Educational Program Using Multimedia and its Impact on Learning Some Basic Motor Skills for the Children of the First Episode of Primary Education

S.Y. Sharf Adeen

Department of Curriculum and Instruction,

Faculty of Physical Education for Girls Helwan University, Cairo, Egypt

Abstract: this study aims to design an educational program using the multimedia and to investigate its effect on learning some basic skills for children at primary stage. Experimental method and pre and post measure are employed on a sample selected deliberately and randomly from the first primary children and their number is 40. The sample is divided into two groups: one is experimental on which the educational program is applied on and the other is controlling group which followed the traditional method in teaching. The application of the program has taken three months that equivalent to 24 educational units and the duration of a unit is 45 minutes. The results of the study reveal that there is difference between the effect of the educational program prepared with the technique of the multimedia and the followed traditional method using explanation and sample on the standard of learning and performing the basic skills under research. The proposed educational program was the most impressive one.

Key words: Basic skills · Education technology · Multimedia · Scenario

INTRODUCTION

Childhood is the smile of future, the rise of tomorrow and the hope of nation. Small children should not be prepared for tomorrow randomly, but by satisfying the child morally in return for materially. This preparation should be restricted with several systems; some of them are technical and spiritual and others are social and educational. This requires utilizing modern educational methods that allow positive reaction, so he reacts with them and acquire a method of learning that affects his heart, behavior and then his mental.

Multimedia is considered one of the modern technological techniques that appeared in the last years in the scope of education. It provides learner with educational atmosphere that has many educational means in an integrated unit of data forms and information selected from several recourses to be in one system administered and controlled by computer in order to help learner in achieving his clear predetermining goals [1].

Multimedia helps increasing knowledge and providing a lot of methods to tackle and employ this knowledge [1]. This led for changing education policies and opening new horizons in all as a main content in curriculums as a strategy for education. This requires modernizing our school and developing our curriculums to allow our children practice effective scholarly activities that help develop their skills [2]. Physical education with its different activities is one of the scholarly curriculums that represent a great importance in the educational process in different educational institutes.

Hence, our curriculums and programs ought to be in accordance with basics and principles that cope with the development of society and all educational phenomena of a learner in every aspect either mental, physical, skillful, spiritual or social in different growth stages [3] so that we could change the scholarly education from the traditional method to more positive and effective ones especially in forming child and developing his basic motor skills.

Teaching basic motor skills should take the first priority due to its importance in the physical education program, since it is wrong to think that these skills would develop properly in spontaneous way. This is owing to two reasons:

First: They could grow in wrong directions improperly that could have an effect on the child, his life and temper.

Correspo nding Author: S.Y. Sharf Adeen, Department of Curriculum and Instruction,
Faculty of Physical Education for Girls Helwan University, Cairo, Egypt.

Second: It is useless to lose the advantage of the growth stage of these basic skills in raising the child and make him acquire a lot of motor experience.

Delaying might reduce education and the ability of acquiring skills, particularly because performing many different physical activities depend mainly on it. Moreover, the child learns through its programs the proper principles of motion and the relative concepts that make him avoid the behavioral deviation. It includes the age stage in which the child is at age of 6-7 years. The stage of the basic skills is an important age stage since it achieves the balanced growth of the supreme levels for the physical skills. Developing these physical skills rely on the nature of the main forms that the child previously acquired in the previous stages.

Therefore, the researcher believes that it is important to pay attention to the basic skills for the child that should be developed properly to be a significant factor for developing the child's abilities and information and discovering himself;. This is in response for the requirements of the age and the great technological advancement in the scope of education, since concentration changes from the traditional methods of education and in particular what concerns the child to the communication processes through modern systems such as; computer and information are conveyed to the child through integrated programs using drawings painted with the most beautiful colures and provided with animation and sound effects.

Hence, the researcher thinks that using technology in education is significant and vital element in developing, raising and teaching children. It is obvious that good program is the one uses the multimedia- that teaches children of the first stage of the main education some basic motor skills through animated and fixed drawings, animated and fixed pictures, films, video shots, sound and colures and musical backgrounds- since it make children perform the basic motor skills more accurately, as well as develop the environment of education and increase the effectiveness of the educational process. This led the researcher to conduct her actual study that aims to "set an educational program using the multimedia and examine its effectiveness on learning some basic motor skills for children of the first stage of the main education."

