



THE DIVERSE AESTHETIC VALUES AND THEIR RELATIONSHIP TO THE LEVEL OF PERFORMANCE IN MOTOR EXPRESSION WITHIN GYMNASTIC EXERCISES

Dr. Athraa Hamzah Oudah, Department of Physical Education and Sports Sciences, College of Basic Education, Al-Mustansiriyah University
eathrah.hamzat@uomustansiriyah.edu.iq

Abstract

This study aims to measure the level of motor expression among a sample of individuals practicing gymnastic exercises, using indicators that incorporate the aesthetic dimension alongside technical competence. It also seeks to identify the correlational relationship between the degree of aesthetic value appreciation and the level of motor performance, to determine the influence of aesthetics on enhancing expressive movement.

The researcher adopted the descriptive survey method, which is a research approach used to examine phenomena and problems in their current environment. The research population was deliberately selected from third-year female students in the Department of Physical Education and Sports Sciences at Al-Nisour University. Specifically, fourth-year students specializing in motor expression were chosen to study their performance level and the aesthetic values evident in their movements. A random sample from this population was selected to ensure representative results, focusing on students with advanced skills and high mastery levels to guarantee the accuracy and reliability of the findings.

The total research population consisted of 123 male and female students. The study focused solely on female students enrolled in rhythmic gymnastics, totaling seventy-three students across four groups. A systematic random sample of sixty female students was selected, representing 48.78% of the population. The researcher developed a scale to measure aesthetic values and prepared an assessment form to evaluate the performance level of motor expression in gymnastic exercises. Three expert evaluators applied the scale and assessed the performance level. The SPSS statistical software was used to analyze the data.

One of the main conclusions is that aesthetics in motor expression play a vital role in facilitating audience understanding of meaning and enhances both the artistic value and communication between performer and audience. Enhancing the aesthetic dimension of movements during training directly contributes to improving skill performance, as coordination, precision, and fluidity are closely linked to aesthetics.

The study recommends future research on larger and more diverse samples from various expressive physical activities to explore the generalizability of the relationship between aesthetics and skill performance. It also emphasizes the need to develop training programs that integrate both technical and aesthetic development to improve overall performance and enhance trainees' expressive capabilities.

Keywords: Aesthetic values, motor expression, gymnastic exercises.

1. Introduction to the Study

1.1 Introduction and Significance of the Study

Aesthetic values are fundamental to shaping human performance, especially when physical expression is combined with artistic dimensions, as seen in expressive gymnastic exercises. These exercises, particularly rhythmic gymnastics and sports dance—have transcended their purely functional roles of improving fitness and physical ability to become aesthetic spaces in which movement serves as a tool for symbolic and emotional expression.



This conceptual shift necessitates a multidimensional approach that links motor performance to various aesthetic dimensions, making evaluation based not only on accuracy or repetition but also on harmony, rhythm, and creativity (Abdulrahman, 2017, p. 159).

Given the ongoing development of physical education and sports sciences, the focus on aesthetic aspects of gymnastic exercises has become a central element influencing athletic performance. Aesthetic values are diverse and include elements such as harmony, balance, visual appeal, and coordination, all of which enhance performance mastery. Individuals with elevated levels of motor expression must blend technical precision with aesthetic elements to achieve excellence (Alsheikh, 2021, pp. 49–50).

This study aims to explore the relationship between diverse aesthetic values and the level of motor expression in gymnastic exercises. Understanding this relationship is crucial for improving training methods and advancing athletes' artistic performance. It also highlights the role of aesthetics in achieving success and outstanding performance in sports.

The importance of this study is underscored by modern shifts in physical education philosophy, which now recognize the ability of sports to instill artistic taste and nurture aesthetic sensibility alongside physical skill development. With advancements in motion analysis tools, slow-motion capture techniques, and artificial intelligence in performance evaluation, new opportunities have emerged for understanding the precise relationship between movement patterns, performance emotions, and the aesthetic values displayed in each carefully executed action.

