

The Effect Of An Educational Program Supported By Top Play-Top Sport Cards On The Level Of Some Basic Kinetic Skills Related To Table Tennis For The Mentally Handicapped Who Are Able To Learn

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Introduction and research problem:

The current era witnesses a great interest in mentally handicapped individuals, especially in childhood stages, through the interest of specialists in preparing advanced programs to improve the capabilities of this group that need help from all those around them, leading to participation in activities successfully and thus help in their adaptation and integration with society.

An ordinary child plays, runs, explores, innovates, and makes continuous effort towards the purposes of his game automatically, while we find a mentally handicapped child showing little interest in playing and lacking emotional stability, which often translates into a feeling of fear or aggressive behavior. (6:72) (1:23) Therefore, the programmer or the teacher of special education should pay attention to develop the deficiencies in the kinetic abilities of pupils with special needs mentally by designing programs that suit their characteristics, the requirements of their development and their inclination to reach the level of kinetic performance and abilities to the level that enables them to carry out activities of life. (2: 94,93) (19: 62).

One of the most recent trends towards preparing programs for the mentally handicapped is the use of the Top Play and Top Sport cards included in the international inspiration program developed by the United Kingdom with the aim of developing the kinetic skills of different games for children and youth. Top play cards contain educational activities in a competitive form that aim to develop basic kinetic skills in a progressive manner, and top sport cards contain educational activities that aim to develop the skills of balls games.

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Top Sport and Top Play cards are one of the pillars that provide sports and physical activities for children, characterized by high quality, inclusivity, and also enhances the maximum participation using the limited tools, in light of the available capabilities for different sports activities for the age groups (5: (18) . (54:45)

The importance of educational cards Top Sport and Top Play is shown in the following points:

1-Offering fun activities for children to develop balance, compatibility and agility skills.

2-Allowing children to practice the basic kinetic skills that support most sports and activities (such as: throwing, receiving, stepping and hitting skills) and to practice.

3-Organizing fun multi-skill competitions.

4-Developing children's cognitive skills along with their physical development.

5-Increasing children's confidence and self-care.

6-Increasing children's appetite to participate more in the physical education lesson, due to the characteristics of the cards in the implementation of activities with a fun and exciting nature. (8: 3).

1-Ayman Abdo Mohamed: The effect of a proposed educational program using volleyball cards and TOP PLAY-TOP SPORT cards to learn some basic introductory movements of volleyball skills for primary school pupils, (46), first part, Assiut Journal of Science and Arts of Physical Education, College of Physical Education University Assiut, 2015.

The childhood stage from the age of (7: 12) years is considered one of the most important and best stages of kinetic learning, as it has great importance in learning basic sports kinetic skills as it is considered the golden period for learning sports games because children of this stage characterized by ability, guidance, speed of learning and the acquisition of skills from The first sight, as well as agility, flexibility and speed in the implementation of the multiple and kinetic duties and this stage corresponds to the same mental age of the mentally handicapped who are able to learn. (21:16)

As this stage is considered a critical age for the development of basic kinetic skills and kinetic learning, due to the presence of a large nervous ability available to children at that stage to learn basic kinetic skills. (45: 6)

"Mohamed El-Sayed Khalil, Ahmed Abdel-Azim" (2003) indicate that the importance of basic kinetic skills is the basic basis for developing purposeful and safe daily skills, and also considered the cornerstone of all the specialized skills contained in the games. (45:19)

Table tennis is considered an effective activity with skills vary between easy and difficult and between simple and complex in intellectual schools, and it is also one of the activities that depends on the skills that are closest to the natural skills, as it includes skills that depend on throwing, reception, shooting, stepping and jumping, and all of these skills preferred to the young ones, and considered an essential axis in the games that they perform, and due to the fact

that table tennis is based on these basic movements of man, so it is easy to learn and progress in, and it also has a positive effect on the physical and mental aspects. (43: 23).

