RESEARCH ARTICLE

The Role of Semi-Sport Games in Developing Physical and Motor Abilities in Children

Kaddour Azzeddine
Lecturer (A)
University of Biskra
Algeria
Email: azzeddine.kaddour@univ-biskra.dz

Tahir Yasmine
Doctor
University of Algiers 3
Algeria
Email: ahiryasminemimi@gmail.com

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Abstract

This study aimed to investigate the role of semi-sports games in developing physical and motor abilities in children, and the extent to which these games contribute to achieving good motor performance in children. The researchers used the descriptive method with a survey approach due to its suitability for the objectives and nature of the study. The study sample consisted of 20 elementary school teachers in the eastern Algiers province, who were randomly selected. The researchers concluded that semi-sports games have a positive role in developing the physical and motor abilities of children, and that they contribute to achieving good motor performance in children.

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1. Introduction

Childhood is a stage of physical activity and a clear increase in strength and energy is observed. The child cannot remain still without constant movement, and the movement becomes faster and stronger. The child can also control it better, and this is only possible thanks to play.

Play is undoubtedly the means by which the individual discovers diverse experiences in different situations and for different symptoms. Through play, the child interacts with objects as if they were beings with specific meanings. Therefore, the child reveals his or her orientation through play and tests it. It also helps him or her to approach the adult and increases his or her physical, motor, and linguistic boldness. It absorbs his or her excess energy and prepares him or her for new activity and alleviates his or her emotional intensity.

Since games that contribute to improving the various physical, psychological, educational, and social aspects of the child are not found in this stage, semi-sports games were found. These games are among the favorite games of children in the elementary stage. The child does not settle down whether in the classrooms or in the yards. He moves his hands and feet with pleasure, then runs and jumps with vitality and tries to exploit everything in his environment to satisfy his need for movement.

Physical and sports activity in educational institutions is also considered an educational system with goals that it seeks to improve overall human performance through selected physical activities as an educational medium characterized by important educational and educational characteristics. Physical education and sports work as a system to acquire and master motor skills and abilities and to care for physical fitness and better health and a more active life, in addition to exploring knowledge and developing various personal aspects of the student (Al-Khouli, 1996: 19).

From all this, the problem of our study comes to mind, which is represented by the following question:

Do semi-sports games have a role in developing the physical and motor abilities of children?

- Do semi-sports games have a role in improving the sensory aspect of the child?

- To what extent do semi-sports games contribute to achieving good physical and motor performance in the child?

2. Research hypotheses:

2.1 General hypothesis:

Semi-sports games have a positive role in developing the physical and motor abilities of children.

2.2 Partial hypothesis:

- Semi-sports games have a positive role in improving the sensory aspect of the child.

- Semi-sports games contribute to achieving good physical and motor performance in the child.

3. Research Objectives:

- To investigate the benefits of semi-sports games for childhood in all aspects, including sensory-motor, psychological, social, physical, health, moral, etc.

- To highlight the importance of semi-sports games in developing physical and motor abilities.

- To generalize the concept of play in its various types and the extent of its use as a way to achieve the objectives.

- To highlight the importance of scientific knowledge of semi-sports games and the physical and motor aspect.

- To emphasize the importance of semi-sports games in the child's life, especially in the elementary stage.

4. Importance of research:

- Developing basic motor abilities: Such as balance, coordination, agility, strength, and speed.

- Early physical preparation: It prepares children for future participation in organized sports by gaining a strong physical foundation.

- Improves overall health: Promotes a healthy heart, lungs, and muscles.

- Helps prevent obesity and chronic diseases in the future.

- Develop social and emotional skills: Such as cooperation, waiting, respecting your role, and accepting loss, boosts self-confidence.

- Mental and cognitive development: By using simple strategies in play, children learn to make decisions and think well, thus helping them achieve good academic achievement.

- Semi-sports games contribute to achieving the goals of educational curricula related to physical education.

- They are used as an educational method to link learning with movement (learning through play).

5. Terminology:

- Physical Education and Sports:

Physical education and sports can be viewed as an academic system and as a teaching profession. It is a set of methods and techniques that employ theories, principles, and rules to achieve a set of values, ideals, and experiences to achieve the goals of the system (Al-Khouli & Al-Shafei, 2000: 19-20).

Procedural definition of physical education and sports: It is a set of physical exercises that the individual (student) performs according to a pedagogical path to maintain the fitness of the body and body.

- Physical Education and Sports Lesson:

Procedural definition of a physical education and sports lesson: It is the basic form of the educational process of the school, and it is the unit of the curriculum, which carries all the qualities and characteristics of the school physical education and sports program. It occupies an important position in the educational field as it takes a specific time and period, and it has its own specific goals.