The study proposes a theoretical framework that combines aesthetics and kinesiology, offering a multidimensional understanding of athletic practice as an artistic and emotional act—not merely a muscular one. Furthermore, the research aims to develop performance evaluation tools by proposing standardized indicators for assessing motor expression that incorporate aesthetic elements such as harmony, innovation, and emotional depth, thus improving the quality of training outcomes.

By emphasizing the enhancement of aesthetic taste among trainees and coaches and uncovering the connection between aesthetic values and expressive movement, this research could guide training programs to be richer in cultural and artistic content. It would contribute to shaping a more well-rounded athletic personality. As such, the findings may inform the development of educational methodologies based on aesthetic and expressive movement, creatively bridging theory and practice. Movement, after all, is not merely a dynamic form but carries symbolic, cultural, psychological, and aesthetic meanings that must be understood and analyzed to decode the relationship between body and culture.

1.2 Research Problem

Despite the evolving view of sports as a platform for artistic and aesthetic expression, motor performance in gymnastic exercises is still often evaluated from a purely technical perspective, emphasizing accuracy, efficiency, and physical capability, while neglecting the aesthetic dimension that gives movement its meaning and impact. This traditional view risks marginalizing creativity, rhythm, emotional harmony, and aesthetic expression, potentially leading to a disconnect between physical and emotional aspects of athletic performance (Al-Azzawi, 2023, p. 78).

Moreover, there is a lack of comprehensive standardized evaluation tools that allow for an accurate scientific analysis of the relationship between aesthetic values and types of motor expression, especially considering the varied cultural and educational backgrounds of coaches and athletes. This methodological gap hampers the development of training curricula that integrate movement and aesthetics and limits the potential to build a holistic athletic identity.



The significance of this research lies in its attempt to explore the nature of the relationship between diverse aesthetic values and the level of motor expression through balanced scientific analysis that merges precision with artistic sensibility.

Research Question

- What is the nature of the relationship between diverse aesthetic values and the level of motor expression in gymnastic exercises?

1.3 Research Objectives

1. To measure the level of motor expression among a sample of individuals practicing gymnastic exercises using indicators that include both aesthetic and technical dimensions.
2. To identify the correlation between the degree of aesthetic value appreciation and motor performance level, to determine the role of aesthetics in enhancing expressive movement.

1.4 Research Hypothesis

- There is a statistically significant correlational relationship between diverse aesthetic values and the level of motor expression among female students practicing gymnastic exercises.

1.5 Research Fields

- **Human Field:** Third-year female students in the Department of Physical Education and Sports Sciences at Al-Nisour University for the academic year 2024–2025.
- **Temporal Field:** From October 1, 2024, to January 15, 2025.
- **Spatial Field:** Sports hall at Al-Nisour University, Baghdad.

1.6 Definition of Terms

- **Aesthetic Values:** These refer to the principles and elements that enhance the beauty and harmony of motor performance, such as harmony, rhythm, innovation, and emotional expression, making the performance more creative and appealing. Aesthetic values are essential in improving motor expression in sports (Abdullah, 2022, p. 47).
- **Motor Expression:** The ability to use physical movement and gestures to communicate and convey emotions and ideas in an artistic and aesthetic manner. It involves coordination, rhythm, and innovation in performance and reflects the level of creativity and the connection between movement and meaning (Yusuf, 2023, p. 125).
- **Gymnastic Exercises:** A form of structured physical activity aimed at improving physical fitness, strength, flexibility, and overall health. These exercises vary in intensity and require specific techniques. They serve health, artistic, and competitive purposes, focusing on coordination and motor development (Ashour, 2024, pp. 39–40).

3. Research Methodology and Field Procedures

3.1 Research Methodology

The researcher used the descriptive survey method. A survey approach is a research methodology used to study phenomena and problems in their current environment to collect and analyze data comprehensively and accurately, with the aim of understanding and objectively interpreting the current state (Al-Rubaie, 2018, p. 45).

3.2 Research Population and Sample

The research population consisted of third-year female students in the Department of Physical Education and Sports Sciences at Al-Nisour University. The researcher deliberately selected students specializing in



motor expression from the fourth year, aiming to study their performance levels and the aesthetic values in their execution.

