Rubel in 1983 investigated the use of social comparison in the self-evaluations of children by giving his subjects feedback on their own performance on difficult tasks and information about the performance of other children their age. The children were then asked for self-evaluations.

He found that children younger than seven years made almost no reference to the information about the performances of other children in their evaluations. Rather, they based their evaluations on an "absolute standard" of whether or not they were able to complete the task. Other authors have also reported that children under 7 years of age do not use social comparison information in forming their self-concepts but are focused on absolute physical and behavioral characteristics (Harter, 1988)

Conclusions

Findings indicated that inclusive in special Olympic was not detrimental to the self-concept of the present sample of Egyptian children with a low intellectual disability adding support to the growing international literature that highlights inclusive schooling as a viable option for this population.

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THE EFFECTS OF RECREATIONAL ANIMATED CARTOON ON DEVELOPING THE BASIC SKILLS IN TRACK AND FIELD

AML FEKRY[1]

Abstract

Purpose. The research aims to identify the effectiveness of recreational program using an animated cartoon in developing the basic motor skills of track and field

Methods. The research sample comprised 60 pre-school children has been randomly assigned to control and experimental group. The experimental group was subjected to 12 weeks recreational program with animated cartoon,

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including 12 training units- each includes 4 activities- the time of each activity 40 minutes and the researcher tried the program by a surveying study on a sample outside the research one and represented the community. The outcome of this research it's necessary for train assistants to carry out the units and join between the animated cartoon show followed by carrying out and notice the repetition of the show when a child makes a technical mistake, while the control group participated School motor activity program without learning tool, It's known to the kindergarten teachers that's plan to the motor activity where the teacher carries out some shapes of game play according to her experience and desire in classroom or kindergarten yard without the educational guidance, followed up and that what carried out by the control group. Performance has been evaluated in both groups by Hebbelinck & Borms test which includes (30 m running, throw the tennis ball for farthest distance and long jump).
Results. The data show that watching animated cartoons with distinctive design attracts children along performance gradient, opportunities for repetition and redundancy enables them to achieve the level of skill in performance which raises factor competition among them.
Conclusions. According to the results, the researcher recommended Attention for the production of software basic skills, mobility activities and recreational games in raising competitiveness and quality motivate child's performance.
Key words: Feedback - Third Star Swimming, videotape

Introduction

Walking and running bounce and jumping, throwing and climbing, these are children and these and their natural physical needs to move. The motor activity is of the enhancing elements of the child's health and his growth in his early childhood development which provides opportunities through which they can distinctly express themselves explore their abilities and even defiance of basic motor skills acquiring and possessing the compatibility requires passing the children with multi mobility expertise and experience within targeted programmes, although they usually tend to love activism and game play but some may not get what they need from these necessary activities to the child's health and growth.

Learning basic motor skills help children to rapid development of compatible motor. Strengthening its involvement in the activities of advanced mobility and assisted to pursue an active lifestyle in adulthood and hence factors. The most important tools and modern teaching methods which elicited many researchers to use as arguments for multi motor skills development in each research group of (Omneya, 2010) and reached results notably multimedia system has improved much more in the experimental group in compared to the control group. (Rania, 2009) was one of the most important outcomes of the suggested tutorial using animated cartoon showed a positive effect on learning and improves performance of 100m, 200m running race. Where the percentage improvement in digital level of pupils rose, When (Hussein, 2006) The curriculum and activities for kindergarten children have a positive effect on the qualities of moving among children. .Ahmed, 2005) adds Tutorial using media super overlap contributed recollection understanding and remembering (Shot Put Skill) more theoretical explanation, (Sally, 2005) use of technology education help pupils to acquire motor skills better and faster easier and more effective in learning by using the traditional way, (Angor, 2005) focused to display the animation before basketball skills training have achieved better results than its achievements as fixed picture, (Both,Padfield, et al. 2000) to the use of multimedia in the teaching of physical activities and mobility more effectively for both teacher and learner than using a teaching module, such research has dealt with the extent of the impact of these activities and a vents in develop some basis mobility skills its children before the six degree of growth and mostly learning associated with the vision and perception motor and the researcher crystallized the problem discussed in try to answer the question what's the effectiveness of the recreational programme using animated cartoon to develop basic motor skills of athletics. Thus this research aimed to Fixing the effectiveness the recreational programme using an animated cartoon to develop basic motor skills of athletics.

Methods

Community and sample research

The research community is represented in the kindergartens south Giza educational zone and the research sample was selected intentionally (Giza Kawmiya School) for academic (2011 – 2012) and choosing this school due to the availability of suitable yard to use. For the recreation programmed and the agreement of the school management to implement research and provide the tools, the school contains 8 classes to receive children before six. Each class includes (24-30) total (252) children.

