

The Electronic Learning Strategy and Its Role on the Interactive Side on the teaching process

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Abstract:

The study aimed to try to know the electronic learning strategy and its role on the interactive side on the teaching operation by focusing on the operation steps The step of indoctrination, creativity and scientific innovation among students of the Institute of Science and Techniques of Physical and Sports Activities at Souk Ahras University from the point of view of the professors, and the study was conducted on a sample of 37 teacher was chosen in an intentional way ,To achieve its objectives, they used the descriptive approach , and to collect the private information about the study the questionnaire tool was used divided according to the likert triangular distribution, after data collecting and processing statistical the obtained to these following results : the electronic learning strategy has a role on indoctrination, creativity, innovation in the teaching process.

KEY WORDS: The electronic learning strategy; Interactive Side; Teaching Operation

المخلص:

تهدف الدراسة الى محاولة التعرف على إستراتيجية التعليم الالكتروني ودورها على الجانب التفاعلي في العملية التدريسية وذلك بالتركيز على مراحل العملية المتمثلة في مرحلة التلقين والابداع والابتكار العلمي لدى طلبة معهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة سوق أهراس من وجهة نظر الاساتذة، وقد أجريت الدراسة على عينة قوامها 37 استاذ، تم اختيارهم بطريقة مقصودة، وللتحقق من أهدافها تم استخدام المنهج الوصفي، ولجمع البيانات الخاصة بالدراسة تم استخدام اداة الاستبيان مقسم حسب التوزيع الثلاثي ليكرت، بعد جمع البيانات ومعالجتها إحصائيا تم التوصل الى النتائج التالية: لإستراتيجية التعليم الالكتروني دور على التلقين، الابداع، الابتكار في العملية التدريسية.

الكلمات المفتاحية: إستراتيجية التعليم الالكتروني؛ الجانب التفاعلي ؛ العملية التدريسية.

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1-Introduction:

It is objective during the organization of the teaching process to look at the learner as perfect, and to go away from that, we give him what helps us to reveal all his activity abilities to discover his power points and weaknesses so that he is guided by educational experiences To increase his power or to reduce or avoid weakness as much as possible and by using methods appropriate to the learner's condition, In order for the physical education teacher to put a teaching strategy that suits the learner, and among the most important of these strategies, we find the electronic learning strategy, in which modern communication mechanisms are used to deliver information to the learner in the shortest time, less effort, and greater benefit, and in a way that enables the management of the educational process, and it is considered one of the most appropriate strategies. In training and preparing learners. (Saleh, 1982: 23).

Electronic learning is a method of education using all kinds of technology in delivering information to the learner in the shortest time, less effort and greater benefit. Distance study is a derivative part of the electronic study. In both cases, the learner receives information from a place far from the teacher. And when we talk about electronic learning, we do not necessarily have to talk about simultaneous immediate education, rather electronic learning may be asynchronous. Virtual education is to learn the useful from distant sites that are not limited by space or time through the Internet and technologies, What he defines (Al-Muhaisin, 2010: 88), as “the kind of education that depends on the use of electronic media in communication between teachers and learners and between learners and the educational institution,” as the term direct electronic learning means, The method and techniques of education based on the Internet, the delivery and exchange of lessons and research topics between the learner and the teacher, electronic learning is a concept that includes many technologies and methods.

Accordingly, the research problem is determined in an attempt to answer the following question:

What is the role of the electronic learning strategy on the interactive side in the teaching process?

In turn, this question is divided into several sub-questions:

-Does the electronic learning strategy lead to good indoctrination?

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-Does the electronic learning strategy have a role in the creativity stage?

-Does the electronic learning strategy have a role in the innovation stage?

Study hypotheses

General hypothesis:

The electronic learning strategy has a role on the interactive side in the teaching process.

Partial Hypotheses:

-The electronic learning strategy leads to good indoctrination.

-The electronic learning strategy has a role in the creativity stage.

-The electronic learning strategy has a role in the innovation stage

Also, a number of researchers dealt with topics that were similar to our topic, so these studies were like previous and similar studies, so we enumerated them as follows:

1- Reham Mustafa Mohamed Ahmed 2012 study entitled: Employing electronic learning to achieve quality standards in the educational process, the study aimed to review the proposed solutions through the website as an alternative solution to the most important obstacles to the application of quality in educational institutions,

, With the improvement of the electronic educational climate as an alternative in the case of distance learning or complementary in the case of traditional learning, the researcher used the descriptive analytical method, and the questionnaire to collect data and information to study the nature of human relations from the point of view of faculty members on a sample of 120 teachers who were chosen intentionally.

