

The effect of the recreational Expressive movements program on the imagination of motor and social interaction for pre-school children.

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Research Summary

The research aims to identify the effect of the recreational Expressive movements program on the imagination of motor and social interaction for pre-school children (5-6) years, The researcher used for data collection the scale of motor fantasy , a measure of social interaction and movements expressive recreational program, the researcher found that effectiveness of use the movements expressive recreational program through development motor fantasy for the kids, as well as the positive impact on social interaction for preschool children, there is a positive relationship between motor fantasy and social interaction at kindergarten

The researcher recommended with the necessary for attention to design expressive meaningful movements programs (generally) and children at kindergartens, in

particular, and the need to design a variety of recreational program contribute to the development of imagination motor for the kindergarten children, and we must enter the social interaction among children in all the activities which offered to them, the attention to the imaginary and Social side when preparing a curricula for kindergarten stage, and design outreach programs for kindergarten teachers to highlight the introduction of motor fiction activities importance and social interaction in all the activities which offered to children

Key words: the expressive movements recreational program, motor imagination, social interaction

Introduction and research problem:

The childhood of the most important stages in the formation of the human personality, where make formations of the child's personality characteristics in

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the future, because he starts at this stage to gain compatibility with the external environment, this matter had gained the attention of a lot of scientists and educators throughout the ages, the growing up of children in early childhood displayed a multiple according to the cultures and traditions of the peoples and educational philosophy, it's no doubt that attention to children is one of the most important indicators of the society progress and advancement, the imagination of the child considers one important part of his mental health since the early years and this fantasy is often of the illusion type the child expresses his imaginations in most forms of behavior during his play and in his dreams. and draws the elements of fancies from home or his own which is associated with watching or who people in the his surrounding community (16: 92)

A kindergarten child is also distinguished with his need to detection, surveillance and the development of imagination, creativity and innovation. The child is driven by nature to explore things around him and try to

reconcile the unthinkable mental objects or subjects and between what is actually happening in his environment as it registered by his senses and through play by using the educational toys, solution to install and illusionist play, representation roles and the dramatic play which considers one of the best ways to discovery and development of creativity for the child (2 : 629)

Kamilaa Abdel Fattah indicated that kindergarten children need to explore and discover the principles of his work through the imagination and in which the play and imagination achieve the actual learning as it allows the broad perception of future (15 : 27)

The imaginary activity is considered a distinctive activity in the child's life, and it's one of the essential ingredients in the upbringing, therefore we should give it a high degree of importance in the upbringing of the child, also the components of mental emotional and social activity depends on representation, which shows through motor activity of the child, as it is a mirror of the child's life and culture community in which

the child is living is where is shaped and changed and live up as a good man as much as the environment which provides him with humanitarian and sophisticated educational factors (21 : 5)

The play contributes in providing opportunities for social growth and emotional maturity of the child. Without playing with others, the child becomes a dominant selfish and narrow - minded. If returning to play with others , it gets rid of the self centered and learn how to exchange roles (20 : 29)

The social interaction skill is necessary to help the child to adapt with his environment where he lives whatever the distance from the initial environment in which he grew , Social interaction is a changeable continuous dynamic process the child investigated all things around him and respond to them as a result of their comments and their responses (7:29)

Helmy Ibrahim , Laila Farhat (1998), Tahani Abdul Salam (2001) refers to the importance of motor expression as one of the basic skills in recreation programme where it contributes to the

child's compatibility of motor and social skills and to meet the child's mental , psychological and social needs (4: 227) (3 : 247)

The expressive movements one of the expressing arts through opinions , emotions and the movements which carried out by the individual depending on his natural potentials and its importance lies as a means of modern education that strengthens the mind , body , the expansion of understanding and develop the ability to imagine. (1:38)

From the foregoing researcher concludes that the most important needs of the mentally disabled child is to feel him that there is no difference between him and normal children through merging the two groups together in a single activity.

The importance of design movements expressive program for the development of recreational motor imagination and increase social interaction for kindergarten Childs.

Objective of this research :
The research aims to identify the effect of the recreational Expressive movements program on the imagination of

motor and social interaction for pre-school children (5-6) years,

Research hypotheses:

-There were statistically significant differences between the mean scores of the pre and post measurements in the imagination of the Motor preschool in favor of the post measurement.

-There were statistically significant differences between the mean scores of the pre and post measurements in social interaction with pre - school children in favor of the post measurement.

-Is there a relationship between the kinetic imagination and social interaction among preschool child ?

Research Methodology: The researcher used the experimental method by using the experimental design for the one experimental group

The research community:

the research community included children of the second phase of kindergarten children in Asyut University School for the academic year 2012-2013, totaling 200 boys and girls aged (5-6 years).