MATERIALS AND METHODS

Research Methodology: The researcher used the experimental method as it suits the nature of the research. She used one of the experimental designs which is the experimental design for two groups: one is experimental and the other is controlling by following both pre and post measures.

The Research Sample: Sample, forty children, is selected deliberately and randomly to apply the research on from the first primary children of Braam Misr language school, pyramid educational directorate, year 2008/2009 and the total number of children is 135. These children are divided into two groups (experimental-control) of twenty children for each.

Consistency of Sample's Individuals: The researcher affirms that individuals of the two groups, controlling and experimental, are distributed moderately in the light of the following variables:" age, length, weigh", intelligence" as one of the mental abilities" and tests of basic skills under research. It is clear that, twisting coefficients are confined between ±3 which indicated the moderate distribution of students in those variables.

Equality of Research's Groups: The researcher made the experimental and controlling groups equal in the light of the variables: age, length, weigh, intelligence and tests of basic skills under research.

It is obvious the following: no difference of statistical significance between the controlling and experimental groups which indicate that they are equal in those variables.

Tools of Collecting Data
First: Devices:

- (Rest meter device for measuring length for closest cm), the medical balance for measuring weigh for closest kg), (stop watch for closest second), (measuring tape for closest cm) and (hockey ball).

Second: Intelligence Test: It is known as man painting and this test is prepared by American researcher "Florence Goodenough".

Scientific Coefficients for Intelligence Test
A-Truth: The truth of test is counted through the truth of terminal comparison. This is done on survey able sample similar to society research and outside the main research sample and its number is forty students and the differences significance is counted between the two groups across the intelligence level, as it is shown in Table 1.

Table 1: Differences significances between highest and lowest Quarter in intelligence test

Variables	Measure unit	Highest Quarter (n=10)		Lowest Quarter (n=10)		Value (T)
		Mean	Std. deviation	Mean	Std. deviation	
Intelligence	Degree	23.80	0.92	19.10	0.73	11.94*

The value (t) in the table at degree (18) and significance level (0.05) =2.101

Table 2: Correlation coefficients between First and Second Applications for Intelligence Test Under Research (N= 20)

Variables	Unit measure	First application		Second application		R
		Mean	Std. deviation	Mean	Std. deviation	
Intelligence	degree	23.80	0.92	19.10	0.73	0.97*

The value (R) in the table at degree (18) and significance level (0.05) =0.44

It is clear from Table 1 that there are differences of Statistical Significance between what the truth test indicates to and its ability of distinguishing among groups.

B-Constancy: To count the constancy of the test the researcher used the method of test application and re-applying it on a sample, about twenty students from research society and without the original sample with time difference about five days between the first and the second applications and then correlation coefficient is found between the two applications. Table 2 illustrates correlation coefficients between the two applications.

It is clear from Table 2 the following: The correlation coefficient between the first and second applications for the intelligence test under research reached 0.97. It is a statistical significance which refers to the constancy of the test.

Third: Tests of Basic Skills under Research:

- The researcher made a form to survey experts' views concerning the suitable basic skills for children at age of 6-7 years. The form is displayed on group of experts; their number is 10, work in the scope of scholarly physical education, tests, measures, curriculums and psychology. This is to recognize their views concerning the suitable basic skills and the age stage under research. Skills obtained this percentage 63.64% or more have been selected and they result in identifying 11 skills. These skills obtained high percentage between 63.64% and 100%. In this respect the researcher considered these skills essential for the research sample and according to their views some of these skills are selected to be taught to children, research sample. These skills are: "running, broad jump from constancy, vertical jump, throwing".

Tests used for each skill of these skills are counted. The researcher conducted the following tests to measure these skills:

Running Skill:
- Test of "Running in the place, 15 sec", Measure unit: number.
- Test of "Running 30 m forward) Measure unit: second.

Jump Skill:
- Test of "Broad Jump from Constancy" Measure unit: cm.
- Test of "Vertical jump" Measure unit: cm.

Throwing Skill:
- Test of "Throwing Ball with Right Hand on Goal" Measure unit: degree.
- Test of "Throwing Ball with Left Hand on Goal" Measure unit: degree.
- These tests are displayed to some experts to make sure they are suitable for measuring those skills and for the age stage under research. Experts agree on the appropriateness of those tests.