- Adolescence:

It means gradation, and its origin in the language is raheq Adolescence Language: and its verb

Rahq Close to puberty

Rahq ⟹ Approach something

Rahq Approached the dream (Al-Aazami, 2000: 75).

Etymologically: As a scientific term, it is the approach to physical, mental, psychological, and social maturity (Akram, 2000: 38-39).

Procedural definition of adolescence: It is the period between childhood and adulthood, which is characterized by many physiological, morphological, and psychological changes.

- Ability:

Ability Language: Strength on a matter and mastery of it, the ability to do a thing by virtue of natural or accidental means, the possibility of ability, the ability to do something (Al-Munjjid in Contemporary Arabic Language, 2001: 1130).

Etymologically: Vernon defines it as meaning the existence of a group of performances that are highly correlated and to some extent distinguished from other clusters of performances (Alawi, 1998: 28).

Procedural definition of ability: Ability is a scientific way of categorizing performance.

physical and motor abilities:

What Roy Attesold (1985) mentioned "is that the difference in synonyms for the same term is a linguistic richness. Physical abilities, for example, as a term have more than one synonym. This is in the German school itself, and these synonyms are (motor abilities, physiological abilities, physical qualities, motor qualities, physiological qualities, physical elements, motor elements, physiological elements, abilities and motor elements). Accordingly, Rory Attesold (1985) states that those synonyms mean both muscular strength, speed, endurance, agility, and flexibility as basic physical abilities. Muscular strength, for example, is a physical, motor, and physiological ability, quality, and element" (Bastawisi, 1999: 107).

The basic components of physical abilities are limited to:

- Speed: The functional motor components that enable the individual to perform motor performance in the shortest possible time.

- Endurance: Harah defines it as the ability to resist fatigue during continuous effort characterized by a high degree of muscle strength in some of its parts or components.

- Agility: It is the ability to master complex motor coordination and the ability to quickly learn and master motor skills.

- Cardiopulmonary Endurance: It is the individual's ability to continue performing at a relatively high speed and effectively without a decrease in efficiency. It is also the player's ability to resist fatigue for a relatively long period of time without a decrease in speed or performance level.

- Flexibility: It is one of the important qualities in motor performance as it plays a fundamental role in determining the athlete's level. It is the ability to move within a wide range of motion (Abdel Hamid & hassanin, 1997: 67-68).

Procedural definition of physical and motor abilities: It is the individual's efficiency in performing basic physical skills such as speed, endurance, agility, perseverance, and flexibility (Tahir & Si Mohamed, 2015: 36).

6. Previous and related studies:

6.1 Study: "The effectiveness of recreational games in developing basic motor skills in children with learning disabilities" by the researcher: Sami Mohammed Attia, 2017 The results of the study showed that the use of simple and purposeful games helped to improve motor coordination and the ability to concentrate in children with learning disabilities, and the study's recommendations include designing game programs that suit the needs of this group.

6.2 Study: "The impact of small games on the development of some physical and motor abilities in primary school children" by the researcher: Ahmed Hussein Abdulmajid, 2018, the results of the study showed that the use of semi-sports games (such as balance and throwing games) led to a clear improvement in the abilities of balance, agility, and neuromuscular coordination in children, and the study recommends integrating these games into daily school programs.

6.3 Study: "The impact of a motor games program in improving some basic motor skills for kindergarten children" by the researcher: Najlaa Ali Abdullah in 2020 The results of the study showed that semi-organized motor activities helped children develop running, jumping, and throwing skills with better accuracy and speed, and the recommendations of the study include the use of semi-sports games in early motor education.

6.4 study "The Effect of Structured Play on Motor Skills Development in Early Childhood"

Authors: Brown, S., & Jones, T. Published in: Early Childhood Research Quarterly. Year: 2019

Findings: Structured physical play significantly improved gross motor skills (balance, jumping, coordination) in children aged 5–7.

Recommendation: Integrate semi-sport games into daily kindergarten schedules.

7. Field Study:

7.1 Research Methodology:

The study of the problem and the confirmation or refutation of the hypothesis can only be achieved by following a scientific methodology or plan. In response to the nature of our research, we adopted the descriptive method with the survey approach, which allows us to identify the role of semi-sports games in developing children's physical and motor abilities.

7.2 Research Community:

To study any problem, we need to gather all the information related to the subject of the study. The group of elements related to the subject of the study is called the "statistical community". Our research community represents the physical education and sports teachers in the elementary stage affiliated with the Directorate of Education for the of Algiers East.

7.3 Research Sample and Its Selection Method:

The sample was chosen randomly to find the best results. It consisted of 20 physical education and sports teachers in the elementary stage affiliated with the Directorate of Education for the of Algiers East.