Sample size:

The sample was selected randomly from (48) boy and girl, then sampling (15) boy and girl as reconnaissance, it was

also excluded a (3) kids cause to their not commitment to come regular, making the research sample consisting of (30) Baby and a girl.

Purdue perceptual-motor survey and the sample showed coherent as the correlation coefficient value was (± 3).

Homogeneity of the sample:

The equivalent of sample

Data collection tools: the researcher used the following standards to collect data:

The motor imagination test of kindergarten children

Scale Reliability: reliability has been checked through test re-test application of the sub-tests for perceptual motor abilities and the total score of scale on a sample of (15) students from inside and outside research sample varied from (0.75 to 0.96) and this proves the scale is reliable

Scale Validity: validity has been checked by using valid arbitrators as the scale was presented to (10) experts (annex 1) and the rate of agreement reached (%100) for all scale items. Also, the scale's self-validity has been confined to (0.86 to 0.97) which indicates the scale is valid.

-A measure of social interaction

Validity of tests: the researcher used valid

arbitrators as he has presented the form (list) to (3) experts (annex 1) and the rate of agreement reached (%100) for the skilful tests. In addition, the researcher has calculated self validity of these skillful tests and the value reached (0.951, 0.999) which is a high value and indicator of valid tests.

Form Reliability: reliability coefficient has been calculated by using test re-test method with interval (5) days on a sample of (15) child from community sample but not participated in the main experiment and reached (0.906 : 0.999) which is greater than table value of "C" (0.250) and this indicates tests reliability.

-IQ test prepared by Jordanv . Harris

-The expressive movements recreational program

Prepare by the researcher (attachment 3)(

Transactions for scientific data collection tools:

IQ test:

Trust of test:

Stability of test: Test motor fiction for kindergarten children Attachment (1)

Social interaction scale Attachment (2)

Expressive movements recreational program : Attachment (3)

The proposed program had been designed After reviewing the specialized studies and scientific references In light of the growth characteristics of this stage , and the researcher has introduced the program to some experts to make sure of the validity of the implementation and the approval of the proposed program is between 90% : 100% it has been added and deletions in the program structure upon expert opinion

Exploratory study: an exploratory study was conducted in the period from 10/02/2012 to 13/2/2012 on a sample of 15 boys and girls from outside the research sample in order to:

-Checking the validity of the program to applicant

-To identify the mistakes and expected constraints during implementation and resolved prior to implementation

-Test the validity of the tools and equipment used in the search.

-Train kindergarten parameters to assist in the implementation of the recreational program

-Conduct transactions scientific fro research tools.

-Ensure safety and security factors at school during the execution of the program

The pre measurement : it had been done from 27/2/2012 to 1/3/2012

The Application of program : the application the expressive movements recreational program had been done from 03/03/2012 to 5/5/2012 program included a number (24) unit by (3) units per week

Discussion of Results:

The post measurement: it was conducted for two experimental group from 6/5/2012 to 5/10/2012

Statistical data processing:

In light of the research objectives within its imposed and the research sample the researcher used the following statistical treatments

Presentation and discussion of the results:

Table (1)
Significant differences between means of pre and post measurements and percentage of improvement of experimental group for perceptual motor variables S= 30

N	Variables	Pre measurement		Post measurement		Value of "t"	Percentage of improvement
		M	S	M	S		
1	Call organizer	5.76	1.45	8.98	1.78	7.33*	55.90%
2	Free call	4.97	2.04	9.35	3.14	4.53*	88.13%
3	Call organizer	1.86	1.06	2.54	0.87	5.17*	35.83%
4	Call the organizer and the perception	1.59	1.64	2.68	1.08	4.10*	68.55%
5	Call free and perception	1.73	0.79	2.54	0.85	8.72*	46.82%
6	Expectation	1.86	0.78	3.25	1.07	11.50*	74.73%
	Total	17.07	1.69	28.93	2.15	22.99*	69.48%

S= standard deviation M= Arithmetic mean

Table value of "t" at (0.05) = 2.09

The results of the table (1) to the presence of statistically significant differences between the mean scores before and after measurements for children for the favor of post measurements of the motor imagination.

The researcher attributed these differences in performance on the motor imagination axes (memory, perception and expectation) to several reasons, the illusionist play as the most important and Abdel Halim Mahmoud (9: 651 Activity, which the child imagines himself as another child or another person or an animal and representation roles then the child imagining things that he plays are not the real things that he knows, as explained by Farouk Alsayd quoting from Aristotle that there is a shared sense between perception and imagination which is responsible for all mind's thoughts, all anticipate and every ideas and saw that the simplest forms of this imaginary picture is left by the memory of the organ's sense after realizing a particular topic (14 : 90)

And reinforce the public significance to test the

imagination as a whole containing all axes combined is referred to Atef Goda, quoting from William Jimmy who is the most famous schools psychological addressed the relationship between fantasy and Mental school Associative pictures that imagination is just only an expression of man's ability to retrieve images that felt before (8:16)

It also returns this to the effective and positive influence for the proposed program it had been designed on a good scientific basis, it characterizes with suspense excitement and diversity of the content as well as the use of many tools different shapes, colors, sizes and associated continuous music during the execution of the program, in addition to the use of many games people, social, motor and lyrics aimed at the program emanating from the surrounding environment, which were collected between the competition in performance, happiness and excitement, which helped to attract the attention of children to participate positively and effectively.

