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The Effect of The Situated Game Teaching Model Through Set-Plays on Motor Development
El Efecto Del Modelo de Enseñanza Del Juego Situado A Través De Juegos de Sets En El Desarrollo Motor

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Abstract. The purpose of this study, the effect of the situated game teaching model through setplays, which is an innovative model, on basic motor skills was investigated. In addition to the applications within the scope of the current curriculum, educational games applied for 8 weeks were conducted with situated game teaching model through setplays and their effects on basic motor skills were examined. Experimental and control groups included 62 2nd grade students in the 2020-2021 academic year. For 8 weeks, children were made to play with situated game teaching model through setplays 2 days a week and 40 minutes each. The short form of the second version of the Bruininks-Oseretsky Motor Proficiency Test (BOT-2) was used as a measurement tool. Prior to the applications, the first tests of both the experimental group and the control group were taken, and after the applications, the final tests of both groups were taken. After the normality test, repeated measures ANOVA and Simple Effects tests were applied for mixed measures at α=0.05 significance level to determine whether there was a difference between the basic motor development levels depending on the program applied to the study groups and the duration of the study. A statistically significant difference was found between the 6 subtests of BOT-2 (Fine Motor Sensitivity and Integrity, Balance, Running Speed and Agility, Hand-Arm Coordination, Power) and Total Motor Compound values. As a result, educational games applied and situated game teaching model through setplays positively affect basic motor skill levels.
Keywords: Situated game teaching, model, setplays, motor development, physical education.

Resumen. El propósito de este estudio, se investigó el efecto del modelo de enseñanza de juego situado a través de setplays, que es un modelo innovador, sobre las habilidades motoras básicas. Además de las aplicaciones en el ámbito del plan de estudios actual, se llevaron a cabo juegos educativos aplicados durante 8 semanas con el modelo de enseñanza de juego situado a través de setplays y se examinaron sus efectos sobre las habilidades motoras básicas. Los grupos experimental y de control incluyeron 62 alumnos de 2º de primaria del curso 2020-2021. Durante 8 semanas, se hizo jugar a los niños con el modelo de enseñanza de juego situado a través de setplays 2 días a la semana y 40 minutos cada uno. Como instrumento de medida se utilizó la forma abreviada de la segunda versión del Test de Competencia Motriz de Bruininks-Oseretsky (BOT-2). Antes de las aplicaciones, se tomaron las primeras pruebas tanto del grupo experimental como del grupo de control, y después de las aplicaciones, se tomaron las pruebas finales de ambos grupos. Tras la prueba de normalidad, se aplicaron las pruebas ANOVA de medidas repetidas y Simple Effects para medidas mixtas a un nivel de significación α=0,05 para determinar si existían diferencias entre los niveles de desarrollo motor básico en función del programa aplicado a los grupos de estudio y de la duración del estudio. Se encontró una diferencia estadísticamente significativa entre las 6 subpruebas del BOT-2 (Sensibilidad e Integridad Motora Fina, Equilibrio, Velocidad y Agilidad de Carrera, Coordinación Mano-Brazo, Potencia) y los valores del Compuesto Motor Total. Como resultado, los juegos educativos aplicados y el modelo de enseñanza de juego situado a través de setplays afectan positivamente a los niveles de habilidad motora básica.
Palabras clave: Enseñanza del juego situado, modelo, setplays, desarrollo motor, educación física.

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Introduction

Since the beginning of educational activities, each society has been able to define certain categories of goals for the development of the individual by its social needs and, if necessary, to modify them according to new demands (Yöntem, 2024). Among these goals is the elimination of unhealthy lifestyles caused by the negative effects of modernity, especially the inactivity of the individual. Countries around the world are making it a policy to make people mobile again (Chen, 2023). The school is the most appropriate place to implement this policy according to its purpose (Carcamo-Oyarzun, Romero-Rojas & Estevan, 2022; Yavuz, Özüdoğru & Kayapınar, 2019). One of the lessons that are at the forefront for these purposes is physical education and sports classes. According to Zueck Enríquez et al., (2020), physical education and sports are planned and conscious activities that aim at the social, mental, emotional, and physical development of the individual, who is the main source of future generations, and are complementary to education.

Physical education programs include activities that satisfy the child's need for basic movement and space for self-expression (Ulaboevich, 2022). In particular, it ensures the individual's free movement and right to play in the educational and training life. It helps them enjoy sporting activities and ensures they receive mental and physical education (Kamyuka, et al., 2020). Also, physical education is also important for the individual's movement skills, personal, neuromuscular coordination, and social and organic development (Giakoni, Paredes Bettancourt & Duclos-Bastías, 2021; Malhotra, 2021).

