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Effectiveness of cognitive play in developing the self-confidence of the mentally handicapped who are able to learn during COVID-19 pandemic

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Abstract. The study aimed to identify the effectiveness of cognitive play in developing the self-confidence of the mentally handicapped who are able to learn, and verify the effectiveness of the program, and the study sample consisted of (20) children with intellectual disabilities who are able to learn who are in Intellectual Education. The study sample was divided into two groups. The experimental group (10) children, and the control group (10) children, of the mentally handicapped children who are able to learn, their ages ranged between (9-12), and their IQs ranged between (50-70), and the researcher used in the study the quasi-experimental approach. The researcher applied the following tools to the study sample: the Stanford Binet Scale (5th image), citation and preparation. The self-confidence scale, and the existing training program. On the cognitive play used in the current research, the researcher numbers, and the results of the study revealed. There are statistically significant differences between the average scores of children in the post-measurement on the scale of self-confidence. There are statistically significant differences between the mean scores of the control group and the experimental group on the self-confidence scale in the post-measurement in favor of the experimental group. Predicting the effectiveness of the training program based on cognitive play in developing self-confidence in mentally handicapped children who are able to learn during COVID-19 pandemic.

Keywords. cognitive play, developing, self-confidence, mentally handicapped

Introduction

The problem of disability is considered one of the most severe problems affecting society, and among the most of these disabilities is the severity of mental disability, as it has been known since ancient humiliation. And are unable to finish the work they perform, they do not wait for their roles in playing, and since play and its skills are an important and strategic means that help these groups to support their learning skills, interest in designing programs that rely on play of all kinds has begun to reduce some types of disturbed behavior.

Intellectual disability is a problem with multiple aspects and dimensions. Its dimensions are medical, health, social, educational, psychological, social and professional ones. These dimensions cannot be separated from each other because they are actually intertwined, which makes this problem a unique model in the formation, so it is necessary for cooperation between

the different agencies In these aspects of problem solving, that is, it includes multiple systems or devices to work on solving it. (Tayseer Mufleh Kawafa, and Omar Fawaz, 2010: 56).

Accordingly, the mentally handicapped feeling that others appreciate him leads to an increase in his self-esteem and an improvement in self-confidence, and on the contrary, when he feels a lack of appreciation of others, he feels failure and helplessness, which makes him lose confidence in himself and is reluctant to participate in any positive activity. (Eman Fouad Al-Kashef, 2005).

Self-confidence is one of the dimensions of self-esteem, as self-esteem contains many dimensions, including self-confidence, self-acceptance, positivity, ability to express opinions, satisfaction with self and life, and other dimensions. (Muhammad Abd al-Tawab Abu al-Nur, 2015)

Self-confidence is one of the best qualities that some people possess, as it develops in those who possess it a feeling that he is able to achieve what he wants, and express his opinion and positions frankly, and this prompts him to deal with others from relatives, friends and strangers based on a positive outlook that appreciates their humanity and recognizes their rights, Their opinions, ideas and traditions are respected no matter how different. This enhances social peace and cultural diversity in the community, and strengthens the likelihood that the majority of people will feel happy and satisfied with their lives. He who has confidence in himself must be proud of his independence, keen on his freedom, enjoy his life, and feel his duty towards the challenges of his time, and self-confidence is an acquired quality that is not born with a person, but rather is acquired by its owner through sound education, sound education, and different life experiences that train him to meditate and think And awareness.

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One of the most severe disabilities is mental disability, as it was known from the Greek and even the Islamic ages. They were more receptive to these individuals, and private schools were established for them to provide care, protection and training. Binet took care of the educational process for them and established the first test to measure intelligence. It is a social and psychological problem. Views differed on how to deal with it. (Nader Fahmy Al-Zyoud, 2011).

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Accordingly, the mentally disabled person's feeling of others' appreciation of him leads to an increase in his self-esteem and improvement in self-confidence, and on the contrary, when he is deprived of the esteem of others, he feels failure and helplessness, which makes him lose confidence in himself and is reluctant to participate in any positive activity. (Eman Fouad Al-Kashef, 2005: 35, 34)

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If we look at the cognitive skills of mentally handicapped children on which this study is based, we find that there is a difference in cognitive skills from other skills that children perform in terms of being not directly observable, but rather predicted or guessed based on the observed behavior shown by children. The child's ability to distinguish between old and small, for example, is not measured through direct observation of the concept, but rather through the child's response that indicates the development of this concept in him, and these cognitive responses or processes are: attention, remembering, perception, discrimination, classification, and finally, reasoning. The step before problem solving (Jamal Muhammad Al-Khatib, and Mona Subhi Al-Hadidi, 2014).

People with intellectual disabilities - who are able to learn - are considered an energy that can be used in the development of society if some of their skills are developed in appropriate and effective ways, which help them improve their capabilities, develop them, and know the nature of the dimensions of the surrounding environment, through which they exercise their role in life, which makes them affected They influence them, and then increase their self-confidence in understanding the changes and challenges surrounding them in this changing world (Ola Abdel-Baqi Ibrahim, 2009).

Believing that every person in society has the right to enjoy the rights of citizenship, the first of which is recognition as a citizen with rights and duties, the child - as a citizen with special needs - has the right to receive assistance from society and to think about new and modern methods that contribute to its integration and qualification for harmony and the proper development of aspects The social and moral personality, to interact with the society in which he lives, and be a force that benefits and does not harm, and contributes to building instead of being a burden on society, and those with special groups nowadays occupy advanced positions in sports and various activities, and society's view of them has changed for the positive outlook. Rather than negative.

On the other hand, if we look at play in general, we find that play is a human activity and an innate instinct that God Almighty created for man, as he carries it out and practices it throughout all stages of his life. Play is also a strategy of the most prominent teaching techniques that take into account the psychology of children, through which the child has a role In a positive way, and it becomes an active and active element within the educational process,

and since every normal child needs to play to learn, then children with special needs also need to play to reach a degree of learning, but in a special way that suits their abilities and capabilities, especially the mentally handicapped group. One of the groups that suffer most from weakness and deficiencies in mental processes, which affects their performance in all activities, and if the strategy of playing with them is used in a way that suits their psychological characteristics and needs, this will help to advance and advance their level, and develop their mental, cognitive, physical and skill abilities, because play is an activity Guided by the child, increasing his learning and helping him develop his abilities. If we help these children to learn through playing, we will achieve better results in terms of exploiting their abilities, along with you Knowledge will expand them and expand their knowledge horizons. (Janet Moyles, 2015).

Therefore, the current study is concerned with preparing a program using cognitive play to develop the self-confidence of mentally handicapped children who are able to learn during COVID-19 and this study was designed under the ethical approval number:014-42 from the Deanship of scientific research in Taif University.

Research problem:

The feeling of the study problem and its crystallization began through the researcher's direct observation - through working with the mentally handicapped group - that these children lacked one of the psychological concepts, which is self-confidence, as it represents the basis for the individual's sense of self, and the development of his ability to adapt to society, studies have shown that Self-confidence is weak among the mentally handicapped group, and this is due to the repeated failures and the many experiences of failure that the mentally handicapped child goes through, which makes him doubt himself and his ability, and he may hesitate to do the work that he used to do easily. Self-confidence is centered around the individual's direction towards his sufficiency. Psychological and social, and a sense of psychological and social sufficiency leads to the individual's feeling of psychological and social security in different life situations, which makes him able to fulfill his needs, face the requirements of life, solve his problems, and participate in work within society, including achieving his goals in achieving himself, which is what It is achieved when the individual's level of self-confidence is relatively high.

Through extrapolation of the theoretical heritage, and by reviewing previous studies, it became clear that there are many studies that are concerned with the mentally disabled who are able to learn in different variables, for example: the study of Mr. Ibrahim Al Samadouni and Abdullah Debis (1997), the study of Abdul Ghani Ahmed Okasha (1997) , Freeman (2000), Peetsma & Sjoerd (2001), Amira Taha Bakhsh (2002), McDonnell, et al. (2003), The study of Safinaz Ahmed Ibrahim (2004), Cozzel, et.al, Hardiman, etal., (2009), the study of Muhammad Ibrahim Yusef (2011), the study of Wael Tharwat Hassan al-Zaghal (2013). It also became clear that there are few studies concerned with studying the self-confidence of the mentally handicapped, including: the study of Noor Al-Ramadi 2007, the study of Aisha Jumah Al-Raisi 2009, and the study of Shaima Al-Sayed 2016), which makes it necessary to conduct more studies on this matter for the group of intellectually disabled who are able to learn.

It has also been shown that there are some studies that used games programs in general, and cognitive play in particular for the mentally disabled who are able to learn in different variables such as the study of Mindes, Gayle (1982), and the study of Rubin et al. (1983), and Malone, et al. (1990), and Odom, et al. (1991), and Alessandrei, et al. (1991), and the study of Alessandri, et al. (1992), the study of Amjad Abd al-Latif (2006), the study of Ala al-Din Ibrahim (2006), the study of Sabaa Bu Abdullah (2008), the study of Zakia Jaber (2009), and the study of Porter, et al (2009), the study of Ghada al-Sayed (2011), The study of Maryam

Khalifa (2012), the study of Ashley Klug (2013), the study of Labib Abu Khotwa (2013), the study of Hammoudi's return (2014), the study of Amr Shaaban (2014), the study of Rasha Ibrahim (2016), the study of Mazen Abdel Hadi (2018).

However, there are no studies in the Egyptian environment that dealt with the use of cognitive play in developing the self-confidence of the mentally handicapped who are able to learn, which is the subject of the current study, which gives special importance to the current study.

In light of the above, the study problem is determined in the following questions:

1-Are there statistically significant differences between the average scores of children in the post-measurement on the self-confidence scale after applying the program based on cognitive play?

2-Are there statistically significant differences between the mean scores of the control group and the experimental group on the measure of self-confidence in the post measurement in favor of the experimental group?

3-Can the continuing effectiveness of the training program based on cognitive play in developing self-confidence among mentally handicapped children who are able to learn be predicted?

Research importance:

The importance of the current research lies in two main aspects:

Theoretical importance:

1-The current research is a serious attempt to reveal the effectiveness of cognitive play in developing the self-confidence of the mentally handicapped who are able to learn.

2-The current research is considered one of the few Arab studies in this field. As far as the researcher knows.

3-The current research may contribute to providing Arab libraries and researchers with information on cognitive play.

Applied importance:

1- Preparing a program using cognitive play to develop the self-confidence of a very important group, which is the mentally handicapped children who are able to learn.

2-Preparing the self-confidence scale for children with intellectual disabilities who are able to learn.

Procedural concepts of study terms:

Definition of cognitive play program:

The researcher defines it procedurally as "a training program based on a mental and kinesthetic activity in which the mentally handicapped child learns new skills as he can explore what is around him and be able to solve problems and deal with some materials and raw materials, and employ their use in many activities, and this is the definition on which the researcher relied on studying."

Self Confidence

Schroger (1990) defined it as "an individual's perception of one's competence, skill, and ability to deal with different situations." (Adel Abdullah Muhammad, 1990: 2 و Amr Shaaban 2017) defines it procedurally that it is: "a characteristic of personality, which is the mentally handicapped child's orientation towards himself and others, his belief in his own abilities to

support his social position, his feeling of happiness and tranquility, as well as his ability to understand his potentials, skills, abilities, and use His experiences and competence effectively in facing life situations, which helps him to feel balance, psychological and social harmony, and self-satisfaction.

Educable Mentally Retarded

In the eleventh edition of the International Statistical Classification of Diseases and Problems Related to Health, the World Health Organization (WHO, ICD-11, 2013) defined the Disorder of Intellectual Development, Mild, which is the category of the mentally handicapped who are able to learn, and the IQ of this category ranges between (50-69) degrees, and the mental age of its members ranges to a maximum of (9-12) years, and this category is included under the term "feeble-mindedness"

Limitations of the study:

The results of the current research can be generalized in light of the following limitations:

Human limits:

This research was limited to a sample of (20) children with intellectual disabilities who are able to learn, their ages ranged between (9-12), and their IQs ranged between (50-70).

Temporal boundaries:

The research was conducted during the first semester of the academic year (2019-2020).

Spatial boundaries:

The research was limited to the mentally handicapped and able-to-learn children during COVID-19 pandemic

Theoretical framework:

The researcher deals with the theoretical framework through dividing it into three axes, the first axis: cognitive play, the second axis: self-confidence, the third axis: the educable mental handicapped, as follows:

The first axis: cognitive play: Cognitive Play

Play is a human activity and an innate instinct created by God Almighty for man, as he carries it out and practices it in all stages of his life, and play is one of the most prominent teaching techniques that take into account the psychology of children, through which the child becomes a positive role, and becomes an active and active element within the educational process. And since every natural child needs to play to learn, then children with special needs also need to play to reach some degree of learning, but in a special way that suits their abilities and capabilities, especially the mentally handicapped group, as this group is one of the most vulnerable and deficient groups in Mental processes, which affects their performance in all activities, and if the strategy of playing with them is used in a way that suits their psychological characteristics and needs, this will help to advance and improve their level, and develop their mental, cognitive, physical and skill abilities, because play is a directed activity that the child performs, increases his learning and helps him to develop His abilities, if these children learn through play, better results will be achieved in terms of utilizing their abilities, as well as providing them with knowledge and expanding their knowledge horizons.

Play is divided into two types:

1-Recreational play: either it is repetitive, such as playing with a ball, or imaginative, such as playing with dolls and professional tools, that creates an atmosphere of fun and relaxation.

2-Cognitive play: It achieves many goals in developing many skills, such as exploration skills, such as playing with sand and dough, and creativity, such as dealing with tools, acquiring new skills, and problem-solving skills such as maze activities, overcoming barriers, and searching for the missing thing.

In the current study, the researcher dealt with cognitive play in all its directions within the training program as an independent variable, with the aim of developing self-confidence as a dependent variable among the mentally handicapped who are able to learn, as meaningful play is an effective method for educating people with intellectual disabilities.

"It seems that play in the first stages of life takes place permanently for the child, as he is neither tired nor bored of playing, as he works to achieve the demands of growth in those stages to integrate their various manifestations: physical, mental, emotional, social, linguistic and sensory. Game to game and from one form to another form of play, and he moves from one place to another in search of new toys, and creates and discovers new activities in the surrounding world to play. Perhaps sometimes it does not occur to adults when he empties all his great energy in his play. We cannot overlook the great love of some games for children, and this is what adults must provide for them. Playing with sand, playing with water, balloons, toys and games that make sounds cannot go through a childhood without spending hours and hours of his life with it, and what it requires Education is to give enough time for our children to enjoy such games, and our concern for them must be directed towards providing them, and some claim that children are afraid of the results of playing with these games, but the child discovers himself and his abilities through them, and develops his ideas and several psychological and educational aspects. (Ali Faleh Al-Hindawi, 2003, pp. 11-12)

Therefore, there is a need for qualified trainers to complete the learning through play process, and there is also a need to point out that educational policy makers must clarify how children learn by playing to parents, with an explanation of how to reinforce children with play during learning (Janet Moyles, 2015, p31).