Scientific Coefficients for Tests of Basic Skills under Research
A-Truth: To count truth the researcher counted the truth of terminal comparison. This is through applying those tests on survey able sample from research society and outside the original sample for research and its number is forty students.

B-Constancy: To count the constancy of the tests of the basic skills under research the researcher used the method of test application and re-applying it on a sample, about twenty students from research society and from outside the original sample with time interval about three days

between the first and the second applications and then correlation coefficients between the two applications are 0.73 and 0.95. There are significant statistic correlation coefficients which indicate the constancy of these tests since the value (r) in the table at degree 18 and significance level at level 0.05was 0.444.

Fourth: the Proposed Educational Program for the First Primary Children That Prepared with "Multimedia" Technique: It includes producing and getting the program in its final form through the following steps:

Identifying the Program Target: Make children at first primary class acquire how to perform some basic skills represented in "running- broad jump from constancy- vertical jump- throwing".

Formulating the main targets in procedural form: The program is designed to achieve the following procedural targets:

Knowledge targets:
- Awareness of body and recognizing its different parts.
- Recognizing some concepts and facts his motor response and his ability to change.

Skillful targets:
- To perform the running skill correctly according to the conditions of the correct performance.
- To perform the skill of broad jump from constancy and vertical jump according to the conditions of the correct performance.
- To perform the skill of throwing with the right hand and the left hand according to the conditions of the correct performance.

Emotional targets (sentimental):
- Feeling happiness and fun.
- Developing confidence and self-reliance.

Basics of the Program:
- Taking into account the growth characteristics of this age stage.
- Contents of program have to challenge the potentialities and abilities of children through taking into considerations the individual differences.
- Taking into account that the program should be graduated from being easy to difficult and from simple to complex according to what suits the level of each child.

- Motivating the children's stimuli for learning and this is through challenging their abilities through the contents of the educational program.
- Factors of security and safety should be provided when implementing the program.
- The program should be simple varied and comprehensive to meet the main desires of children.
- Appropriate place and requires probabilities should be provided for implementing the program.
- Providing opportunities for all students to practice and work at the same time and to achieve progress in their learning to achieve their goals using sequential method.
- Contents of program should suit its targets.
- The child should be able to control the speed of his learning through the program.

Identifying the contents of the program: The researcher made a survey on several references, studies and educational researches in the scope of motor education [4-7] to form the content connected to the objectives that the program seek, appropriate to children's experience, their needs and abilities and to have the feature of sequence, continuity and integration and be true and has significance. It is then possible to choose the content consisted of the following topics: running skill, skill of broad jump from constancy, skill of vertical jump and throwing skill.

In the light of the target of the program, behavioral objectives, principles upon which the program based on and the educational content for the basic skills under research, the researcher prepared initial images for the steps for preparing the program through a form to survey experts' views on:

- The appropriateness of the target of the program.
- The appropriateness of formulating objectives in behavioral form.
- The appropriateness of educational content for the age stage under research.
- The validity of the preparation steps used for implementation.

After reviewing the views of some experts and analyzing them, the researcher made adjustments to suit the current research. Thus these steps became ready to be designed and practically through the computer.

Second: Producing Software: After the researcher had read some references and previous studies which dealt with the procedural steps when designing and producing

software of the computer [8-10], it is discovered that it passed through several stages before exiting with the final form and these stages are as follows: design, processing and programming.

A -The Design Stage: Is the first stage of producing software,three main basics for the educational content have been taking into account?

- The scientific basis: through the selection of scientific material for the content that is consistent with the objectives of the research.
- Educational foundation: which is represented in identifying the target of the software and translating it into behavioral objectives that show certain behavior clarifying to the teacher and the child what has been achieved and what is not of substantive goals.

The technical basis: represented in the process of preparation and organization of educational material in the form of windows and screens that make student follow learning through computer programming.

The researcher took into account some of the criteria for a group of diverse talents during the design of software such as: efficiency of the educational content, software efficiency and technical efficiency.

After determining the educational content of the software, it is organized in two parts which are:

- Introduction: the screens that are displayed through the computer in the continuous sequence and without interference from the student during the presentation, this part includes the "introduction, preparation, supervision."

- The purpose of software.
- Introduction to basic skills under research, video shots.
- Instructions for use.

All of the above can be surpassed until we reach the main menu of the educational content.