Physical education and sport contribute to the development of motor skills such as balancing, walking, jumping, climbing, and running, which are fundamental at this stage. In addition to the motor development of children through participation in planned physical education and physical activities, it also has positive effects on cognitive

development and social-emotional development (León, Prieto-Ayuso & Gil-Madrona, 2020). It also helps the child to be psychologically and mentally compatible by contributing to the development of coordination, musculo-nervous system and body control through changes in behaviour related to movement (Wang, Rahman & Daud, 2021). The realisation of these objectives begins with the implementation of the first stage of education, which is the first level of primary school, in the 1st, 2nd, 3rd and 4th grades (Eurydice, 2021).

Taking into account the physiological and biological structures of the children who will be educated in the first level of education, age, intelligence, physical structure, muscle, strength, coordination, etc. should be supported with appropriate activities. Identifying children's level of motor development and presenting different activities is important in supporting children's motor development (Gallahue & Ozmun, 2006). Providing children with appropriate and rich stimulation in primary school will improve their basic movement skills and help to increase their success in sports skills throughout adolescence and adulthood (Graham, et al., 2007).

Educational programmes are used as an important tool to develop different competencies such as different ways of thinking, social skills and problem solving (Ömeroğlu et al., 2006). In addition, play and education should be considered as a whole, as it is at this stage that the importance of children's motor skills begins to emerge in primary education. Motor skills, which are closely related, facilitate the acquisition of target behaviours when combined with physical education and play. Based on the systematic and easy progression of all these, there are different teaching models used by teachers and the main purpose of these teaching models, which vary according to the current conditions, students and teachers, is to provide better learning (Keske, 2007).

The situational teaching model with game scenarios, which is a new approach in the literature, is based on situational learning theory. The situational teaching model with game scenarios is an innovative pedagogical approach designed for teaching game and sport branches in physical education and sports classes (Li, Xie & Li, 2018). The situational teaching approach, on which the situational teaching model with game scenarios is based, attempts to explain learning and knowledge construction based on the constructivist approach (Kirk & Macdonald, 1998).

It is believed that the benefits of physical education, which provides the active life necessary for the healthy development of the individual and contributes to motor development, can be enhanced through the effective use of teaching models. To this end, studies that examine and support the effects of both game and physical activity on the development of the whole person through different teaching models are very important. However, as a result of the researches, it is seen that there are not many studies on motor development and teaching models. Therefore, it is believed that this lack in the field will be addressed by investigating the effects of game teaching on motor development through teaching models, enriching the field and inspiring future studies.

Method

Research design

A quantitative research was conducted to reveal the effect of the methods and practices used in the study on the motor development of the students and an experimental design was used. This research approach is a technique used in controlled environments to investigate the effects of changes in one or more variables on the dependent variable in an attempt to explain cause and effect relationships (Karasar, 2007; Kılıç & Cinoğlu, 2008). In this study, in addition to the practices within the current curriculum, the effect of the programme consisting of educational games in accordance with the stages of the situational teaching model with game scenarios to be applied to the experimental group for 8 weeks on basic motor skills was investigated.

Research group

The children who were enrolled in Kırdar Bilgiören College during the academic year and who had no objection to participate in physical activities were selected. The experimental group consisted of 32 students who were continuing their education in the second grade of primary school and the control group consisted of 30 students who were continuing their education in the same grade. Pre-post test measurements were taken from all participants in the control and experimental groups.

Research technique and protocol

The research was conducted with the pre-test post-test control group experimental design model, which is one of the real experimental design models. In the pre-test post-test control group design, one of the two groups formed by random assignment is the experimental group and the other is the control group and these groups are measured before and after the experiment (Karasar, 2007).

Necessary permissions were obtained from Kütahya Dumlupınar University Ethics Committee and Kütahya Provincial Directorate of National Education to conduct the studies within the scope of this research. Appropriate days and hours for the study were determined by contacting the relevant administrators and teachers of the private primary school, Kırdar Bilgiören College, where the studies would be conducted. Prior to the implementation phase of the study, meetings were conducted with the physical education teacher who would carry out the lesson to implement the situational teaching model with game scenarios. During the implementation meetings, the PE teacher was given materials to read about the model and understand the features of the model. Brainstorming was done about the materials to be shown, questions to be asked, feedback to be given and possible corrections during the application. In the application phase of the study, the

activities within the scope of the curriculum were applied to the experimental group with game scenarios and educational games with the situational teaching model, while the activities within the scope of the curriculum were applied to the control group with the traditional teaching model.

