

ANALYSIS OF THE EDUCATIONAL PROCESS IN TEACHING PHYSICAL AND SPORTS ACTIVITIES COLLECTIVES FOR SECONDARY EDUCATION UNDER THE COMPETENCY APPROACH

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SUMMARY

This study aimed to analysis the educational process in teaching physical and collective sports activities for secondary education in light of the competencies approach, where we used the descriptive analytical approach. The study was conducted on a sample of 206 teachers of physical and sports education working in some high schools in the Algerian region using a questionnaire network. We have come to say that the educational process in teaching collective physical and sports activities is based on educational goals and procedures and evaluation; and through this, the material of physical and sports education becomes a leading role as a result of developing the performance of teachers, and therefore this offering can be considered as a way to reform educational systems through the reform of educational materials

Keywords: The analysis ; Educational process ; teaching ; competency approach

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1. INTRODUCTION

The school is an educational institution which contributes to the education of the individual and helps him to grow in all aspects of his physical, psychological, mental, spiritual and social personalit. It also helps to develop the will of

individuals and to correctly orient their preferences and desires ; and modify their behavior and provide them with expertise and skills to help them adapt to the society in all areas. In order to properly prepare the individual, the school as an educational institution must provide a different set of study materials and educational programs. Among the academic subjects, we find physical education and sports because it is considered as an integral part of general education which aims to prepare the appropriate citizen for physical, mental, emotional and social aspects through the colors of activity chosen to achieve these characteristics (Harshaoui youssef and others, 2011) . It is an essential element of the Algerian education system, and one of the milestones of education which aims to prepare the student physically, psychologically and mentally in perfect balance (Ben saber muhammad and others, 2017) . Through which the professor seeks to achieve the existing goals, whether they are in the physical skill or cognitive domain (zubaysh samir and others, 2020) ; In the light of the fundamental changes that the Algerian education system has undergone linked to the development of programs, the so-called skills approach has become an organized educational process through which the teacher works to place the learner in front of several posts. The learner uses their tribal gains in knowledge, skills and competence (Fatima Al-Zahra Sadig, 2014). It is a new formulation of educational goals based on the teacher's skill in building the goal, known as educational behaviors (kroum mohammed , 2010) . As physical education and sports teachers and our desire to raise awareness in the field of teaching physical and sports activities, it was necessary to analyze teaching phenomena in the form in which they exist in the education system, and in their association with various institutional and educational conditions. As far as teaching is concerned, it includes all the conditions and capacities that the teacher provides in a specific teaching situation (Harbash Ibrahim, 2013). Given the fact that this subject is unique in its nature compared to other subjects, we decided to throw our current study on analysis and try to dismantle the teaching of collective physical and sports activities and, as a result from this, several directions appeared to us, including we began to seek the correct way by which the educational process in the teaching of physical activities and sports for secondary education , And given that this subject is unique in its nature compared to the other subjects, we decided to throw our current study on the analysis and to try to dismantle the teaching of the physical and sports collective activities. As a result of this, several trends have emerged for us, among which we have sought to seek the correct way in which the educational process is conducted in the teaching of physical and sports activities for secondary education. It was necessary to look for an appropriate way to analyze these practices, because the analysis depends on reference models which allow a rational reading of the facts and based on the reference models for the analysis of the educational process as a model of pedagogical analysis. from the Dutch researcher Van Gelder **(1965)**, Educational activity analysis model by Suarez