Educational Content: includes the following:

* Running Skill. * Skill of broad jump from constancy
* Skill of vertical jump. * Skill of throwing.

After the end of each skill there is a screen that contains some of the disciplinary questions that child should answer in order to follow learning.

B-The stage of preparation: The researcher has prepared the scientific material, "the educational content" through:

- Some videos of the basic skills and the selection of some of these shots that show the performance of the skills in question.
- Some animation to some basic skills under research and this through access to the internet.
- A series of fixed images and the series and the cartoons that show the performance of skills under research, where introduced into the computer by a scanner.
- Video shots have been programmed after being recorded and entered into the computer, where the desired parts of the shots are identified, cut and included in the software that is compatible with educational content and then was recorded on a computer in the form of video files.

Sounds: The researcher used some different sounds, which were represented as follows:

Talk Comment: It is a voice that the researcher who explained and interpreted informational text written on the computer screen.

Music: Represented in the use of certain pieces of music for the interface and as a quiet background associated with windows software.

Sound Effects: It is the voices of "applause from persons," "explosion" that are located in the windows newsletter and their aim is to increase excitement and the effectiveness of learning.

 Visual Effects: they are pictures and graphics with bright colors contained in the window screen test, reflect on the status of the response, whether healthy or false as well as sound effects.

C-The Programming Stage: Is the process of preparation and organization of the material in the form of the windows through which the content is transformed from the traditional form to the programmed shape that depends on the "prompt, response and reinforcement."

Output Proposed Educational Software in Visual Image: Design Software Frames: Framework represents a basic unit from which the software is consisted of the software.

Formulating Software Frames: The researcher used the language of verbal and non-verbal when formulating frames of the proposed educational software.

Types of Windows Software: There are various frames that differ according to its position in the software and the objectives they aim to achieve. Frames in the software represented as follows:

- Windows Foundation, opening and guiding windows the development of information frames, the Association of frames, specialization frames, frames of excellence, windows of evaluation.

The Extent of Frames: It means the tall or short window since the frame contains the appropriate information in the sense that it does not contain a large number of words. It makes the child skip some of them or a small number of words that impede the process of understanding and learning. The researcher has taken into account when building windows software to be appropriate.

Basic Components of the Framework
Prompt: It is the information presented by the framework through the written text that is clarified through still images, animations and cartoons along with some of the allusions and references, as well as video clips and audio commentary, which help to raise student interest and motivation in order to lead to the formation of the correct response.

Response: The reaction of the pupil resulting from exciting and two types of the selected response have been used within the proposed educational software, namely:

- Decidable response * Optional response * Feed Back and Reinforcement.

Control of the Child: Software allows the child an opportunity to learn deliberately through showing the content of the skill and navigating through its screens, with controlling the time of content display and allowing repeat the display with the speed that suits his own capabilities, as well as controlling the timing of the response to the question "prompt" according to his capabilities and his own speed.

The Programming Process: The programming process has been done in accordance with the characteristics of the "Multimedia". After software has been produced and exited in its final form, the researcher introduced the CD with an evaluation form for software to some experts to express their views on "educational, programming, technical" efficiency of the software, on which the formulation of some of the windows was amended and some of them were deleted.

Programming Experience: The researcher did the experimental implementation through:

- Testing software in its final form on one child from the research society and from outside the original sample through several windows in order to know the difficulties that can be matched during the learning of the software.
- Try some other windows on another child from the research society and from outside the original sample, recording observations and in the light of these observations some informational text were reviewed and modified in some frames.
- Try some windows software on a sample of the research society and from outside the original sample of research.
- Requesting identifying the impact of the use of software developed by "Multimedia" technology on the basic skills under research the following steps:

Identify educational activities "teaching strategy".

Software included two types of educational activities, type played by the teacher "the researcher" and the other carried out by the learner "child" in order to achieve the objectives of the software:

Tools and Devices Necessary to Implement the Software:

- CD player, video, video tapes, computer lab for viewing, computer, scanner.

Educational Method Used: The researcher used a style of teaching and learning supported by computer and it is a practice through "self-education-oriented" using "Multimedia" technology and this is for the experimental group. The controlling group used the traditional method "explanation and sample before the teacher "the researcher".