It also has many characteristics that make it one of the games that achieve the desired goals for people with mentally handicapped, and it is characterized by fun, suspense and excitement as it earns students a lot of good educational requirements, due to what it contains of important components that have the necessary dimensions to form the integrated personality of the pupils. Table tennis is also a practical confirmation of social and human relationships among students. (78: 45)

Through some personal interviews with mentors and teachers of physical education for the mentally handicapped, conducted by the researcher, the researcher found a lack of interest from teaching staff with basic kinetic skills, which affects students' learning of basic skills in table tennis. Due the nature of table tennis and the and what it needs from diversity in teaching methods and activities and because of what students of intellectual education schools distinguished by a difference in individual differences and their limited kinetic and skill capabilities, in addition to the researcher's attendance one of the British Cultural Center courses on Top Play - Top Sport and her observation of the effectiveness of these cards in developing basic kinetic skills, and its role in teaching sports.

By the researcher informing of some scientific references and previous studies, the researcher has observed the scarcity of studies that dealt with making educational programs using Top play - Top Sport cards, which sparked the researcher's thinking to try to use a new educational method to develop basic kinetic skills, which affect the level of learning basic skills in table tennis for fifth-graders at the Intellectual School in Assiut, using the appropriate cards in terms of design and educational quality from the researcher's point of view, by setting an educational program supported by the Top Play and Top Sport cards to develop basic kinetic skills in table tennis for the mentally handicapped who are able to learn.

Research goal:

The research aims to effect the educational program supported by Top Play - Top Sport cards on the level of some basic kinetic skills related to table tennis for the mentally handicapped who are able to learn and knowing its effect on:

-Developing some basic kinetic skills related to table tennis for fifth graders (those who can learn) at the Intellectual School in Assiut Governorate.

-The level of performance of some basic skills in table tennis for fifth and sixth graders (those who can learn) at the Intellectual School in Assiut Governorate.

Research hypotheses:

- There are statistically significant differences between the averages of the pre and post measurements of the research sample in basic kinetic skills (transitional skills - non-transitional skills - treatment and handling skills) associated with table tennis skills in favor of the post measurements.

-There are statistically significant differences between the averages of the pre and post measurements of the research sample in the basic skills in table tennis (dispatch - front straight stroke - straight back stroke) in favor of the post measurements.

Terms included in the research:

Top Play - Top Sport Cards

They are cards designed by the British Institute to help to learn sports and physical activities for children and youth from the age of (5-18) years, as characterized by high quality and comprehensiveness, and also reinforce maximum participation by using the minimum equipment and resources. (49)

Mentally handicapped (learners)

They are students whose IQ ranges between 50-70 on Stanford-Binet test, and they are called the category of learners because they have the ability to benefit from special education programs that are appropriate to their levels and mental abilities. (41: 361)

Research Methodology

The researcher has used the experimental method with the experimental design of one experimental group, which depends on the comparison between the pre measurement and post measurement due to their suitability to the nature and conditions of the study.

Community and sample of Research

The research community included sixth-graders at the School of Intellectual Education in Assiut Governorate, which is affiliated with the Ministry of Education - for the academic year 2018/2019, and they numbered (45) students.

The research sample:

The research sample was chosen in an intentional way, it is (20) pupils whose IQ ranged between (50-70%) from the school registers, where the IQ was measured by the specialists, as this category is the category of those who can learn according to the educational classification for mentally handicapped, (10) students were chosen from the research community and outside the basic

sample as a group for exploratory studies, and the sample was chosen according to the following conditions:

- 1 - Excluding pupils below the required level of intelligence, as their IQ is less than 50% (not able to learn and train).
- 2- The Excluding students who are not in attendance.

Data collection tools:

First: Analysis of documents (school registers as an official document)The researcher has used the registers available in the school administration to obtain data related to the sample members such as number, age and IQ.