"And if cognitive play is dealt with by a mentally handicapped child, then we find that usually a child who suffers from intellectual disability loves to participate in various games, but the problem is to keep his interest in it as he usually prefers to withdraw to try something else, and sometimes the process of giving the child a job is successful. Important for him to perform (such as turning the pages of a book while the teacher reads the story) in attracting the child's attention for a while. It is also possible to give him a picture list of what he must do, but the problem remains in keeping the child in the task he is performing until he achieves some success in it. - And he will often succeed with him - is to develop educational and recreational activities that are compatible with the child's interests while providing them with an element of safety. "(Christine MacIntyre, 2004: 83-84).

Definition of cognitive play:

Zaida defined it as a mental competition with specific rules, using entertainment in education, using the computer or traditional play. (In Richard Van Eck, 2010, p153).

Hutt defined it as "learning new skills through playing that the child does not already know, and it is based on creativity, exploration and problem solving." (In Christine McIntyre: 2004, 121).

Piaget defined it as a process that transforms the incoming information to suit the needs of the individual, as play and simulation are an integral part of the process of mental and cognitive development and intelligence. (In Ali Faleh Al-Hindawi, 2003: 19).

Cognitive play levels:

Piaget (1962) added a view of play for young children by discussing cognitive play and its developmental nature. Piaget states that children pass through a series of stages of cognitive play, beginning with repetitive muscle movements (functional play), and gradually passing through the most complex play in all the games that are Preset grammar maker, Robin and Mayune (1975) use Piaget's cognitive play classes to encode play behaviors in preschool children's classes. (Paul F. Wilkinson, 2015, 101).

Smilansky (1968) also adapted Piaget's classes for cognitive play (1962) as well as Parton's classes for play and made a general playlist using cognitive play and social play divided into:

Cognitive play levels:

1-Functional play 2- Constructive play
 3-Dramatic Play 4- Games with rules

5-Social play levels:

1-Solitary Play 2 - Parallel Play
 3- Group Play (Stone Sandra J., 2013, 8-9)

The researcher was guided by this system in presenting the levels of cognitive play as follows:

1- Functional Play:

Functional play is sometimes called "the child's initial play". At the beginning of life, the child repeats simple actions, and finds pleasure in playing with his environment. The child enjoys the results of his actions such as: moving some things back and forth, hitting an object towards another object, playing and spraying water and so on from games, and this initial experience of playing revolves around the child's senses, so: it is also called the sensory-kinesthetic play, and like the child's functional senses in interacting with playing with his environment, the child finds functional pleasure, so functional play is not symbolic but a repeated act for the sake of pleasure, Functional play includes fine and large motor games, the child engages in various movement activities, such as jumping up and down, moving back and forth, and Piaget has called functional play by practicing play, because of the repetition of activities, and functional play is also delusional play where the child is associated with movement exercises with or without objects, Exploratory play is another term used to describe functional play. Play is used by the child to explore his environment and when he explores, he exercises play interactions with his environment through his sensory and kinetic actions in functional play. The child learns through his world, the child explores his physical abilities and its relationship to Ignore it. (Stone Sandra J., 2013, 15).

Among the manifestations of the child's interest in exploring what is around him of things is that he tries to move towards it, or he tries to touch or hold it, and many researchers have mentioned games suitable for children's age (starting from the third month of life) where children attract the hair of those who approach them from Adults touch their heads, and hit some of their toys hanging at the edge of the bed in order to make sounds familiar to them, or they attract one of these suspended toys trying to cut it, and the movement of raising and lowering the head may cause physical sensations that the child tries to perceive its nature, and it is expected that the period between starting to recognize the object The skill, and its mastery in all its aspects, is much longer for a child than for an adult, because the child is less familiar

with the characteristics of new things on him, and the extent of their impact on the new acquisition of the skill. (Muhammad Ibrahim Abdel Hamid, 2013: 5).

By means of all kinds of exploration and curiosity, playing exploration provides boys and girls with a truly immense wealth of important information. For example, they discover that pillows and sponges are soft and gentle when carried, can be cuddled and leaned on, and that the bathtub is solid, climbable and makes a fun and entertaining sound when He hits hard, that the tray is steep and can fall into it, that the cooked grains are soft and thin and he can trace or draw rivers of milk in them (he plays with food in the plate and draws grooves and knocks in the plate). And that the variety of kitchen utensils is hot and hot and can cause pain, and they also learn Through playing social lessons, and all of these discoveries are formed (made) through playing with people, with toys, or with ordinary household items. (Maya Pearce and Genev Landau, 1997: 60).

And the essential lesson that the child learns from functional (exploratory) play is that there are safe and happy limits to the practice of exploration, and then the child is allowed to reveal that he can trust his parents and rely on them to keep him safe and to show their acceptance of the achievements that he leads and leads to the research space and satisfies the permissible curiosity. He learns that although climbing bookshelves is forbidden, he can count on his parents to provide him with something equal in excitement and challenge that he can do instead. (Maya Pearce & Genev Landau, 1997: 60-61)

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1-Constructive Play

Constructive games are a group of games in which children use tools to do things not for a useful purpose but for the purpose of enjoying them. Synthetic games take many forms, including models of objects that are based on disassembly and assembly, building and cutting shapes with different models and methods, and designing expressive shapes For multiple materials in size and color. These games work to develop mental skills and develop aesthetic, artistic and creative taste through the amusing models that the child installs, which helps to develop his mechanisms of thinking and movement, and helps the child to move from education randomly and by chance to education with insight based on a regular mental organization, as well as the synthetic games. The child learns by exploring through individual or group games using tools such as: cubes, 3D toys, different dolls of different shapes, colors and sizes. (Hisham El Sawy, 2013: 234).

The compositional games help to distinguish and coordinate shapes, as it encourages speech and imagination, and alerts the instinct of curiosity. However, the fragmented picture board contains holes between (10-30 holes) for complex shapes and realistic pictures. It is suitable for children from the age of four until the age of seven. Children spend more time in composite materials that provide an opportunity to create and create. (Fadel Hanna, 2015: 112-113).

The child begins to play synthetic using mental processes in play, the child symbolically represents objects, ideas or processes, he must perceive and recall or retrieve previously stored information (memory) and the child must create or create in his memory and then create or build in the real reality, and in it also The child is associated with higher levels of thinking such

as "problem solving", assumptions, and the use of his memory, and physically, the child develops eye-hand synergy in synthetic play, in which the child also shares verbal ideas and describes the structure that he created or explains his artistic project. In synthetic play the child learns to observe And prediction and interpretation, and on the personal level, the child develops confidence in his ability to innovate or create, and he develops the sense of taste, and his ability to judge in the light of his perspective or his point of view. His creative work provides him with a sense of satisfaction for achievement and emotional satisfaction (Sandra J. Stone, 2013, 67-68).

Among the most famous synthetic games:

- Jaw and puzzle games: These are drawings on plastic or fragmented cartoons that the child assembles and assembles its parts.
- Demolition and construction games: Including empty building blocks, building blocks and pieces, wood cubes, and moving assembly games. (Hisham El-Sawy, 2013, p. 234).
- Problem-solving games: These are games that use correlative thinking to discover, define and represent a problem, and discover possible strategies to solve it. (David H. Jonassen, 2011, 30).

3- Dramatic Play:

The period between three and five years of age is the beginning of the acquisition of logical knowledge, such as: What are the links between all these matters? And all those kids? They practice acting, the many ways in which humans pretend that some things are all tools for personal reflection and communication which are speech, drama, acting and writing. Jones Elizabeth & Renatta M. Cooper, 2016, 4).

This type of play is known as symbolic, or fantasy, play, as well as imitation games. The child begins the process of acting in the period between the age of two and three years, and at this stage his experiences with the world around him have grown to the extent that he can reach new ways of playing and he begins the process of simulation, however, representational games at that stage tend to be individual because the child does not He has the necessary communication skills to share his experiences with others, which may differ greatly from the experiences of any other child, so the child may prefer to play alone as he invents for himself stories about his doll, her family, and the house in which she lives. (Christine McIntyre, 2004: 44).

This type of play is evident in the child's impersonation of adult personalities, imitating their behavior. These games depend on the child's broad imagination and his creative ability, as they are called "creative games". In response to strong emotional impressions in which the child is affected by a model of life in the surrounding environment (Ali Faleh Al-Hindawi, 2003: 82-83(

We note that at a time when children are interested in and feel comfortable with the game of taking care of the house, the interest of older children has changed to anecdotal situations, which enrich them with parallel experiences, and create a suitable environment for acting play in the classroom that facilitates the child's learning process (such as: ice cream shop, bridal shows It also makes children better able to understand different rules related to various topics. (Hillel Goelman & Ellenk, 2015, 104).

The child learns from this type of play that the behavior of others and their help must be taken into account, and to behave a certain behavior if the rest of the children have to behave according to what is planned for them, and the child interacts and competes by participating in the different roles, so he experiences cruelty, stiffness and pain in He plays it, and if he deviates from the role he is assigned to, then he will be punished for his violation of that, by not involving him in the coming times in the game.

Examples of pretend play:

Role-Playing: Like pretending to be a parent, child, shark, superhero, or monster.

Simulation games (Make-Believe Transformation): such as pretending to drive a car (arm movements), or giving an injection with a pencil (using things), taking into account that using a miniature version of real things (toy cars, iron toys) is not counted as part of the simulation unless it is. There is evidence of role play, or simulation. (9 2013, Sandra J. Stone,

Abd al-Fattah Ghazal (2008) believes that role play is a common form of play in early childhood, in which the child deals through the game or explicit behavior with materials and situations, and it has more characteristics than what it describes in reality, and through this behavior the child performs the role that is consistent with And his motives, needs and creative tendencies, as the child sees others through his observation of himself, and gets to know their attitudes towards his characteristics and qualities, and in this method the child learns new ways of doing business by experimenting with new behavioral methods, which broaden his personality horizons, and relax in the imagination beyond the boundaries of the surrounding reality. (Abdel Fattah Ghazal and Rehab Siddiq, 2008: 110).

Longitudinal studies have proven the importance of representational play in developing children's language skills in the long run, but it is necessary for children to have the necessary cognitive conditions to form their linguistic structure, otherwise they will not be able to benefit from this cognitive level (representational play). (Dorothy G. Singer, 2016, P234).

4- Games with rules:

They are games in which recognition, acceptance, and conformity with the previously published and established rules, such as games: marbles, meditation, kicking the ball, and so on, are games in which the rules are determined in advance and accepted by the child. (Sandra J. Stone, 2013, 9)

In this type of games, the child begins to know the rules of the game related to the various aspects of development since its inception. In the game of "hide-and-seek," for example, the child learns the concept of role-play, and the loudness of laughter during play and the process of role-playing helps to lay the foundations for the concept of role-swapping in the game. Some of the rules are difficult for the child to understand. For example, the child may think that others do not see him when he closes his eyes in the game of "fainting", or one of the children may disappear in the same place they found her moments ago. (Christine McIntyre, 2004, 48)

The importance of play for the mentally disabled:

If play is a natural, automatic activity that no one has involved in his education, and it expresses an innate tendency in the individual through which the child discovers himself and his abilities, and since the mentally handicapped child is like his normal companion, the difference between them is a difference in degree and not in type, and so the mentally handicapped child yesterday The need to give him freedom to practice playing under the care of adults who care for him and not pressure or control the innate tendency that gave birth to a normal child and a disabled child is equipped with it, and finally: it must be emphasized that all the benefits and importance of play apply to children with mental disabilities, and any difference in the nature Play between them and normal children is in the amount of time available and the amount of support available, and not in limiting freedom of choice. (Sumaya Taha Jamil, 2013, 51-52).

From the above, we find that play represents educational and psychological roles in a child's life, and provides many educational functions, and is of great importance for children's lives and the formation of their personalities, and the importance of play can be summarized as follows:

1- Educational importance:

Play is a major form that shows the child's activity, and in which thinking, perception and imagination grow, and develops his linguistic abilities, and it is a way to express his emotions, develop willpower and decision-making ability, and direct him towards moral situations to a large extent, and play is an educational tool that helps:

A- Creating the individual's interaction with the various elements of the environment in order to develop the child's personality.

B- Bringing concepts closer to children, realizing the meanings of things, and adapting to the realities of life.

C- Individualizing education to face individual differences, and taking into account children's capacities in education.

D - learning by discovery, and the child's access to results through what he does on his own. (Ali Faleh Al-Hindawi, 2003: 23-24)

Psychological significance:

A- Play satisfies the child's motives and psychological needs: such as freedom and order, security, leadership and meeting.

B- It helps to prepare the child's psyche and learning and the growth of learning tools (language), as well as attract the child's attention and desire for education.

C- It provides the opportunity for the child to express his needs, preferences, and desires that are expressed sufficiently in his realistic psychological life.

D- It gives the child the opportunity to live in play, and keeps up with his experiences, as if he is observing himself and following it in its growth and change. (Abdel Fattah Saber and Naima Muhammad Badr, 2000, 44).

3-The importance of play for mental and cognitive development:

While it was once believed that the first three years of a child's life could be relatively devoid of value for learning, the search for cognitive processes and the child's brain development arising from a wealth of information revealed a wealth of information, for example it was found that flows in a child's brain correspond to the stages of cognitive development. Which Piaget defined, and then language and representational thinking begins, and here cognitive development begins, the ability to pay attention and early ability to discover also increases, and children's attention to things and people increases through play, as it enables children to increase the innovation in their environment through their own practices. (Jamal Atia Fayed, 2014, 16). If we review the theory of "Brunner: in cognitive development, we find that it gave cognitive play space and importance in the individual's cognitive development in the stages of his development," and "Brunner" dealt with play and its importance from his point of view as follows:

Play reflects the individual's ability to be aware of himself, his thinking style and its achievements. It may work as a meta-cognition process, and it also helps the individual to think in a greater number of methods and hypotheses to solve problems, which leads to improving his performance in solving problems. In short, the importance of Play the following:

1. Creating more hypotheses to solve problems.
2. Reject wrong solutions faster.
3. Children in play reflect less frustration when they do not reach solutions because they consider it as feedback, meaning that it gives them an evaluation idea of their achievement, and they do not link this to self-esteem as it happens at work. (Magdy Ahmed Mohamed, 2011, p. 279).

