

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

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Abstract: This study aimed to analysis the educational process in teaching physical and collective sports activities for secondary education in light of the competencies approach, that is to say that we analyze here the phenomena of teaching group physical and sports activities for secondary education as they exist in the educational system, and in their association with various institutional and educational conditions, and we try to deconstruct And analyze the teaching of these activities, 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.

Conclusions: The findings suggest that motor competence and body mass index are negatively associated among children and adolescents. Further research should include another type of test for examining motor competence.

Key words: The analysis, Educational proces, teaching, competency approach.

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. without taking into account the variable of age, sex or years of work The questionnaires were distributed to teachers during seminars and days study with inspectors.

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, The attached table shows the distribution of questionnaire forms to teachers.

Table 1: clarifies the distribution of the questionnaires among the professors of each of the western states surveyed

the number	Direction	Number of forms expressed	The percentage of the study population
01	Tlemcen	22	% 2.5028
02	ain Temouchent	15	% 1.7064
03	sidi belabbas	22	% 2.5028
04	oran	67	% 7.6222
05	mascara	10	% 1.1376
06	mostagnem	37	% 4.2093
07	chlef	33	3.7542 %
	Échantillon total	206	% 23.4353

Source: prepared by the researcher

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 2: clarifies the results of the questionnaire as a whole

<i>the number</i>	<i>the hub</i>	<i>The average Arithmetic</i>	<i>standard deviation</i>	<i>Degree of approval</i>
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 questionnaire :According to the axes

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

Table 3: clarifies the results of the first axis (objectives)

<i>the question</i>	<i>The average Arithmetic</i>	<i>Significance level</i>	<i>Degree of liberty</i>	<i>Ka2 Calculated</i>	<i>ka2 schedule</i>	<i>Degree of approval</i>	<i>Significance</i>
01	2.43			101.282		%80.9	
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	0.01	2	90.913	5.99	%78.3	means
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 4: clarifies the results of the second axis (educational procedures)

<i>the question</i>	<i>The average Arithmetic</i>	<i>Significance level</i>	<i>Degree of liberty</i>	<i>Ka2 Calculated</i>	<i>ka2 schedule</i>	<i>Degree of approval</i>	<i>Significance</i>
14	2.45			101.282		%81.6	
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	0.01	2	91.379	5.99	%79.9	means
22	2.75			80.981		%91.7	
23	2.50			284.107		%83.3	
24	2.93			118.961		%97.7	
25	2.70			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 5: clarifies the results of the third axis (evaluation)

<i>the question</i>	<i>The average Arithmetic</i>	<i>Significance level</i>	<i>Degree of liberty</i>	<i>Ka2 Calculated</i>	<i>ka2 schedule</i>	<i>Degree of approval</i>	<i>Significance</i>
29	2.86			109.223		%95.5	
30	2.69			147.796		%89.6	
31	2.70			158.456		%90.1	
32	2.55			94.495		%85.0	
33	2.60	0.01	2	110.456	5.99	%86.6	means
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	

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.

GENERAL CONCLUSION

Through our study focused on the subject of the analysis of the educational process in the teaching of physical activities and group sports for secondary education in the light of the competency-based approach, we found that most teachers of physical education and sports in secondary schools in some cities of western Algeria focus on the objectives because of this axis of great importance and the great importance of the analysis of the educational process, The component of educational procedures is also of great importance in light of their use of appropriate strategies such as cooperative learning strategy in the first place and problem-solving strategy, as well as evaluation and achievement component, plays an important role and important in the course of this process

Thus, the analysis of the educational process in the teaching of group physical and sports activities for secondary education in the secondary towns of the towns of western Algeria in particular and of Algeria in general has positively reflected their professional performance , as shown by the results achieved.

This process, which is represented in the pedagogical analysis in the teaching of group physical and sports ac-

tivities for secondary education in the light of the competency approach, is a complex process in which a group of elements' are intertwined, but it is very positive that he should focus on the development of educational processes and work on the development of study methods in order to highlight weaknesses to work on correcting them. And highlight strengths and work to assess them

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