

The Effect Of A Sports Recreational Program On Some Basic Kinetic Skills And Sensory Kinetic Perception For The Mentally Disabled Who Are Able To Learn

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Abstract: Physical education is considered one of the fields of education, as it derives its philosophy from general education that deals with preparing the individual in all the different aspects of his life, and is an important part of the preparation programs that aim to build a better society, and a means of judging the level of progress and preparation of countries. Education is a right Fundamental for all members of society, whether they are disabled or non-disabled, and that this occurs in different ways, rates, and levels. (Adam and others, adms, r, et, al, 2007 AD: 1) believes that sports recreation is an important part of physical education, which does not exclude any of the classes of society, whether young or old, the disabled or the normal. Therefore, various sports recreation programs must encourage The disabled and their right to engage in appropriate recreational activities, given their multiple benefits for all aspects of their lives. (15)

1. INTRODUCTION

Both (Muhammad Ahmad Saafan and Saeed Taha Mahmoud 2003 AD: 376) indicate that the practice of small and recreational games contributes to improving the motor and cognitive competence of children who are challenged with intellectual disability and in raising their level of concentration, attention and sensory abilities. Physical education has its own attraction because it gives them a sense of participation and effectiveness. And teach them a lot of concepts, information, habits and behavioral patterns that are socially desirable, especially when this is achieved in a fun and joyful atmosphere. (11)

(Claire Fahim 2000 AD: 279) believes that the mental disability of children is a multifaceted problem in the medical, academic, educational and mobility aspects, and all these aspects overlap with each other, making it a complex problem in its formation, in addition to the fact that a disabled child needs care, follow-up and attention on the part of others Those around him and society. (6)

Both (Ahmad Yunus 2001 AD: 25) and (Muhammad Al-Walez 2000 AD: 61) agree that a mentally handicapped child is a child who is characterized by a state of incomplete mental

development in such a way that he cannot adapt to himself and the environment or society in which he lives and has his abilities to perform tasks. The normal in daily life is less than what is available to the average person, and this term disabled is usually referred to those people who have a deficiency or deficiency from a physiological or anatomical point of view. (1) (10).

(Amin Anwar al-Khouli and Usama Kamel Ratib 1994: 106) indicate that mentally handicapped children have a clear deficiency in motor development and the skills it includes such as walking, balance and other motor skills that require control and neuromuscular compatibility, and this deficiency leads mentally disabled children. A clear weakness in sensory perception is motor, so it is not able to properly arrange the stimuli present in his environment or even to classify and analyze them in the way that comes to the mind of the non-disabled individual, which makes him unaware of many vocabulary in his environment, and how to deal with it. (2)

Hence, the researcher believes that the growth of motor skills and sensory-kinetic perception is of utmost importance for disabled children in early childhood in particular, and in later life stages in general, and motor development has a great impact on the psychological and social aspects of all disabled and non-disabled children.

Motor skills and sensory perception are also considered a means by which the child deals with the environment around him because it contains skills that enable the child to move and discover what is around him, the more mastery of basic kinetic skills, the greater the child's ability to perform movement accurately and mastery with the least amount of energy and the manifestations of learning difficulties decreased.

Through the researcher's review of many previous studies, he found that it did not receive the necessary studies for this category of disabled people, and the importance of this research is highlighted in that it comes in response to the requirements of the reality in which Iraq is living as a developing country, which requires the mobilization of all the energies necessary for work and production and overcoming all obstacles that stand in the path of work and construction, including the problem of disability, and sports practice for people with special needs, which works to develop their abilities and make them more able to contribute to the production process, self-reliance, stability and emotional equilibrium, and thus more able to participate positively in social activities of all kinds and forms.

The researcher also believes that the existing programs have not developed for a long time, and are mostly based on movement games, some physical exercises and some small games in the best cases of teaching. Upgrading the educational process at this stage.