The sample research was randomly chosen from four classes including (112) children who are eligible not less than 4 and not more than 6 years with the physical and mental integrity and thus a sample research reached when programme implementation and measurements of 60 children were divided randomly into two groups each (30) were calculated parity between the variables affecting the movement's growth, table (1)

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Table1. The difference indicators between the rates in the effective changes on the scales of the research discussed N = 60

Factors	Experimental group		Control group		T test
	X1	+σ	X2	+σ	
Age	**4.63**	**8.28**	**4.52**	**7.81**	**0.17**
Tall	**110.48**	**4.59**	**110.72**	**4.77**	**0.18**
Weight	**18.56**	**1.80**	**19.00**	**1.89**	**0.83**
Running 30 m (second)	**10.44**	**1.45**	**10.60**	**1.38**	**0.39**
Throw Tennis Ball to the farthest distance (cm)	**284.60**	**9.19**	**248,00**	**7.91**	**0.25**
Long Jump from persistence	**92.00**	**6.77**	**92.40**	**6.31**	**0.21**

The previous table shows that the value of calculating (T) is less than its schedule value at 0,05 thus both research groups are equal.

The tools

The research used a recreational programme by using animated cartoons designed by the researcher to gather the research data, including 12 training units each includes 4 activities the time of each activity 40 minutes and the researcher tried the programme by a surveying study on a sample outside the research sample and represented in its community.

The outcome of this research it's necessary to train the assistants to carry out the units and join between the animated cartoon show followed by carrying out and notice the repetition of the show when the child makes a technical mistake, The program is carried out within a time of 12 weeks and study 4 activities weekly, activity model table (2)**.**

The programme contains (48) activity including the necessary tools to carry out and means of evaluation. Enclosed (A)

Table (2)The programme contains

Place and time	**Yard activity time 40 minutes**
Tools	Swedish seats/hoops/tires empty /grain sacks.
Goal	➢ **Teaching:** firing taking a step forward. Ø **Building**: power/speed/balance/flexibility. Ø **Education**: System/and taking roles/focus.
The introductory part	➢ Exchange of diverse walking, running in a circle around the tools. Ø Boarding seat feet behind the other, walking with the heels, arms aside with emphasis on the development of beginning and walk and get ready to get off, and then descends with jump inside collar topic on Earth. Ø Jump from the strap to another (the number of hops) Ø Jump within the car empty tire and then beyond. Ø The deviation from the inside collar installed vertically.
Basic part	➢ Throw a bag of grain with one foot forward and taking a step with fire, and wrap the trunk. ➢ Each 3 kids with an empty basket, collecting bags of grain which are school thrown in different directions.
Final part	Ø Row stand and salute.

The programme was carried out by using (a C.D containing animated cartoon to thetransaction movement, parting and repairing) designed by the research and its fix and design the C.D content the researcher did a survey it's the researches and references which includes the characteristics and the

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child's needs before six which concerns the shapes of the basic movement to the child and the programme of motor activities which was formally designed. The research prepared the content by manual drawing using (flash mx) to be in its final shape.

School motor activity programmed: It's known to the kindergarten teachers that's planned to the motor activity where the teacher carries out some shapes of game play according to her experience and desire in the classroom or kindergarten yard without the educational guidance or guidance follow up and that's what carried out by the control group, enclosed (B).

(Hebbelinck, Borms Test) It's Belgian test to measure the motor performance including (4) test three of them of the researchers running 30 metres to measure speed using seconds; throw a tennis ball to the farthest distance using centimetres, and long jump from persistence using centimetres.

Transaction account for statistical consistency and sincerity tests Hebbelinck, Borms.

Despite the calculate of consistency and sincerity tests in the researches of (Amin, Osama, 1998) (Hussein, 2006) (Mustafa, 2004) which was conducted in various environments foreign, Arab and Egyptian explained that tests with sincerity and consistency acceptable sample similar to research sample therefore the researcher used applying tests to calculate the tests consistency and applied test retest upon lo children represent the research society and from outside the sample regarding the same why and system in both measures then calculate the test stability using square root, table (3)

Table3. Stability and Reliability Rate for Tests of the Discussed Research N = 10

Variables	Stability rate	Reliability rating	R
Running 30 m (second)	**0,93**	**0,96**	
Throw Tennis Ball to the farthest distance (cm)	**0,92**	**0,96**	**0,497**
Long Jump from persistence	**0,94**	**0,97**	

From the previous table it indicates the correlation coefficient between the test application and applying a test indicating a constancy test and the square root of the reliability coefficient indicates statistically suggesting self-honesty tests under discussion

Results and Discussion

To achieve the research aim, and test its hypotheses the researcher offers introduces what results she reached classified according to the research hypothesesas follows the table (4), (5), (6).