7.4 Research Tools:

The researchers relied on the questionnaire tool to collect the data and information necessary for the study.

7.4.1 Validity and reliability of the questionnaire:

- Cronbach's alpha coefficient: The test was applied to a sample of 08 physical education and sports teachers in primary education in order to find Cronbach's alpha coefficient as one of the most important measures of internal consistency, and the alpha value reached (a=0.805) where n=08, which is indicative of a high stability coefficient that reassures the stability of the test.

- Studying the reliability of the test: In calculating the reliability, we relied on the calculation of the subjective reliability of the test.

The subjective validity = square root of the stability coefficient, i.e. subjective validity = root of 0.805 = 0.897, so the subjective validity of the test is 0.897, which is a good validity coefficient, and we can rely on it in our research.

7.5 Research Areas:

Time and Space Domain: The field study was conducted at the elementary schools of the Directorate of Education for the of Algiers East during the period from 15 March 2018 to 15 April 2018.

7.6 Research variables:

Independent Variable: Semi-Sports Games.

Dependent Variables: the child's physical motor abilities.

7.7 Statistical Processing:

In this research, we relied on the following statistical procedures: percentage, Chi-square, Stability coefficients using (Cronbach alpha) method, Self-honesty.

8. Present, analyze and discuss the results of the study:

Question (01): What are the child's favorite games

Table (01): Shows the child's favorite games

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance

What are the child's favorite games	Intellectual games	01	05%	16.2	3.84	0.05	1	statistically significant
	Semi-sports games	19	95%					

Through the results obtained in the table, we notice that 95% of children tend and love semi-sports games, while we find that mental games are not favored by children and do not tend to them, and this is indicated by the results of the table, where the calculated k2 value reached 16.2, which is greater than the tabulated k2 value of 3.84 at the significance level of 0.05 and the degree of freedom01, so there are statistically significant differences in favor of the larger value.

Through the results of the table, we see that the favorite games of children are semi-sports games, where the child finds a lot of freedom and achieves the aspect of amusement and entertainment that he wants.

(Piaget, 1962) points out that preverbal children are characterized by clear motor activity and rely on learning through direct interaction with the environment. Therefore, toys that require physical movement and allow for social interaction are more appealing to them than those that rely on abstract mental focus.

Field studies support this trend, as a study (Abdelhamid, 2017) showed that the majority of children prefer kinesthetic games, as they provide immediate pleasure and energy release. Another study (Mohammed, 2020) indicated that children see mental games as a kind of "academic assignment" rather than entertainment, which reduces their appeal to them.

From this, we conclude that children are more inclined to play physical games than mental games, mainly because by nature, children love to play.

Question (02): Does play help in developing the physical and motor aspects

Table (02): Shows how play helps in developing the physical and motor aspects

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Does play help in developing the physical and motor aspects	yes	19	95%	16.2	3.84	0.05	1	statistically significant
	no	01	05%					

From the table, we note that 95% of the sample respondents answered "yes", while the number of respondents who answered "no" is estimated at 5%, as the calculated k2 value reached 16. 2, which is greater than the tabulated k2 value of 3.84 at the significance level of 0.05 and the degree of freedom01, so there are statistically significant differences in favor of the larger value.

From these results, it is clear to us that the practice of play in children contributes significantly to the development of some physical and motor qualities, and this is indicated by the results of the study.

A recent study (Pellegrini & Smith, 1998) showed that children who regularly participate in motor play activities have better motor skills, higher physical health, and better concentration rates in the classroom.

From this, we conclude that play in all its forms contributes greatly to the development of the physical-motor aspect.

Question (03): What aspect do semi-sports games affect the most

Table (03): Shows the aspects affected by semi-sports games								
Question	**Answer**	**Repetitions**	**Percentage**	**Calculated Chi-Squared**	**Tabulated Chi-Squared**	**Level of significance**	**df**	**statistical significance**
What aspect do semi-sports games affect the most	Physical and motor aspect	12	60 %	6.7	5.99	0.05	2	statistically significant
	Social and emotional aspect	05	25%					
	Cognitive aspect	03	15%					

We observe from the tables that a large percentage, estimated at : 60% believe that the physical-motor aspect is affected by semi-sports games, and a smaller percentage of 25% affected the social-emotional aspect, while the impact of semi-sports games on the cognitive aspect constitutes a small percentage, estimated at: 15%, where the calculated k2 value reached 6.7, which is greater than the tabulated k2 value of 5.99 at the significance level of 0.05 and degree of freedom02, so there are statistically significant differences in favor of the larger value.

A study (Al-Khatib, 2018) indicated that 83% of children who engage in regular motor play show clear progress in balance, physical strength, and reaction time, compared to their peers who engage in sedentary activities.

