linked samples for the

running skill is (7.118) , for the jumping skill (6.198), for the hop skill (9.992), and for the walking skill (11.746) , and the sig value is For all basic skills, it is: $\leq (0.05)$

Discussion of the results of tests of some basic skills for the experimental group

The significant differences in the performance of the experimental group students are attributed **to the group games** , which were employed in a systematic and age-appropriate manner. This method clearly contributed to the development of basic skills through purposeful and engaging games that catered to the students' interests. , their abilities, and their innate need for movement .

The fourth grade of primary school is an extension of middle childhood, and is one of the most important stages in which **basic skills are mastered . This is what Wageeh Mahjoub** pointed out when he said, “Childhood is the stage of mastering the basic skills that the child learned in previous stages .”

Firstly: running skill

This skill has also witnessed a clear development, thanks to the variety of games that provided a flexible movement environment that allowed for trial and error and learning from practice . Group games provide a space for students to take on physical challenges in a safe, competitive environment, which enhances **students’ self-confidence**.

Some sources have confirmed that On the importance of giving students the opportunity to discover their abilities through free play, as the student learns best through **self-experimentation** and facing gradual challenges, which was actually applied in the program ⁽¹⁾ .

Second: jumping

The researcher attributes this improvement to the variety of group games that contribute to developing students' jumping skills , as "the more opportunities students have to use different movement forms in group situations, the more they improve their performance in those forms." Interacting with peers in group activities creates a stimulating and engaging environment that contributes to the natural and gradual development of motor skills.

The inclusion of the games curriculum Competitive group play creates an atmosphere of fun and excitement, making students feel comfortable and included, which helps improve basic skills . Through group activities, each student can achieve some personal success, making it an effective means of accelerating the learning process, as educational situations within the framework of group play are often a source of satisfaction and motivation for students ⁽²⁾ .

Third : Partridge skill

The development of this skill resulted from **the variety and repetition of movement situations** provided by group games , which afforded students ample opportunities to use their bodies effectively, enhancing **motor control and agility** . Studies have indicated that

1– Kamel Abdel Moneim and Wadih Yassin Muhammad : Small Games , University of Mosul, Dar Al-Kutub for .Printing and Publishing, 1981 , p. 44

2– ,. Muhammad Subhi Hassanein and Ahmad Kasra Maani : Encyclopedia of Applied Sports Training , 1st ed .Cairo, Kitab Publishing Center, 1988 , p. 13

exposing children to a variety of movement situations contributes to consolidating and developing motor skills .

Fourth : Walking skill

This skill saw a significant improvement in the experimental group. This was attributed to the nature of the group games used, which focused on improving the student's step coordination, increasing their balance while walking, and developing their motor awareness when transitioning from one position to another. This development was reflected in more complex skills such as **running, jumping , and hopping** , demonstrating the interconnectedness of basic skills .

“Play is an effective way for students to discover their abilities, and walking, hopping , running , and catching strengthen their muscles and sense of balance,” which confirms the integrated role that games play in developing these skills .

In light of the above , we conclude that **group play** had a significant impact on achieving the research objectives, as it combined **the educational and entertainment aspects** in a stimulating environment. The games were designed to suit the developmental characteristics of fourth-grade students, and the program took into account their need for movement and expression. It was an effective means of developing basic skills, such as walking, running, skipping, and throwing. It also contributed to the development of important physical elements such as balance, strength, agility, and coordination .

Wagih Mahjoub and others have pointed out that this stage represents **the basic construction stage** , and is the most appropriate for teaching and establishing basic skills , as learning reaches its highest levels in this stage and skills are transformed into automatic, mechanical performance . ⁽¹⁾

3-3 Presentation and analysis of the results of the differences between the post-tests of the experimental and control groups for some basic skills .

Table (8) shows the results of the post-tests for the experimental and control groups for some basic skills.