From the above, the researcher found that there is agreement between "Piaget" and "Brunner" theory of cognitive development on the importance of play in the individual's cognitive development, although "Piaget" focused on exploration and attention while Brunner focused on solving problems, but the two scholars mentioned and explained the importance of play, and if they differed in the angle of dealing with this importance, and we see what play is a means of communication between adults and children to organize their experiences, build knowledge and define the context for the cognitive development of children. However, Brunner explained that there are some conditions that improve play and its results and then cognitive development, and summarizes them in:

1. Play between two children is more productive than when playing alone or collectively, due to the cognitive interaction that occurs directly between the two children.
2. The quality of materials and playing tools may improve the results, as it works to clarify the means and ends, and adjust the features and characteristics of the materials.
3. Playing in the presence of adults may be better because of the encouragement they provide.
4. Playing more may lead to higher mental activities.
5. Social and emotional significance:

A- Play is a psychosocial situation and an internal activity that the child undertakes to achieve a specific goal.

B - Through play, children improve their social competencies, and the success of children in school depends to a large extent on their ability to interact positively with their peers and with adults. (Hisham El-Sawy, 2013, p. 227)

Hence, we find that play is a fertile field for expanding the child's social circle of knowledge, providing him with experiences that qualify him to deal with others, and teaching him the controls that regulate relationships with others, as it contributes positively to the child's social development, and play is an activity that has its own attraction for mentally handicapped children. From a feeling of participation and activism, competition, encouragement, satisfaction and happiness, and then it can be an excellent mediator to teach them many concepts, information, habits, and socially desired behavior patterns in an enjoyable and self-friendly atmosphere, in addition to that it helps them in their sense of self-esteem and self-confidence, which leads to improvement of their mental health. (Abdulmutallab Al-Quraiti, 2012: 121).

Theories explaining play and its employment:

There are many theories that explain play in children, and psychologists have differed in the interpretation of play as a human phenomenon that came into contact with man, until it became part of his social life, and it is worth noting an important fact, which is that many of the old educators have been interested in playing. That Plato was the first to acknowledge that play has scientific value, and Aristotle also emphasized encouraging children to play. It can also be said that the ancients knew games from a long time ago, as ancient Egypt knew children's play, just as Islam emphasized the importance of playing to build the integral human being, and called for the practice of many types of play, which are those that are consistent with the Sharia and the interest of the child and do not involve harm to the other two. The religion of reality and life, treats people as human beings with their human nature, as I pay attention to everything that human nature requires of pleasure, joy and caress, provided that these matters are within the limits of Sharia and within the scope of literature. Some recent theories in psychology that dealt with play and its related activities in children will be presented to explain play:

a. **Psychoanalytic theory:**

This theory emerged from the work of Freud and his followers and the concepts used in describing the emotional and social development of the child. This theory believes that children's games help relieve the children suffering from anxiety and psychological tension, in addition to helping them solve their problems, and children express their feelings and desires through Play and play are a tool of communication between the child and those around him. For Freud, play performs a psychological function in which it contributes to relieving tension and emotions resulting from the inability to achieve aspirations and desires in reality. In pleasure, he avoids pain without violating the laws of adults, and without fear of any objection from them. (Sumaya Taha Jamil, 2013: 63)

Here are some observations about the psychological interpretation of play from a psychotherapy point of view:

1. Play is a pleasant and enjoyable activity for the individual. It is a necessary need that must be satisfied.
2. Play is a way out and a remedy for frustrated situations in life. This appears, for example, in the case of a child who prefers to play outside the home, where he can play with his friends while compensating for what he lacks in terms of affection, attention, and the possibility of appearing inside the house.
3. Play is a compensatory defensive activity
4. Excessive delusional play indicates failure to conform to real life.
5. Play can be viewed as a charade whose purpose is to relieve the anxiety caused by

Cognitive theory:

Cognitive theorists focused on the mental processes of the child, as they discussed the cognitive and mental ways in which children see the world, how they develop thinking, logic, and the ability to solve problems. One of the cognitive perspectives is the "cognitive developmental theory", presented by the Swiss scientist "Jean Piaget" ". (Spencer A. Rathus, 2011, p16).

Piaget spent a large period of his life observing the ways in which children of different ages think, and how they approach and solve problems. Piaget noticed young children as well as infants as they interacted with different types of problems, and was interested not only in their ability to solve Solving these problems correctly, but he was also interested in the reasons that led them to the response that they made. According to Piaget's theory, the child's thinking changes in many different ways as he advances in chronological age, and suggested a sequence of cognitive stages, and each stage allows the child to solve used problems Various mental processes. (Adel Al-Ashwal, 2008, p. 87).

Piaget also dealt with philosophical topics from an empirical point of view, and he sought to form epistemology as a science separate from philosophy but related to the entirety of the human sciences. He was the man who devoted to the thought of the child and adolescents many pages of accurate observations about the growth and formation of knowledge in the mind of man, and thus we can consider it without Conflict is the largest contemporary psychologist interested in cognitive development, and he believes that his psychological research is a partial outcome of his general production through which he tried to establish semi-fixed laws of mental and cognitive development in man in general, and Piaget's theory is considered as a theory of knowledge. Piaget first posed the issue as presented by Aristotle and Descartes And it was, since knowledge is the result of the work of an individual as if he is part of the world and has a history and longitudinal and accidental development so Piaget believed that he could see this individual in action. (Maurice Charbel, 1986, p.19).

One of the scholars of the school of cognitive psychology "Jean Piaget" Piaget has been interested in observing play in children of different ages, describing the interaction that takes place during play between the child and his environment, and determining that interaction is important and essential in the development process. Piaget believes that the process of representation and adaptation are necessary for the development of the child, And mental development is due to the continuous exchange and activity between the two processes of representation and adaptation, and the process of representation refers to the activity that the child performs to transform what he receives from things or information of his own and that form part of himself, and the process of adaptation is the activity that the child performs to adapt or conform The external world that surrounds him, and the organism is in a state of intelligent compatibility when the process of representation and compatibility is balanced. (Sumaya Taha Jamil, 2013, p.63).

Piaget used the term Schema, which is an intellectual construct about organizing events perceived by the individual based on their common characteristics. Through the process of cognitive development, the scheme develops in the child from a simple situation to a complex one gradually, and this is what Piaget aimed to in the transition of children in their cognitive development from Simple schemes to complex schemes to face the increasing complexity in the conditions of the environment in which he lives, and as the individual passes through more complex experiences, he becomes smarter, and accordingly intelligence includes: biological adaptation, balance between the individual and his surroundings and the mental activity that a person exerts to break into the complex and thus intelligence grows gradually with the stages next:

- a. The kinesthetic thinking stage 2- The pre-operative stage
- b. The stage of macroscopic operations (Syed Mahmoud Al-Tawab, 1998, pp. 198-199).
- c. Behavioral theory:

The behaviorists interpret play in light of their statements about reinforcement and learning by observation, generalization and repetition, and the behavioral theory represents one of the learning theories, which defined learning as a change in behavior that comes as a result of repetitive associations between stimuli and responses in the environment, and Skinner believes that playing educational behaviors that the child can acquire thanks to what His response to the play activity results from reinforcements that make him feel satisfied and pleased, so he works to repeat this procedural behavior and acquires it as desirable educational goals, and given that play is educational experiences present in the external environment in which the child lives, the play activity represents one of the educational data or stimuli in the desired environment. Of children, which causes them to respond to it automatically or voluntarily, and if these automatic or voluntary responses are followed by reinforcers, the child feels satisfied and pleased, and accepts the play activity that was reinforced on him. (Sumaya Taha Jamil, 2013, p.63)

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The following is a summary of the views of psychologists and their perception of play in children:

- a. Playing is to play, not to succeed. (Piaget)
- b. Play is an addition to existing information. (Piaget)
- c. Playing is considered a hardship for the child and an effort. (John Dewey)
- d. Play inculcates different behaviors in children. (Brunner)
- e. Play is a bridge for growth.
- f. Play is a way to move from self-centered thinking to developing courteous thinking. (Piaget)
- g. Play fulfills the child's desires and increases his experiences.
- h. Play reflects real events in a child's life.
- i. Play is an internal drive. (Moore, Anderson.)
- j. Play is useful even if he does not achieve any goal.
- k. Through play challenges the child may
- l. Play is a distortion of the child's abilities and does not indicate the child's actual abilities and understanding because it depends on previous experiences (Piaget), and many psychologists have criticized it for this definition.
- m. Play submits the child to laws and makes him ready for mental, physical or linguistic activity and effort. (Bronner, Vygotskse).
- n. Play and a set of ideas and beliefs consistent with each other. (Sawsan Al-Tarkit, 2003, pp. 72-73).

From the above it becomes clear to us the importance of play in general and cognitive play in particular by presenting some theories explaining play, in that it is able to create cognitive growth and social development for children in general and the disabled in particular. The previous theories can be used as follows:

Cognitive behavioral therapy

Cognitive-behavioral therapy is an approach to human problems that can be viewed from several interrelated perspectives: philosophical, methodological theory and approach evaluation, and from a philosophical point of view, we find that cognitive-behavioral therapy

is linked in one way or another to behaviorism, which is generally the philosophy of science and the philosophy of mind, which is the method or entrance to understanding Problems traditionally associated with psychology. (William T.O'Donohue2008, p1).

In view of the theoretical and practical importance in the study, the researcher reviewed, in a quick historical overview, cognitive-behavioral therapy, and some of the founding scholars for it, and one of the famous cognitive models as follows:

Aaron Beck and Albert Ellis established CBT, although each worked independently of the other, Beck trained in Freudian psychoanalysis and felt dissatisfied with the lack of empirical support for Freud's ideas. "Beck" through his work with depressed individuals that they have announced a wide range of negative thoughts, which appear to them spontaneously, and "Beck" has called them automatic thoughts. (Hoffman SG, 2012, pp. 13:14).

And mechanical ideas is the term that "Beck" gave to mental thoughts and images that appear involuntarily during the flow of personal consciousness. There are several similar terms that are synonymous with them, such as:

Internalized statements, Self Statement, Things you tell yourself, and Self Talk. (Bernie Corwin, 2008, pp. 30:31).

Cognitive Behavioral Play Therapy

It is defined as a dynamic relationship between the child and the therapist trained in play therapy procedures, who provides selected materials and tools for playing, and facilitates a safe relationship for the child so that he can freely express himself (his feelings, experiences, and behavior), through play, which is the natural medium of communication for For the child to achieve growth to its limits. (Nabila Al-Shorbaji, 2012, p.150).

Play and play tools are stimuli that make the child speak or represent his experiences and struggles in a dramatic way, which provides an opportunity to express and emotionally vent the tensions that arise from conflict and frustration. When the child is given play tools, he begins to express his problems that he may not be able to express verbally or at the emotional level. The therapist may resort to asking some questions to the child while he is playing, and he may encourage him to repeat a situation or situations that affect his emotional problems, so the child expresses his emotions and empties them, and he can find solutions to his conflicts, and reach a solution to his problem, and he notes that the therapist can explain The child plays in a way that explains the association of meanings of an adult. (Hamed Zahran B, 2005, p. 322).

Play is used in therapy by play therapists and children as a means to help them reach a solution to their emotional and behavioral problems. Therapy with play and intervention based on play is a kind of therapeutic school for thinking, and the use of toys to treat children dates back to 1930 by the scientists Hag Helmuth, Anna Freud, and Melanie Klein, Many therapies for children were used, such as: client-centered play therapy, sand play therapy, and finally, cognitive-behavioral therapy with play. (Drewes Athena A., 2014, 4).

1. You must take into account some considerations to get the most out of play:
2. Make the gameplay more attractive.
3. Shaping play in a way that makes children less sense of threat.
4. Creating materials that suit the child's conditions well. (Salwa Muhammad Abdel-Baqi, 2010: 243).

Also, the use of toys in therapy makes the session enjoyable and entertaining, whether for the child or for the therapist himself, knowing that the child knows very well that playing in this case - especially in treatment - is not only for fun and entertainment, but what makes the topic amusing and enjoyable is the therapeutic environment itself, This environment reduces the

child's resistance to a therapeutic relationship, and provides the experience the child often misses in his life (Dee C. Ray, 2011, p14).

Use of toys in diagnosis:

The child's behavior can be studied by observing him while playing in order to diagnose his problems, and it is also important to observe the child's behavior while playing outside the playroom and outside the sessions while the child returns to his home and his family, and it is noticed that the troubled child behaves in his play a behavior that differs from the normal psychologically correct child. Symbolically, while playing, he expresses his experiences in the real world, and the psychologically troubled child expresses his problems, struggles, unsatisfied needs, and his charged emotions while playing while he falls all of that on dolls and toys, and this is easy to diagnose. (Hamed Zahran, 2005, 383)

The second axis: Self-Confidence

One of the most important conditions that must be met in a person is self-confidence, as it is what leads to success. However, there are very few people who have good self-confidence. This is evident in studies conducted on the development of self-confidence, including the study of Ellis (ellis) on children in the elementary stage to develop self-confidence by modifying irrational beliefs and reducing negative thoughts about oneself and others (ellis, 2003: 225).

And the study of Ellen

On 24 children in the sixth grade, whose results have proven the possibility of developing the level of self-confidence through the development of self-efficacy. (ellen, 2006: 7-16).

Blomgram also provided an intensive program to develop self-confidence in two groups of children, ages 15 to 13, one male and the other female, by developing language abilities and some social and professional skills. (blomgram, 2006: 140).

Marden says: The problem for most of us is that our self-confidence is not as high as it should be, and we do not realize our capabilities, so when a person loses confidence in himself, he will try to find another person to take care of him and provide him with this lost confidence, like a child's relationship with his mother. Then man will become dependent on others. (Fahd Mutlaq Al-Abry, 2008: 44-45).

Definition of self-confidence: Self-confidence

Gilfour defined self-confidence as "a general factor that represents the individual's orientation towards himself and his social environment, and is related to the individual's tendency to embark on the environment, or to retreat from it." He summarized the manifestations of self-confidence in a sense of sufficiency, a sense of acceptance of others, self-belief, and social equilibrium. He also summarized the manifestations of inferiority to self-centeredness, feeling dissatisfied with personal situations and characteristics, feeling needs such as crying. (Al-Adel Muhammad Abu Allam, 1978: 51-52).

