

# **The Effect of the Physical and Artistic Education Lesson Through Play and Art in Developing Some Motor Abilities and Reducing Mobility for Pupils in the Fifth Grade of Primary School of the Primary Stage**

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## **Abstract**

The research objectives to reveal the effect of the physical and artistic education lesson during play and art to develop some motor abilities and reduce hyperkinetic among fifth grade pupils. The researchers used the experimental approach, and the research sample consisted of (66) students and (10) students in each group, and about By drawing lots, two groups were named to represent one of them the experimental group and the other the control group, and parity was achieved between the two groups in the variables (age, weight, and height) as well as achieving parity between them in terms of motor abilities (under study) and their hypermobility, and playing and practicing technical drawings with Pupils of the experimental group As for the control group, the method used by the teacher was used, and the implementation of the experiment took nine weeks with two educational units per week for each group of 18 educational units, and the time of one educational unit reached (45) minutes, and the implementation of the experiment was started. On Sunday, 10/2/2018, until Thursday, January 14, 2019.

**After analyzing the data statistically, the researchers reached the following two conclusions:**

1. Learning by playing and art during the physical and artistic education lesson had a clear role in developing some of the experimental group's motor abilities.
2. The learning style by playing and art collectively led to the reduction of hyperactivity and distraction, and the formation of good relationships between them.

**Keywords:** *Physical, artistic, health; brain development; primary schools; and motor abilities.*

## **Introduction**

The primary stage is one of the important developmental inputs in the development of human resources. When the child enrolls in middle school, his primary concerns are learning and developing some motor, physical and skill abilities.

As the primary stage is an important stage of a person's life, it is the stage of basic learning, and it requires dealing with it by physical processes and not with abstract matter. Learning goes through a stage of development imposed by the nature of the age and depends on the useful function of what we learn in the sense that we transform the facts of science into practical practices and not be satisfied with practices Based on memorization, indoctrination, or the use of some pictures, and in order to reach the child during the educational process to such advanced stages of mental, motor and scientific development, it is necessary to use interesting educational method that stimulate their preferences and desires and encourage them to learn

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and their learning style through play and art. Primary school pupils need to have a good and sound mental, psychological and physical development,<sup>1</sup> and this need is related to satisfying other needs, as the child's mobility, psychological, social and intellectual capacity does not grow, and his scientific knowledge and experiences do not increase unless his motor development is sound through playing and drawing in the physical and artistic education lesson.<sup>2</sup>

And because the style of learning by playing and art through my studies of sports and art depends mainly on the ability to creativity and show technical and sports skills, because they are a lesson in which the students feel happiness, freedom of movement and expressing their happiness through drawing in colors, installing manual artworks, discharging excess energy and reducing aggressive behavior. The style of learning by playing and art is one of the important method that it is preferable to use with this age group, especially if this method is combined or combined with the development of motor abilities and the reduction of their hyperkinetic, especially since the learning process through some games and the participation of students with collective artistic work that gives the lesson a kind of Excitement and excitement, and thus learning becomes more acceptable while ensuring the active participation of all children, and from here came the importance of research through the use of learning by playing and art through my studies of physical and technical education, and thus linking with the development of motor abilities and reducing their hyperkinetic that students need at this age.<sup>3</sup>

Through the researchers following up on the behavior of children in some school as they are teachers of technical and sports education, they found a clear weakness in the performance of motor abilities, excessive random behavior, and aggressive and chaotic behavior in a group of them as a result of their distinctive movement behavior with excessive activity and many movements, and this is called excessive movement activity, which is a behavioral state.<sup>4</sup>

#### **Research Objectives:**

1. Recognizing the effect of learning by playing and art on reducing hyperactivity among fifth grade primary students.
2. Recognizing the effect of learning by playing and art on developing motor abilities among fifth grade students

#### **Research Hypotheses:**

1. There is an effect of learning by playing, learning by playing and art, in reducing hyperkinetic among fifth-grade students.
2. There are significant differences between the pre and posttests in favor of the post tests for the two research groups.

#### **Research Fields:**

- The human field: Fifth grade pupils of primary school in Babil Governorate/Abi Tamam Primary School for Boys.
- Time range: for the period from 10/2/2018 to 1/15/2019
- Spatial field: the courtyards and halls of Abi Tammam Primary School, Al-Hashemiya District/ Babel Governorate.

#### **Research methodology and field procedures:**

##### **Research Methodology:**

The process of researchers' selection of the methodology used in their research, which must suit the nature of the problem to be studied, is of great importance in reaching a solution to that problem.