Table 3: The organizational form for the lesson of the physical education

The experimental group		The controlling group	
Administrative business and supervising the educational software	15 sec	Administrative and warm-up	5 sec
Warm-up	5 sec	physical preparation	20 sec
Physical preparation	10 sec		
The main part (skills)	15 sec	the main part (skills)	20 sec

General Framework for the Implementation of the Software: The researcher used the software through the educational units for skills under research. This has been at the rate of two lessons per week and time of the lesson Forty-five minutes, the rate of eight lessons in month that equivalent to twenty-four lessons throughout the duration of implementing the experiment.

Methods of Evaluation:
• Selecting a group of tests to measure the level of the performance of basic skills under research.

Survey: After completing the programming production, the researcher has experimented with the using of the program on a sample similar to the research community and outside of the original sample consists of 10 children in the period from 12/2/2009 till 15/2/2009:

Executing the experiment's procedures
Before-Measuring: The pre- measuring has been performed on the two groups (the experimental group and the control group) at the variables of under research (basic skills under research) on Sunday 26/2/2009.

Basic Experiment: After finishing pre- measuring the researcher has applied educational programs based on "Multimedia" technique on the experimental group, while applying the followed traditional method "explanation and model" on the control group in the period from 28/2/2009 till 21/5/2009.

The course continues for 3 months, two lessons per week for each group separately and the lesson takes 45 minutes, so that every group takes a total of 24 lessons.

After-Measuring: After she had completed the specific phase for the application, the researcher has performed the after – measuring for both experimental and control group to recognize the level of basic skills performance under search and that was done by the designed tools, on Tuesday 23/5/2009.

The Statistic Methods in Use: (Arithmetic average – broker – standard deviation – Torsion coefficient – correlation coefficient – (T –Test) – percentage change) The researcher has been satisfied with a significance equals 0.05.

RESULTS AND DISCUSSION

Table 4 shows the existence of differences with significant statistic function between the averages of pre and after measuring in control group concerning the level of basic skills performance under research toward the direction of after measuring.

Table 4: Significance of the differences between the mean of before and after measurements concerning the control group on the level of basic level performance under search (n = 20)

Skills		Before-measuring mean	After-measuring mean	Std. deviation of the differences	Differ. Mean	Tvalue	Sig. level
Running	15 S. in place	13.05	15.16	0.85	1.10	5.77*	Function
	30 M. forward	11.50	10.88	0.21	0.63	13.26*	
Jumping	Broad jump from stability	60.41	62.02				
	0.65	1.61	11.17*				
	Vertical jumping	6.25	6.96	0.40	0.71	7.97*	
Throwing	Throwing a ball with the right hand at target	3.45	4.75	0.66	1.30	8.85*	
	Throwing a ball with the left hand at target	2.10	3.20	0.79	1.10	6.24*	

T value in the table at free degree (19) and level (0.05) = 1.729

Table 5: Significance of the differences between the average of before and after measurements concerning the experimental group on the level of basic level performance under search (n = 20)

Skills	Before mean		After mean	Std. deviation	Average of differences	The value of (T)	Level of sign.
Running	running on place 15 s	13.2	15.95	1.07	2.75	11.5*	mark
	running forward 30m	11.59	10.47	0.43	1.12	11.59*	
Leaping	wide leap from stable	60.29	65.71	1.16	5.42	20.93*	
	vertical leap	6.11	8.23	0.67	2.12	14.13*	
Throwing	throwing the ball by the right hand towards the target	3.3	6.3	1.21	3	11.05*	
	throwing the ball by the left hand towards the target	2	5.85	1.14	3.85	15.15*	

The tabular value of T at the degree 19 and level (0.05) = 1.729

Table 6: The significance of the differences between the averages of the after measurements for both the stable and the experimental groups for the level of the basic skills subject of the research (N=40)

Skills		Stable Group		experimental Group		the value of (T)	level of Sign.
		mean	standard deviation	mean	standard deviation		
running	running on place 15 s	14.15	1.31	15.95	1.43	4.05*	mark
	running forward 30m	10.88	0.53	10.47	0.57	2.3*	
leaping	wide leap from stable	62.02	1.9	65.71	1.65	6.39*	
	vertical leap	6.96	1.06	8.23	1.13	3.57*	
Throwing	throwing the ball by the right hand towards the target	4.75	1.07	6.3	1.22	4.16*	
	throwing the ball by the left hand towards the target	3.2	0.7	5.85	0.67	11.92*	