And through the sports recreation program as one of the specialized programs through which it is possible to integrate and diversify the original basic movements and their common patterns related to team games, chase games and ball games, which depend on the basic kinetic skills of kicking, pushing, throwing, running, jumping and jumping in addition to exercises for some elements of kinetic fitness such as speed, balance, compatibility and flexibility. Agility and accuracy to work on developing physical, psychological and mental variables.

Hence the need to propose a sports recreational program and to know its impact on the development of some basic skills and sensory-kinetic perception variables among the

mentally handicapped who are able to learn, and the current study may contribute a scientific addition to the field of physical education represented in the kinetic program in the field of the disabled.

The research aims to: The effect of a sports recreational program on some basic kinetic skills and sensory perception of the mentally handicapped who are able to learn.

In light of the research goal, the researcher sets the following hypotheses:

1- There are statistically significant differences between the pre and post measurements of the experimental group in the level of some basic kinetic skills and the sensory- kinetic perception under study in favor of the post measurement.

2- There is a high rate of improvement in the level of basic kinetic skills and sensory- kinetic perception in favor of the post measurement of the experimental group

The human domain: (9 children) mentally handicapped

Spatial domain: Al Rajaa Institute for the Rehabilitation of the Disabled

The temporal domain: 2/15/2017 - 5/5/2017

Defining terms:

Recreational program:

It is a group of organized and unorganized games and experiences that are practiced by the joint member and in which interaction between the member and the pioneer is imperative, so that these experiences are transferred from the pioneer to the member and there is an effect of these experiences on the souls of the participants that help to modify and change their behavior patterns into a positive, desirable behavior. (4: 233)

The mentally handicapped:

It is a state of deficiency, delay, interruption or incomplete mental cognitive development, with which the individual is born or occurs at an early age, heading to genetic or environmental factors, which leads to a lower level of intelligence than the average. (9:24)

Research methodology and field procedures:

Research Methodology:

The researcher used the experimental method of designing a single experimental group using the pre - post measurement of the experimental group.

Research sample and community:

The research community consists of mentally handicapped children who are able to learn and whose IQ ranges from (50-70) degrees in Baghdad governorate.

The research sample:

The research sample consists of one experimental group of mentally handicapped children who are able to learn and whose IQ ranges from (50-70) degrees at the (Raja Rehabilitation of the Handicapped) Institute. As a sample.

Purposively sample consisted of (9) children as a pilot group and one basic, (5) Children sample to legalize exploratory tests in question, as shown in Table (1):

Num	The research sample	Numbers	percentage
1	Core group	9	%64.28
2	Exploratory group	5	%35.72
3	The sample as a whole	14	%100

The following has been confirmed:

1. The level of intelligence of the children should be from (50-70) IQ score.
2. All members of the sample are from one school.
3. All of the sample members are between (9-11).

Homogeneity of the research sample:

The researcher conducted homogeneity on the research sample for growth variables of (9) children, with the aim of calculating the homogeneity between the research group, as shown in Table (2)

Variables	measuring unit	Arithmetic mean	standard deviation	Mediator	Coefficient of torsion	error
Age	Year	10.57	0.20	10	0.08	1.02 -
Length	Cm	117.65	1.48	117.00	1.30	1.32 -
weight	Kg	30.08	1.06	30.00	0.23	0.36 -
Intelligence	Degree	64.30	5.319	65.000	0.136	0.107

It is clear from Table(2) that the values of the torsion coefficient ranged between (0.08 and 1.30), and the values of the coefficient of flattening ranged between (-1.32, - 0.36), i.e. confined to (+3, -3), indicating the homogeneity Research sample in growth variables.