The most important conclusions of the study were:

-Electronic learning leads to achieving quality standards in the educational process.

-Students' lack of awareness of the knowledge and learning outcomes in the field of study, which the student is supposed to realize before entering the field of study.

2- Jamal ben Matar ben Youssef Al-Salmi's study 2020 entitled: Electronic Learning in Information Studies Evaluating the Experience of the Information Studies Department at Sultan Qaboos University. Designs in presenting and evaluating the experience of offering an integrated electronic course, by analyzing all the stages that the transformation process has gone through, by analyzing documents and

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reports for the course, which amounted to 15 students to evaluate the learning experience in an electronic way.

The most important conclusions of the study were:

-Teaching by electronic learning system leads to a good pedagogical evaluation process.

- Female students do not participate in joint conversations with male students due to social and cultural considerations.

3-Kormat Mustafa, Baait Issa study 2021 entitled: Contributions of physical and sports activities under the active learning strategy to prevent obesity from the point of view of teachers of intermediate education, the current study aimed to explore the contributions of physical and sports activities under the active learning strategy to prevent obesity from the point of view of teachers of education The average, where they relied on the descriptive analytical method for its suitability to the nature of the study on a random sample consisting of some professors of physical education and sports, estimated at 60 professors, the research tool represented in a questionnaire designed by the researchers was used.

The most important conclusions of the study were:

However, physical activity based on active learning contributes somewhat to reducing the risk of obesity in the school environment.

4- Jabbar Abdel Salam study 2021 entitled: The contribution of information technology to psychomotor processes among middle school students (12-14) years, the study aimed at the importance of modern technology, a random sample of 30 students was selected from the state of Oum El Bouaghi, and the researcher used the method Descriptive survey on a sample aged (12-14) years, using the questionnaire tool.

The most important conclusions of the study were:

Modern technology is of great importance in the development of the pupil's psychomotor process.

2- General objective of the study:

This study aims to provide an educational environment characterized by interaction between all elements of the educational system, through electronic media in multiple and diverse directions, and to provide educational teachers and educated people with important and necessary skills in order to deal with the use of technology, and work to improve and develop The roles played by the educational teacher, the learner and the administrative staff, during the educational process.

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Its importance also lies in the fact that it facilitates the educational process for students, as it has become possible for them to attend lectures from any geographical area without the need for continuous movement and the great effort expended in it, and e-learning tools allow the ability to archive lectures and educational lessons by referring to the appropriate time for them.

3- Procedural definition of the concepts mentioned in the research:

- Electronic learning strategy:

Knows it (Walid, Halfawi, 2001) defines them as strategies that occupy the learner's mind in acquiring knowledge and skills through discovery processes around questions related to the curriculum and building a final product that is evaluated in light of its achievement of learning objectives. (Halafawi, 2001: 66).

The researcher concludes from what was previously defined as a method of education in communicating information to the learner, in which modern communication mechanisms are used from a computer and its networks and multimedia, i.e. the use of technology of all kinds to deliver information to the learner.

- Interactive Side:

Knows it (Ahmed, Abu Hilal, 2001) identifies it as The term interactive education in the educational process of educational teaching is based on raising the intellectual and mental capabilities of the educated person in accordance with the multiple and diverse educational means, which is represented by working on teaching a set of scientific concepts and theories in multiple and diverse fields . (Abu Hilal, 2001: 61)

The researcher concludes from what was previously defined that it is a practical tool and tool that aims mainly to help the educated person to improve and refine their abilities, which have an influencing factor on their memorization of theories, knowledge and information in the various and diverse prescribed subjects.

- Teaching process:

Knows it (Khaled Muhammad, Al- Hashhush, 2012) as the art of communicating information and knowledge to students and the actions taken by the teacher with the students to accomplish certain tasks and achieve specific goals.(Hashhoush, 2012: 41)

The researcher concludes from what was previously defined as a set of relationships that arise between teacher and student, which help the latter to develop comprehensive and integrated.