Therefore it's recommended from UNESCO (1990) that the expression of

motor considers an important part in children 's programs as by movements of the baby we can be expressed creatively as well as a good educational way . (18: 12)

And these results agree with the indications of studies Najla Abbas (2004) (21) , Ghada Nagy (1994) (12) , Gaaya Humaid (2002) (13) ,

Abeer Sodqi (2001)(11), which resulted in findings on the importance of imagination motor in the development and the formation of ideas, of the child the child expresses many forms during a game , in his dreams and draws elements fancies from the activities which exercised

Table (2)

Significant differences between means of pre and post measurements and percentage of improvement of experimental group for Social interaction S= 30

N	Variables	Pre measurement		Post measurement		Value of "t"	Percentage of improvement
		M	S	M	S		
1	Social interaction	114.31	5.63	132.88	4.86	-4.03	16.25

S= standard deviation M= Arithmetic mean
Table value of "t" at (0.05) = 2.09

the results table (2) indicated to the presence of significant differences between the mean scores of the measurements before and after for the favor of measurements posteriori in social interaction, and returns that to the diversity of modules of the movements expressive recreational proposal, which included many of the games and activities stemming from

the surrounding environment which their marked by airing the spirit of the movement, cooperation, interaction and communication among themselves, allowing children the opportunity to practice a range of diverse activities which included many motor skills basic, social games, motor activities, exercises rhythmic, exercise interoperability with a focus on cognitive spatial and temporal diversity in the use of trends It was the accompanying music major impact in raising the motivation they have to

cooperate and participate, and this is what had been referred by Ivory & mccollum, (1990) that the games aimed at leading to the events of substantial changes in the behavior of children as a result of the interaction of children among themselves, communicate and support as a team. (26:238)

As Abdul Rahman Sharf Muhammad (2008) saw that the value of individuals ,communities , the status of nations and civilizations lies in the amount of loyalty and belonging to its origins and principles , hence showing the importance of interacting with each other as the first foundation , which empowers the individual and gives him the rights and duties (10:15), from the previous we

conclude that the positive impact of proposed program on social interaction for children and this is consistent with the results of studies of Carbonneau, Danielle (2002) (23) ,Carruso, david (2001) (24) ,Lam,laura(2002) (25) ,Ivory, J.(1999) (26) ,I.van. &others (2002) (27), Nadia Saleh (2010) (20), Bdoor Ali (2013) (2), Sami Mahdi (2012) (6), which resulted in its conclusions for the locomotors activity contr

tributes significantly to the development of the child socially , where social interaction is a necessary skill to help the individual to adapt to his environment .

relation between imagination of motor and social interaction for pre-school children.

Table (3) correlation coefficient between of imagination of motor and social interaction for pre-school children S= 30

Variables	Call organizer	Free call	Call organizer	Call the organizer and the perception	Call free and perception	Expectation
Social interaction	,441	,338	,448	,561	,408	,61

- Value of "C" at (0.05)= 0.355

. The results of Table (3) statistically significant refers to the presence of relationship between motor

fantasy and social interaction where results indicate that whenever child's enjoyment of higher imagination whenever a child is more interactive socially with kids around him and this is consistent with the vision of Aristotle to the imagination it depends on the recovery of the child for different sensory images of sight , hearing , touch , smell and taste , which passed its past to create a new inclusions which help him to adapt it to their social environment (11 : 15) . Imagination has an essential role in reducing tensions of the child and the development of social skills , mental and creative a child can explain situations in which it finds difficulties and restore the positions and their future is also expected (17 : 23)

Conclusions:

-The expressive movements recreational program proposed for children (5-6 years) has a positive effect on the imagination of motor and social interaction.

-Effectiveness of the proposed program is the latest progress in the development of motor imagination and the development of social

interaction in kindergarten (5-6 years)

- There is a direct correlation between the kinetic imagination and social interaction for kindergarten (5-6 years.)

Recommendations:

-Need to pay attention to design programs targeted movements and variety for children in general and children in kindergartens in particular.

-The need to design a variety of recreational programs contribute to the development of motor fiction for children in kindergarten

-the attention of fantasy and social aspect when preparing for curricula kindergarten stage

-The design of outreach programs for kindergarten teachers to highlight the importance of the introduction of motor fiction activities and social interaction in all the activities offered to children.

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