##### **Research community and sample**

**Research Community:** Determining the research community is one of the important steps and stages in the process of conducting the research.<sup>5</sup> Researchers can deal with the entire community with the research if this community falls within the limits of its capabilities and capabilities.<sup>6</sup> The research community is defined as "all of the individuals, events, or things who are the subject of the research problem"<sup>7</sup> The research community included primary school pupils (fifth grade primary) of (11-12) years of age from boys only, their number reached (66) students, and in the Abi Tamam Primary School in the Hashemite District Center, Babil Governorate.

**Research Samples:** As it is known that the sample is that part of the society that the researchers want to conduct its study on, "it must be representative of all the vocabulary of that community and that this representation is supposed to be honest"<sup>8</sup>.

**Accordingly, the research samples were divided into:**

**The first exploratory sample:** It is the sample through which the level of understanding of the sample members and their comprehension of the paragraphs of the hyperkinetic scale was identified, as well as ensuring the possibility of carrying out the tests for the most important motor abilities, and this sample consisted of (25) students.

**The second exploratory sample:** It is the sample through which it was ascertained that the curriculum prepared by the researchers could be implemented. This sample consisted of (15) students.

**Application sample (experimental group and control group):** The researchers selected members of the application sample from Abi Tammam Primary School, and this sample consisted of two divisions of the fifth grade of primary school, as all students of these two classes did not participate in the main experiment to prepare the scale, as well as in the exploratory experiment of the curriculum prepared by the researchers, and it was excluded The students who failed and selected pupils at

the age of (11-12) years, and the students who could not participate in the lesson for medical reasons and because of their ages older than (12) years and their number (6) were excluded, as the total sample amounted to (20) students and by (10) students From each division, then after drawing a lot between them, one of the people was chosen to be an experimental group and the other a control group.

**Table 1. Shows the homogeneity of the sample in the variables of age, height and weight**

Variables	Units	Mean	Median	SD	Skewness
Age	Month	124.5	124	3.61	0.42
Length	Cm	139.05	139	4.22	0.04
Weight	Kg	36.057	36	5.71	0.03

It can be seen from Table (2) that the value of the skewness coefficient ranges between (0.03) to (0.42) and it is confined to ( $\pm 1$ ). This means that the sample is normally distributed, indicating its homogeneity.

**Table 2. Shows the equivalence of the control and experimental groups in the pre-tests for the research variables**

Variables	Experimental group		Control group		(t) value	Statistical significance
	Mean	SD	Mean	SD		
Moving balance	8.34	1.522	8.6	1.3	0.48	No sig.
Agility	23.9	0.96	21.6	1.08	0.78	No sig.
Compatibility	15.49	1.23	15.6	1.09	0.34	No sig.
Hyperkinetic	34.75	6.32	35.25	6.34	0.14	No sig.

**Determine the tests:** The selection and determination of tests is not an easy process, as the test must be based on accurate scientific foundations in order to achieve the purpose for which it was established, as the test is “an important means of measurement and it is a tactic of measurement”.<sup>9</sup> After the researchers looked at a number of scientific sources, letters, dissertations and available scientific research related to the study of the research and as a teacher and trainer in the field of sports, a number of tests for football skills were collected, after which some tests were chosen on the experimental and control group.

**Research procedures on sample application**

**Pre-tests:** Pre-tests were conducted to measure the kinetic satisfaction of the experimental group of (10)

students on Wednesday, 10/12/2018 at nine o'clock in the morning at the yard of the Abi Tammam Primary School in the Abi Tamam Primary School, and pre-tests were also conducted to measure the hyperkinetic of the control group of its number. (10) Students on Thursday 10/13/2018 at ten in the morning in one of the classrooms at Abi Tamam Primary School.

**The main experience:** The main experiment was started on Sunday 10/16/2018 until Sunday 10/1/2019, when the two educational approaches were applied according to the different educational method for each curriculum and the same capabilities under consideration, and the two groups were performing their work as follows:

**Post tests:** After completing the main experiment, and for the purpose of determining the level reached by the research sample with its two groups (experimental and control) in motor satisfaction and the basic skills under investigation, and to determine the extent to which the two groups have benefited from the application of (play, art, and the method used), post-tests of the two groups

were conducted for a period of 13/1/2019 to 1/14/2019, and the researchers made sure that the conditions are similar to the pre-tests in terms of location, time, and the presence of the assistant work team. The same steps were used in the pre-test in the method of measuring the achievement of students in each test.