Variables	measuring unit	Arithmetic mean	Mediator	standard deviation	error	Coefficient of torsion
The jump	Cm	45.187	45.230	4.682	1.127	0.957
Kicking	Degree	16.800	17.000	1.576	-0.353	0.366
Throwing	Degree	13.800	13.500	1.852	-1.143	0.325
Catching	Degree	13.000	12.500	2.152	-0.818	0.211
Perceptive sense of kinetic	Degree	27.357	27.000	1.283	0.983	0.054

It is evident from Table (3) that the values of the torsion coefficients ranged between (0.099 -, 0.957), that is, they were confined to (-3, +3), indicating that the community measurements in the kinetic skills variables have fallen under the moderate curve and this indicates homogeneity Individuals of the research sample in these variables

Means, tools and devices used:

- The recti meter measures the length to the nearest 0.5 cm
- A medical scale to measure weight to the nearest 0.5 kg.
- Swedish seats.
- Medicinal balls.
- Chairs
- collars
- Stop Watch
- colored ropes
- lime and chalk
- cones
- tape measure

After the exploratory study achieved its desired goals in the form of tools that can be applied with great confidence, the current study included the following tools:

1. Tests of basic kinetic skills:

The researcher reviewed some scientific references and previous scientific studies and research specialized in the field of kinetic education and the mentally handicapped as a study: This resulted in identifying the most important tests that measure the basic motor skills under consideration, namely:

Robert Johnson's battery for basic kinetic skills, Arabization of Amin El-Khouly and Usama Kamel Ratib (1998), which consists of:

The first test, jump: the test of the vertical jump from stability (distance).

Tools: - a ruler or tape measure - a wall - a piece of chalk

Performance description:

1. Fixing the ruler or tape measure to measure the vertical jump distance between two marks
2. The laboratory stands on the side of the wall, bare feet, holding a piece of chalk (one inch long) in the hand next to the wall.
3. He extends his hand as far as he can to place a mark on the wall with chalk.
4. The laboratory begins the vertical jump up as far as it can to place a mark with chalk at the highest point it reaches

Calculate test scores

1. The laboratory is given three attempts and scored his best attempt
2. Measure from the first mark to the second mark, to the nearest cm.

The second kicking test: the kick-ball test (degree).

Three lines are drawn on the wall, divided into three areas, each region by three degrees. On the ground, broad lines are drawn. The first is 10 feet from the wall, the second is 20 feet, and the third is 30 feet from the wall, and the length of a line is 3 feet facing the middle of the wall.

Performance method:

The child performs three kicks from each distance, meaning nine kicks, in the test as a whole.

- He gets sick of a child making two attempts in order to avoid the experiment

Register:

The best score for the test = 45

- The score for each kick is scored according to the number that it reaches at the wall.

The third test of throwing and standing: the throwing and stopping test (score).

The purpose of the test: To measure the skill of throwing and stopping the ball in a child.

Tools used: a tape measure - a medium sized ball (8.5) inches

Test procedures:

1- A square is drawn on a flat wall of 373 feet, delimited by an inch-wide strip so that the lower side of it is 4 feet away from the surface of the earth.

2- Draws the inside of this square and at its edges (corners) draw four squares of area each 10x10 inches, so that they are located at the corners of the large square (the goal).

3- A starting line is drawn on the ground 3 feet from the wall.

4- Behind this line, five squares are drawn after the starting line. The area of each square is (2 x 2) feet between each square and the last distance is 1 foot.

Performance method:

The child performs the skill of throwing the ball on the wall and stopping it from a standing position in the five squares. Each child is given three attempts from each square $3 \times 5 = 15$ attempts.

Scoring:

Throwing: The child is awarded two points if he is able to shoot the ball on any of the small squares at the edges of the big square, but if it reaches the big square only, he is given one point and zero if it does not reach the goal.

Catching: The child is awarded two steps if he is able to stop the ball he passed and does not leave the square from which he was thrown.

- The child is awarded one score if he is able to stop the ball that he passed, but he exits from inside the square from which he shot, even with one man.

The child's total score = (60) score in this test.