STMGS implementation process: The Situational Teaching Model with Game Scenarios (STMGS) is designed to enable students to understand how to make relational analyses by playing the activities within the curriculum with an educational game, and to increase their decision-making level. The activities of the STMGS are explained in detail to the students before the application. Each of the educational games to be implemented has a tactical problem. It is important to solve the existing tactical problems with scenarios based on educational games. After presenting the educational games prepared with situational game scenarios to the students, it is ensured that the students make relational analyses with questions directed by the teacher. Unlike the traditional teaching model, the learning tasks are carried out in five pedagogical steps. These five steps are the presentation of game scenarios, comprehension of clues and relational analysis, teaching and demonstration, feedback, and discussion (Li, Xie & Li, 2018).

Implementation process of the traditional teaching model: In the traditional teaching model, the teacher introduces the activities mostly at the informative level. Related tips and instructions are given.

Role of the researcher: During the implementation of the models, the researcher only took field notes and participated in the activities as an observer.

Measurement tool

The second version of the Bruininks-Oseretsky Motor Competence Test-2 (BOT-2) was developed to measure motor skills in individuals aged 4-21 years. It is an improved version of the first version developed by Bruininks-Oseretsky in 1978. It is a reliable instrument for measuring the motor skills of individuals. Bruininks and Bruininks (2005) applied the test to 1520 students aged 4-21 and the reliability coefficient of the test was determined to be 0.70. The test consists of 4 titles, 8 subtests, and 53 items. These are respectively; *Fine Motor Skills: Hand Control;* Integration and Precision of Fine Motor Skills, *Hand Coordination;* Hand-arm coordination, Hand skills, *Gross Motor Skills: Body Coordination;* Bidirectional coordination, Balance, *Strength and agility;* Speed and agility, Power. The scores obtained during the application of the Bruininks-Oseretsky Motor Competence Test are raw scores. Transformation of raw scores into point scores; For all sections, the conversion scale tables provided with the Personal Record Form are used. A point score is given in the circle to the right of each section on the personal record form. For sub-tests with two or more sections, the score of the sections is used to determine total score of test. Finally, point score of the subtest is written in test score summary section on the front of personal record form, and then total motor composite score is computed (Bruininks & Bruninks, 2005; Top, 2012).

Data evaluation and statistical procedure

The data obtained were edited with the MS Excel program and then transferred to the SPSS 21.0 package program and the Shapiro-Wilk normality test was applied to determine whether the data had a normal distribution, and after the normality test, Repeated Measures ANOVA and Simple Effects tests were applied for mixed measures at $\alpha = 0.05$ level to determine whether there was a difference between the groups. Again, the effect size of the difference during the intervention was evaluated according to Hopkins' effect size classification (Ulupınar & İnce, 2021).

Results

In this section, the data obtained from the participants within the scope of the purpose of our research are analyzed and the results of the data analysis are presented.

Table 1.
Fine motor skill sensitivity pre-post test measurement results

Measurement	Group	N	$\bar{X}$	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	6.844	.393	33.192	.000**	.356
	B_{CG}	30	5.900	.406			
Post test	A_{EG}	32	9.125	.292			
	B_{CG}	30	5.933	.301			

**p<0.01, *AEG: A Experimental Group, BCG: B Control Group

In Table 1, when the change in the fine motor skill sensitivity of the experimental and control groups before and after the intervention was compared, it was found that the fine motor skills sensitivity of the experimental group improved more than the control group *(F1. 60; 33.192; p<0.05).* The effect size was moderate *(η^2=0.356).*

In Table 2, When the change in the integrity of fine motor skills of the experimental and control groups before and after the intervention process was compared, it was found that the integrity of fine motor skills of the experimental group showed more improvement compared to the control group *(F1. 60; 71.986; p<0.05).* The effect size was large *(η^2=0.545).*

Table 2.
Fine motor skill integrity pre-post test measurement results

Measurement	Group	N	$\bar{X}$	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	6.250	.242	71.986	.000**	.545
	B_{CG}	30	4.833	.250			
Post test	A_{EG}	32	8.031	.204			
	B_{CG}	30	5.033	.211			