1. A random sample was selected from this population to ensure proper representation.
2. Focus was placed on students with high skill levels and advanced proficiency to guarantee the precision and reliability of the results.

The total population included 123 male and female students. However, the study focused exclusively on female students in the rhythmic gymnastics course, numbering seventy-three students distributed across four groups. A systematic random sample of sixty students was selected, representing 48.78% of the total. The researcher conducted a homogeneity check among the sample concerning morphological variables (height, weight, age), as shown in Table (1).

Table (1): Homogeneity of the Research Sample in Morphological Measurements

Statistical Parameters	Variables	Unit of Measurement	Mean	Standard Deviation	Mode	Skewness Coefficient
	Height	cm	166.16	2.81	165	0.41
	Weight	kg	60.11	2.31	59	0.48
	Age	years	20.29	0.74	20	0.39

As shown in Table (1), the values of the skewness coefficient range between (+1), indicating that the individuals in the research sample are homogeneous in these variables and normally distributed.

3-3 Supporting Tools, Devices, and Equipment Used in Research

3-3-1 Supporting Tools

- Arabic and foreign references and the Internet
- Skill performance evaluation form for motor expression

3-3-2 Devices and Equipment

- Floor exercise mat
- Two Acer ASPIRE 5735Z laptop computers.
- SANYO audio recorder
- Two Sony video cameras
- One Sony Still Camera
- One tripod
- Imation compact discs
- Multimedia Builder software
- Photoshop image editing software.
- Video Edit video processing software.
- Photo Impact design software
- Windows Movie Maker audio recording software
- Questionnaire
- Data collection forms
- Internet access
- Body height and weight measuring device.
- Sources and references

3-5 Research Tools

3-5-1 Aesthetic Values Scale

To design a scale measuring aesthetic value in motor expression, the researcher followed these steps:



1. Comprehensive Survey Study:

The researcher conducted a thorough review of both Arabic and foreign studies that addressed aesthetics, particularly those with correlative analyses, to understand evaluation mechanisms, scientific metrics, and assessment methodologies.

2. Expert Consultation:

The opinions of academic experts were solicited from various specializations, including sports psychology, physical education teaching methods, and both artistic and rhythmic gymnastics. Experts were interviewed and given an open-ended questionnaire containing the following question:

Open Question:

What are the general aesthetic values in physical education? And specifically in motor expression?

3. Data Analysis and Categorization:

4. Based on the experts' responses, the researcher identified and extracted the following categories of aesthetic values:

- **Sensory Aesthetic Values:**
 - Visual sensory
 - Auditory sensory
- **Formal Aesthetic Values**
- **Expressive Aesthetic Values**

5. Expert Validation:

These categories were presented to a panel of experts in the previously mentioned fields to assess their suitability for measuring aesthetic values. The experts unanimously (100%) agreed that these values are most appropriate for evaluating motor expression. They also confirmed that each of the four value types should be weighed equally, with **25%** for each.

6. Item Development:

After identifying the main components of the scale, the researcher created a list of items for each category, totaling **forty statements** distributed across three main dimensions as follows:

- **Sensory Aesthetic Values** (20 items)
 - Visual sensory values (10 items)
 - Auditory sensory values (10 items)
- **Formal Aesthetic Values** (10 items)
- **Expressive Aesthetic Values** (10 items)

7. Expert Review and Item Refinement:

The items and their respective categories were submitted to another group of experts to evaluate their phrasing, content, and representativeness. Items that received less than **70% agreement** were excluded based on expert judgment. As a result, **four items** were removed, leaving a final total of **thirty-six items**, as shown in Table (2).