- The student must be obligated not to leave the box during (throwing) or he should try again.

Dayton tests of kinetic perception:

The researcher used the Dayton scale of sensory awareness - kinesthetic for children and the scale consists of (9) axes with a total of (15) tests, which extend the modification of some items to suit the nature and ages of the research sample by presenting them to the experts to express their opinion on these modifications and they were as follows:

1. Balance: the child stands on one foot with the eyes closed for a period of (7 seconds) instead of (5 seconds) with the arms spread out to the side with the feet exchanged (once on the right foot, once on the left foot).
2. Rhythm and neuromuscular control: The child is asked to partridge on one foot 8 times in a row instead of 6 times (with the right foot back and forth with the left foot).
3. Eye-Hand Compatibility: A board in which there are three holes, their diameters are as follows (1.75 cm), (1.50 cm), (1.25 cm), instead of (2 cm), (1.75 cm), (1.50 cm), and the child is asked to place his finger. In it without touching its edges.

Scientific parameters of the test:

In order to extract the scientific parameters represented by the stability and objectivity factor of the scale used, the exploratory experiment was repeated on the same sample members and under the same circumstances, the test for the sense-kinesthetic (Dayton) was re-applied.

Test validation:

In order to demonstrate the validity of this scale, it was presented to (9) in the field of motor learning - educational psychology - mathematical training - testing and measurement) (attachment 1) for the purpose of verifying the validity of the test and showing that it is valid as the value of (k (2) calculated (9) and the tabular With a degree of freedom (1) and the level of significance (0.05), it reached (3.84) which is smaller than the calculated one, and Table (4) shows that.

Table (4) Number of experts on the validity of the Perception Scale - Kinesthetic (Dayton)					
Num	Paragraphs measure	Number of experts		Value (K)	
		Fit	Does not fit	Calculated	Tabular
1	Physical of self	9	0	9	3,84
2	Domain and directions	9	0		
3	Balance	9	0		
4	Balance	9	0		
5	Balance	9	0		
6	Rhythm and neuromuscular control	9	0		
7	Slide forward	9	0		
8	Slide to the side	9	0		
9	Slide back	9	0		
10	Precise muscular control	9	0		
11	Eye and foot compatibility	9	0		

12	Perception of shape	9	0		
13	Perception of shape	9	0		
14	Auditory discrimination	9	0		
15	Eye and hand compatibility	9	0		

Below the level of significance (0.05) and the degree of freedom (1)

2- Honesty differentiation:

The researcher found the validity coefficient on a sample of (5) normal children (as a distinct group) with the aim of calculating the experimental validation coefficient (the validity of differentiation), for the skill tests under consideration, and the results of this study resulted in the validity factor for the tests under consideration using “Man and Tiny “Mann-Whitne Test” as shown in Table (5)

M	Name of the test	measuring unit	The Non-special group		Special Group		(U) value	(Z) value
			Average ranks	Total ranks	Average ranks	Total ranks		
5	Perception, kinesthetic	Degree	4.50	36.00	12.50	100.00	0.00	*3.458

It is evident from Table (5), and by using the researcher to test “Mann-Whitne” to calculate the significance of the differences between two independent and unrelated groups, it becomes clear that the value of (Z) computed in all fields is greater than its tabular (Z) values (1.960) at the level of significance (0.05) and this means the ability of these tests to differentiate between the high level and the low level, which confirms the validity of the differentiation, that is, they are considered valid tests to measure the characteristics for which they were developed.

Reliability factor for the tests under consideration:

The researcher found the coefficient of stability on the pilot sample consisting of (5) mentally handicapped people who are able to learn, which is a sample similar to the basic research sample, by applying the tests and re-applying them Test Retest with a time difference between the first and second applications of the tests of three days with the same conditions of the first application for the possibility of controlling the variables Table (6) illustrates these results:

M	Name of the test	measuring unit	First apply		Second apply		(R) value
			A	STD±	A	STD±	
5	Perception, kinesthetic	Degree	28.000	1.881	28.875	1.773	0.00

It is evident from Table (6) that there is a statistically significant correlation between the scores of the rationing sample in the first application of the tests and the scores of the second application with a time interval of one week, where the values of the correlation coefficient

were greater than the tabular (R) value at 0.05 significance level, which indicates the stability of the tests used in the research.