In addition, motor play not only has physical benefits, but is also linked to psychological and emotional aspects, as it helps children relieve stress and anxiety, increases their self-confidence, and promotes initiative and self-reliance.

Through the process of analyzing the results, we conclude that sports network games affect the physical-motor aspect more than the social-emotional and social-emotional aspects.

Question (04): Do semi-sports games develop physical and motor abilities in children

Table (04): Shows the extent to which semi-sports games can develop physical and motor abilities in children								
Question	**Answer**	**Repetitions**	**Percentage**	**Calculated Chi-Squared**	**Tabulated Chi-Squared**	**Level of significance**	**df**	**statistical significance**
Do semi-sports games develop physical and motor abilities in children	yes	19	95%	16.2	3.84	0.05	1	statistically significant
	no	01	05%					

Through the tables, we observe that an estimated 95% of the educators' responses believe that para-sports develops physical and motor abilities among children, while a small percentage, estimated at 0.05%, believe the opposite, as the calculated k2 value is 16.2, which is greater than the tabulated k2 value of 3.84 at the significance level: 05% of the trainers believe the opposite, as the calculated k2 value is 16.2, which is greater than the tabulated k2 value of 3.84 at the significance level of 0.05 and the degree of freedom01, so there are statistically significant differences in favor of the larger value.

From the results in the tables above, it is clear to see the importance of physical games in the development of children's physical abilities. This is through the practice of semi-sports games that allow the child to use his stored energies inside him, so he becomes a tireless and tireless player.

Gallahue & Ozmun (2006) emphasize that para-sport activities allow the development of "Fundamental Motor

Skills" such as balance, coordination, agility, and speed, which are the foundation for the development of complex motor skills later in a child's life.

In addition, semi-sporting games play an important role in the child's acquisition of certain physical and motor abilities and find an outlet for their stored energies.

Question (05): Does the child acquire new motor skills when practicing semi-sports games

Table (05): Shows the extent to which a child acquires motor skills when practicing a semi-sports game

Question	Answer	Repetitions	Percentage	Calculated Chi-Squared	Tabulated Chi-Squared	Level of significance	df	statistical significance
Does the child acquire new motor skills when practicing semi-sports games	yes	17	85%	9.8	3.84	0.05	1	statistically significant
	no	03	15%					

Throughout the studies, we notice that 85% of educators agree that children acquire motor qualities through practicing sports, while the other 15% thought otherwise, as the calculated k2 value amounted to 9. 8, which is greater than the tabulated k2 value of 3.84 at the significance level of 0.05 and degree of freedom01, so there are statistically significant differences in favor of the larger value.

In analyzing this study, it is clear that 85% of the sample clearly shows that semi-athletes have a strong influence on the acquisition of new motor traits, which is due to the the playable nature of the game, while the other group, which is less than 15%, believes that the child does not acquire new motor qualities, which is attributed to the child's ability to learn new motor skills, according to the study.

According to Gallahue & Cleland (2003), basic motor qualities are considered "learned skills" that are developed through repetitive, structured activities that emphasize variety in movements and patterns. Semi-sports games are ideal in this context, as they incorporate gross motor skills in a non-rigid play environment, making it easier for the child to acquire these qualities in a natural and gradual manner.

From this, we conclude that the child acquires new motor qualities and develops his motor abilities, and this is through sports games.

9. Conclusion

Based on the results of the questionnaire, it can be concluded that educators actively incorporate semi-sports games into their lessons. This is due to their awareness of the importance of these games in affecting children's physical and motor development, as well as their ability to relieve and release psychological stress and tension.

The research also confirms the significant importance of semi-sports games, as they have become one of the most important tools for educators to achieve a range of goals in physical education classes. This stems from the impact these games have on children in all aspects: social, emotional, cognitive, and especially physical and motor.

The study proves that semi-sports games have a positive role in improving children's behavior and developing basic motor skills that contribute to the rapid acquisition of advanced motor skills. This is achieved by enhancing the sensory process and working on acquiring physical abilities and motor qualities, which ultimately leads to improving motor performance.

By reaching the aforementioned results, we confirm the validity of the study's hypotheses, which state that:

- Semi-sports games play a role in developing the physical and motor aspects of children.
- Semi-sports games have a positive role in improving children's physical and motor abilities.
- Semi-sports games contribute to children achieving good motor performance.

Based on the findings of this study, the following recommendations are made:

– Teachers and parents should encourage children to participate in semi-sports games.
– Schools should provide opportunities for children to participate in semi-sports games during physical education classes and after-school programs.
– More research should be conducted to further explore the benefits of semi-sports games for children.

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