Schroger (1990) defined it as "an individual's perception of one's competence, skill, and ability to deal with different situations." (Adel Abdullah Muhammad, 1990: 2).

(Adel Abdullah Muhammad, 1997) defines self-confidence as the individual's perception of his competence, his skill and his ability to deal effectively with different situations, which require that he live in safety and feel reassured, but when he feels fear, or loses his sense of security, a number of Manifestations include the weakness of the independent spirit, indecision, slurred speech in the presence of others, slurred speech, and rattling, especially in children,

shyness and inability to think about the future, accusation of circumstances when failure, fear of criticizing others, in addition to daydreaming, and pretending of good manners.

(Saud Shaish Al-Anzi, 2003: 384) stated that Guilford considered that self-confidence is an important factor that represents the individual's orientation towards himself and his social environment, and that it is related to the individual's tendency to embark on the environment or to retreat from it.

(Hani Ibrahim Al-Sulaiman, 2005: 12) believes that self-confidence is a person's self-esteem, self-esteem and capabilities according to the circumstance in which he is in without excessive wonder, arrogance or stubbornness, and without neglect of unheard humiliation or submission, and self-confidence is important for every person. Whatever it was, hardly a person can dispense with the need for a measure of confidence in any matter.

Asma al-Najjar defines it as "the person's best self-esteem, self-esteem, and abilities, according to the circumstance in which he is (time and place), and it is important for every person no matter what." (Asma Muhammad al-Najjar, 2008: 117).

Accordingly, the researcher defined self-confidence as "a characteristic feature of personality, represented in the mentally handicapped child orientation towards himself and others, his belief in his own abilities to support his social standing, his sense of happiness and tranquility, as well as his ability to understand his potential, skills, and abilities. And using his expertise and competence effectively in facing life situations, which helps him to feel balance, psychological and social harmony, and self-satisfaction.

The importance of self-confidence:

(Yusef Asad Mikhael) believes that the importance of self-confidence is reflected in the following points:

- A- Continued acquisition of experience.
- B- Achieving psychological compatibility.
- C- Love of others.
- D- Success at work.
- E- Facing difficulties and problems. (In: Salama Anseer Dehum, 2006: 22-26)

Causes of low self-confidence:

- a. Parents' negativity in dealing with their children, and indifference to them, which makes the individual closer to the possibilities of failure than to success.
- b. The multiplicity of frustrating situations to which the individual is exposed, as well as his exposure to failure and repeated criticism, while avoiding encouragement and motivation.
2. - 3Exposure to sexual abuse in childhood, or severe physical abuse, which causes the individual to lose confidence in himself and others around him.
 - a. The individual feels inferior to his family.
 - b. Negative thoughts dominate the individual, and tight control over him.
 - c. Difference and disability, as it causes its owner to follow one of two ways, either he is like other healthy people, and indirectly compensates for this handicap, so he invests his creativity, or he is unusual, and in this case he will take a path of two, either withdrawal by introversion Isolation and low self-confidence, or through hostility and ferocity as a direct compensation for his disability. (Sumaya Mustafa Rajab, 2009: 23-24)

Developing self-confidence:

Emmons and Thomas & Thomas (2007) indicated that self-confidence can be developed by following a set of important elements such as listening to others, courage, taking action, designing and carrying out a plan, taking responsibility, and developing intellectual skills.

The researcher concludes that self-confidence is required, it is not unreasonable to wait for people to appreciate you, and you basically do not appreciate yourself, and underestimate it, and poor self-confidence leads to a feeling of anxiety, and the required social lack of adaptation, and in return, self-confidence helps to achieve This adjustment in your relationship with the environment around you, whether in the family, work, or friends, and there are negative characteristics that hinder this social adaptation, such as: the tendency to fluctuate, controversy, anger, and the insistence on sticking to the opinion and irony in the conversation..

Phrases that help the teacher develop the child's self-confidence:

The use of strong words that stimulate a sense of movement is what the teacher should when building a child's self-confidence, and among these words that the teacher helps the child to build his self-confidence:

- a. I like the way you dealt.
- b. I appreciate what you did.
- c. You are an important part of the team.
- d. You really are showing improvement.
- e. Trust you will find a good way to do this next time.
- f. Convert your negative feelings due to your loss into something positive because you are able to succeed.
- g. Wonderful, I thought about the correct solution to this problem.
- h. I have confidence in your capabilities.
- i. It is natural to make mistakes, we all make mistakes, and we must learn from your mistake.
- j. You should be proud of yourself when accomplishing such work. (Judy H. Wright, 2014: 39)

From the above, the researcher concluded that improving self-confidence is what protects the disabled person from his aggressive behavior, when the mentally disabled person trusts himself, he becomes more able to gain life experiences and learn skills, as intelligence alone is not sufficient in this case if it does not coincide with self-confidence. The mentally handicapped person has a limited degree of intelligence and limited skills, so if we use this amount of intelligence and limited skills in a way that suits the mentally handicapped and eliminates his feeling of helplessness and shortcomings, we can reach him with a high degree of success and self-confidence. A person who believes in his ability to perform can succeed, while a person's sense of inadequacy in performing the work leads to failure, and then he cannot make the effort required to complete the work, and even if he exerts a greater effort, his effort will be distracted and missed. To get a shot. We can also develop the ability to innovate in the mentally handicapped after feeling self-confident, innovation at work is closely related to self-confidence, and in order for a successful innovative person to have emotional balance, the relationship between emotional balance and self-confidence is a very close relationship, so emotional balance is a state of Cases of self-confidence, so an emotionally balanced person is a sedate, calm-minded, non-impulsive person, with regard to judgments that he makes, and not reckless with regard to his behavior, and the emotionally balanced personality is a person who governs himself and adheres to the rules of his behavior, and does not get involved in an impulsive behavior. It is cooperation with others from the self-confident personalities, as for the shaky personalities, they refrain from cooperating for fear that they are accused of being

weak, that others control them, and that they hold their leadership and determine their steps, as for the acceptance of others and the love of people for us is something dear to ourselves, without the love of others for us and without Our love for others cannot feel our human being, for our human social existence is complete, which does not happen unless we exchange people around us for love with love, and if people's love for us is a matter that is not included It is so that it cannot be relied upon, and if at the same time we cannot do without the love of others for us and our love for them, then we must look for a specific position from these two contrasting situations, so the self-confident love of others, and their reception of their love for him, is based on respect for personality Humanity, the lover of people does not know hatred, does not tend to contradict, is able to participate in social activities.

Self-confidence is also necessary to face difficulties and problems, as the mentally handicapped can adapt himself according to the environmental changes surrounding him, and modify his behavior without feeling disappointed.

Explaining self-confidence theories:

First: New Freudian theories:

Kern Horne, a German psychoanalyst, explained that internal biological forces are not what governs us, and therefore we do not have to face psychological conflicts, anxiety and fears, and that these conflicts can be avoided if we raise the child in a home that satisfies his needs and is dominated by an atmosphere of trust and love And optimism, safety, and stability, as she indicates in her book (Self-Analysis) that each of us can achieve self-growth, and that self-knowledge is the responsibility of each individual, and it is what enables him to shape his life and realize himself. (Mahmoud Abdel Halim Mansi, Syed Mahmoud Al-Tawab, 2003: 291-292).

As for Eric Erikson, he expanded Freud's theory, where he was interested in his theory (the theory of psychosocial development) in adulthood as well as childhood years.

As for the researcher's vision, it indicates that it is one of the closest theories that explain self-confidence, because it studies the stages of human development from a psychological and social aspect, and this aspect is the one that the researcher cares about in the current study, and serves him in his analysis of the issue of self-confidence, and we will present the stages of personality growth for Erikson:

Trust vs. Mistrust Trust versus Distrust

Autonomy vs. doubt autonomy vs. shyness and doubt

- Initiative vs. guilt versus guilt
 - Industry vs. Inferiority versus a feeling of inferiority
 - Identity vs. role confusion identity versus creating roles
 - Intimacy vs. isolation isolation versus intimacy
 - Generativity vs. self-absorption, slack versus productivity
 - Integrity vs. Despair Integration vs. Despair
- (Syed Mahmoud Al-Tawab, 218: 229,2009).

Trust versus distrust: Trust vs. Mistrust

The child faces in the first year of his life, this conflict between trust and lack of confidence, so the child's relationship with his mother is very important. If the mother feeds her young and makes them feel comfortable and warm, with play, hugging and talking, they will develop a feeling that the environment is safe, pleasant and this is what It is called "fundamental confidence." (Mahmoud Abdel Halim Mansi, Syed Mahmoud Al-Tawab, 2003: 295).

The researcher believes that the child's feeling of tenderness and affection occurs before birth, then this feeling increases after he is born, and a sense of confidence in those around him arises, and over time this feeling turns into self-confidence and in his abilities, when he feels reassured about those around him (mother, father, brothers, etc.) School), a child who is born in a normal environment results in self-confidence later due to the atmosphere of tenderness, love, warmth, reassurance, affection, and compassion raised in him.

1. Autonomy versus shame or suspicion: Autonomy vs. doubt

The child is going through it in the second year of his life, so the child at this stage loves movement, running, pushing, and pulling, so parents must encourage him so that he develops the ability to self-control, and then (autonomy). (Syed Mahmoud Al-Tawab, 2009: 220).

According to the researcher's vision, this stage is an extension of the previous stage in building self-confidence in the child. If the family deals with the child in a way that makes him independent, relying on himself properly without being deprived or excessive, then he will reap the fruit of a child who is only able to depend on himself, satisfied with it He is responsible for everything he does, and this is a specification of self-confidence, as he can face life's problems later on.

2. Initiation vs. Guilt: Initiative vs. guilt

This stage is encountered by the child at the age of three, and the parents' attempt to understand their child, and answer his questions, will make him learn to approach what he desires, and enhance his sense of initiative.

The researcher clarifies that to ensure the child's proper psychological development, his questions must be answered according to his age and ability to comprehend, taking into account not to lie to him, evade his questions, or shout at him with the word (shame), because this leads to his loss of confidence in those he loves. And the search for another source that is not guaranteed to satisfy his curiosity, and here arises in him a feeling of lack of confidence in himself, and of low value with his parents, which leads to a loss of self-confidence and fear of asking questions of any kind, and this is clearly shown in the school, he will refrain from answering For any questions, or any question posed to his school for fear of shouting at him, or underestimating and mocking him, the questions of our children must be answered, so we do not frustrate them, but rather let them know the error and allow them the freedom to think and not be afraid.

3. Productivity versus inferiority: Industry vs. Inferiority

This stage extends from the age of six to twelve, and the child enters a new world with his capabilities, goals, abilities, achievement, and failure. When the child feels that he is less competent than his peers, he will develop a sense of inferiority and a sense of inferiority. (Mahmoud Abdel Halim Mansi, Syed Mahmoud Al-Tawab, 2003: 296).

The researcher believes that this stage is the closest stage associated with the current study, where mentally handicapped children suffer from a feeling of inferiority and a sense of inferiority, while their chronological age is much greater than their mental age, and this is due to the mental deficiency they suffer from, and therefore the appropriate atmosphere must be provided that helps them To feel a sense of success and achievement, so we do not assign them tasks greater than their capabilities, and they feel failure and helplessness, and from it to a sense of inferiority and inferiority, so their capabilities must be demonstrated and strengthened in actions that suit these capabilities.

4. Identity versus role mixing: Identity vs. role confusion

Identity crisis occurs in adolescence, where the teenager has to combine many perceptions of himself in many roles, such as: that he (young man, friend, leader, follower, brother, son) and

when the teenager achieves basic confidence and autonomy with initiative and sufficiency, he can find himself Easy and reliable way. (Syed Mahmoud Al-Tawab, 224: 2009).

The researcher believes that this stage is the product of what the parents and the school presented, because it is a transition from one age stage to another stage, in which the personality features are formed, and in which the individual appears either shy, frightened, introverted, lacks confidence in himself, or bold, strong, socially confident, respectful, and dependent on them.

5. Familiarity versus isolation: Intimacy vs. isolation

And it appears in adulthood, young adults are ready to form social bonds, which are characterized by interest, participation and trust.

6. Productivity Against Recession: Generativity vs. self-absorption

That is, indicating interest in the future, and Erikson believes that people's active interest and well-being, and the attempt to make the world a better place, are among the things that magnify the self. (Mahmoud Abdel Halim Mansi, Syed Mahmoud Al-Tawab, 2003: 297).

7. Integration versus despair: Integrity vs. despair

At the end of life, a person goes through the final crisis, when a person looks back and feels contented, and accepts his life as something valuable. (Syed Mahmoud Al-Tawab, 2009: 229). The researcher believes, the confirmation of the previous stages that self-confidence is the first building blocks of the individual since birth, and crystallizes within him from those around him, from his parents, siblings, the school and the surrounding community, helping all of these to him to feel good about himself and trust in it enables him to increase his ability To face the problems that he encounters in his daily life, due to his acceptance of himself, his acceptance of others, his social interaction with them, and his participation in social activities, all of this is evidence of the individual's self-confidence.

Second: Phenomenological theories

Carl Rogers' self-theory:

Children notice their own actions, as they observe the behavior of others, and self-perceptions develop as a result of their interaction with others, and what surrounds them, as Rogers stresses the importance of the childhood period as an important stage in personality development, so every child needs to obtain warmth, affection, positive consideration, and acceptance from others And, at that time, he will do anything to obtain these motivations. Individuals who are well-matched have realistic notions of self that include all their important characteristics, and they have a high degree of self-esteem that generates self-confidence. (Mahmoud Abdel Halim Mansi, Syed Mahmoud Al-Tawab, 2003: 299-300).

From the researcher's point of view, Carl Rogers' theory is considered one of the most important theories that explain self-esteem and self-confidence, in relation to the topic of the current study, as the mentally handicapped if they obtain emotional warmth, positive consideration, and acceptance from others, this will lead to good compatibility, and this includes their feeling of being considered The self from which self-confidence is born.

Taylor explained that self-confidence depends on some factors, the most important of which are:

Positive trends from others.

Respect and accept others.

Enjoying social life.

Moderate level of anxiety in different situations.

Dealing with a group of individuals who have a high level of self-confidence.

Enjoy some measure of success.

Self-acceptance.

-The group of accumulated experiences that the individual uses to build a set of skills.

Facing difficult situations.

Social Learning Theory: Social Learning Theory

In light of social learning theory, Rotter explained that the expected outcome of an event, and the value we place on that outcome, determines a great deal of our behavior. People with a positive self-concept - which in turn leads to their belief that they will succeed in performing an action - are likely to act in ways that lead them to success, and conversely, people who believe in the inability to perform a job and expect failure to do so are more likely to realize it. (Gall, S, Benis, B. & Feldman, A., 2012,324).