Second: The tests used in the research

IQ Test:

The researcher has used IQ of the individuals of the research sample and recorded in the school registers, where the IQ of each student enrolled in the school is measured using the "Stan ford Benia" Arabization and legalization of "Louis Malika" (1998), which was applied by school psychologists. (23)

- Survey form of the experts on basic kinetic skills related to the basic skills under discussion in table tennis: (Attachment 2)

The researcher¹ has analyzed references and related studies, such as the study of Leila Abdel Aziz Zahran, Asem Saber Rashid (2005) (25) Eman Sayed, Hanan Ahmed (2012) (7) Muhammad Allawi, Muhammad Nasruddin Radwan (2001) (31) Ayman Abdo Muhammad (2015) (8) Khaled Abdel-Jaber (14) (2015) Adel Hosni El-Sayed, Walid Ibrahim Ahmed (2012) (17) Abdel Wahed Aboul Fotouh El-Sayed (2011) (20) Mostafa Ahmed Abdel-Wahab (2015) (36) Laila El-Sayed Farhat (2001) (24) Muhammad Abdul-Fattah al-Moghazi (2012) (33) Ahmed Muhammad al-Hunaidi (2009) (3) which dealt with basic kinetic skills to identify and limit these skills, as the researcher has limited these skills to (25) skills which are (walking - running - stepping - hop - rotating- climbing - glide - bouncing - bending - dropping -swinging- pulling - pushing - throwing – hitting-lifting - binding - rolling - kicking - receiving - balance - falling - crawling) and she has put it in a form to know the opinions of the experts on basic kinetic skills most related to the basic skills under discussion, and the questionnaire was presented (10) experts specializing in the field of racket games and kinetic education attachment (1), and attachment (2) clarify the percentages of expert opinions on the basic kinetic skills most related to the basic skills in table tennis. The expert gentlemen have been chosen on (9) of basic kinetic skills related to the basic skills in table tennis under discussion,

which are (stepping - jumping - hop - fold and stretch - rolling - balance - receiving - swinging- hitting).

- Then the researcher has determined the tests that measure the basic kinetic skills under discussion, and the researcher has reached to design a survey form for the experts, to determine the tests that measure the basic kinetic skills, consisting of (27) tests with three tests for each skill, and the experts has selected one test for each skill shown as follows:

Basic kinetic skills tests under discussion

Transitional movements

Jumping: The long jumping. - **Hop:** Partition distance of 20 meters with the elevation feet - **Stepping:** Stepping inside the hoops.

Non-transitional movements:

Bending and stretching: the mobile bending test.

- **Balance:** modified bass test - **swinging:** forward transmission performance measurement test

• **Handling movements:** - **Hitting:** fast bouncing

- **Receiving:** receiving balls from the target board.

• **Throwing:** the throwing test

The survey resulted to conduct some modifications to the tests until reach their final form, and the description of the tests was determined. (Attachment 3) (Attachment 4)

2-A survey form of the experts on the tests that measure the basic skills in table tennis under discussion:

The researcher has reviewed books, scientific references and previous studies that dealt with basic skills in table tennis, such as the study of Taylor Richard (2000) (46), Michel Gadai (2010), Mustafa Abdel-Naeem Hassan (2007) (37), Marwa Sabri Ibrahim (2011) (35) Magdy Ahmed Shawky (2002) (26) Muhammad Al-Sayed Abdul-Jawad (2009) (30) Tariq Muhammad Ali (2014) (15) Taha Muhammad Al-Sayed (2014) (16) Basant Hamada Issa (2011) (10) Joseph Naji Adeeb (2003) (11) Habib Reza Habib (2005) (12) Hosni Ahmad Fouad (2006) (12) Elaine Wadih Faraj, Salwa Ezz Al-Din Fikry (2002) (5) Ehab Abdel-Fattah Shehata (2004) (9).

to determine the basic skills in table tennis, which are appropriate to the age and level of the sample under discussion, so the researcher has prepared a questionnaire presented to the experts on modified curricula and methods of teaching physical education attachment (5), the researcher has accepted the opinions of experts which got 80% or more. Then, the researcher has

determined the tests that measure the basic skills in table tennis under discussion, and has reached the design of a questionnaire of the opinion of experts to determine the tests that measure the basic skills in table tennis under discussion, consisting of (9) skill tests with three tests for each skill (Attachment 6), and the experts have selected one test for each skill shown as follows:

1-The stroke by the front of the racket: a test of speed and accuracy of the stroke of front transmission.