**p<0.01, *AEG: A Experimental Group, BCG: B Control Group

Table 3.
Hand skillery development pre-post test measurement results

Measurement	Group	N	$\bar{X}$	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	4.094	.238	2.022	.160	.033
	B_{CG}	30	2.833	.246			
Post test	A_{EG}	32	4.406	.235			
	B_{CG}	30	2.833	.243			

*AEG: A Experimental Group, BCG: B Control Group

In Table 3, when the change in the development of dexterity in the experimental and control groups before and after the intervention process is compared, it can be said that although there is no statistically significant difference between the groups, the development of dexterity in the experimental group has improved more than the control group *(F1. 60; 2.022; p<0.05)*. The effect size was small *(η^2=0.033)*.

Table 4.
Bidirectional coordination development pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	5.031	.195	3.667	.060	.058
	B_{CG}	30	4.067	.201			
Post test	A_{EG}	32	5.656	.176			
	B_{CG}	30	4.300	.182			

*AEG: A Experimental Group, BCG: B Control Group

In Table 4, when the change in the bidirectional coordination development of the experimental and control groups before and after the intervention process was compared, although the developmental difference between them was not found to be significant, it was observed that the bidirectional coordination development of the children in the experimental group was higher than that of the control group *(F1. 60; 3.667; p<0.05)*. The effect size was small *(η^2=0.058)*.

Table 5.
Balance development pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	5.313	.217	29.280	.000**	.332
	B_{CG}	30	4.724	.228			
Post test	A_{EG}	32	6.531	.212			
	B_{CG}	30	4.414	.223			

**p<0.01, *AEG: A Experimental Group, BCG: B Control Group

In Table 5, when the change in the balance development of the experimental and control groups before and after the intervention process was compared, it was found that the balance development of the experimental group improved more than the control group *(F1. 60; 29.280; p<0.05)*. The effect size was moderate *(η^2=0.332)*.

Table 6.
Running speed and agility development pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	5.875	.250	36.065	.000**	.375
	B_{CG}	30	6.100	.258			
Post test	A_{EG}	32	6.688	.194			
	B_{CG}	30	5.600	.200			

**p<0.01, *AEG: A Experimental Group, BCG: B Control Group

Table 7.
Hand arm coordination development pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	4.937	.244	10.924	.002*	.154
	B_{CG}	30	3.300	252			
Post test	A_{EG}	32	6.063	.217			
	B_{CG}	30	3.700	.224			

**p<0.05, *AEG: A Experimental Group, BCG: B Control Group

In Table 6, when the change in running speed and agility of the experimental and control groups before and after the intervention process was compared, it was determined that the running speed and agility of the experimental group improved more than the control group *(F1. 60; 36.065; p<0.05)*. The effect size was moderate *(η^2=0.375)*.

In Table 7, When the change in hand coordination development of the experimental and control groups before and after the intervention process was compared, it was found that the hand coordination development of the experimental group showed more improvement than the control group *(F1. 60; 10.924; p<0.05)*. The effect size was small *(η^2=0.154)*.

Table 8.
Strength development pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	5.469	.171	164.761	.000**	.733
	B_{CG}	30	4.733	.176			
Post test	A_{EG}	32	7.563	.211			
	B_{CG}	30	4.733	.218			

**p<0.01, *AEG: A Experimental Group, BCG: B Control Group

In Table 8, when the change in the power development of the experimental and control groups before and after the intervention process was compared, it was found that the power development of the experimental group improved more than the control group (F1. 60; 164.761; p<0.05). The effect size was very large (η^2=0.733).

Table 9.
Total motor compound values pre-post test measurement results

Measurement	Group	N	X̄	Std. error	F	P-value	η^2
Pre test	A_{EG}	32	43.813	1.099	159.968	.000**	.727
	B_{CG}	30	36.567	.881			
Post test	A_{EG}	32	54.063	1.135			
	B_{CG}	30	36.400	.910			

*p<0.01, *ADG: A Deney Grubu BKG: B Kontrol Grubu

In Table 9, when the change in the total motor compound values of the experimental and control groups before and after the intervention process was compared, the motor compound values of the experimental group were found to be higher than the control group *(F1. 60; 159.968; p<0.05)*. The effect size was very large *(η^2=0.727)*.