Table (4) different statistic indicator between the pre and post measurements in the basic motor skills in the control group as measured by Hebbelinck, Borms tests N=30

Variables	PreMeasurement		PostMeasurement		The Difference	T Test	Change%
	X1	+σ	X2	+σ			
Running 30 m (second)	**10.60**	**1.38**	**10.48**	**1.40**	**0.12**	**0.30**	**1.15**
Throw Tennis Ball to the farthest distance	**248.00**	**6 7.91**	**250.06**	**8.21**	**2.60**	**1.12**	**1.04**
Long Jump from persistence	**92.40**	**6.31**	**92.80**	**6.63**	**0.40**	**0.21**	**0.43**

From the previous table found differences which aren'ta statistical indicator between the pre and post measurements to the carried out control group. For the school motor activity program for the changes of the basic motor skills as the value of "T" calculated less than its scapular value on 0.05. This means that the school activity program has its limited effect on the basic motor activity for athletics therefore the first hypotheses of the research was achieved. The researcher refers that to the school motor activity often introduce a traditional method which doesn't care about improving the skill of the research discussed which require the child's challenges to their abilities.

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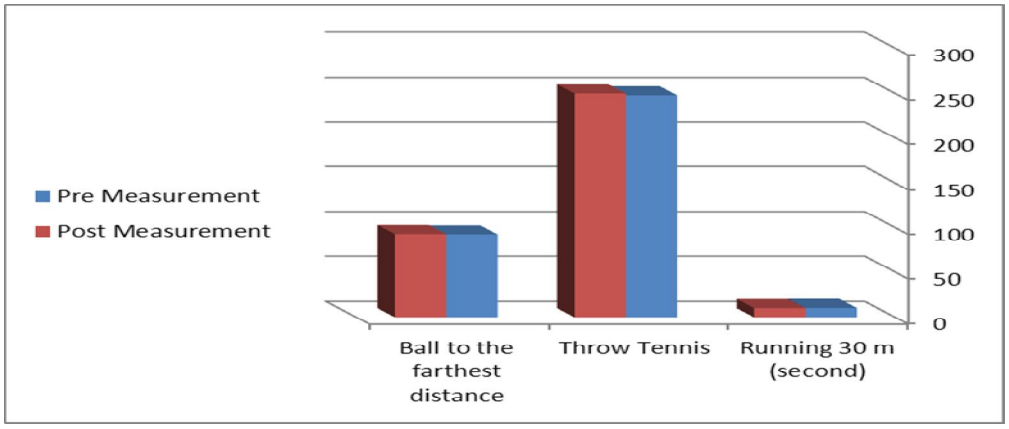

Fig 1.Differences between the pre and post measurements in the basic motor skills to the control group

Table (5) the different Indicator and The percentage of the change rate for the pre and post measurements in the basic motor skills for the experimental group N =30

Variables	PreMeasurement		PostMeasurement		The Difference	T Test	Change%
	X1	+σ	X2	+σ			
Running 30 m (second)	**10.44**	**1.45**	**8.84**	**1.07**	**1.60**	**4.32**	**18.01**
Throw Tennis	**248.6**	**9.19**	**289.40**	**10.54**	**40.8**	**7.29**	**16.41**
Ball to the farthest distance (cm)	**92.00**	**6.77**	**106.4**	**7.43**	**14.40**	**7.02**	**15.65**
Long Jump from persistence							

Table (5) shows differences between the statistical function measurements in both the pre and post measures for the experimental group carrying out the program of motor recreation using animated cartoon for the changes of the basic motor skills in Athletics in favor of the post measurement as the value of "T" is more than its scadual value on 0.05 this indicates the effectiveness of proposed program to develop these skills and motivate the children ability to challenge the skills aim (time, distance) and rate of change in performance skills ranging (15.65% for long jump from persistence) (18.01% running 30m). This means the learning associated with vision and imaginative motor has a clear effect on achieving the skills goal.

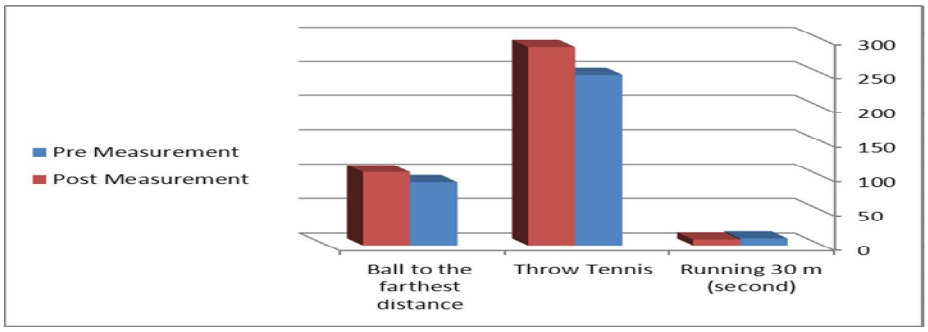

Fig 2 shows differences between the pre and post measurements in the basic motor skills to the experimental group