Table (2): Chi-Square (χ^2) Values Showing the Agreement of Experts and Specialists on the Validity of the Items in the Performance Motivation Scale

Item	Experts	Experts in Disagreement	Agreement %	χ^2 Value	Significance
1	16	4	80%	7.20	Significant
2	20	0	100%	20.00	Significant
3	20	0	100%	20.00	Significant
4	20	0	100%	20.00	Significant

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5	20	0	100%	20.00	Significant
6	12	8	60%	0.80	Not Significant
7	19	1	95%	16.20	Significant
8	16	4	80%	7.20	Significant
9	11	9	40%	0.08	Not Significant
10	16	4	80%	7.20	Significant
11	11	9	55%	0.20	Not Significant
12	17	3	85%	9.80	Significant
13	16	4	80%	7.20	Significant
14	16	4	80%	7.20	Significant
15	16	4	80%	7.20	Significant
16	20	0	100%	20.00	Significant
17	20	0	100%	20.00	Significant
18	11	9	55%	0.20	Not Significant
19	20	0	100%	20.00	Significant
20	16	4	80%	7.20	Significant
21	20	0	100%	20.00	Significant
22	16	4	80%	7.20	Significant
23	16	4	80%	7.20	Significant
24	16	4	80%	7.20	Significant
25	17	3	85%	9.80	Significant
26	17	3	85%	9.80	Significant
28	16	4	80%	7.20	Significant
29	17	3	85%	9.80	Significant
30	20	0	100%	20.00	Significant
31	20	0	100%	20.00	Significant
32	17	3	85%	9.80	Significant
33	16	4	80%	7.20	Significant
34	20	0	100%	20.00	Significant
35	20	0	100%	20.00	Significant
36	16	4	80%	7.20	Significant
37	17	3	85%	9.80	Significant
38	17	3	85%	9.80	Significant
39	20	0	100%	20.00	Significant
40	20	0	100%	20.00	Significant

Table (2) shows that experts **disagreed** with **4 items** due to their Chi-square (χ^2) values not reaching statistical significance ($p > 0.05$), meaning those items were excluded from the scale. In contrast, **36 items** were approved by experts as their χ^2 values were statistically significant ($p < 0.05$).

The experts also agreed to retain the **Likert scale** as the response format, with **five response alternatives** rated as follows:

- Strongly Agree = 5
- Agree = 4



- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

Furthermore, the researcher decided that any items referring to **lighting and decoration** would receive a score of **zero**, since these elements were not available in the research setting.

Final Structure of the Aesthetic Values Scale:

- **Visual Sensory Aesthetic Values:** ten items
- **Auditory Sensory Aesthetic Values:** eight items
- **Formal Aesthetic Values:** nine items
- **Expressive Aesthetic Values:** nine items

Thus, the definitive version of the scale (see **Appendix 1**) consists of **thirty-six items**.

Application of the Aesthetic Values Scale:

The participants' performances in **rhythmic gymnastics classes** were recorded using **video filming**. A committee of the same three expert evaluators (as mentioned in Appendix 2) assigned evaluation scores. Each evaluator independently assessed each student's performance for each routine by reviewing the video recordings. The final score for each student was calculated as the **average of the three evaluators' ratings**.

3-6 Scientific Parameters of the Scale

3-6-1 Validity

Validity in scientific research refers to the commitment to conveying results and facts accurately and transparently, avoiding falsification or distortion, to ensure the credibility and reliability of the study. It reflects the researcher's integrity and ethical standards in scientific work (Al-Dhahab, 2019: 52).

The researcher employed:

- **Content Validity:** The scale was presented to seven experts specializing in methods of teaching physical education, sports psychology, rhythmic gymnastics, and artistic gymnastics. The experts unanimously (100%) approved their domains and items, which represent the aesthetic values under investigation.
- **Table (3): Validity of the Domains in the Aesthetic Values Scale**

No.	Domains	Valid	Not Valid	Chi-Square Value	Agreement %	Sig. Level	Statistical Significance
1	Sensory Visual Aesthetic Values	7	0	7	100%	0.000	Significant
2	Sensory Auditory Aesthetic Values	7	0	7	100%	0.000	Significant
3	Structural Aesthetic Values	7	0	7	100%	0.000	Significant
4	Expressive Aesthetic Values	7	0	7	100%	0.000	Significant



Internal Consistency: This was calculated by computing the correlation coefficient between each item and the total scale score, as well as between each domain and the total score of the scale.