2-The stroke by the backward of the racket: a test of speed and accuracy of the stroke of backward transmission.

3-Straight stroke in the face of the front racket: test of speed and accuracy with the face of the front racket.

4- Straight stroke in the face of the backward: test of speed and accuracy with the face of the backward racket. (Attachment 7)

Tools and devices used:

To achieve the research goals, the following tools and devices were used

A- Rest-meter device for measuring the height in centimeters.

B- A medical standardized scale for measuring weight in kilograms.

C- A stopwatch to set the time in some tests during the implementation of the educational program.

D- Table tennis balls, table tennis rackets, table tennis tables with net, medical balls, cones, collars.

Description of the research sample:

The researcher has made a statistical description of the study sample in the growth variables (under study) with the aim of ensuring the moderation of the study sample in those variables and a table (1) illustrates this

Table (1)

Arithmetic mean, standard deviation, coefficient of convolution and flatness in growth variables of the sample under study

Variables		Measurement Unit	Arithmetic mean	median	standard deviation	coefficient of convolution	coefficient of flatness
Growth Variables	age	nearest year	١٤,١٤	١٤,١٠	٠,٩٨	٠,١٢٢	-٠,٨٦٠
	height	Centimeter	١٦٣,٦٥	١٦٠,٠٠	٩,٢٧	١,١٨٢	٠,٠٥٤
	weight	Kilogram	٥٧,٦٥	٥٥,٠٠	١١,٨٧	٠,٦٦٩	٠,٠٤٣-
	Mental age	nearest year	٧,١٤	٧,٠٠	١,٠٣	٠,٤٠٧	١,٧٦٢-

Table (1) shows that the value of the torsional coefficient ranged between (0.122: -1.182), meaning that it was limited between(± 3), which indicates that

the sample is distributed in a moderate distribution in the main growth variables, while the values of the flattening coefficient of the growth variables ranged between (- 1.763: 0.043) indicating that the sample is subject to normal distribution.

Table (2)

Arithmetic mean, standard deviation, and convolution coefficient in Basic kinetic skills and table tennis skills for the sample in question N = (20)

variables	Measurement Unit	Arithmetic mean	median	standard deviation	coefficient of convolution	coefficient of flatness	
Kinetic variables	Hopping	second	٦,٥٦	٦,٥٠	١,١٥	٠,١٥٦	٠,٥٤-
	Stepping	No.	٢١,٣٠	٢١,٠٠	٢,٠١	٠,٤٤٧	٠,٨٨-
	Jumping	cm	١٤٥,١١	١٤٠,٠٠	١٣,١٣٠	١,١٦٧	٠,٢٤-
	Balance	second	١,٧٦	١,٧٠	١,٣٤٥	٠,١٣٣	٠,٨٧-
	Bending & stretching	No.	١١,١٠	١١,٠٠	٢,٣٦	٠,١٢٧	٠,٨٤-
	Swinging	degree	٧,٦٠	٧,٥٠	١,٢٥	٠,٢٤٠	٠,١٠
	Throwing	cm	٣٠,٠٠	٢٨,٥٠	١,٧٦	٢,٥٥	٠,٠٨-
	Receiving	degree	٧,٦٢	٧,٦٠	١,٦٧	٠,٠٣٥	٠,٩٨-
	Stroke	degree	٧,٤١	٧,٤٠	١,٣٩	٠,٠٢١٥	٠,١٤-
Basic skills	transmission skill	No.	٤,٧٨	٤,٧٠	١,٢١	٠,١٩٨	٠,٩١-
		No.	٤,٣٨	٤,٣٥	٠,٩٥	٠,٠٩٤٧	٠,٨٦-
	Straight stroke skill	No.	٥,٣٨	٥,٣٥	١,٠٠	٠,٠٩	٠,٩٢-
		No.	٥,٣٠	٥,٠٠	٠,٩٩	٠,٩٠٩	٠,٩٨-