Sears point of view:

Through conducting several studies, Sears was able to develop a theory known as the theory of self-confidence consolation, as Sears found that there are several main elements to which an individual's self-confidence is attributable, and these elements are observable as follows:

- a. Balance (self-control): Poise
- b. Interpersonal response
- c. Leadership traits
- d. Communication Skills
- e. Gender

All of these elements indicate that perceptions of self-confidence are highly related to issues of communication and perception, which cannot be understood or understood separately from one of its parts from the other, and these factors are also achievable. Sears quotes Irving Goffman, "Sometimes the individual works to color his activities. By several signs clearly clarifying the facts related to certainty and certainty, without which these facts would have remained obscure and unclear. Sears added: The perception of self-confidence is the result of both voluntary and involuntary behavioral communication factors on the part of the person himself, along with the perception and interpretation of these factors by the observed persons. (Sears, P., 2010: 24-53(

It is evident from the above, Sears' emphasis on the importance of the perceptions and perceptions of others (as observers) of an individual's behavior, through which the judgment is made on the extent of this individual's self-confidence or not.

Tuckman and others: Tuckman Model

Tuchman and his colleagues argue that self-confidence are beliefs of the individual, and these beliefs are important determinants of what the individual feels, and thus what he brings about the actions. A self-confident person is that person who believes that he can do, accomplish, deal, or overcome Tuckman and his colleagues presented a model that illustrates the importance of beliefs that an individual forms about himself (Figure 1), as positive results start with these beliefs and end with them. Good beliefs - meaning that they always focus on success - emit good positive feelings, including intuition, expectation, and personal strength, and good feelings are contentment and a sense of pride, so good thoughts and beliefs are thoughts of energy and strength, because they feel the individual strong enough to act effectively and decisively. As for negative thoughts and beliefs - which do not focus on success - they cause bad negative feelings, such as anxiety, tension, guilt, fear, apprehension, and depression. Negative thoughts are thoughts of fear, because they make the individual feel a high degree of anxiety, which leads him either to failure, or to his behavior being weak or ineffective, and these feelings follow the same behavior or reaction, and then this is followed again by thoughts

and beliefs, such as: "How did you do it" "What will happen now?" Why did you do it this way? ... and so on (Tuckman et al, 2002).

Based on the previous model, Tuckman and his colleagues (Tuckman et al. 2002) presented another model, which demonstrates the prominent role that self-confidence plays in the sense of competence, and then leads to motivating the self to perform tasks, and the individual then uses specific strategies to reach success, and from Then he issues a set of behaviors that enable him to realize success in the end in performing tasks. Tuckman and his colleagues comment in this model on something important and unnoticed, which is the variable of fear. When there is self-confidence, there is no fear, and fear is a product of doubt in the expectation of success. Fear also impedes success, and this is evident in preventing our good abilities from moving forward to deal with situations. If we want to reach success, we must prevent fear, and the best way to prevent fear is to have confidence in ourselves. Adapted from (Tuckman et al, 2002).

Through the previous two models, it becomes clear the importance of focusing on positive ideas about oneself, which in turn lead to success in performing tasks, and thus the development of self-confidence.

Intellectual disability:

The concept of intellectual disability or mental retardation is related to the concept of intelligence in general, and mental capabilities in particular, and represents the minimum distribution of intelligence or ability, and indicates insufficient growth, or inappropriate development of mental abilities in a way that does not help the usual learning, as indicated on the other hand. On the lack of capabilities necessary for harmony in a specific environmental and cultural milieu, just as mental weakness does not refer to a mental or psychological disease, but rather to a group of people with special needs, and it does not refer to one type of weakness, rather it includes many circumstances and conditions, which vary widely. In the degree of weakness, and in its nature, in addition to this, there is no dividing line that distinguishes between mental normalcy and mental weakness, as long as the distribution of intelligence is continuous, and the curve of this distribution does not show any disconnection, separation or gaps, but there are many marginal cases that can be classified into One category or another depending on multiple concurrent conditions and conditions. (Fouad Abdel Latif Abu Hatab, 2011: 760).

Mental Impairment Definitions

All these meanings reflect the most common and accepted definition nowadays as follows:

"Intellectual disability (developmental mental disorder) is a disorder that occurs during the developmental period, and includes impairment of mental and adaptive functions in the cognitive, social, and practical areas." (A.P.A, DSM-5,2013, P33)

It indicates a state of significant decline in general mental function

Intellectual Impairment Classification

Disorder of intellectual development, mild:

The intelligence coefficient of this category ranges between (50-69) degrees, and the mental age of its members ranges to a maximum of (9-12) years,

Disorder of intellectual development, moderate:

The IQ coefficient of this category ranges between (35-49) degrees, and their mental age ranges between (6-9) years at its maximum.

Disorder of intellectual development, profound:

In which the IQ score is less than (20) degrees in adults, and the mental age is less than 3 years. This disability results in severe self-care deficiencies, continence, communication, and mobility. This category falls under the name of "profound intellectual disability".

Disorder of intellectual development, provisional

Disorder of intellectual development, severe:

The IQ coefficient for this category ranges between (20-34) degrees, and their mental age ranges between (3-6) years, and this category needs constant supervision, and this category falls under the name of "severe intellectual disability".

(W.H.O, ICD-11,2013, P718).

Mentally handicapped characteristics:

There are a set of common characteristics associated with intellectual disability and mentally handicapped people, which are dependency, negativity, low self-esteem, low tolerance of frustration, and depression, and those suffering from intellectual disability are more likely to suffer from problems of mental illness, and among these problems is high rates of aggression, Self-harm, tantrums, stereotypical behaviors, and more severe levels of intellectual disability are associated with neurotic disorders, cerebral palsy, and vision and hearing problems, and these people also develop problems with the adaptive skills that are required in communication, self-care, social interactions, health and safety, and work. , And entertainment. Moreover, skills are placed in the context of the individual's culture and society, and the researcher will mention in his research only academic and mental characteristics as they relate to the research topic. (David Sue., Et al., 2010: 436).

Academic characteristics

The strong relationship between intelligence and the individual's ability to achieve should not come as a surprise to the teacher, when he finds the mentally handicapped child unable to keep pace with ordinary students of the same chronological age, especially his shortcomings in all aspects of achievement, and may appear in the form of an academic delay in Reading, expression, writing and numeracy skills.

As for attention: Attention (which is defined as the ability to focus on a specific stimulus) is an important requirement for learning to distinguish, and many studies have tried to identify this trait in mentally handicapped individuals, and the results have concluded with the assumption that: The ability of mentally handicapped people To pay attention to the relevant stimuli in the educational situation, which are weaker or inferior to the ability of non-disabled people, and that this lack of attention is the factor behind the learning difficulty that mentally handicapped people face.

As for the perception of the mentally handicapped: and the perception is unclear, and there is an inability to focus and pay attention, and therefore the teacher who teaches such groups must be able to arouse, attract the attention of students, and attract them to it, otherwise they will turn away from it.

As for the memory of the mentally disabled: he does not have the ability to remember, so he may be unable to remember even the things that surround him, and he does not have the ability to acquire information. (Said Hosni Al-Azza, 2002: 66).

As for the degree of remembering: the ability of a mentally disabled person to remember is less compared to the child who corresponds with him in the chronological age, and the reason for this is that the ability of the mentally disabled person to use methods, strategies, or methods of remembering, as the average child does, the degree of memory is related to the method With which the learning process takes place, the more sensory the method, the greater the ability to

remember, and vice versa, and the remembering process includes three main stages: receiving information, storing it, and then retrieving it, and the main problem of the mentally handicapped child appears in the information reception stage, due to Poor attention. (Norman w. Bray, 1991: 212)

Mental characteristics

The mental characteristics of mentally handicapped people in general are summarized in the delayed mental development and low IQ, which is less than (70), and linguistic development to a large extent, as well as with regard to other mental processes such as: impaired memory, attention, perception, imagination, thinking, and the ability to Understanding, simulation, and the ability to focus, and as a result, poor achievement, and a lack of information and experience. (Said Abdel Aziz, 2008, 142)

Educational and training programs for the mentally handicapped:

The post-World War II years witnessed an interest in educating, training and rehabilitating the mentally handicapped, especially from the professional and social perspectives, and this was accompanied by educational services that are provided to the weak of minds of levels that are learnable and trainable, and some of these programs were designed within the usual course of education, Especially cases of mild mental impairment, and schools or special education classes have been established, which are called "intellectual education classes" in Egypt. In addition, some schools offer pre-school children what are called "Infant Stimulation Classes" , Which focuses on the sensory, cognitive, and mental development of children from birth to three years old.

Some of these schools also offer post-school programs, which focus on providing adolescents and young adults with mild and moderate intellectual disabilities with work skills, compatibility with society, and handling personal affairs in an independent manner. (Fouad Abdel Latif Abu Hatab, 2011: 769).

(Boutros Hafez Boutros, 2013: 156) indicates that educational services for the mentally handicapped are:

1. Training in social etiquette and improving the ability to establish social relationships with others.
2. Training on self-care skills, safety and healthy habits.
3. Training in manual skills, and providing the disabled with basic skills needed to work.
4. -4Teaching basic academic skills (reading - writing – arithmetic).
5. Development of language abilities, speech skills and treatment of speech difficulties.
6. Development of sensory, motor and cognitive abilities and skills.
7. Developing the moral side of the mentally handicapped, and providing them with religious and social values.
8. Supporting the mental health of the mentally disabled and developing their self-confidence.
9. previous studies

The first axis: Studies dealing with self-confidence, among mentally handicapped children who are able to learn:

The study of Nour Ahmad Al-Ramadi (2007).

The study aimed to identify the effectiveness of the behavioral training program in developing some social skills and self-confidence in mentally handicapped children who are able to learn.

The results showed the effectiveness of the behavioral training program in developing social skills and self-confidence in mentally handicapped children who are able to learn.

The study of Aisha Juma al-Raisi (2009).

The study aimed to: Shed light in a systematic manner on an important group in society, which is the category of people with intellectual disabilities who are able to learn.

1. Identify the impact of the proposed behavioral training program to develop some social skills and self-confidence among children with mental disabilities who are able to learn.
2. Identify the effect of the proposed behavioral training program to develop some social skills and self-confidence among children with mental disabilities who are able to learn in integrated and non-integrated schools. And the researcher used in the study the experimental method

The results of the study showed the following:

- a. There are statistically significant differences between the average scores of the pre-measurement and the post-measurement in the experimental group in social skills and self-confidence in the post-measurement in favor of the post-measurement.
- b. There are statistically significant differences between the average scores of the control group and the experimental group in social skills and self-confidence in the post-measurement in favor of the experimental group.
- c. There are statistically significant differences between the mean scores of the two experimental groups (inclusion group and isolation group) in social skills and self-confidence in the post-measurement in favor of the inclusion group.
- d. There are statistically significant differences between the average scores of the experimental group in social skills and self-confidence in the post-measurement in favor of the post-measurement.

This proves the effectiveness of the proposed program in developing some social skills and self-confidence among children with mental disabilities who are able to learn.

The study of Abd al-Sabour Mansour Muhammad (2010).

The study aimed to identify the effectiveness of computer-assisted learning on academic achievement, and on some psychological variables (motivation - attention - curiosity - self-confidence - perseverance), among mentally handicapped students (simple mental disability), compared to traditional learning, and the results of the study indicated that The effectiveness of computer-assisted learning on academic achievement and on some psychological variables (motivation - attention - curiosity - self-confidence - perseverance) among mentally handicapped students (simple mental disability).

Rania Al-Arabi's study (2014).

The aim of the study is to develop some wishing awareness skills for mentally handicapped children with the ability to learn through a proposed program using activities commensurate with their security needs, abilities and characteristics of their growth, and the research was based on the experimental method, and the results reached an occurrence in the performance of the children of the experimental group in acquiring some skills of wishful thinking After implementing the program, their performance before implementing the program, and that the program had a positive effect on developing these skills among the children of the experimental group, which indicates the effectiveness and feasibility of the program.

The study of Al-Sayed El-Miniawy's fulfillment (2015).

The study aimed to test the effectiveness of a program based on self-control to reduce the severity of the thrombosis and its impact on the self-confidence of mentally handicapped adolescents who are able to learn, and the results resulted in a reduction in the severity of the

commotion, and an improvement in the level of self-confidence of the experimental group, thus ensuring the effectiveness of a program based on self-control, To reduce the intensity of commotion and its impact on self-confidence in mentally disabled adolescents who are able to learn.

The study of Shaima Al-Sayed (2016).

The current study aimed at: Knowing the effect of a training program on some motor and social skills, on developing self-confidence and psychological toughness for mentally retarded people who are able to learn. And to know whether the program has a continuous effect on self-confidence and mental toughness or not ?, The study found that the effectiveness of a training program to develop mental toughness and self-confidence in mentally handicapped children who are able to learn has been proven.

The study of Osama Abdel Moneim (2017).

The present study aimed to reveal the effectiveness of a program based on self-modeling to reduce stuttering and develop self-confidence for a sample of mentally handicapped children who are able to teach, and the results of the research resulted in the presence of statistically significant differences between the pre and post measurements of the experimental group in reducing stuttering and developing self-confidence in favor of the post-measurement , It also resulted in statistically significant differences between the control group and the experimental group in stuttering self-confidence after applying the program towards the experimental group, while the results also resulted in no differences between the post and tracer measurements of the experimental group, which indicates the continuity of the program's effect in reducing stuttering and developing self-confidence. .

Heba Youssef's study (2017).

The study aimed to demonstrate “the effectiveness of two programs to improve social skills among mentally handicapped children,” a comparative study. The results of the study confirmed: The impact of the Development Program on the development of social skills among children of the Montessori group. The study recommended increasing the role of activating community institutions in providing psychological and social support to people with special needs in general and the mentally handicapped in particular through the specialized institutions. Amr Shaban's study (2017).

The study aimed to reveal the effectiveness of a training program to develop personal intelligence and improve the self-confidence of the mentally handicapped who are able to learn, and the results resulted in: The effectiveness of the training program in developing personal intelligence and improving self-confidence in mentally handicapped children who are able to learn.

The second axis: Studies dealing with cognitive play programs for the mentally handicapped: Mindes, Gayle (1982).

The study aimed to test the observed differences in the models of cognitive and social play, and the results showed that there are no statistically significant differences in the levels of cognitive play, but there are differences in parallel play and group behavior in the social play group according to age, gender, level of intelligence, and type of disability.