Table (4): Correlation Coefficients Between Scale Items and the Total Scale Score

Item No.	R-value	Item No.	R-value
1	0.786	19	0.696
2	0.773	20	0.689
3	0.793	21	0.753
4	0.663	22	0.886
5	0.665	23	0.889
6	0.789	24	0.777
7	0.696	25	0.695
8	0.689	26	0.886
9	0.753	27	0.754
10	0.886	28	0.889
11	0.754	29	0.777
12	0.889	30	0.695
13	0.777	31	0.689
14	0.695	32	0.753
15	0.744	33	0.886
16	0.766	34	0.677
17	0.709	35	0.751
18	0.678	36	0.792

It is clear from Table (4) that all items of the Aesthetic Values Scale are statistically significant at the 0.05 level.

Table (5) Correlation Coefficients Between the Domains and the Total Scale

Domain	Correlation Coefficient
Sensory Visual Aesthetic Values	0.768
Sensory Auditory Aesthetic Values	0.812
Structural Aesthetic Values	0.896
Expressive Aesthetic Values	0.897

3-6-2 Reliability

Reliability in scientific research methods refers to the consistency and dependability of study results when the experiment or study is repeated under the same conditions. It means that the results remain stable and consistent upon retesting, which enhances the researcher's credibility and increases the trustworthiness of the research. Reliability is considered one of the key criteria for evaluating the quality of scientific research (Abdulhamid, 2015: 231).

The researcher employed the following method:

- **Test-Retest Method:** To calculate the reliability coefficient of the scale, the researcher used the test-retest method. The scale was first administered to a sample of twenty (20) female students from the research population on Monday, **October 14, 2024**, and then reapplied to the same group on Monday, **October 21, 2024**, with a time interval of one week. The correlation coefficient between the two applications was calculated, as shown in **Table (6)**.



Table (6)

Scale	First Application		Second Application		Correlation Coefficient	Significance Level
	M	SD	M	SD		
Visual Sensory Aesthetic Values	21.58	1.414	22.12	1.581	0.703	Significant
Auditory Sensory Aesthetic Values	21.75	1.478	22.63	2.659	0.876	Significant
Plastic Aesthetic Values	31.46	1.739	30.32	1.974	0.887	Significant
Expressive Aesthetic Values	32.34	1.273	33.03	1.468	0.898	Significant
Overall Scale	107.22	3.257	109.85	3.318	0.891	Significant

The correlation coefficient (r) at a significance level of 0.05 is 0.444, indicating a statistically significant positive correlation between the first and second application across the axes of the Aesthetic Values Scale. This confirms the scale's reliability.

Split-Half Method

The scores of the odd-numbered items and even-numbered items were separated, and the correlation between the two sets was calculated using the split-half method, as shown in **Table (7)**:

Table (7)

Scale	Odd-Numbered Items		Even-Numbered Items		Correlation Coefficient	Reliability Coefficient
	M	SD	M	SD		
Aesthetic Values	50.7	12.112	51.2	13.076	0.85	0.92

Table (7) demonstrates a statistically significant positive correlation between the scores of odd- and even-numbered items on the Aesthetic Values Scale, which also indicates the reliability of the scale.

3-6-3 Objectivity

Objectivity in scientific research refers to the commitment to truth and facts, free from personal biases or interests. It is reflected in the use of precise and reliable methods, reliance on data and evidence, and the presentation of results in a neutral manner to ensure the validity and credibility of the research and its interpretation by others in an objective and scientific way (Al-Hilali, 2023: 39–40).

The Aesthetic Values Scale was clearly characterized by objectivity, as the students' scores were based solely on their responses to the items. The researcher did not interfere with or personally evaluate the answers, ensuring the integrity of the results and the objectivity of the measurement.

3-7 The Final Version of the Scale



The Aesthetic Values Scale consists of **thirty-six items**, each with **five alternatives** following the Likert method of scale construction. The scoring was as follows:

- Strongly Agree (5),
- Agree (4),
- Neutral (3),
- Disagree (2),
- Strongly Disagree (1).