### Results and Discussions

**Table 3. Shows the average of means, standard deviations, and two t-values calculated and tabular between the pre and post tests for the skills under investigation (experimental group)**

Variables	Pretest		Posttest		(t) calculated	(t) tabulated	Indication of differences
	Mean	SD	Mean	SD			
Moving balance	8.34	1.522	5.91	0.90	3.32	2.26	Sig.
Agility	23.9	0.96	19.23	0.91	6.72		Sig.
Compatibility	15.49	1.23	10.75	1.36	8.12		
Hyperkinetic	34.75	6.32	25.13	3.18	5.95		

**Table 4. Shows the average of the mean, standard deviations, and two t-values calculated and tabular between the pre and posttests of the skills under investigation (the control group)**

Variables	Pretest		Posttest		(t) calculated	(t) tabulated	Indication of differences
	Mean	SD	Mean	SD			
Moving balance	8.6	1.3	6.9	1.3	2.5	2.26	Sig.
Agility	21.6	1.08	19.7	1.7	3.01		Sig.
Compatibility	15.6	1.09	12.3	1.2	6.4		
Hyperkinetic	35.25	6.34	32.88	5.94	1.78		

**Table 5. Shows the average of means, standard deviations, and two t-values calculated and tabular between the post tests of the skills under investigation (experimental and control group)**

Variables	Control group		Experimental group		(t) calculated	(t) tabulated	Indication of differences
	Mean	SD	Mean	SD			
Moving balance	6.9	1.3	5.91	0.90	2.24	2.13	Sig.
Agility	6.9	1.3	19.23	0.91	6.72		Sig.
Compatibility	19.7	1.7	10.75	1.36	2.72		
Hyperkinetic	12.3	1.2	25.13	3.18	3.05		

The experimental group in improving performance and motor abilities, the researcher attributes it to the effect of the method applied by the pupils of the experimental group, and the various physical, movement and artistic small games it contained through drawing and handicrafts that contributed to improving the physical, motor, mental, mental and social abilities through the

collective participation of the pupils. Suitable for their abilities and capabilities, and I took into consideration the peculiarity of this age stage, as (Kurt Maynell, 1987) indicates that this age stage is the best stage for motor learning, especially the ability to act in terms of motor activity and purposeful motor control, as the locomotors transport improves and becomes good especially for

the use of the trunk. And large kinematic fluidity. As the physical and artistic education lesson focused on games and artistic participations that suit their motor, artistic, mental and physical abilities,<sup>10</sup> which in turn gave the pupils the ability to learn better, as the sources indicate, “An individual who has a level of physical and movement abilities will help to develop basic skills.”<sup>11</sup>

The biological development of the student at this age stage has an important role in developing many skills and physical and motor qualities, the most important characteristic of this age stage is learning the movements that are characterized by balance, such as games of time, running, alignment, balance, agility, flexibility, etc. Of the abilities and physical and movement characteristics and swimming, which is an extension of the basic movements that the child has learned and mastered in earlier stages, and therefore the learning capacity of the child is high and accurate and has a high movement compatibility that reaches the highest possible in many sporting activities.<sup>12</sup>

The researcher attributes the reason for this to the fact that playing with games and artistic participations greatly reduced the excessive motor activity of its members, as the existence of an effective educational approach to the method of linking play and art for late primary school students has an effective positive effect in reducing the undesirable behavior in which it is motor activity Plus, as the curriculum relied mainly on drawing the child's attention to something he loves and pushing him to patience to modify his behavior, gradually and by using several method, including positive support for appropriate as well as material behavior, taking into account the importance of the child's nature, and that he cannot settle and calm for a long time. One of the method of behavioral therapy is positive reinforcement, which is “the provision of material and moral reinforcements for the child's positive behavior, through symbolic reinforcements, and then these symbolic reinforcements are replaced by concrete reinforces such as gifts.”<sup>13</sup>

### Conclusions

1. Learning by playing through the study of physical and artistic education made the research sample reach the best in the physical, skill, motor and moral levels, as the results indicated that many developments occurred in the abilities of students, and this is what fulfills the hypothesis of the research.

2. Achieving very high results in the tests under investigation.
3. The learning style through play and art collectively led to the reduction of hyperactivity and distraction, and the formation of good relationships between them.
4. Improved motor abilities after playing games and practicing technical drawings for formations due to their reliance on technical, collective, movement and sports aspects.

**Ethical Clearance:** The Research Ethical Committee at scientific research by ethical approval of both MOH and MOHSER in Iraq

**Conflict of Interest:** None

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