(1985) , Clazire presented her model which integrates the two models and simplifies the basic concepts of very complex educational work and highlights the elements necessary in their mutual relationship. This is what Drig Muhammad does in his book *The Analysis of the Educational Process and Teacher Training* (Al-Dorij mohammed , 2004) , And based on studies such as the Center for Teacher Training at the University of Florida (1985), which is considered one of the serious studies in the analysis and identification of educational skills , And the study by Jack Noel (1997), entitled *Analysis of educational practices*, is an ethical and symbolic framework for educating the point of view of a teacher , A study by Rochelle Davis (2000) on the teacher evaluation system at Montgomery prepared by the researcher developed by the Maryland Commission in the context of programs known as the year "The Search for Better Teaching" (2010) in the United States. United States of America recognizes the importance and complexity of teaching in high performing schools , A study by belQaidum Belkacem (2013) on the educational efficiency of an intermediate teacher, processes and interaction as criteria , And a study by Fatima Zahra Sadiq (2014) , The study of Hamdan salah (2018), The study of Sadiq Khalid Al-Hayek (2018), The study of Bitar Hisham (2020), All these studies have dealt with the subject of the educational process, and on the basis of previous theoretical readings, we have presented the following problem:

-Is the educational process in teaching collective physical and sports activities for secondary education in Algeria based on criteria (model) ?.

2 RESEARCH PROCEDURES:

2-1-The method used in the research: The two researchers used the descriptive approach.

2-2- The sample and its selection methods: The research sample included 23% of the research community consisting of 879 professors, to obtain a sample of 206 teachers for physical education and mathematics for secondary education, who were randomly selected.

2-3- search tools:

2-3-1-Questionnaire: The researcher used a form (of three grades) prepared by the researcher, Mohamed Al-Saleh Saadawi, and presented it to a group of arbitration professors with specialization to make it appropriate to study what was prepared for him according to the local environment.

2-3-2-Distribution of questionnaires: The questionnaire was distributed to professors during seminars and academic days with the inspectors in some secondary schools in the cities of the western Algeria.

2-4-Statistical tools: The researcher used statistical methods using the SPSS statistical program in order to calculate: percentage, iterations, alpha-Krumbach coefficient, standard deviation, The average Arithmetic , quadratic test (Ca2)

1- View, analyze and discuss the results of the questionnaire as a whole:

Table n° (01): clarifies the results of the questionnaire as a whole

| | the number | the hub | The average Arithmetic | standard deviation | Degree of approval |
|--|------------|--------------------------------|------------------------|--------------------|--------------------|
| | 01 | Goal axis | 2.646 | 0.2124 | %88.2 |
| | 02 | Axis of educational procedures | 2.672 | 0.3548 | %89.1 |
| | 03 | Calendar axis | 2.617 | 0.3336 | %87.2 |

2- View, analyze and discuss the results of the questionnaireto According: the axes

2-1- View, analyze and discuss the results of the first axis linked to the objectives

Table n° (02): clarifies the results of the first axis (objectives)

| the question | The average Arithmetic | Significance level | Degree of liberty | Ka2 Calculated | ka2 schedule | Degree of approval | Significance |
|--------------|------------------------|--------------------|-------------------|----------------|--------------|--------------------|--------------|
| 01 | 2.43 | 0.01 | 2 | 101.282 | 5.99 | %80.9 | means |
| 02 | 2.69 | | | 150.184 | | %89.8 | |
| 03 | 2.86 | | | 274.291 | | %95.5 | |
| 04 | 2.43 | | | 86.515 | | %81.1 | |
| 05 | 2.88 | | | 118.136 | | %96.0 | |
| 06 | 2.87 | | | 279.505 | | %95.8 | |
| 07 | 2.35 | | | 90.913 | | %78.3 | |
| 08 | 2.48 | | | 91.379 | | %82.5 | |
| 09 | 2.38 | | | 80.981 | | 79.4 | |
| 10 | 2.88 | | | 284.107 | | %96.0 | |
| 11 | 2.62 | | | 118.961 | | %87.2 | |
| 12 | 2.83 | | | 89.786 | | %94.3 | |
| 13 | 2.59 | | | 111.184 | | %86.4 | |

2-2-View, analyze and discuss the results of the second axis linked to the pedagogical procedures:

Table n ° (03): clarifies the results of the second axis (educational procedures)

| the question | The average Arithmetic | Significance level | Degree of liberty | Ka2 Calculated | ka2 schedule | Degree of approval | Significance |
|--------------|------------------------|--------------------|-------------------|----------------|--------------|--------------------|--------------|
| 14 | 2.45 | 0.01 | 2 | 101.282 | 5.99 | %81.6 | means |
| 15 | 2.46 | | | 150.184 | | %81.9 | |
| 16 | 2.51 | | | 274.291 | | %83.7 | |
| 17 | 2.90 | | | 86.515 | | %96.6 | |
| 18 | 2.59 | | | 118.136 | | %86.2 | |
| 19 | 2.69 | | | 279.505 | | %89.6 | |
| 20 | 2.66 | | | 90.913 | | %88.5 | |
| 21 | 2.40 | | | 91.379 | | %79.9 | |
| 22 | 2.75 | | | 80.981 | | %91.7 | |
| 23 | 2.50 | | | 284.107 | | %83.3 | |
| 24 | 2.93 | | | 118.961 | | %97.7 | |
| 25 | 270 | | | 89.786 | | %90.0 | |
| 26 | 2.71 | | | 111.184 | | %90.3 | |
| 27 | 2.75 | | | 182.019 | | %91.6 | |
| 28 | 2.82 | 235.757 | %94.0 | | | | |

2-3-Presentation, analysis and discussion the results of the third axis linked to evaluation:

Table n ° (04): clarifies the results of the third axis (evaluation)

| the question | The average Arithmetic | Significance level | Degree of liberty | Ka2 Calculated | ka2 schedule | Degree of approval | Significance |
|--------------|------------------------|--------------------|-------------------|----------------|--------------|--------------------|--------------|
| 29 | 2.86 | 0.01 | 2 | 109.223 | 5.99 | %95.5 | means |
| 30 | 2.69 | | | 147.796 | | %89.6 | |
| 31 | 2.70 | | | 158.456 | | %90.1 | |
| 32 | 2.55 | | | 94.495 | | %85.0 | |
| 33 | 2.60 | | | 110.456 | | %86.6 | |
| 34 | 2.38 | | | 88.379 | | %79.4 | |
| 35 | 2.44 | | | 86.049 | | %81.4 | |
| 36 | 2.60 | | | 110.573 | | %86.6 | |
| 37 | 2.75 | | | 189.33 | | %91.7 | |
| 38 | 2.45 | | | 72.01 | | %81.7 | |

2- DISCUSS THE RESULTS :

1-Through the results of the first axis of the questionnaire, we concluded that the educational process of teachers of physical and sports education in teaching physical and sports activities collective for secondary education in Algeria is based on objectives ; With an average score of 2,646 and a very high approval score of 88.2% ; this is due to the fact that teachers have constructed and formulated objectives ; starting with diagnostic assessment and indicators ; Where these results were consistent with the results of the Asiri study in (2001) under the title "The extent of the importance of the pedagogical skills required for physical education teachers at Riyadh college ; And the study of Mohammed Al-Draij in (2004) under the title of analysis of the educational process and teacher training; Through the previous presentation to discuss the results of the first hypothesis, it is clear that this hypothesis indicates that the educational process in teaching collective physical and sports activities for secondary education in Algeria is based on the objectives.

2-Through the results of the second axis of the questionnaire, we concluded that the educational process of teachers of physical and sports education in teaching physical and sports activities collective for secondary education in

Algeria is based on Educational procedures and achievements ; With an average score of 2.672 and a very high approval score of 89.1% ; This is due to the use of teachers in teaching group physical and sporting activities for very acceptable educational procedures and achievements represented in appropriate methods and methods and appropriate strategies such as cooperative learning strategy and problem solving strategy; Where these results were consistent with the results of the Asiri study in (2001) under the title "The extent of the importance of the pedagogical skills required for physical education teachers at Riyadh college ; And the study of Mohammed Al-Draij in (2004) under the title of analysis of the educational process and teacher training; A Mauban study at Cherbrooke University in Geneva in 2009 under the title Professional educators: a new perspective on the analysis of teaching practices, Through the previous presentation to discuss the results of the second hypothesis, it is clear that this hypothesis indicates that the educational process in teaching collective physical and sports activities for secondary education in Algeria is based on the Educational procedures and achievements.