The items are distributed across four domains:

- **Visual Sensory Aesthetic Values:** ten items
- **Auditory Sensory Aesthetic Values:** eight items
- **Plastic Aesthetic Values:** nine items
- **Expressive Aesthetic Values:** nine items

The highest possible score on the scale is **180**, the lowest is **thirty-six**, and the hypothetical mean is **108**.

3-8 Evaluation of Skill Performance in Motor Expression

After reviewing numerous scientific sources and related studies, the researcher adopted the **systematic observation tool** to evaluate the students' skill performance in motor expression, based on the following procedures:

1. The sample was recorded to assess the level of skill performance in motor expression.
2. The recordings were compiled onto discs and distributed to the experts.
3. Three female experts in rhythmic gymnastics were selected.
4. A questionnaire was distributed to each expert for the purpose of student evaluation.
5. A five-point rating scale was used to assess motor expression.
6. The scores from the three experts were compiled, and the average of their scores was calculated.
7. The following mechanism can be adopted:

Form for Evaluating Students' Motor Skill Performance in Motor Expression

Basic Information:

- **Student's Full Name:**
- **Academic Level:**
- **Date of Exercise Execution:**

Video Link:

- **Link to Performance Video (Google Drive / YouTube):**
- **Video Duration (in minutes):**

Skill Indicators for Evaluation:

Please provide a rating for:

(1 = Poor), (2 = Fair), (3 = Good), (4 = Very Good), (5 = Excellent) for each indicator.

Indicator	Technical Interpretation	Evaluation Score
Movement Accuracy	The extent to which the performance aligns with the required exercise	
Physical Balance	The student's ability to maintain body stability	
Rhythmic Harmony	The degree of synchronization between performance and rhythm or music	
Emotional Expression	The clarity of emotions and expressive quality conveyed through movement	



Motor Innovation	Presence of personal touches or creative style in the performance	
Overall Aesthetic Unity	Harmony between appearance, setting, and costume with the motor expression	

Judges' Comments:

- **Expert No. (1):**
- **Expert No. (2):**
- **Expert No. (3):**

Result:

- **Overall Average Score:**
- **General Remarks:**

3-9 Main Experiment

After completing the procedures for developing the Aesthetic Values Scale and preparing the Skill Performance Evaluation Form for motor expression, the researcher was ready to implement the tools. The researcher applied the research instruments on a sample of sixty students during the period from **November 8, 2024, to November 22, 2024**. Afterwards, the evaluation forms were reviewed, and the data were collected into special forms for statistical processing.

3-10 Statistical Tools

The researcher used the ready statistical package (SPSS) to extract results according to the following methods:

- Chi-square test (χ^2)
- Median
- Arithmetic mean
- Standard deviation
- Skewness coefficient
- Independent samples t-test
- Pearson correlation coefficient
- Hypothetical mean

4. Presentation, Analysis, and Discussion of Results

To verify the validity of the research objectives and hypotheses, the researcher calculated correlation and variance coefficients between the Aesthetic Values Scale and the level of skill performance in motor expression.

Table (8)

Scale	Correlation Coefficient	Significance Level
Visual Sensory Aesthetic Values	0.743	Significant
Auditory Sensory Aesthetic Values	0.786	Significant
Formative Aesthetic Values	0.831	Significant
Expressive Aesthetic Values	0.884	Significant
Overall Scale	0.847	Significant

The correlation coefficient critical value at significance level $0.05 = 0.250$

It is evident from Table (8) that there is a statistically significant positive correlation between the aesthetic values and the level of skill performance in motor expression.

4-2 Discussion of Results



The researcher emphasizes that the relationship between aesthetics and skillful performance in motor expression is a vital topic in the fields of physical education, performing arts, dance, and sports training. Aesthetics is considered one of the key factors directly influencing how individuals perform and are evaluated in motor expression activities. The findings indicate a statistically significant positive correlation between aesthetic values and skill performance level, a subject that warrants thorough examination to understand its scientific and theoretical dimensions.