2. EXPLORATORY:

-The researcher conducted the second exploratory study on 2/25/2017 on 5 students from the research community and outside the research sample with the aim of:

-Ensure the validity of the tools used in the program.

Training of assistants on how to make measurements according to the conditions of the tests used in the research.

Procedures for carrying out a research experiment:

1- Pre-test:

The researcher conducted a pre-measurement on the research sample (experimental group) from 26/2/2017 to 27/2/2017 through tests of basic kinetic skills and sensory-motor perception.

The proposed program:

Principles of developing the program:

The researcher was interested in laying the scientific foundations for the design of the program and by referring to the scientific sources and references that dealt with the foundations and characteristics of the design of sporting recreational programs. 14), Faten Ismail Muhammad 2012 AD (8), taking into account a set of scientific foundations, namely:

1- That the program includes a set of transitional and non-transitional skills and sensory-motor perception skills.

2 - Transitional skills: These are the skills that use the body to move from one place to another or toss the body up, and examples of this category are: running - walking - jumping - partridge - skating

3 - Non-transferable skills: These are the skills that the child performs in the place, i.e. without moving from one place to another, and examples of this category are: bending - stretch - weighted - twitch - push - pull - rotation - vibration - bounce - twisting.

That the program contains a set of activities and motor experiences aimed at developing motor and cognitive abilities and activities to adapt to the group and interact with others to help children improve their emotional purpose.

3- To take into account the principle of progression in the application of motor duties (from easy to difficult and from simple to complex) and to take into account the principle of safety and security in the use of devices and tools in the lesson.

Steps to build the proposed program:

The procedures for building the proposed program proceeded according to the following steps:

Determine general goals, namely:

1- Development of basic kinetic skills for mentally handicapped children who are able to learn from the age group of 9-11 years old.

2- The development of various sense- kinetic perception skills among mentally handicapped children who are able to learn from the age group of 9-11 years old.

Determine the sub-goals of the program, which are:

1- Developing some of the psychological, educational and social requirements of mentally handicapped children who are able to learn from the age group of 9-11 years, such as (self-confidence, decision-making, self-affirmation and psychological stability)

2- Development and development of basic kinetic skills (kicking, throwing, standing and jumping) among mentally handicapped children who are able to learn from the age group of 9-11 years old.

3- Development and development of sensory- kinetic perception skills (physical self - field and directions - balance - neuromuscular control - compatibility - shape perception - auditory discrimination) among mentally handicapped children who are able to learn from the age group of 9-11 years old.

- Determine the motor skills, perceptual, sense and movement to be learned.

- In preparing the educational program, the researcher also relied on playing with multiple methods and formations that serve to teach basic motor skills and sensory-motor perception of movements such as walking and running of all kinds and in various directions.

- Choose program content.

- Determine the educational activities and aids used in the program.

- The program contained a set of educational activities and aids, such as different formations (rows, trains, and free spread) and games using tools and balls of different sizes and colors.

- Presenting the program to the arbitrators.

- The time period for implementing the teaching of the program.

Program content:

The proposed program included a set of selected movement activities (throwing skills, standing, control, control, balance, shapes, individual and group movement and social games, which aim to develop various aspects of the child's cognitive, kinetic and social development, after distributing the program content over the time period determined for the application, which is (10) weeks , The researcher presented it to experienced and specialized people who approved the validity of its use and that it achieves the desired purpose.