Table no 6. Evaluated rate, Standard deviation and T value between the post measurement for both the experimental and control group in the tests of the basic motor skills N = 30

Variables	Experimental group		Control group		The difference	Change direction
	The difference	Change %	The difference	Change %		
Running 30 m (	**4.32**	**18.01**	**0.12**	**1.15**	**17.00**	Experimental

second)						group
Throw Tennis Ball to the farthest distance (cm)	**7.29**	**16.41**	**2.60**	**1.04**	**15.37**	Experimental group
Long Jump from persistence	**7.02**	**15.65**	**0.40**	**0.43**	**15.42**	Experimental group

Table 6 shows that the total change rate of both research groups, variables in the basic motor skills in Athletics in favor of the experimental group as the differences ranged in the rate of improvement of these skills of (15.37% to 17%).

The research refers that to the proposed recreation programme motivate the children to practice in addition to having these skills through animated cartoon as it characterized by, attractive colours and gradual performance and a chance to repeat to reach the performance quality this cooped up with studies. (Ahmed, 2005) (Sally 2005) (Angor, 2005) (Hanaa, 2009)

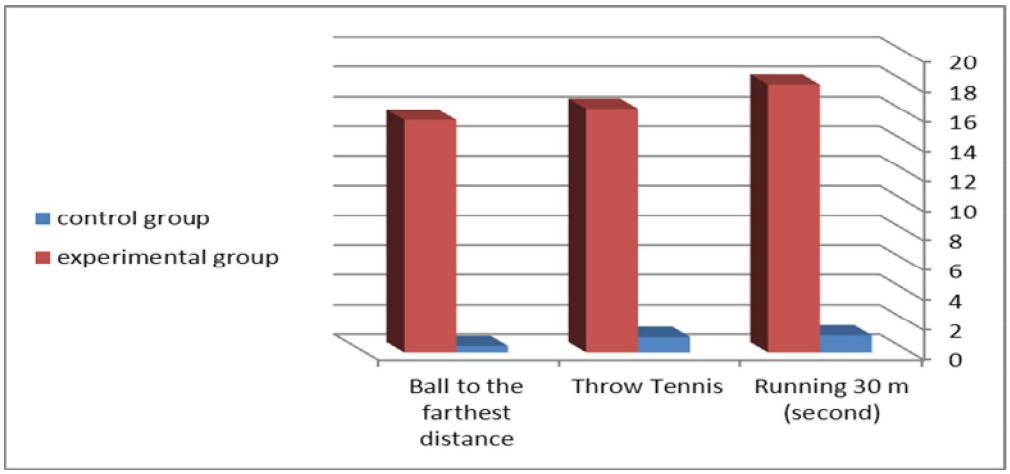

Fig 3 shows differences between the change rates in the basic motor skills in the experimental and control groups

Conclusions

Conclusions in the context of objective research and data collection tools-appointed and within the researcher's findings and test the research hypotheses the researcher provides the following conclusions;

- Using animated cartoon as one of multimedia instrumental in teaching and learning processes, learning associated with the vision and perception contribute to the remembrance and understanding and collection of various fundamental motor skills of athletics.
- Watching animated cartoons with distinctive design attracts children along a gradient in performance and opportunities for repetition and redundancy enables them to achieve the level of skill in performance which raises factor competition between them.
- Motor activity program using animated cartoon adds educational recreational experiences pleasure and enjoyment to children may contribute to the development of meaningful learning enthusiasm, continued to progress and challenge figures in the skills competition.
- Motor activity program makes it easy to use animated cartoon to kindergarten teacher activism expertise transfer.
- The use of animated cartoon in motor activity programmers for children May support to discover their abilities on self-learning and directing their acting skills which suits their tendency.

Recommendations

Within the curriculum research and data collection tools-appointed and its results and conclusions the researcher provides the following recommendations;

- It's a must for the faculties of kindergarten education quality and sections of the teaching methods in the faculties of education and sports and General Directorate of the educational methods of the Ministry of education to co-operate to design dynamic catalogue can be

used in the implementation of activities for motor activity for pre-school and early detection of motor skills for children.

- Attention to the production of software basic skills and mobility activities and recreational games in raising competitiveness and quality motivate child's performance.
- Early detection of motor ability in athletics (track and field competitions) and child care training based on the use of modern technological means.
- Attention colleges, of kindergartens and education quality and sections of the teaching methods in the faculties of education and physical education curriculum development decisions and teaching methods and learning technology to prepare educational and recreational programmers and included as pictorial decisions by school regulations of those colleges.
- Effective use of the Media Labs in schools to offer educational programs recreational educational activities within the timetable.

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