The tabular value of T at the degree 19 and level (0.05) = 1.729

Table 7: the percent of the improvement of the basic skills performance level subject of the research for the stable and the experimental group

Skills		Stable Group			Experimental Group			Deferent between Change%
		Before mean	After mean	Change%	Before mean	After mean	Change%	Change%
Running	running on place 15 s	13.05	14.15	7.77	13.2	15.95	17.24	9.47
	running forward 30m	11.5	10.88	5.39	11.59	10.47	9.66	4.27
Leaping	wide leap from stable	60.41	62.02	2.61	60.29	65.71	8.25	5.64
	vertical leap	6.25	6.96	10.2	6.11	8.23	25.76	15.56
Throwing	throwing the ball by the right hand towards the target	3.45	4.75	27.37	3.3	6.3	47.62	20.25
	throwing the ball by the left hand towards the target	2.1	3.2	34.38	2	5.85	65.81	31.43

Table 5 shows the existence of differences that have a statistic significant between the averages of the before and after measurements for the experimental group in the level of the basic skills subject of the research and in the direction of the after measurement.

Results of the second assumption state that there is significant statistic differences between the averages of the before and after measurement for the stable and the experimental groups in the level of the basic skills performance subject of the research to the benefit of the experimental group.

Table 6 shows the existence of differences that have a statistical significance between the after measurements of the stable and the experimental groups in the level of the basic skills for the benefit of the experimental group.

DISCUSSION

Through the assumptions of the research and to achieve its targets and based on the results which were dealt with statistically, the researcher had reached the results and discussed them as follows:

Table 3 shows the existence of differences that have statistic significance between the subsequent and precedent measurements for the stable and experimental groups which used the description and performing the form to learn and perform the basic skills subject of the research and in the direction of the subsequent measurement.

This shows that the traditional style followed has a positive effect on learning the basic skills subject of the research the researcher attributes this improvement to the traditional pedagogy which depends on the scientific rules and principles that results learning the basic skills subject of the research in which the teacher teaches verbally the skill then perform a physical pattern then the children imitates the skill which in turn shall be corrected if necessary by the teacher. The acquisition of the child to the skill depends on the teacher's efficiency to describe it to the child which was not available for the children of the same group in the subsequent measurement.

This is proven by the results of Table 6 that shows that the percentage of the change between the averages of the subsequent and precedent for the stable group which used the method of describing the skill then showing it physically ranged between 2.61 and 34.38, which refers to the positive effect of this pedagogy, these results comply with what was shown in prior studies [9, 11] which state that the pedagogy in which the teacher set the approach and undertake all his decisions and perform it and follow it, then give the feedback and make the necessary amendments resulted this positive effect in learning and performing the skills subject of the research.

As shown in Table 4, there are differences of statistic significance between the subsequent and precedent measurements for the stable and experimental groups upon which the suggested learning system have been applied with the usage of multimedia and the performance of the basic question in the direction of the telemetric and This indicates that the suggested educational program equipped with multimedia had appositive impact on learning and performance of basic skill subject of the research.

The researcher ascribes this result to the method using Multimedia that led to increases attraction and diversification during children learning the basic skills subject of the research.

They became more active during learning observed from the program in which the child contributed personally and by himself through the method of individual self -learning by the help of various illustrations "pictures, drawings, video clips and voice comment that reflexes positively on the children performance on practical implementation in the playground. It increased concentration and helped in developing a clear conception of the motor performance, mainly the difficult ones.

This was congruent with other study [12] conducting that the self- gained educational experience gives better educational results which were not available to the students of the same group in earlier measurement.

The results in Table 6 confirm this fact as they showed percentages o variation rate between the average before and after measurement of the experimental group on which the suggested educational program using multimedia ranged between 8.25% and 65.81%.

Table 5 shows statistical significant differences from the mean (average) after measurements of the two groups of the research (the experimental group and the control group).

The researcher refers this result to using educational environment using Multimedia in a way achieving the set goals effectively where the technique of multimedia is a technological method that helps children in positive interaction with many multimedia containing the educational content in different forms. The child proceeds in his learning according to his speed, personal abilities, interest and his achievement level.

The researcher sees that the characteristics of the suggested educational program using Multimedia led to excellence of the experimental group over the control group that used the traditional method based on the instruction and working with the model in learning the basic skills subject of the research. The traditional method depends on the teacher role in explaining and describing the performance directing it and tries to acquire skills by performance repetition that gives feedback to all children. It renders a passive learning and increases the children passive behavior when they become only recipients.