The Rubin et al. (1983).

The study aimed to codify a questionnaire to know the best ways to classify behavioral, social and cognitive problems in pre-school children with intellectual disabilities through cognitive play activities. The results supported the effectiveness of the questionnaire in identifying children with social problems during play activities.

Malone, et al. (1990).

The study aimed to observe pre-school children who are mentally disabled at home and school, through observation, and the results showed that there was an increase in the scale of play in the position of playing at home, and this play was more complex than the playing position in school, and also found great differences between The performance of the home and the school is positively related to the language and developmental age of the child. The playing period did not differ in the two positions. The sequential play activities were more at home, and this sequence was longer and more complex at home than at school.

The Odom study, et al. (1991).

The study aimed to observe the mentally handicapped of 21 pre-school children during periods of free play in order to clarify the relationship between the developmental level and the level of play, and the results showed a statistically significant correlation between levels of cognitive play on the scale and the children's progressive level, and the results indicated a relationship Between play and mental development it is found in preschool children who are not mentally disabled, and mentally handicapped children of school age can also be observed.

Alessandrei, et al. (1991).

The study aimed to know the effect of dextroamphetamine on the cognitive and social play of mentally handicapped preschool children with attention deficit and hyperactivity, and the study examined the reflection of the difficulty of controlling hyperactivity and impulsivity on cognitive and social play, the results of the study showed that controlling impulsivity and continuous attention It has been observed during cognitive play, which is associated with developmental delay in cognitive play, and found that most of the medical effects are: Increased period of sustained attention while playing in the activities of synthetic games, and that the play has become more sequential, organized and symbolic.

Alessandri, et al. (1992).

The study aimed to know the effect of impulsivity, hyperactivity, and attention deficit on play for kindergarten children with intellectual disabilities, and the results resulted in the observation of a decrease in the level of cooperation and attention behavior during two groups of activities. The results also recorded the association of attention and hyperactivity between levels of cognitive play and psychomotor play, and a decrease in hyperactivity was also observed. Movement during a group of activities.

Porter et al (2009).

The study aimed to predict the behavior of cognitive play and social play for mentally handicapped children Before school, the study of the quality of cognitive and social play suggested a link between early play behavior and delayed social development, and few studies tested - one by one - the expected links between types of cognitive and social play for mentally handicapped children. The factors believed to shape early social play behaviors, and this study investigated a simultaneous model of individuals (temperament, physiology) and related variables (attachment, peer networks) that are believed to influence types of social cognitive play for children, including individual characteristics. Taken from a child behavior questionnaire, which measures the dimensions of shyness and impulsivity, and a laboratory-based measure to measure social withdrawal, and physiological signs associated with social organization, the results of the predictive analytical study showed that the cognitive and social play of these children is better on the basis of independent and multiple individual variables. Cognitive and social play helps to understand the social pathways of children with disabilities mentally.

The Ashley Klug study (2013).

The study aimed to measure the effect of playing intervention (delusional and exploratory) on the development of play skills and social skills for mentally handicapped children. The results

of the study showed a low level in both social skills and exploratory skills for two children, and the third child increased his playing time versus not playing, while no A child has improved social interactions with playmates as a result of the intervention. Study hypotheses:

In light of the theoretical framework and previous studies, the researcher made the following assumptions possible:

- a. There are statistically significant differences between the average scores of children in the post-measurement on the self-confidence scale after applying the program based on cognitive play?
- b. There are statistically significant differences between the average scores of the control group and the experimental group on the measure of self-confidence in the post measurement in favor of the experimental group? .
- c. The effect of the training program based on cognitive play continues to develop self-confidence among mentally handicapped children who are able to learn.

Study methodology and procedures

Study Approach:

To achieve the objectives of the study, a quasi-experimental approach was used to test the effectiveness of a program based on cognitive play to improve the self-confidence of children with intellectual disabilities who are able to learn.

(Sanaa Suleiman, 2009, 322) indicates that the experimental method is only applied with one goal only that focuses on knowing whether the independent variable (cause) has an effect on the dependent variable (the result), and therefore the experimental approach is applied when the goal is to predict the future about any change. A reform that must be made on the phenomenon studied, whether it is a treatment change or a preventive change.

(Sanaa Suleiman, 2009, 301-302) also confirms that the experimental approach is one of the closest research approaches to solving problems by the scientific method and the most valid approach to solving theoretical and applied educational problems in the structure of education and its various systems, and experimentation, whether done in the laboratory or in a room The study, or in another field, expresses an attempt to control all the basic variables and factors with the exception of one variable, where the researcher adapts or changes it in order to determine it and measure its effect on the phenomenon or dependent variable, and this is what distinguishes experimental research in terms of the goal and method, so experimentation aims to introduce adjustments Actually, in order to measure the impact of these adjustments. The experimental researcher does not deal with reality as it is, but rather interferes with it and adjusts it to see what results from these adjustments.

The study sample:

The sample of the experimental study was drawn from the mentally handicapped children who were able to learn at the Al Hanan House for Intellectual Education in the academic year (2019-2020), and their number was (20) children, and the sample was limited to male children to control the gender variable, and the exploratory study was applied to an occasional group of Children with intellectual disabilities who are able to learn in a number of schools of intellectual education in Taif Governorate, and the following is a description of the group in which the study was conducted:

-The two groups of the experimental study: It consists of (20) children with intellectual disabilities who are able to learn, who obtained low scores on the self-confidence scale, divided equally into two groups: experimental and control, by (10) children in each group.

The intelligence ratios of the study sample ranged between (50-70), and the ages of the study sample ranged between (9: 12) years, and the following table shows the average age, intelligence and standard deviation for each group of groups that were studied:

Table (1): It shows the average age, social and cultural level, and the standard deviation for each of the groups studied

Control group	Experimental group	A pilot study group	Statics	Variable
10 10.646 0.859	10 10.620 0.820	20 10.420 0.780	-Number of persons -Mean -Standard Deviation	Age
10 63.000 3.771	10 64.243 5.301	20 62.812 5.121	Number of persons -Mean -Standard Deviation	Intelligence
10 109.500 4.577	10 107.500 12.058	20 106.509 11.059	Number of persons -Mean -Standard Deviation	Social and cultural level

Checking the equivalence of the experimental and control groups:

As previously mentioned, the parity of the experimental and control groups in the dependent variable (self-confidence) was verified, in addition to some intermediate variables represented in the chronological age, and the social and cultural level of the family, before applying the experimental study. The self-confidence scale was applied, and then a comparison was made between the experimental and control groups in each of these variables, using the Mann Whitney test, and the following table includes the results of this comparison:

Table (2): Checking the parity of the experimental and group groups, Control in general intelligence, age, social and cultural level

Statistical significance	The level of statistical significance	U value	Total statistical ranks	Mean of the statistical ranks	Number	Group	Variable
Not function	0.684	44.500	99.50	9.95	10	Control	Intelligence
			110.50	11.05	10	Experimental	
Not function	0.912	48.500	106.50	10.65	10	Control	Chronological age
			103.50	10.35	10	Experimental	
Not function	0.684	44.500	110.50	11.05	10	Control	Social level
			99.50	9.95	10	Experimental	

It is evident from Table (2) that the values of the significance level range between (0,684) and (0,912) and all of them are greater than the level of significance (0,05), which means that the difference between the experimental and control groups in general intelligence, age, social and cultural level is not statistically significant. That is, the two groups are equivalent in these three variables.

The experimental and control groups were equally similar in the dimensions of self-confidence, as shown in the following table:

Table (3): Checking the parity of the experimental group and the group Controllers on the scale of self-confidences

Statistical significance	The level of statistical significance	U value	Total statistical ranks	Mean of the statistical ranks	Number	Group	Variable
Not function	0.393	38.500	93.50	9.35	10	Control	Self-acceptance
			116.50	11.65	10	Experimental	

Not function	0.739	45.000	110.00	11.00	10	Control	Accept others
			100.00	10.00	10	Experimental	
Not function	0.280	35.000	90.00	9.00	10	Control	social activity
			120.00	12.00	10	Experimental	
Not function	0.631	43.500	111.50	11.15	10	Control	Emotional equilibrium
			98.50	9.85	10	Experimental	
Not function	0.481	40.500	114.50	11.45	10	Control	Confronting problems
			95.50	9.55	10	Experimental	
Not function	0.739	45.500	100.50	10.05	10	Control	Total marks
			109.50	10.95	10	Experimental	

It is clear from Table (3) that the values of the significance level range between (0,280) and (0,739) and all of them are greater than the level of significance (0,05), which means that the difference between the experimental and control groups in the dimensions of self-confidence is not statistically significant, that is, the two groups Are equivalent in this variable.

Measurement tools:

To verify the validity of the study hypotheses, the researcher relied on the following tools:

- Stanford-Binet Intelligence Test - Fifth Image, cited and prepared (Mohamed Taha, Abdel Mawgid Abdel Sami, revised and supervised / Mahmoud Abu El-Nile (2011). (Applied by the knowledge of the school psychologist).
- Self-confidence scale for the mentally handicapped who are able to learn. Prepared by (Omar Shaban 2017.)
- A program based on cognitive play to improve the self-confidence of pre-school children for cognitive packages (researcher preparation.)

The following is a presentation of these tools in some detail:

Stanford-Binet Scale, Fifth Image, quoted and prepared (Mohamed Taha, Abdel Mawgid Abdel Sami, revised and supervised / Mahmoud Abu El-Nil (2011).

This scale was applied with the aim of obtaining a general intelligence score, and the Stanford-Binet scale in its many forms is one of the most important and most used psychological measurement tools, as it occupies a prominent position in the theoretical and practical psychological measurement movement, to the extent that the scale has become a valid test for other measures of cognitive ability. General, and a major tool in clinical practice, the preparation of the fifth version of the Stanford-Binet Scale began in 1995 and continued for seven years until its release in (2003), by a team led by Gale Roid, Head of the Psychological and Educational Measurement Department He is Professor of Special Education at Vanderbilt University in Nashville, Tennessee, USA. It was legalized on the Egyptian environment by: Mohamed Taha and Abdel Mawgoud Abdel Sami (2011). The fifth image of the Stanford-Binet Scale is characterized by the breadth of the measurement, as it contained many paragraphs devoted to measuring the highest levels of mental ability on the one hand, and to measuring the lower mental levels on the other hand. In other words, the fifth image is characterized by an increase in the level of both the measurement ceiling and the base level.

Stability of scale:

The authors of the scale calculated the reliability of the different sub-tests by means of re-application and half-segmentation, and the results indicate the stability coefficients using the re-application method, which ranged between (0.835 and 0.988), and the results indicate the stability coefficients using the half-segmentation method, which ranged between (0.954 and 0.997) And the Cronbach's alpha equation, which ranged between (0.870 and 0.991), and the

results indicate that the scale is characterized by high stability, whether by retesting, mid-segmentation, or by using the Keoder-Richardson equation, the reliability coefficients on all tests of the scale and IQ and factors ranged from (83). 0 to 98.0), and thus the scale has an acceptable degree of reliability (Muhammad Taha, Abd al-Muqid Abd al-Sami, 2011: 11-202). Psychometric properties of the scale in the current study:

The researcher verified the ability of the Stanford-Binet scale - the fifth image, by means of a terminal comparison and explains it

Table (4):The mean and sum of the ranks for the lowest and highest quadrant of the Stanford-Binet scale - fifth image

Significance	Z	Wilcoxon value	The top quadrant			The lowest quadrant	
0.002	-3.083	21.000	Manwightny value	Significance sum	Significance sum	Significance sum	Significance mean
			0.000	57.000	9.500	21.000	3.500

The tabular Z value is at the level of significance (0.01) = 2.58 and at the level of significance (0.05) = 1.96

It is evident from Table (4) that the calculated Z values are greater than the tabular value at a level of significance (0.01), which indicates the existence of a statistically significant difference and indicates the ability of the scale to distinguish between the high level and the low level of intelligence.

While the researcher was unable to calculate the stability of the scale, due to the inability to obtain the raw scores for the Stanford-Binet Scale, the fifth image, and to obtain only the final results, which are the IQ ratios of each child on the scale.

The Self-Confidence Scale for Preschool Children (Prepared by Amr Shaban 2017) Justifications for preparing the scale:

Although there are some measures of self-confidence, the researcher saw the necessity of designing a measure of confidence in pre-school children, in the current study due to the nature of the target sample in the study that does not fit with the current measures, so the researcher built a measure of self-confidence in pre-school children In developing self-esteem, and choosing some dimensions that are commensurate with the nature and characteristics of the study sample.

A- Review some of the previous measures:

The most important measures used in measuring self-confidence were reviewed, with the aim of identifying the technical aspects of building a measure of self-confidence, in addition to returning to the theoretical framework of the study, determining the dimensions of the current scale and formulating its paragraphs, and the researcher prepared this scale in proportion to the nature of the nature of a stage Before the school, the subject of the current study, after reviewing many different measures that measure variables related to self-confidence, such as:

The Self-Confidence Scale for: Shaimaa Al-Sayed (2016), Sherine El-Gamal (2015), Abdullah Shurrah (2013), Walid Khalifa (2011), Soheir Al-Tuni (2010), Amal Qassem (2010), Aisha Al-Raisi (2009), Sydney Schroger Translated by Adel Abdullah - (1990). Saleh Al-Ghamdi (2009). The Self-Esteem Scale for each of: Walid Khalifa (2012), Sumaya Mostafa (2009), Helmrich and Stab-Abervan (1991).

B- Review some of the previous measures:

The most important measures used in measuring self-confidence were reviewed, with the aim of identifying the technical aspects of building a measure of self-confidence, in addition to returning to the theoretical framework of the study, determining the dimensions of the current

scale and formulating its paragraphs, and the researcher prepared this scale in proportion to the nature of the nature of a stage Before the school, the subject of the current study, after reviewing many different measures that measure variables related to self-confidence, such as:

The Self-Confidence Scale for: Shaimaa Al-Sayed (2016), Sherine El-Gamal (2015), Abdullah Shurrah (2013), Walid Khalifa (2011), Soheir Al-Tuni (2010), Amal Qassem (2010), Aisha Al-Raisi (2009), Sydney Schroger Translated by Adel Abdullah - (1990). Saleh Al-Ghamdi (2009). The Self-Esteem Scale for each of: Walid Khalifa (2012), Sumaya Mostafa (2009), Helmrich and Stab-Abervan (1991).