The results of table (2) show that the value of the convolution coefficient ranged between (0.09: 1.11), i.e. it was limited between (± 3), which indicates that the sample is distributed fairly in the basic kinetic skills and table tennis skills under discussion, and the values of the flatness coefficient of basic kinetic skills and table tennis skills under discussion ranged between (-0.08: 0.98-) which indicates that the sample is subject to normal distribution.

Educational programs:

A- Determining the general goal of the educational program:

The educational program aimed to develop the basic kinetic skills under discussion, and to teach some basic skills (transmission with the front face of the racket - transmission with the backward face of the racket- front straight stroke - back straight stroke) in table tennis for intellectual school pupils for the academic year 2019.

-Cognitive goals: That the student should know the stages of the technical performance of the skills under discussion (transmission with the front face of the racket - transmission with the backward face racket - front straight stroke - back straight stroke).

-Skillful goals: The student should apply the kinetic performance of the skills under discussion (transmission with the front face of the racket - transmission with the back face of the racket - front straight stroke- back straight stroke) according to the correct kinetic performance criteria.

-Emotional goals: that the student should actively participate in the performance of the skills under discussion (transmission with the front face of the racket - transmission with the back face of the racket - front straight stroke- back straight stroke).

B- The foundations of developing the educational program

-The researcher has followed some principles when preparing the educational content of the program, as follows:

-Taking into account the aim of the educational program in line with the scientific content of the physical education curriculum for table tennis for intellectual school students for the year 2019.

-That the contents of the educational program match the characteristics of the students in the research sample.

-Taking into account the use of the TOP PLAY cards in the introductory part of the lesson (special physical preparation) in proportion to the basic kinetic skills of the skills to be developed.

-Progression in providing basic kinetic skills from easy to difficult and simple to complex.

-Taking into account the presentation of a model for each educational step in educational units or applied training.

-Taking into account the diversity in the exercises used

-Taking into account the use of TOP SPORT cards in the main part of the lesson (applied activity) in proportion to what the student learned in the lesson.

-Taking into account the provision of instructions, and information with the correct technical aspects for each educational and training step in order to avoid and mistakes.

-Considering safety factors when applying.

-Encourage self-reliance.

C-Content of the educational program:

After determining the goals of the program and in light of them, the researcher has analyzed top play the top sport cards

to reach the content of the program that was prepared in the light of:

A- Using top play cards and their content in developing the basic kinetic skills related to table tennis through the following points:

1-Taking into account the basic movements in table tennis, on which the Top Play cards were placed.

2-Taking into account the guidance of children from the first primary stage to the stage of simple non-adversarial play.

3-Taking into account the stages of the kinetic performance of the Top Play cards, which is a step- (S) space, where it refers to (the distance) and taking into account the diversity in enlarging and reducing the distance in which students apply kinetic performance.

- (T) TASK which refers to (task). It means the task or target to be reached from the application of kinetic performance.

- Equipment (E) which refers to (tools and devices) which means diversity in the use of devices and equipment during practical performance.

- Participants (P), which refers to (the participants) which intended to increase or decrease the number of students participating in the kinetic performance.

B- Using top sport cards in the practical part of teaching skills under study through the following:

1-Taking into account the main goals for which the Top Sport cards were set, which are the students' knowledge and their performance of team sports skills, which are (basketball - football - volley - hockey), where the researcher has chosen the goals and activities achieved in volleyball.

2-Taking into account providing activities in a fun way that is competitive.

3-Taking into account the kinetic performance stages of the top sport cards, which is a step- (S) space, where it refers to (the distance) taking into account the diversity in enlarging and reducing the distance in which students apply kinetic performance.

- TASK (T) which refers to (task). It means the task or target to be reached from the application of kinetic performance.