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4- The methodological procedures used in the study:

4-1 Method and tools:

- Approach followed:

Due to the nature of the topic, we have adopted the descriptive analytical approach

-The exploratory study: It is an essential basis for building the whole research, as we contacted the administration of the Institute of Science and Techniques of Physical and Sports Activities of the University of Souk Ahras State and conducted an interview with some of the professor in order to determine the extent of their consideration of the role of the electronic learning strategy on the interactive side during the teaching process, and the extent to which this study can be conducted in the field, as well as consultation on the proposed draft of the questionnaire by identifying the basic axes of the questionnaire, which were expressed in the stages of the teaching process (indoctrination, creativity and innovation) and distributed on three main axes, and to ensure the validity of the tool, the questionnaire was presented to 10 arbitrators (Doctors institutes) in order to verify its sincerity. The arbitrators suggested some amendments, including:

- Reducing the number of items to a smaller number so that they can be measured.
- Paraphrasing some phrases and decoding the overlap and repetition between them.
- Merging some elements within the domain under one name.

-Sample and methods of selection:

The research sample consisted of professors affiliated to the Institute of Science and Techniques of Physical and Sports Activities at Muhammad Sharif University, the assistantship of Souk Ahras and their number consists of 37 professors who were chosen intentionally.

- fields of study.
- Spatial domain: the study was carried out at the level of the Institute of Science and Techniques for Physical and Sports Activities - Souk Ahras -
- Time range: the basic study was conducted from 01/09/2020 to 05/06/2021.

- Study procedures:

- Study Variables:

- The independent variable: which affects the relationship between the two variables and is not affected by it, and in our research this is the "e-learning strategy".

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-The dependent variable: It is the one that is affected by the relationship between the two variables and does not affect it, and here we find it “the interactive aspect of the teaching process”.

-The instrument used in the study

Questionnaire: A questionnaire was used to address the professors of the Institute of Science and Techniques of Physical and Sports Activities, and the form included 30 questions, divided into three axes distributed according to the Triangular Likert distribution.

- The scientific foundations of the tool: - Apparent honesty: the questionnaire was presented to five arbitrators with competence to consider the suitability of the two questionnaires to what they were prepared for, and the arbitrators agreed by more than 90% with some modifications.

- Internal consistency validity: We calculated the “Pearson” correlation coefficient between the degree of each of the axis expressions and the total degree of the axis as follows:

Table N°1: shows the internal consistency of the first axis statements

Expressions	correlation coefficient
The electronic learning strategy provides students with information	0.356
The electronic learning strategy provides positive feedback	0.802
The electronic learning strategy has an activity related to teaching processes	0.467
The electronic learning strategy has standards of accuracy in teaching	0.763
The electronic learning strategy organizes situations	0.600
For the electronic learning strategy, the organization of learning situations	0.488
The electronic learning strategy includes the sum of the pedagogical points	0.535

It is clear from the above table that all the paragraphs are statistically significant, that is, there is a significant correlation, and from this the first axis's paragraphs are considered honest and internally consistent.

Table No. 2: It shows the internal consistency of the second axis data

expressions	correlation coefficient
To use the electronic learning strategy for the purpose of developing new competencies	0.655

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The electronic learning strategy has an increase in the educational process	0.604
Using the electronic learning strategy to increase the requirements of the labor market	0.301
The use of the electronic learning strategy increased the student's analytical abilities	0.535
The use of the electronic learning strategy supported the teaching process	0.488
The use of the electronic learning strategy supported the critical thinking style.	0.536
The use of the electronic learning strategy supported the use of small teams	0.535

It is clear from the above table that all the paragraphs are statistically significant, that is, there is a significant correlation, and from this the first axis's paragraphs are considered honest and internally consistent.

Table No. 3: It shows the internal consistency of the third axis data statement

expressions	correlation coefficient
The electronic learning strategy provides forums for learners	0.333
The electronic learning strategy encourages communication through social networks	0.408
The electronic learning strategy enhances participation in virtual discussion groups	0.389
An electronic learning strategy helps break the barrier of fear	0.667
The electronic learning strategy achieves an increase in the academic interaction among learners	0.509
The electronic learning strategy increases learners' cohesion during the educational process	0.333
The electronic learning strategy opens the way for communication outside work hours	0.408

It is clear from the above table that all the paragraphs are statistically significant, that is, there is a significant correlation, and from this the first axis's paragraphs are considered honest and internally consistent.