C- Preparing the scale in its initial form:

The scale consisted in its initial form of (50) phrases, some expressions were modified, so that the number of expressions that make up the scale in its current form became (50) statements, some negative and the other positive, distributed into five dimensions: (After self-acceptance - after acceptance Others - after social activity - after emotional equilibrium - after confronting problems), and in front of each statement there are three choices, which are: (always - much - sometimes - rarely - never), and positive expressions get grades (5-4-3-2- 1) In a row, as for the negative expressions, they get scores (1-2-3-4-5) respectively. The researcher settled on preparing the scale and defining its procedural dimensions as follows:

Self-acceptance dimension: It means the individual feeling satisfied with himself and his actions in all cases, and accepting them as they are without the need for change, with his ability to adapt to them.

-The acceptance of others dimension: It means the individual's acceptance of everyone around him, his faults, his features, and his ability to deal with them positively.

-Social Activity Dimension: It means the individual's ability to establish and initiate successful social relationships, with his ability to keep the lights around him.

-The emotional equilibrium dimension: It means the ability of the individual to control his emotions, and this appears when the individual is exposed to pressures that require him to deal with them, such as: emotions of anger, jealousy, joy, and love.

-The problem-solving dimension: it refers to the individual's ability to face life's problems. And trying to find solutions to it, without resorting to others, with his ability to make decisions.

D- Testing and judging the scale:

The scale was applied to a small sample to ensure the clarity of the instructions, the clarity of the wording of the phrases for the target group, and no specific time was specified for the application, as the scale is applied in an open period of time that ends with the end of the answer to all the statements.

The initial image of the scale was also presented to (10) arbitrators, from university professors specializing in mental health, psychology, and special education, in different universities such as the Faculty of Education, Alexandria University, the College of Kindergarten, Alexandria University, the College of Education, Ain Shams University, the Girls College - Ain University Shams, College of Education - Boys, Nasr City Branch, Al-Azhar University, College of Education - Tafhana Branch, Al-Azhar University, College of Education, Qena University.

There was an agreement between the judges on the appropriateness of the scale phrases and their validity to measure the level of self-confidence, according to the aforementioned five dimensions, with the exception of some expressions that the referees deemed necessary to amend, and the following table shows the terms that the arbitrators agreed to amend:

Table No. (5) Clarifies the terms that the arbitrators agreed to amend

Sentence number	Sentence before correction	Sentence after correction
-----------------	----------------------------	---------------------------

9	He cares that he looks better than that	He tries to adapt himself.
15	It fails to have a social standing	He fails to fulfill a role among his colleagues.
17	He feels that his participation in activities with colleagues is not important.	He finds his participation in activities with his colleagues a nuisance.
20	He fails to deal with someone who does not accept him as he is.	He refuses to deal with those who do not accept them.
34	Not calm all the time in his behavior	Not calm in his reaction.
45	Be psychologically unstable when a problem occurs	He feels that he causes problems for those around him.

The arbitrators also agreed to delete and add some phrases to the scale, as shown in the following table:

Table No. (6): shows the omitted and added phrases for the scale

Sentence number	Sentence before correction	Sentence after correction
2	Successfully performs his duties.	He feels less valuable than his colleagues.
3	He cannot express himself.	He wishes his family members would trust him more.
4	He does not have the ability to plan for the future.	Preferably play with younger people.
13	He loves those who feel affection for them.	He shares his views with his colleagues.
23	He feels good about his behavior with others.	He feels happy when he meets his mates.
49	He is able to face the problems he is exposed to.	Participates with his colleagues in discussing the problems they pose.

E - Calculating the psychometric properties of the scale:

After modifying the expressions of the initial picture of the Self-Confidence Scale in the light of the opinions of the arbitrators, the scale was applied to the survey group for the study, with the aim of calculating the indicators of the validity and reliability of the scale. As the internal consistency indicators were calculated as indicators of the validity of each dimension in measuring what the scale measures as a whole, in addition to the apparent validity of the scale, the reliability indices were also calculated using the methods of the Kronbach alpha coefficient and the half segmentation, as follows:

Calculating the reliability of the self-confidence scale:

The concept of stability of scale degrees means: the extent to which it measures the true amount of the characteristic that it aims to measure, meaning that it means consistency or accuracy in measurement. (Salah Allam, 2005).

The stability of the scale was confirmed by calculating the Cronbach's Alpha stability coefficient, by making sure of the stability of the total resolution, as the stability coefficients of the self-confidence scale axes were calculated, by the method of alpha-Wittmann constancy, with the calculation of the total stability of the scale as shown in Table (7)

Table (7)

of the constancy coefficients of α -Croniac and the halving of the axes of the self-confidence scale and the overall scale

	Self-acceptance	acceptance of others	emotional balance	social activity	face problems	total stability
Kronback's alpha stability factor	0.924	0.871	0.878	0.877	0.908	0.883

Alpha stability factor of the first part	0.852	0.752	0.744	0.802	0.849	0.784
Alpha stability factor of the second part	0.843	0.788	0.813	0.76	0.791	0.785
Gutmann Factor	0.954	0.874	0.891	0.878	0.925	0.899

It is clear from Table (7) that the values of the reliability coefficients for the dimensions of the self-confidence scale using the Cronbach alpha method ranged between (0.877) and (0.924), while the value of the alpha for the scale as a whole was (0.883), all of which are high values. Also, the values of the scale stability factor of the scale dimensions using the half-segmentation method, after adjusting it using the Getman equation, ranged between (0.878) and (0.954), while the value of the scale stability factor as a whole was (0.899), all of which are high values. Self-confidence achieves a high degree of stability.

From the previous procedures, the researcher made sure of the validity and reliability of the self-confidence scale, and its validity to measure self-confidence in pre-school children, and the scale in its final form consisted of (50) items, as shown, answered by one of the five answers (always - a lot - sometimes) - rarely - never), where the previous five answers take the scores (1,2,3,4,5) respectively, and all of the positively worded expressions, while negatively formulated expressions take the scores (5,4,3,2,1) In order, where the high score in each axis indicates the high or frequent use of it by workers or acceptance of it, while the low score indicates the low or little use of it or lack of acceptance by workers.

Calculating the internal consistency of the Self-Confidence Scale:

The internal consistency of the measure of self-confidence was also ascertained, which is the correlation coefficient between the degree of each item and the degree of the axis to which the item belongs, then the correlation coefficients between the degree of each axis and the total degree of the scale, which is shown in Table (8).

Table (8): The correlation coefficients between the degree of itemization and the degree of dimension to which the item belongs minus the degree of itemism

Self-acceptance,			acceptance of others			emotional balance			social activity			face problems		
The scalar number	correlation coefficient	Significance	The scalar number	correlation coefficient	Significance	The scalar number	correlation coefficient	Significance	The scalar number	correlation coefficient	Significance	The scalar number	correlation coefficient	Significance
1	0.728	F	11	0.487	F	21	0.613	F	31	0.619	F	41	0.676	F
2	0.707	F	12	0.500	F	22	0.564	F	32	0.597	F	42	0.759	F

3	0.773	F	13	0.615	F	23	0.660	F	33	0.555	F	43	0.653	F
4	0.690	F	14	0.660	F	24	0.483	F	34	0.619	F	44	0.781	F
5	0.676	F	15	0.620	F	25	0.549	F	35	0.730	F	45	0.648	F
6	0.591	F	16	0.612	F	26	0.707	F	36	0.651	F	46	0.672	F
7	0.706	F	17	0.522	F	27	0.596	F	37	0.522	F	47	0.656	F
8	0.710	F	18	0.461	F	28	0.682	F	38	0.653	F	48	0.622	F
9	0.732	F	19	0.580	F	29	0.591	F	39	0.613	F	49	0.616	F
10	0.799	F	20	0.880	F	30	0.643	F	40	0.497	F	50	0.625	F

The value of the tabular correlation coefficient at the level of significance (0.01) = 0.561 and at the level of significance (0.05) = 0.444

Table (8) shows that there are correlation coefficients that ranged between (0.461) and (0.880), which indicates that the correlation is from medium to strong, and that the correlation coefficients are all statistically significant, as the calculated values of the correlation coefficient are greater than the tabular values at the level of (0,01), which indicates that the scale achieves an acceptable degree of internal consistency.

The correlation coefficient between the total score of each axis was calculated from each other, and between it and the total score, which is called the validity of the formation, as shown in Table (9).

Table (9)The correlation coefficients between the degree of each axis and the total score

Self-assurance	Correlation coefficient
Accept self	0.888**
Accept others	0.894**
Emotional balance	0.823**
social activity	0.834**
Confronting problems	0.841**

The value of the tabular correlation coefficient at the level of significance (0.01) = 0.798 and at the level of significance (0.05) = 0.666

It is evident from Table (9) that the values of the correlation coefficients between the scale axes each other, and between them and the total degree of the scale, are values greater than the tabular value at a level of significance (0.01), which indicates the strength of the relationship between the axes each other, and between them and the total score, which It indicates the validity of the scale, and that it measures what it was set for, and the correlation coefficient between the degree of each statement was calculated, and the scale as a whole, and it is shown in Table (10)

Table (10):Correlation coefficients between the degree of each statement and the total score of the scale

The scalar nu	correlation coefficient	Significance	The scalar nu	correlation coefficient	Significance	The scalar nu	correlation coefficient	Significance	The scalar nu	correlation coefficient	Significance	The scalar nu	correlation coefficient	Significance
---------------	-------------------------	--------------	---------------	-------------------------	--------------	---------------	-------------------------	--------------	---------------	-------------------------	--------------	---------------	-------------------------	--------------

mbe r			mbe r			mbe r			mbe r			mbe r		
1	0.728	F	11	0.583	F	21	0.682	F	31	0.721	F	41	0.766	F
2	0.758	F	12	0.641	F	22	0.677	F	32	0.689	F	42	0.788	F
3	0.821	F	13	0.655	F	23	0.729	F	33	0.644	F	43	0.671	F
4	0.728	F	14	0.732	F	24	0.601	F	34	0.676	F	44	0.805	F
5	0.764	F	15	0.653	F	25	0.634	F	35	0.753	F	45	0.769	F
6	0.691	F	16	0.699	F	26	0.742	F	36	0.709	F	46	0.734	F
7	0.696	F	17	0.629	F	27	0.679	F	37	0.600	F	47	0.744	F
8	0.777	F	18	0.575	F	28	0.781	F	38	0.700	F	48	0.665	F
9	0.744	F	19	0.639	F	29	0.672	F	39	0.747	F	49	0.710	F
10	0.820	F	20	0.902	F	30	0.689	F	40	0.547	F	50	0.683	F

The value of the tabular correlation coefficient at the level of significance (0.01) = 0.561 and at the level of significance (0.05) = 0.444

It is evident from Table (10) that the calculated correlation coefficient values are greater than the tabular value at a significance level between (0.01 and 0.05), which indicates the validity of the scale

The statistical methods used in the study:

Results were analyzed with the SPSS-21 program.

☐ Wilcoxon Test for Rank-Signed Correlated Pairs

Wilcoxon - matched Paired Signed - rank test

☐ the double correlation coefficient to find the size of the effect of sensory activities.

☐ Mann-Whitney test

Averages and Standard Deviations

Results of the study and their interpretation:

The first hypothesis and its consequences:

Which states:

The self-confidence of children in the experimental group of pre-school children improves according to the effectiveness of the play

To verify the validity of this hypothesis, the researcher used the Wilcoxon test for similar pairs, and Table (11) shows the results associated with this hypothesis.

Table (11 :)It shows the mean and total ranks between the pre and post measure and the overall score (n = 10)

Variable	Indication	Number	W	Total ranks	W	Sign.	Effect
Accept self	Negative signs	1	5,5	5,5	5,5	0,025	0,80
	Positive signs	9	5,5	49,5			
	Equality	0					
Accept others	Negative signs	1	1,5	1,5	1,5	0,008	0,95
	Positive signs	9	5,94	53,5			
	Equality	0					

Social activities	Negative signs	2	1,5	3	3	0,012	0,89
	Positive signs	8	6,5	52			
	Equality	0					
Emotional balance	Negative signs	2	1,5	3	3	0,012	0,89
	Positive signs	8	6,5	52			
	Equality	0					
Facing problems	Negative signs	1	1	1	1	0,006	0,88
	Positive signs	9	6	54			
	Equality	0					
Total degree	Negative signs	0	0	0	0	0,005	1,00
	Positive signs	10	5,5	55			
	Equality	0					

It is evident from Table (11) that the calculated values are greater than the tabular value at the level of significance (0.05, 0.01) and that the sum of the positive signals (telemetry) is greater than the sum of the negative signals (the pre-measurement), with a strong impact size ranging between (0,80, 0.95), which indicates an improvement in the self-confidence of the children of the experimental group rather than the preschool children after applying the effectiveness of cognitive play.

Interpretation and discussion of the results of the first hypothesis:

It is evident through the results of the first hypothesis that the self-confidence of the children of the experimental group of pre-school children improved after applying the cognitive play program, which we can say that the first hypothesis has been achieved.

This result can be explained by the exposure of the children of the experimental group to a purposeful set of various activities that had a great impact on developing self-confidence, and the researcher's selection of some appropriate techniques for this category helped in developing self-confidence, such as play art and movement games, as educators and psychologists began Interest in children's toys since the middle of the twentieth century, after discovering its importance in the development of children in various ways. The interest of parents and teachers in raising children began to take a turn that cares about the child and calls for the importance of the child learning the information that he sees suitable for his abilities while moving away from imposing the concept on him and feeding him the information with a silver spoon, the eyes of educational scientists began to examine children's play, and discover that the child learns from a game as much The level of the child who learns in public schools, which imposes information on the child and assumes the extent of his understanding of it. If we, as adults, are interested in teaching the child good information and providing him with various and varied skills and competencies, then we look forward to getting the whole deal of play and fun for children, as well as acquiring skills and information, obtaining self-confidence and raising a normal child who is able to coexist with the complex modern life. Recent studies that believe in the importance of play in the development of the child call for leaving the child in an environment rich in various materials and means, his observation, and timely intervention.