The teacher has to correct performance mistakes for all children in practical application. This necessitates repeated stops to correct performance mistakes causing a loss in the actual performance time. It means in effectiveness of the monotonous practical application that gives the children no chance to control their learning process compared with learning using technological methods.

These results are congruent with previous studies [9, 10, 13-17].They all agreed that the multimedia technique helps in improving the skilful performance level of learners better than the traditional method in use as the first is highly effective in learning.

CONCLUSION

On the light of research findings, the researcher concluded that:

- There is a difference between effect of the suggested educational program utilizing multimedia and the traditional method using "instruction and model performance" on the level of learning the basic skills subject of this research. The suggested educational program using multimedia was more effective.
- The percentages of change rates of the level of learning the basic skills by the experimental group on which the multimedia suggested educational program was applied were higher than those the control group the used the traditional method " instruction and the model performance".

REFERENCES

1   Baghdadi, M.R., 1998. Technology of Education and Learning. Dar Al Fikr Al Arabi, pp: 23: 24. (In Arabic).

2. Ministry of Education: Mubarak and Education, The National Project For Developing Education. Al –Ahram Printing House, Cairo, pp: 11-14. (In Arabic).

3. Ibrahim, S., 2003. Children and playing. Al fallah bookshop, Kuwait, pp: 23. (In Arabic).

4. Al-Khouli, A.A. and U. Rateb, 2007. Motor Education. Dar El- Fikre Al-Arabi, Cairo, pp: 96-97. (In Arabic).

5. Abdel-Kareem, A., 1995. Physical Programs and Children Teaching. Monsha'at Al-Ma'arif, Alexandria, pp: 38. (In Arabic).

6. Sharaf, A., 2001. Children Physical And Motor Education, the Normal Children and Impairment Challengers between theory and application. Book publishing center, Cairo, pp: 32. (In Arabic).

7. Khafagi, H.H., 2006. Suggested program for the physical education in the elementary school for girls, Kuwait. Ph.D. Thesis, Faculty of Physical Education, Helwan University, Cairo, pp: 23-68. (In Arabic).

8. El Sayed, A., 2000. Education and information technology, use of coputer and video in education and learning. Ramadan and Sons Printing House, Alexandria, pp: 31. (In Arabic).

9. Gad, M.M., 2006. Effectiveness of computer programs and multimedia based on pictures and cartoons in teaching the motor skills. Ph.D. Thesis, Faculty of Physical Education for girls, Helwan University, Cairo, pp: 87. (In Arabic).

10. Abdul-Aziz, U.A., 2001. Effect of An Educational Program Utilizing Multimedia On Learning High Jump For Beginners. M.Sc. Thesis, Faculty of Physical Education, Al-Minya University, Egypt, pp: 58. (In Arabic).

11. Ali, T.R., 2003. Strategy for Physical Education In The Elementary School Stage. Ph.D. Thesis, Faculty of Physical Education for Boys, Helwan University, Cairo, pp: 62. (In Arabic).

12. Zaher, A. and I. Bhbhany, 1999. Education technology, a future perspective. 2nd Ed. Dar Al- Fikr Al- Hadeeth, Cairo, pp: 12. (In Arabic).

13. Skinslyy,M. and D. Brodie, 1990. A study of effectiveness of computer assisted learning in physical education sports. Research supplement, United Kingdom, pp: 14-16.

14. Mayhias, K.E., 1990. Comparison of the effectiveness of interactive video in teaching the ability to analysis two psychomotor skills in swimming. Mikrofiche-Ausg, 8: 106.

15. Stanne, M.E., 1996. The impact of social interdependent on motor achievement, social and self-acceptance ameta – anaysis (cooperative learning). Diss abstinternational, 57: 23-24.

16. Salama, A.I., 2001. Effect of Using Multimedia Computers on learning some gymnastics sports. M.Sc. Thesis, Faculty of Physical Education, Helwan University, Cairo, pp: 82. (In Arabic).

17. Flaifil, F.M., 2003. Effect of An Educational Method Using MultiMedia on learning basketball skills for the elementary grade two female students. Ph.D. Thesis,Faculty of Physical Education, Al-Minya University, Egypt, pp: 74. (In Arabic).