3-Through the results of the third axis of the questionnaire, we concluded that the educational process of teachers of physical and sports education in teaching physical and sports activities collective for secondary education in Algeria is based on evaluation ; With an average score of 2.617 and a very high approval score of 87.2% ; This is the result of the great role that teachers give to the evaluation component, starting with diagnostic evaluation, since formative evaluation as a process evaluation is in line with the educational process and indicators, and finally at the end of the periodic unit ; Where these results were consistent with the results of the Asiri study in (2001) under the title "The extent of the importance of the pedagogical skills required for physical education teachers at Riyadh college ; And the study of Mohammed Al-Draij in (2004) under the title of analysis of the educational process and teacher training , Through the previous presentation to discuss the results of the third hypothesis, it is clear that this hypothesis indicates that the educational process in teaching collective physical and sports activities for secondary education in Algeria is based on the evaluation

CONCLUSIONS:

1- In discussing the results of the first partial hypothesis, we have come to say that the educational process in teaching collective physical and sports activities for secondary education in Algeria is done on the basis of the objectives.

2- In discussing the results of the second partial hypothesis, we have come to say that the educational process in teaching collective physical and sports

activities for secondary education in Algeria is done on the basis of the Educational procedures and achievements.

3- In discussing the results of the third partial hypothesis, we have come to say that the educational process in teaching collective physical and sports activities for secondary education in Algeria is done on the basis of the evaluation.

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АНАЛИЗА ОБРАЗОВНОГ ПРОЦЕСА У НАСТАВИ ФИЗИЧКОГ ВАСПИТАЊА И СПОРТСКИХ АКТИВНОСТИ У СРЕДЊИМ ШКОЛАМА СА КОМПЕТЕНТНИМ ПРИСТУПОМ

САЖЕТАК

Циљ ове студије био је да анализира образовни процес у настави физичког васпитања и спорта за средње образовање, у светлу компетентног приступа, где смо користили дескриптивни аналитички метод. Студија је спроведена на узорку од 206 наставника физичког и спортског васпитања који раде у средњим школама у једном алжирском региону, користећи мрежу упитника. Дошли смо закључка да се образовни процес у настави физичког васпитања и спорта заснива на образовним циљевима, процедурама и евалуацији; при чему наставни материјал физичког и спортског васпитања поприма водећу улогу кроз развијања перформанси наставника, па се стога овакав приступ може сматрати начином реформе образовних система кроз реформу образовних материјала.

Кључне речи: анализа, процес едукације, учење, компетентни приступ

АНАЛИЗ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПРИ ОБУЧЕНИИ КОЛЛЕКТИВНЫМ ФИЗИЧЕСКИМ И СПОРТИВНЫМ ЗАНЯТИЯМ ДЛЯ УЧРЕЖДЕНИЙ СРЕДНЕГО ОБРАЗОВАНИЯ В СВЕТЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

АННОТАЦИЯ

Цель данного исследования – провести анализ образовательного процесса при обучении коллективным физическим и спортивным занятиям для учреждений среднего образования в свете компетентностного подхода, в котором использовался описательно-аналитический метод. Исследование проводилось на выборке из 206 учителей физкультуры и спорта, работающих в некоторых средних школах в регионе Алжира, с использованием опросников. Мы пришли к выводу, что образовательный процесс при обучении коллективной физической и спортивной деятельности основан на образовательных целях, процедурах и оценке; и благодаря этому материал по физическому и спортивному образованию приобретает ведущую роль как результат деятельности учителей, и, следовательно, это предложение можно рассматривать как способ реформирования систем образования посредством реформы учебных материалов.

Ключевые слова: анализ, учебный процесс; обучение; компетентностный подход

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