Processors Variables	Unit of measurement	control group		experimental group		t-test	sig	The result
		arithmetic mean	standard deviation	arithmetic mean	standard deviation			
running	degree	8,099	0.450	7,081	0.426	7,334	0.000	moral
jump	poison	70,779	3.603	81,644	7.668	5,734	0.000	moral
Partridge	degree	5,889	0.525	4.638	0.427	8.264	0.000	moral
walking	degree	5.679	0.839	4.415	0.450	5,932	0.000	moral

1– ,Wajih Mahjoub (and others) : Theories of Learning and Motor Development , 2nd ed., Baghdad .Dar Al-Kutub and Al-Watha’iq, 2000 AD, p. 76

- Morale at $\geq (0.05)$

From Table (8), it is clear that there are significant differences between the post-tests of the control and experimental groups. For basic skills , the t value for independent samples for the running skill is (7.334) , for the jumping skill (5.734), for the hopscotch skill (8.264), and for the walking skill (5.932) , and the sig value is For all basic skills, it is: $\leq (0.05)$

Discussion of the results of tests of some basic skills for the control and experimental groups

It is clear from the results of the statistical analysis presented in Table (8) that both groups (control and experimental) achieved improvement in the **basic skills tests** , but the differences were **significant in favor of the experimental group** . This is evidenced by the higher values of **the arithmetic means** of the post-tests among the students of the experimental group compared to the control group, which indicates the effectiveness of **the group play** used in the prepared program .

researcher attributed this remarkable progress to the nature of the activities included in this prepared program , as the games were characterized by diversity, excitement, and group competition, which helped motivate **the students and achieve the highest grades** . The researcher also took into account the characteristics of the age group of fourth-grade students while preparing the program, as the games were designed to suit **the motor, psychological, and social abilities** of these students, which provided a safe and encouraging learning environment .

Thus, the group games designed by the researcher contributed to **the development of a number of basic skills** , including :

- **Walking and running** : Through activities that rely on moving in different spaces within groups, which enhances movement coordination and muscle control .
- **Hopping and jumping** : These are developed through games that focus on moving from one point to another, or overcoming obstacles. These are basic movements related to the development and flexibility of the motor system

Iman Abbas emphasized that **group play is an effective tool for improving neuromuscular coordination and consolidating basic skills** , as she explained that providing the appropriate environment and sufficient motor stimuli contribute effectively to the development of **students' physical growth**. The benefits of the program were not limited to the motor aspect only, but its impact extended to **developing social skills** , such as enhancing **sportsmanship, cooperation, discipline, respect for rules, leadership, and group cohesion** . Group games provided an effective social context for training students to **solve problems and**

make decisions within the team, which was positively reflected in their personalities and behavior within the classroom environment. ⁽¹⁾ .

Wagih Mahjoub pointed out the importance of constructing an educational program in a way that is appropriate to the student's age and psychological and motor needs, stressing the need for the program to be diverse, interesting, and expressive of the child's imagination and interactive nature, which was embodied in the program that was applied to the experimental group. ⁽²⁾ .

The researcher attributes this by analyzing the results, revealing that **group play is not just a means of entertainment** , but rather an effective educational strategy that contributes to developing **basic skills** , enhancing **physical fitness** , and supporting **the psychological and social development** of fourth-grade primary school students. Furthermore, the diversity of activities, and their organization within an exciting group framework, helped attract and motivate students, which led to significant differences in favor of the experimental group in all measured skills .

4 - Conclusions and recommendations:

4-1 Conclusions:

1. The group games and the games they include, prepared by the researcher, have achieved better development than the school curricula.
2. The control group outperformed the fourth grade students in the post-tests in basic skills.
3. The experimental group outperformed the fourth grade students in the post-tests on basic skills .
4. The experimental group outperformed the control group in the post-tests of basic skills for fourth-grade students.

4-2 Recommendations:

- 1- Relying on the research results to determine the vocabulary of special programs to develop basic skills for ages (9 years) .
- 2- Emphasis should be placed on developing basic skills, with emphasis on greater repetition of basic skills that have not shown significant development compared to basic skills. Which showed development .
- 3- group games , utilizing the available tools to implement these games in a way that attracts the attention of students , encourages their competition, and motivates them to demonstrate their aptitudes and interests.
- 4- The necessity of paying attention to developing basic skills For ages (9 years) through standardized programs .
- 5- Conduct more research and studies to find the best programs used in physical education to develop basic skills for the rest of the primary grades.

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