Components and content of the kinetic education program:

First: Initialization (mini-games, stations). (12 pieces)

Second: basic motor skills. (20 pieces)

Third: dexterity movements with the colleague and kinesthetic perception. (10 pieces)

Fourth: the conclusion. (3 pieces)

Appropriate duration of the proposed program:

Experts reported that (10) weeks with (10) lessons, (2) lessons per week is the appropriate period for teaching the program, as the program was modified according to experts' opinions until it reached its final form.

Reference survey:

Many Arab and foreign specialized references have been reviewed in the field of physical education in general, in the field of kinetic education and the mentally handicapped, and within the limits of what the researcher reached, he prepared the kinetic education program as well as the tests used in the research.

Personal interviews:

From 12/1/2017 to 6/2/2017, experts were surveyed by conducting personal interviews. Their number reached (9) experts.

- These personal interviews were conducted with the purpose of identifying:
- The validity of the tests used in the research.

The extent to which the components and content of the activities, skills and program are compatible with the age group.

Basic Research Experience:

The researcher conducted a research experiment in the period from 2/28/2017 to 2/5/2017, and it was distributed over (10) weeks. It included (10) lessons, at a rate of (2) classes per week, and the implementation of one session took (45) minutes.

Post- measurement:

The researcher conducted the post measurement on the research sample (experimental group) from 4/5/2017 to 5/5/2017 by means of tests of basic kinetic skills with the same conditions that were used in the pre-measurement.

Statistical processors:

The researcher used spss v 22 program to find the following statistical treatments:

- * Arithmetic mean.
- * standard deviation.
- * Mediator.
- * Coefficient of torsion.
- * Tests to denote differences
- * The percentage of improvement.

Presentation and discussion of results:

Presentation and discussion of the results of the first hypothesis:

There are statistically significant differences between the pre and post measurements of the experimental group of the mentally handicapped who are able to learn in the level of some basic motor skills under discussion and in favor of the post measurement. This is evident from Table (7)

Table (7) shows the significance of the differences between the mean of the pre and post measures, and the size of the effect For the experimental group in the skill variables under investigation									
Num	Variables	Name of the test	measuring unit	Pre-measurement		Post-measurement		(T) value	² ETA
				A	STD ±	A	STD ±		
1	The jump	The vertical jump stability test	Cm	46.60 2	5.03 2	60.39 1	4.06 2	*6.744	0.83 5
2	Kicking	Ball kick test	Degree	15.10 0	1.91 2	24.50 0	1.17 9	*10.30 6	0.92 2
3	Throwing	Throwing ball test	Degree	14.10 0	1.79 2	23.50 0	1.95 8	*13.38 3	0.95 2
4	Catching	Catching ball test	Degree	13.60 0	2.50 3	22.40 0	1.64 7	*10.63 7	0.92 6
5	Perception, kinesthetic		Degree	27.57 1	1.28 4	40.92 9	1.38 5	25.189 *	0.96 4

Table (7) shows that there are statistically significant differences between the mean of the pre and post measurements in the skill variables under investigation for the experimental group in favor of the post measurement at a significant level (0.05), where the calculated value of “t” was greater than the tabular “t” value, which means The proposed program has made a remarkable improvement in the level of skill performance that appeared during the dimensional measurements of the application of the program. This is evident by the fact that the value of the ETA square (²η) (effect size) for the results of the measurement before and after the experiment of the experimental group in the skill variables ranges between (0.835) and (0.952).

The researcher also attributes the progress to the fact that the use of various movement games within the program has helped in developing and learning the motor skills of the mentally handicapped at this stage as a result of including the program vocabulary various activities concerned with activities of jumping, kicking, throwing and standing in addition to activities to develop small and large movements and develop the ability of interconnectivity between instructions Neuropsychiatry by developing neuromuscular compatibility through the use of consensual educational exercises within the proposed educational program.