Discussion

According to the results of the tests applied to examine the effects of different teaching models applied to students continuing their education at the 2nd grade level of the first level of primary education on motor development, when the change in fine motor skill sensitivity of the experimental and control groups is compared, it is seen that the fine motor skill sensitivity of the students in the experimental group has improved more than the control group. The change in the control and experimental groups was statistically significant and the effect size was moderate. It is thought that the main reason for the difference between the groups is that the activities applied to the experimental group for 8 weeks were in accordance with the stages of the

situational teaching model with game scenarios and that the selected games attracted the interest of the children. In their study, Budini et al. (2014) emphasized that there was a statistically significant difference between the groups when the change in fine motor skill sensitivity of the experimental and control groups was compared. They state that this difference is in favor of the experimental group. In their study, Pienaar and Kemp (2011) found that there was a statistically significant difference between the groups in the change in fine motor skill sensitivity of 1st grade students of different races. Akın (2015) stated in his study that there was a significant difference in fine motor skill sensitivity when the pre and post-tests of the experimental and control groups were compared. The results we obtained in fine motor skill sensitivity are in parallel with the findings of the relevant literature.

Comparing the change in the fine motor skill integrity of the experimental and control groups is compared, it is seen that the experimental group showed more improvement than the control group. The improvement between the two groups was statistically significant and the effect size was high. Akın et al. (2016) found that the difference between the fine motor integrity values was statistically significant. It is stated that the significant difference was in favor of the experimental group. In the study conducted by Pienaar and Kemp (2011) with students of different races and continuing their education at the primary education level, it is stated that there are significant differences in fine motor skill integrity. It is stated that this difference is statistically significant and in favor of the experimental group. In the study conducted by Ballı (2006) it was emphasized that there was an improvement in the pre and post test measurements of fine motor skill integrity of the groups and this improvement was statistically significant. According to the results of many studies, it is emphasized that the activity has positive effects on object control skills (Barnett, et al., 2009; Logan, et al., 2011). The results we obtained in fine motor skills integrity are in parallel with the findings of the relevant literature.

When the change in dexterity development in the control and experimental groups is compared, it is seen that the dexterity development of the children in the experimental group has improved more than the control group. However, this development between the two groups was not statistically significant and the effect size was small. It is assumed that the reason for the lack of a significant difference between the groups and the low effect size is the lack of games suitable for dexterity skills during the applications. In a study by Livonen et al. (2011), it was emphasized that the change in children's manual dexterity values was significant and this was in favor of the experimental group. Akın (2015) stated in his study that there was a statistically significant difference between the groups in favor of the study group in terms of manual dexterity values.

Comparing the change in bidirectional coordination development in the experimental and control groups is compared, it is seen that the control group developed less than the experimental group. This change between the groups was not statistically significant and the effect size was small. It is thought that the reason for the difference between the groups is the lack of games suitable for bidirectional coordination skills during the application. In contrast to our study, Akın (2015) reported that there was a statistically significant difference between the test measurements of bidirectional coordination values in favor of the study group. In the study conducted by Vidoni et al. (2014) to examine the skill levels of kindergarten students, it was stated that the difference between the bidirectional coordination values of the groups was in favor of the study group.

Comparing the change in balance development of the experimental and control groups is compared, it is seen that the control group showed less development than the experimental group. This change between the two groups is statistically significant in favor of the experimental group and the effect size is average. It is assumed that the main reason for the difference between the groups is that the activities applied to the experimental group for 8 weeks were implemented in accordance with the stages of the situational teaching model with game scenarios. In the study conducted by Ulutaş (2011) when the pre-post measurements of the experimental and control groups were compared, a significant difference was found in favor of the experimental group. Özdenk (2007) found significant differences between the pre-post test values of the balance development study group. Again, Akın (2015) stated that there was a significant difference between the balance development values between the experimental group and the control group in favor of the study group.

Comparing the running speed and agility changes of the experimental and control groups are compared, it is seen that the children in the control group showed less development than the study group. This improvement between the two groups is statistically significant in favor of the study group and the effect size is small. It is assumed that the main reason for the difference between the groups is that the games applied to the experimental group for 8 weeks were applied in accordance with the stages of the situational teaching model with game scenarios. In the study conducted by Koç (2017) with students continuing their education at the second and third grade level, it was determined that there was a significant difference between the groups in running speed and agility values and that this difference was in favor of the study group. Again, in the study conducted by Altınkök & Kasap (2014) on the effect of physical education lessons based on the cooperative teaching method on the motor skills of 9-10 year old children, it is emphasized that there is a significant difference between the first and last tests of the experimental group. The results we obtained in running speed and agility are in parallel with the findings of the related literature.