Concept of Aesthetics in Motor Expression:

Aesthetics, as an attribute, is a cultural and subjective concept that varies among societies. It relies on harmony, balance, fluidity, and creativity. In the context of motor expression, aesthetics reflects the coordination of body parts, smoothness of movement, and professionalism of performance, enriching the visual and aesthetic experience for the observer (Hall, 2006:48). Aesthetic quality in motor expression facilitates audience comprehension of meaning, elevates artistic value, and enhances the integration between performer and audience (Keller & Tomassoni, 2010:125).

Skillful Performance in Motor Expression:

Skillful performance refers to the mastery and proficiency achieved through employing a set of motor skills to present a particular movement, coordinating and utilizing them to express specific ideas or emotions (Magill & Anderson, 2014:32). Such performance requires a balance of strength, flexibility, accuracy, and fluidity, highlighting the performer's expertise and creativity (Shields & Brawley, 2019:36). Developing skillful performance is a fundamental goal in training and development within motor expression fields, reflecting the individual's progress and professionalism.

Therefore, the researcher points out that the statistical relationship between aesthetics and skillful performance indicates a positive correlation: performers who demonstrate high aesthetic qualities in their movements show more distinguished performance levels (Cohen, 2012:89). This aligns with multiple studies linking aesthetic harmony with technical proficiency (Lee & Hwang, 2015:78). Performances characterized by beauty tend to be more precise and fluid, which enhances their classification as skilled performances.

The researcher's findings agree with Fowler's (2017) study, which found a significant statistical relationship between aesthetic evaluation of motor performance and skill performance level, noting that more beautiful performances were often accompanied by higher skill and excellent coordination (Fowler, 2017:207).

Furthermore, Tyson (2019) asserted that training aimed at improving the aesthetic aspect of movements directly contributes to enhancing skillful performance due to the association of harmony and beauty with accuracy and efficiency (Tyson, 2019:52).

Recent studies in contemporary dance also support these findings, showing that performances marked by aesthetics demonstrate an elevated level of control over movements and the ability to express emotions harmoniously (Martínez, 2021:155). These studies confirm that training focused on aesthetics improves technical capabilities, thus directly linking aesthetics and skillful performance.

However, the researcher stresses that despite the positive correlation, multiple factors influence this relationship, such as training level, experience, expressive ability, psychological and physical flexibility, and the prevailing aesthetic and cultural tastes in society (Thompson & McGregor, 2018:180). For example, a performance may lack aesthetic appeal but still demonstrate high technical skill, and vice versa.

Considering the above, the researcher attributes significant importance to aesthetics in evaluating motor performance. There is a positive statistical relationship between aesthetics and skillful performance, where aesthetic quality enhances the evaluation of skill performance and reflects mastery of technical skills. Additionally, it contributes to audience enjoyment and performance impact. Therefore, coaches and trainees



should focus on developing aesthetic aspects in training to achieve a balance between technique and beauty, which positively influences overall performance level.

5-1 Conclusions

1. Aesthetics in motor expression is an essential element that facilitates audience understanding of meaning and enhances the artistic value and communication between performer and audience.
2. Developing the aesthetic aspect of movements in training directly contributes to improving skillful performance, as coordination, accuracy, and fluidity are closely linked with aesthetics.
3. Despite the correlation between aesthetics and skillful performance, multiple factors such as training level, experience, culture, and psychological and physical flexibility affect the nature of this relationship.
4. Studies confirm that training focusing on aesthetics improves technical abilities, thus enhancing skillful performance and increasing its impact on the audience.

5-2 Recommendations

1. Future studies should be conducted on larger and more diverse samples from various motor expression activities to explore the generalizability of the relationship between aesthetics and skillful performance.
2. It is necessary to develop training programs that integrate technical and aesthetic skill development to improve overall performance and enhance trainees' motor expression abilities.
3. Analytical studies on the influence of culture and societal taste are needed to understand their impact on the concept and interpretation of aesthetics in different contexts.
4. Research should be encouraged on the effects of specialized aesthetic training exercises on skillful performance at professional levels and on individuals' artistic performance levels.

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