The program has also taken into account the diversity in the presentation of knowledge and information related to skills, whether mobility, by pupils during the learning process, and that the diversity in the way information is presented has a positive effect on students with learning difficulties, and in this regard, Adel Abdullah Muhammad (2000:AD 6) indicates

the importance of Designing educational programs to be at the level of pupils and that disabled pupils need to present the topic in an interesting and fragmented manner in an acceptable manner, and this is consistent with the findings of the results of the studies of Muhammad Badawi Hilal 2005 CE, Mushaira Ahmad 2001 CE, Faten Ismail Muhammad 2012 CE, in the experimental program which was applied Pupils had a positive effect in modifying some healthy behaviors, as well as improving and developing the components of kinetic fitness and basic skills for intellectual school pupils, and this means that the use of kinetic education has a positive effect on imparting the mentally handicapped to these skills.

Through the previous presentation, the correctness of the first hypothesis was verified and the text "There are significant differences between the mean of the pre and post measurements of the experimental group in favor of the post measurement in some basic motor skills and perception kinesthetic for the mentally handicapped who are able to learn."

Presentation of the results of the second hypothesis:

There is a high rate of improvement in the level of basic motor skills and sensory-motor perception in favor of the post measurement of the experimental group of mentally handicapped people who are able to learn. "This is evident from Table (8)

Table (8) shows the percentage of improvement for the experimental group in the skill variables under study				
Num	Variables	Experimental group		
		Average Post-measurement	Average Pre-measurement	Improvement percentage
1	The jump	46.602	60.391	%22.833
2	Kicking	17.100	24.500	%30,204
3	Throwing	14.100	23.500	%40
4	Catching	13.600	22.400	%39,286
5	Perception, kinesthetic	27.571	40.929	%32.637

Seen from the table (8) and there are differences in the rates of improvement between the averages of two measurements pre and post experimental group in all variables skills in question in favor of the dimensional measurement experimental group, where improvement ranged in skill tests I have the experimental group (22.833% - 40%), due He indicated that the proposed program for kinetic education has brought about improvement in motor skills.

The researcher attributes this progress to the proposed program in which the researcher used the kinetic, introductory and small games as having a positive effect for the experimental group, as the effect of the educational program is due to creating a comfortable and cooperative classroom environment in which mentally handicapped students felt safe and free to practice motor skills and selected activities without fear, acceptance and respect. This helped the pupils to follow the instructions for all sessions of the program, and this was reflected in the performance of all members of the experimental group, which led to an improvement in their skill level.

This is consistent with the study of Abeer Muhammad Muhammad Qanbar 2004 CE, Hatem Muhammad Ibrahim 2005 CE, whose results confirmed that the educational program for the kinetic games and sports recreational programs have a positive effect on improving the motor

skills and perception of movement among students in general and schools of intellectual education in particular.

3. CONCLUSION

In light of the results of the research and its aim, and in light of the limits of the research sample and the available capabilities, and based on the statistical treatments applied and the interpretation of the results, the researcher reached the following conclusions:

1- The proposed sports recreational program has led to the development of basic kinetic skills (walking - running - jumping - throwing and receiving - kicking) and the perception of motor for the mentally handicapped who are able to learn.

2- The proposed sports recreational program has a statistically significant positive effect for the experimental group in the measurements of the tests of basic kinetic skills and sensory-kinetic perception, and that the highest percentage of improvement appeared in the measurement of the throwing and standing test of the ball, and that the lowest rate of improvement appeared in the measurement of the jump test.

In light of what the research results showed, and within the limits of the research sample, the researcher recommends the following:

1- Planning for sports recreational programs according to the scientific basis, especially for mentally handicapped pupils who are able to learn.

2- Developing recreational games and teaching methods within the curriculum of Faculties of Education and Faculties of Physical Education.

3- Paying attention to the mentally handicapped who are able to learn by providing diagnostic measures with high credibility, which contributes to diagnosing these movement difficulties in a more scientific and accurate manner.

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