

supervisors. That is because we ignore the child's growth laws which may result in some psychological disturbances. So, by giving the gain interest. The researcher has selected the language side for playing has had a great effect on it.

## II. Problem of the Study :

The problem of the study is formulated as the following question: How effective is playing program on the aspects of language development? and the following sub-questions follow:

1- Does the "Language play program" affect the aspects of measured language development?

2- Does the representative play programme affect the aspects of measured language development?

3- Do both of language play programme and representative play programme affect the aspects of the measured language development with the difference in the programme of play?

Language play programme affects  
development

5- Does the representative play programme affects the aspects of measured language development after flow up (three months)?

*III- Aims of the Study :*

1- Discovering the relation between the playing and the development of language in six-years old children.

2- Using this study's results in improving some conscious sides and directing playing usefully.

3- Increasing of the development of language of the school age child through playing programmes.

*IV. Limits of the Study :*

The present study is determined in the following dimensions :

- Geographical dimension :

The present study is confined to Zagazig only.

- Human dimension :

It includes (60) children of both sexes in age six years old.

- Time dimension :

From the september 1990 to Novemper 1990, viz three months only through which the researcher has told the children play through various ways.

*V. Hypothesis :*

It would be possible to formulate the following hypothesis as expected answer for the questions of the study, this has been done in the light of the previous studies and researches.

1- There are significant differences between the averages scores fo the language play group children in the aspects of the measured language development before and after the language play programme.

2- There are significant differences between the averages scores of the representative play group children in the aspects of the measured language development before and after the representativ eplay programme.

3- There are no significant differences between the average scores of the children in the language play group and the representative play group in the aspects of the measured language development afer and before the programmes of language play and representative play.

4- There are no significant differences between the average scores of the children in the language play group after finish the language play programme and the children in the language play group after finish three months in aspects of measured language development.

5- There are no significant difference between representative play group after finish the representative play programme and the children in the representative group after finish three months in aspects of measured language development.

#### *VI. Instrument Study :*

1- Draw a man test, (by Good Enough)

2- Illionois Test for psychologistic abilities "I.T.P.A." (by Huda Brada & Farouk Sadik)

3- Language and representative play programs. (by researcher).

#### *VII. Sample :*

The sample fo this study consists of 60 children (males and females) of six years old children from primary school (grade one). (15) language play group (15) representative play group (30) control group.

### VIII. Results :

The results are summed up as follows :

1- There are statistically significant differences at the level (0.01) between the averages scores of children in the aspects of the measured language development before and after the language play programme in favoure of the post measured the experimental group excelled the control group.

2- There are statistically significant differences at the level (0.01) between the average scores of children in the aspects of the measured language development before and after the representative play programme in favoure of the postmeasured the experimental group excelled the control group.

3- There are statistically significant differences at the level (0.01) between the average of children in the aspects of the measured language development in the language play group who has been submitted to the language play programme and there correspondants in the representative play group who has been submitted to the representative play programme in the aspects of the measured language for children of language play group.

4- There are statistically significant differences at the level (0.01) between the averages scores of children levels in the language play group after finish the language play programme on language play group after finish the (3 months) in the aspects of the measured language development for children of language play group after finish (3 months).

5- There are statistically significant differences at the level (0.01) between the averages scores of children levels in the representative play group after finish the representative play programme on representative play group after finish (3 months) in the aspects of the measured language development for children of representative play group after finish (3 months).