- Equipment (E) which it refers to (tools and devices). It means diversity in the use of devices and equipment during practical performance.

- Participants (P), which refers to (the participants) and intended to increase or decrease the number of students participating in the kinetic performance.

-The content of the educational program, which was represented in the Top Play-Top Sport cards, and the educational steps and practical exercises for teaching the skills in question, were collected.

D- Time distribution of the educational program:

Table (3) Time distribution of the educational program (under study)

	content	No.
١	Duration of the educational program	5 weeks
٢	Number of lessons per week	2 lessons
٣	The total number of lessons	10 lessons
٤	Lesson time total time of the program	120 min
٥	Duration of the educational program	1200 min

It is clear from Table (7) that the duration of the program implemented in this research amounted to (5) weeks at the rate of (2) lessons per week, and the lesson time was (120) minutes, and that was done after the completion of the school day from 4: 6 hours during on Sunday and Wednesday of each week, therefore, the total time of the program has become (1200) minutes, then the researcher has prepared a time distribution for the program after examining the books, scientific references and studies related to the topic of the research, so the researcher has set a time distribution to implement the parts of the lesson in order to achieve the goals of the educational program and a table (8) explains:

Table (4)

The time distribution of the method of implementing the parts of the educational lesson and the contents of each lesson

Lesson parts	content	percentage
Introductory part	General Initialization	Initialization of all parts of the body through a mini game - stations
	Special physical preparation	Using top play cards
Main part	Educational activity	Learning the specific kinetic part of the skill, by graduating in learning skill performance and correcting mistakes
	Practical activity	Using Top Sport cards as an application of the skills taught
Final part	Closing activity	Calming body parts through mini-games - relaxation exercises - saluting and leaving

Initialization (30 minutes):

Warming-up (general physical preparation) (15 minutes):It aims to create and stimulate blood circulation, and internal organs to bear the burden of kinetic action placed on them during the lesson, and includes a set of introductory games aimed at creating all the muscles of the body and vital systems.

Special physical preparation (15 minutes):

It contains a set of kinetic activities that are highly related to the part to be learned in the educational activity, which aims to develop the basic kinetic skills that help in learning the skill to be taught, and the researcher has selected the content of the TOP PLAY cards as they were specially designed to develop the basic kinetic skills that they serve as the base that serve what will be taught in the main part of skills.

Main part (75 minutes): Educational - Applied Activity

*The educational activity (45 minutes) is the basis on which the entire lesson is built, and through it a demonstration of the skill to be learned is presented, and the researcher in this part of the educational activity has taught the basic skills under research for intellectual school students, taking into account the clarification of the technical performance points of the skill and how its performance, with a set of educational steps and practical exercises in order to improve the performance of the skill.

Activity (30 minutes)

It is an application of the skills learned in the form of applied training or competitions, and the researcher in this part has used the content of TOP SPORT cards by observing the rules and basics on which these cards are based.

3-Closing (15) minutes: The final activity is the part that contains slow-timing calming exercises to regulate breathing or relaxation exercises, in this part using various activities to calm the body. After completing the preparation of the program, it was presented in its initial form to the experts specialized in racket games, curricula and teaching methods, attachment(1) to determine the appropriateness of the program's content to achieve the goals and the appropriateness of formulating the content. Attachment (10) where the content of the program was organized in the form of four educational units applied in 5 weeks through (10) lessons, and the lessons of the educational units were distributed as follows:

-An introductory lesson to introduce students to stand-by moves, feet movements, racket grips, and the feeling of ball, as an introduction to teach basic skills under discussion in table tennis.

-Two lessons for the transmission skill with the front face of the racket, two lessons for the skill of transmission with the back face of the racket , two lessons for the straight front stroke skill, two lessons for the straight back stroke skill, and two lessons to link the four skills together, where the researcher has

considered the use of educational activities for top sport cards in the linking lesson to become the educational program in its final form. Attachment (11).