When the change in hand coordination development of

the experimental and control groups is compared, it is seen that the hand coordination development of the control group developed less than the study group. This development is statistically significant in favor of the study group and the effect size is small. The main reason for the difference between the groups is thought to be the motivation of the children before the activities within the scope of the stages of the model applied to the experimental group for 8 weeks. In the study conducted by Koç (2017) with students continuing their education at the second and third grade level, it was determined that the experimental group showed more improvement when the hand arm coordination values of the experimental and control groups were compared. Again, in the study conducted by Akın (2015) a significant difference was found in favor of the experimental group between the experimental group and the control group hand arm coordination pre-post test values. In the study conducted by Ballı (2006) on the effect of gymnastics program on motor development, it was stated that the hand arm coordination values between the groups were statistically significant and there were differences between the average values of the groups. The results we obtained are in parallel with the related literature findings.

Comparing the change in power development in the experimental and control groups is compared, it is seen that the control group showed less development than the study group. This change between the two groups is statistically significant in favor of the study group and the effect size is large. It is thought that the main reason for the difference between the groups is that the experimental group was given feedback that could use children's relational analysis skills before the activities within the scope of the stages of the model applied to the experimental group for 8 weeks. In the study conducted by Gupta et al. (2011), it was stated that there was a statistically significant difference between the pre-post test measurements of the strength skills of the experimental group. In the study conducted by Demiral (2010) with judo athletes, it was stated that the experimental group provided more improvement in the strength skills of the athletes than the control group. Again, according to the results obtained in the study conducted by Özsaydı et al. (2015) with students studying at primary education level, it was stated that the experimental group obtained high scores in strength tests compared to the control group.

When the change in the motor compound values of the experimental and control groups is compared, it is seen that the control group students showed less improvement than the study group. This change between the two groups is statistically significant in favor of the study group and the effect size is high. It is assumed that the main reason for the difference between the groups is that the activities applied to the experimental group for 8 weeks were in accordance with the stages of the situational teaching model with game scenarios, and games that attracted children's interest were preferred. In a study conducted by Koç (2017) with second and third grade students, it was found that there was a significant difference between the total motor composite values in favor of the study group. In a study conducted by De Milander (2011) on the motor development of active and inactive girls between the ages of 12 and 13, it was reported that the total motor composite scores of active girls were higher than inactive girls. In the study conducted by Ballı (2006), it was stated that there was a statistically significant difference between the pre-post test results of the total motor compound values of the experimental group. Again in the study conducted by Akın (2015) it is stated that there is a statistically significant difference between the pre-post test values of all groups. When the relevant literature is examined, the results obtained support our study.

Conclusion

During these times when children's interest is completely focused on the game, it is possible to ensure that the skills they learn in the game can be transferred to real life by integrating appropriate teaching models into the games. At the same time, it is also very important for the child's development to teach the game, which is very essential for the development of basic motor skills, with appropriate models. In this context, our research explored the effect of a new teaching model, the situational teaching model with game scenarios, on the child's motor development by supporting curricular activities with games.

As a result of our study, significant differences were observed between the experimental group and the study group in favor of the study group. If we look at the scores obtained with the BOMYT II test, we can see that the pre-test scores of both groups are close to each other. Game As a result of the educational games applied to the children for 8 weeks and 40 minutes per week with the situational teaching model with scenarios, significant differences were found in favor of the experimental group in the children's post-tests. As a result of the differences obtained, it can be seen that the development of the experimental group is greater than that of the control group. The results acquired show that the situational teaching model with game scenarios is effective in the development of basic motor skills when the conditions for its use are provided.

As a result, according to the data obtained within the framework of our study; it was determined that the games applied with the situational teaching model with game scenarios for 8 weeks to children continuing their education at the 2nd-grade level of primary education have a positive effect on the development of basic motor skills.

Recommendations

✓ Physical education teachers should have a good command of all stages of the model to be able to use STMGS,

✓ Physical education teachers should regularly attend training courses and seminars to be able to use the STMGS,

✓ The application of an innovative model, STMGS, to different sports and different grade levels,

✓ Increasing the weekly hours of physical education and play in the first year of primary education,

✓ Organising class sizes for physical education and games lessons according to the model to reach all students while using STMGS,

✓ Teachers' knowledge of other teaching models used in PE and PE lessons will enable more effective and efficient use of STMGS.

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