This result is consistent with the findings of some previous studies, such as the study of Abdul-Alim Muhammad Abdel-Alim (2001), which indicated improved self-confidence among children of the experimental group, pre-school children who are able to learn after

applying the training program, and the study of Noor Ahmad Al-Ramadi (2007), which improved Some social skills and self-confidence in the children of the experimental group of pre-school children as a result of the effectiveness of cognitive play, and the study of Aisha Jumah Al-Raisi (2009), which showed the existence of statistically significant differences between the average scores of the pre-measurement and the post-measurement in the experimental group in social skills and self-confidence in the post-measurement in favor of measurement The post-study and the study of Abd al-Sabur Mansur Muhammad (2010) improved some psychological variables, including self-confidence among children of the experimental group, mentally handicapped children who are able to learn after implementing the computer-assisted training program, and the study of the fulfillment of Mr. El-Minyawy (2015), which indicated an improvement in the level of self-confidence of the experimental group Of pre-school children who were applied to the cognitive play activity and the study of Shaima Al-Sayed Al-Sayed (2016), which showed differences Statistical significance between the mean scores of the experimental group's children in the pre and post measurements on the self-confidence scale in favor of the post measurement.

The results of this study also agreed with the results of other studies that dealt with the development of self-confidence in samples similar to the sample of the current study, such as the study of Ayman Ahmad Al-Muhammadi (2001), which indicated the existence of statistically significant differences between the mean of the pre and post measurement ranks in the scale of social skills - and the measure of self-confidence of the experimental group. In favor of the dimensionality among children in the pre-school stage, and the study of Abd al-Rahman Muhammad Masoud (2008), which showed the existence of statistically significant differences between the mean scores of the experimental group children in the pre and post measures on the self-confidence scale in favor of the post measurement in slow-learning children, and the study of Amal Abdul Karim Qasim (2010), which indicated that there are statistically significant differences between the mean scores of the members of the experimental group of kindergarten children on the measure of self-confidence in the two measurements before and after the implementation of the program, and the study of Nermin Samir Zaki Mustafa (2010), which concluded that there are statistically significant differences between the two average degrees of the scale Self-confidence of the experimental group of children of unknown parentage in the pre and post measurement in favor of the post measurement, and the study of Souad Rifat Laban (2011), which demonstrated the existence of similar differences Statistical significance at the level (0.01) between the mean scores of the experimental group of blind children on the dimensions of the measure of self-confidence (physical-social-academic) and the total score in the pre and post measurements in favor of the post-measurement, and the study of Walid Al-Sayed Khalifa (2012), which showed the existence of differences Statistical significance between the mean scores of the experimental group's children's scores in the pre and post measurements on the self-confidence scale in favor of the telemetry for deaf children, and the study of Najla Muhammad Abdel Fattah al-Sharif (2013), which indicated that there are statistically significant differences between the mean scores of the experimental group of children with hearing impairment On the measure of self-confidence in the two measurements before and after the implementation of the program, and the study of Alia Abbas Ali Al-Sayed (2015), which concluded that there are statistically significant differences between the average score of the self-confidence scale of the experimental group of children with speech disorders in the pre and post measurement in favor of the post measurement.

The second hypothesis and its consequences:

Which states: The experimental group outperforms the control group of preschool children who are capable of cognitive play in self-confidence after implementing the program.

To verify the validity of this hypothesis, the researcher used the Mann-Whitney - U Test for asymmetric pairs, and Table (12) shows the results associated with this hypothesis.

Table (12): illustrates the comparison between the scores of the experimental group And the control group for the dimensions of self-confidence and the overall score ($n_1 = n_2 = 10$).

Group	Mean Rank	Total Rank	U	Function level	Effect
Control	13,65	136,5	18,5	0,015	0,63
Experimental	7,35	73,5			
Control	13,15	131,5	23,5	0,043	0,53
Experimental	7,85	78,5			
Control	13,8	138	17	0,011	0,66
Experimental	7,2	72			
Control	13,3	133	22	0,035	0,56
Experimental	7,7	77			
Control	13,3	133	22	0,035	0,56
Experimental	7,7	77			
Control	14,25	142,5	12,5	0,005	0,75
Experimental	6,75	67,5			

It is evident from Table (12) that there is a statistically significant difference between the experimental group and the control group at a level of significance (0.05) in the measure of self-confidence and at a level of significance (0.01) in the total score in favor of the experimental group, with an average effect size ranging between (0.56, 0), 66), which indicates an improvement in the self-confidence of the children of the experimental group for preschool children to learn about the control group after applying the program, the effectiveness of cognitive play.

The results of the fifth hypothesis show an improvement in the self-confidence of children of the experimental group among pre-school children, who are able to learn by cognitive play about the control group after applying the training program, which we can say with him that the second hypothesis has been achieved.

- **Interpretation and discussion of the results of the second hypothesis:**

This result can be explained - from the researcher's point of view - that the children of the experimental group were exposed to a set of movement activities, cognitive games, various experiences, carefully selected techniques, and carefully designed attitudes that helped them improve their self-confidence, and the problem-solving training technique helped in developing this aspect. In terms of self-confidence, while the role-playing technique helped train children in many aspects of desired social behavior, he states (Hisham Abdullah, 2007, 69) that the child is trained to perform some social skills or behavioral situations that he is exposed to in his life. And assisting him in practicing the behaviors desired to grow in him, the art of role playing is considered one of the cognitive-behavioral techniques, and training based on the theory of

projection, and the success of the individual depends on his ability to play the role required of him, and therefore training in playing and mastering roles is a fundamental requirement in self-management, as well as Role-playing helps students acquire the required and desired behavior, and there are basic stages of the role-play process which are that the model to be performed and training on it encourages individuals to perform the required roles Binge and correct the performance while reinforcing the positive aspects in it and then re-performance so that students or individuals can acquire skills related to roles and thus it is easy to apply these skills in normal life. While the researcher also attributes this hypothesis to the use of a very important technique for children before the school, which is the technique of sequence of behavior, which helped strongly in children's ability to carry out the tasks required of them. This behavior with a series of responses that are linked to each other functionally, and is used in teaching a preschool child, for daily life skills such as: defecating, personal hygiene, eating, using money, ... etc., and training on these activities depends on segmentation Activity or behavior into a group of small parts known as tasks or duties, then training on each task separately (Khawla Ahmed Yahya, 2005, 193), and you see (Soheir Shash and others, 2013, 203-204) is a method that involves linking a series of patterns The simple behavior to link them together to form a complex behavior and the effectiveness of this increases. The chain is a group of loops in which each link acts as an exciting characteristic that distinguishes it for the response that follows it, and as a conditional reinforcer for the response that precedes it, and the element that maintains the cohesion of the chain is the reinforcement that occurs at the end. Thus, the sequence is: the graduation within consecutive and consecutive behavioral units, and this stems from the principle that behavior includes consecutive units or parts in a series and sequences, the sequence represents a group of individual responses that occur regularly from the behavioral sequences, or behavioral units. Which made it easier for the children to accomplish what was asked of them.

Also, the technique of verbal guidance used by the researcher has the effect of directing children's responses in the right direction, and this is confirmed by (Khawla Ahmed Yahya, 2005: 200) that it is a kind of temporary assistance that is used to help the child complete the work in the desired way, and when the child is unable to perform an operation It is possible to resort to verbal indoctrination, and as the child learns to perform the process that he is learning, the memorization is gradually reduced until it stops completely.

During the implementation of the sessions, the researcher searched for pre-school children, gave him instructions on what was required of him and directed him to the method of performance and the mistakes he made during the implementation of the task required of him, which is a verbal instruction, that is, to remind the child what he wants to do with words, and it is clear that This type of indoctrination or prompting can only be useful with children who can speak, and verbal instructions and directions should be clear, and it must be ensured that they are implemented as the instructions derive their power in their effect on behavior through the consequences of their implementation, and then performed during guidance Verbal by integrating the technique of reinforcement to ensure the maximum benefit from the session, and followed by the technique of feedback that informed the child of knowing his place in the task required of him, and the extent of its achievement or part of it, which had a good effect in achieving most of the goals of the sessions.

This result appears to be logical and consistent with the results of the previous studies presented, given that the members of the control group did not apply to them the various activities of the program, and they were not found in the stimulating educational motor environment that was provided to the children of the experimental group, which helped them express their feelings and emotions to others. It is also evident that the control group lacks important aspects provided

by the training program used in the study through a group of various activities that helped improve the self-confidence of the experimental study sample.

This result is consistent with the findings of some previous studies in the field of mentally handicapped children who are able to learn, such as the study of Abd al-Aleem Muhammad Abd al-Alim (2001), the study of Nur Ahmad al-Ramadi (2007), the study of Aisha Juma al-Raisi (2009), and the study of Abd al-Sabur Mansur Muhammad (2010)), The study of Wafaa Al-Sayed El-Minyawy (2015), and the study of Shaima Al-Sayed Al-Sayed (2016), which showed the superiority of the experimental group over the control group of children capable of cognitive play.

The results of this study also agreed with the results of other studies that dealt with the development of self-confidence for samples similar to the sample of the current study, such as the study of Ayman Ahmed Al-Muhammadi (2001) for a sample of kindergarten children, the study of Abdul Rahman Muhammad Masoud (2008) for a sample of slow-learning children, and the study of Amal Abdul-Karim Qasim (2010) for a sample of kindergarten children, the study of Nermin Samir Zaki Mustafa (2010) for a sample of unknown children, the study of Suad Rifat Laban (2011) for a sample of pre-school children, Walid al-Sayed Khalifa study (2012) for a sample of deaf children, and the study of Najla Abdel Fattah al-Sharif (2013) for a sample of children with hearing impairment, Alia Abbas Ali Al Sayed (2015) study for children with speech difficulties, and Fatima Salih Syed Ali (2016) study among middle school students, which concluded that the experimental group surpassed the control group in self-confidence after applying the program.

The third hypothesis and its consequences:

Which states:

The effect of the training program continues to develop the self-confidence of the experimental group of learnable children after a period of one month of implementation.

To verify the validity of this hypothesis, the researcher used the Wilcoxon test for similar pairs, and Table (13) shows the results associated with this hypothesis. Table (13) Average and total ranks for the post-measurement and the tracking measurement of the dimensions of self-confidence and overall score (n = 10)

Variable	Indication	Number	Rank mean	Total Rank	W	Significance indication	F
Accept self	Negative signs	1	7	7	7	0,112	Not F
	Positive signs	7	4,14	29			Not F
	Equality	2					Not F
Accept others	Negative signs	2	3,75	7,5	7,5	0,135	Not F
	Positive signs	6	4,75	28,5			Not F
	Equality	2					Not F
Social activities	Negative signs	1	6,5	6,5	6,5	0,099	Not F
	Positive signs	7	4,21	29,5			Not F
	Equality	2					Not F
Emotional balance	Negative signs	2	8	16	16	0,229	Not F

	Positive signs	8	4,88	39			Not F
	Equality	0					Not F
	Negative signs	4	6,13	24,5			Not F
	Positive signs	5	4,1	20,5			Not F
Facing problems	Equality	1			20,5	0,81	Not F
	Negative signs	3	3,67	11			Not F
	Positive signs	6	5,67	34			Not F
Total degree	Equality	1			11	0,171	Not F

It is evident from Table (13) that the calculated values are less than the tabular value at a level of significance (0.05), which indicates that there is no statistically significant difference between the post measurement and the tracer on the dimensions of the self-confidence scale, but the total of the ranks of the positive signs is greater than the total ranks of the negative signs. Except after facing problems, which indicates the continuity of the impact of the training program.

• Discussion of the results of the third hypothesis:

It is evident from the results of the second hypothesis that the self-confidence continues to improve among the children of the experimental group who are mentally disabled, who are able to learn after applying the training program one month.

This improvement is due to the sound scientific steps that the researcher followed in preparing their program based on movement games, in which it was taken into account that his subjects, sessions, activities, and movement games would be of interest and curiosity for children with mental disabilities, the ease and simplicity of concepts presented to children during the sessions, and the researcher included children from the simple level to The most difficult level smoothly, and the use of educational strategies, various movement activities helped in attracting children's attention to the sessions and integrating into them quickly, while the researcher's ability to employ technicians in the sessions according to the type of activity helped the children to integrate in the sessions and led to their interest in activities and movement games, thus survival Program impact.

This result is consistent with the findings of some previous studies in the field of children who are able to learn, such as the study of Abdul-Alim Muhammad Abdel-Alim (2001), the study of Noor Ahmad Al-Ramadi (2007), the study of Aisha Jumah Al-Raisi (2009), and the study of Abdul-Sabur Mansour Muhammad (2010). And the study of Wafa al-Sayed El-Minyawy (2015), and the study of Shaima al-Sayed al-Sayed (2016), which showed the continued improvement of self-confidence among children of the experimental group of pre-school children who are able to learn one month after the implementation of the training program (traceral measurement.)

The results of this study also agreed with the results of other studies that dealt with the development of self-confidence for samples similar to the sample of the current study, such as the study of Ayman Ahmad Al-Muhammadi (2001) for a sample of kindergarten children, the study of Abdul Rahman Muhammad Masoud (2008) for a sample of slow-learning children, and the study of Amal Abdul Karim Qasim (2010) for a sample of kindergarten children, the study of Nermin Samir Zaki Mustafa (2010) for a sample of unknown children, the study of Suad Rifat Laban (2011) for a sample of kindergarten children, Walid Al Sayed Khalifa study

(2012) for a sample of deaf children, and the study of Najla Muhammad Abdel Fattah Al Sharif (2013) for a sample of children, and Alia Abbas Ali Al-Sayed (2015) study for children, which concluded that the self-confidence of pre-school children in Taif governorate continued to improve, who are able to learn after the implementation of the training program one month on cognitive play.

(Traceral measurement).

Recommendations:

- Preparing comprehensive evidence of social skills to deal with kindergarten children in the classroom.
- Paying attention to educating teachers and parents about the importance of programs that work to develop the self-confidence of pre-school children.
- Enlightening special education teachers about the importance of developing social skills in general and self-confidence in particular for pre-school children.
- Providing parents with everything that helps them improve their children's self-confidence.
- Providing programs for preparing special education teachers with some skills and experiences that contribute to developing the social skills of pre-school children and how to deal with them.
- Educating parents on how to develop the social skills of their children.
- The need to pay attention to programs to develop the self-confidence of pre-school children as a feature of personality.
- The necessity to create an environment within the school or center to encourage children to acquire social skills.
- The necessity of having different activities programs for pre-school children in Kindergarten that aim to develop their self-confidence.

• **Suggested research and future studies:**

- The use of cognitive play to improve the personal flexibility of pre-school children, who are apt to play cognitively
- The use of cognitive play in developing self-control of preschool children for learning.
- Using cognitive play in developing problem-solving skills among preschool children who are apt to play cognitively
- Using cognitive play to improve the family climate in developing self-confidence among preschool children who are able to play cognitively
- Using cognitive play to develop the self-confidence of pre-school children.
- The effectiveness of a counseling program for mothers of mentally handicapped children and its impact on developing the self-confidence of pre-school children.

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