Presentation and discussion of the results:

The first hypothesis states that there are statistically significant differences between the averages for the pre and post measurements of the experimental group in basic kinetic skills (transitional skills - non-transitional skills - treatment and handling skills) associated with table tennis skills in favor of the post measurements of students (who are able to learn) at the intellectual school in Assiut Governorate.

Table (5)

significance of differences between the pre and post measurement of the sample under discussion in tests of basic kinetic skills N = (20)

Variables	Measurement Unit	Pre measurement		Post measurement		Differences between the two averages	improvement percentage	value of t	
		arithmetic average	standard deviation	arithmetic average	standard deviation				
Kinetic skills	hopping	second	٦,٥٦	١,١٥	٢,٥٠	٠,٩٩	4.06	%٦١,٨٩	١٠,٤٥
	Stepping	No.	٢١,٣٠	٢,٠١	٣٠,٠٦٥	١,٣٠	9.35	%٣٠,٥٠	١٦,٣١
	Jumping	Cm	١٤٥,١١	١٣,١٣	١٦٢,٦٣	٧,٦٧	17.52	%١٠,٧٧	١٠,٨٥
	Balance	second	١,٧٦	١,٣٤	٠,٩٠	٠,٩٩	0.86	%٤٨,٨٦	٩,٤٢
	Bending and stretching	No.	١١,١٠	٢,٣٦	١٣,٢٠	٠,٩٦	2.10	%١٥,٩٠	٧,٧٨
	swinging	degree	٧,٦٠	١,٢٥	١١,٨٠	١,٢٢	4.20	%٣٥,٥٩	١٢,٧٤
	throwing	Cm	٣٠,٠٠	١,٧٦	٥,٩٧	١,٣٤	24.03	%٨٠,١٠	٨,٣٨
	Receiving	degree	٧,٦٢	١,٧٦	٢,٠٥	١,٣٥	5.57	%٣٧,٠٩	١١,٤٦
	Stroke	degree	٧,٤١	١,٣٩	١٢,٤٠	١,٠٠	4.99	%٤٠,٢٤	١٩,١١

(T) value at level of (0.05) = 1.729. It is clear from Table (5) that there are statistically significant differences between the pre and post measurements in all basic kinetic skills tests in favor of the post measurement, where the calculated values of (T) for the tests under study ranged between (7.78: 19.11) which is greater than the tabular value at the level of (0.05).

The researcher has attributed the reason for this improvement to the use of top play cards through the proposed educational program, which may have a positive impact through its kinetic data on providing students with kinetic and exploratory experiences, which gave them the opportunity to practice a set of basic kinetic skills that included the skills of (stepping, hopping, Jumping, bending and stretching, swinging, balance, throwing and receiving, and stroke), which contributed to the growth of students' abilities and gained them positive aspects of discovering movements by analyzing kinetic situations, and searching for new ways to reorganize positions, as well as the use of cards helped to

develop learning skills as this improvement because of the provision of a flexible environment represented by the various games that helped to respect the freedom of the student in thinking and expression, as well as providing the necessary opportunities to carry out various kinetic responses, because of the positive effects that they have in improving both the kinetic and physical development of students at this stage.

These results are consistent with the results of a study by “Ayman Abdo Mohamed Mohamed” (2015) (8), “Iman Sayed Ahmed, Hanan Mohamed Ahmed” (202) (7), “Muhammad Khidr, Jassem Nayef” (2002) (32), “Abdul Wahid Abu Al Fotouh Al Sayed” (2011) (20) whose results showed a significant difference between the pre and posttests of the experimental group in favor of the posttest in the basic kinetic skills. And thus the first hypothesis of the research was achieved

Second: Presentation and discussion of the second hypothesis: There are statistically significant differences between the averages for the pre and post measurements of the experimental group in the basic skills in table tennis (front transmission-back transmission-front straight stroke-back straight stroke) in favor of post measurements for fifth and sixth grade students (those who can learn) at the intellectual school in Assiut Governorate.

Table (6)

The significance of the differences between the pre measurement and post measurement of the sample under study in tests of basic skills in table tennis N = (20)

	Variables	Measurement unit	Pre measurement		Post measurement		Differences between the two averages	improvement percentage	value"T"	
			Arithmetic average	Standard deviation	Arithmetic average	Standard deviation				
1	transmission	front	No.	٤,٧٨	١,٢١	٩,٦٠	١,٢٧	٤,٨٢	%٥٠,٢٠	*٩,٩٨
2		back	No.	٤,٣٨	٠,٩٥	٩,٩٥	١,١٠	٥,٥٧	%٥٥,٩٧	*١٦,٥١
3	Straight stroke	front	No.	٥,٣٨	١,٠٠	٩,٣٥	١,٠٩	٣,٩٧	%٤٢,٤٥	*١٤,٩٧
4		back	No.	٥,٣٠	٠,٩٩	٩,٣٥	١,١٤	٤,٠٥	%٤٣,٣١	*١٣,٤١

Tabular value of (T) at (0.05) = 1.729

It is clear from Table (6) and the presence of statistically significant differences between the pre and post measurements of the experimental group in the skill tests for table tennis in favor of the post measurement, where the calculated values of (T) for the tests under discussion ranged between (13.41: 16.51) which is greater than the tabular value at the level of (0.05).The researcher has attributed this to the fact that the Top Sport cards have achieved a significant improvement in the skills that students learnt, which clearly reflected in the results of their performance. The nature of games using cards in the applied

activity combined between competition in performance, spirit of joy and pleasure that students interacted with, which helped to increase suspense and interest in learning the skills they teach.

In addition, games and activities of top play and top sport cards were distinguished by the diversity of the tools used in them, and this helped to bring about a kind of improvement in skill performance. Where "Muhammad Al-Hamami, Amin Al-Khouli" (2005) states (Mary Pulaski) that playing the activities used in cards also depends on the type of playing tools and on the child's imagination and the extent of his freedom to play, and therefore it is preferable to provide him with these tools and diversify them In order to satisfy the tendencies of play and to develop the talent of innovation, as the child learns about the shapes, colors and sizes and grows with a simulation to distinguish between the topics of the surrounding world, and develops many of his skills during exploration and collection games that he performs, as he knows a lot about his body and his capabilities and has directions about the concept of the physical activity, through playing and his experiences, so we must pay attention to children's play and provide them with all educational experiences to satisfy their different inclinations, motivations and needs and provide them with opportunities for the integrated development of their personality in accordance with their preparations and capabilities, as well as provide them with all appropriate directions in an appropriate time. (27 : 60-64)

The results of this study were in agreement with the findings of the study "Muhammad Khidr, Jassem Nayef" (2002) (32) Ayman Abdo Muhammad Muhammad (2015) (8), Khaled Abdul-Jaber Abdul-Hafiz (2015) (14). Mustafa Ahmed Abdel-Wahab Al-Sibai '(2015) (36), whose results showed a significant difference between the pre and posttests of the experimental group and in favor of the posttest.

Conclusions and recommendations

First: Conclusions

In light of the goal of the study, the scientific method used, its procedures, different fields of study, and within the scope of the study sample, statistical analysis and discussion of the study results, the researcher was able to reach the following **conclusions**:

1-The effect of the educational program supported by the Top Play cards on developing the basic kinetic skills related to table tennis for school intellectual students.

2-The effect of the educational program supported by the Top Sport cards on teaching table tennis skills for intellectual school students.

Second: Recommendations

In light of what the researcher has conducted from the study and its findings, the researcher provides the following **Recommendations**

1-Using the educational program supported by the Top Play Cards and the Top Sport in teaching balls games (group games:

2-Teachers should use top play-top sport cards for students in the first elementary stages because of their positive and effective impact on learning kinetic skills in the intellectual school.

3-The necessity of paying attention to the youth's practice of sports because of its great role in developing basic kinetic skills.

4-Conducting similar studies using top play-top sport cards in educational programs for other sports.

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