-The validity of the questionnaire's structural consistency:

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We calculated the “Pearson” correlation coefficient between the score of each axis and the total score of the questionnaire, and the following table illustrates this:

Table N°4: shows the validity of the structural consistency of the questionnaire's axes

Dimensions of the questionnaire		correlation	result
The first axis	correlation coefficient	0.861	There is a link
	Moral Connotation	0.05	
second axis	correlation coefficient	0.665	There is a link
	Moral Connotation	0.05	
The third axis	correlation coefficient	0.968	There is a link
	Moral Connotation	0.01	

Through the above table, we find the Pearson correlation coefficients (0.861, 0.665, 0.968) greater than the tabular value of 3 at the significance level 0.01 and 0.05.

Second: The stability of the study tool:

The stability of the questionnaire: The stability of the study questionnaire was verified, through the Cronbach's alpha coefficient, as shown in the table for the following:

Table N°5: Shows Cronbach's alpha coefficient

The axes	Number of phrases	Alpha Cronbach
The first axis	07	0.895
second axis	07	0.923
The third axis	07	0.910
total axes	21	0.891

The questionnaire was found to have a high degree of stability, as the reliability coefficient came Alpha Cronbach 0.891

- Statistical: We used statistical methods: extracting frequencies - percentages - enough squared.

4-2 Presentation and Analysis of Results:

The first axis: the role of the electronic learning strategy on good indoctrination in the teaching process.

Table N°6: Shows the statistical results of the first axis phrases

phrases	chi-square	sig	significanc
The electronic learning strategy provides information	8.222	0.016	significant

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The electronic learning strategy provides information	10.889	0.004	significant
The electronic learning strategy has an activity in teaching operations	9.556	0.008	significant
The electronic learning strategy has standards of accuracy in teaching	6.222	0.045	significant
The electronic learning strategy organizes situations	6.889	0.032	significant
For the electronic learning strategy, the organization of learning situation	14.00	0.001	significant
The electronic learning strategy includes pedagogical points	10.667	0.005	significant
degree of freedom = 2	Table value of $\chi^2 = 5.991$	Significance level = 0.05	

-Conclusion:

After we presented the statistical results of the professors' answers to the statements of the first axis, which through the results shown in the above table is that the majority of the surveyed professors and at a very high rate that the electronic learning strategy leads to good indoctrination in the teaching process at the level of the Institute of Science and Techniques of Physical and Sports Activities, Where the calculated K was greater than the tabular K in all the axis statements and they were, respectively:

- The first statement (the electronic learning strategy provides students with information), amounted to 8.222, which is greater than the tabular enough value estimated at 5.991, while the value of the significance sig amounted to 0.016 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The second statement (the electronic learning strategy provides positive feedback) amounted to 10,889, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance sig it amounted to 0.004 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

- The third statement (the electronic learning strategy has an activity related to teaching processes) amounted to 9.556, which is greater than enough tabular value estimated at 5.991, as for the value of the significance sig it amounted to 0.008 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

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- The fourth statement (for the e-learning strategy, accuracy standards in teaching) amounted to 6.222, which is greater than enough tabular value estimated at 5.991, as for the value of the significance sig it reached 0.045, which is less than the significance level estimated at 0.05 at the degree of freedom 2.
- The fifth statement (for the e-learning strategy, the organization of positions) reached 6.889, which is greater than the sufficient tabular value estimated at 5.991. As for the value of the sig significance, it reached 0.032, which is less than the significance level estimated at 0.05 at the degree of freedom 2.
- The sixth statement (for the electronic learning strategy to organize educational situations) reached 14.00, which is greater than the tabular enough value estimated at 5.991, as for the value of the moral significance sig it reached 0.001 which is less than the significance level estimated at 0.05 at the degree of freedom 2.
- The seventh statement (for the electronic learning strategy includes the total of pedagogical points) reached 10.667, which is greater than the tabular enough value estimated at 5.991, as for the value of the significance sig it reached 0.005 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

The second axis:

the role of the e-learning strategy on the stage of creativity in the teaching process.

Table N°7: Shows the statistical results of the second axis phrases

phrases	chi-square	sig	significance
To use the electronic learning strategy in developing competencies	13.556	0.001	significant
The e-learning strategy has an increase in the educational process	16.222	0.000	significant
E-learning strategy to increase market requirements	14.222	0.005	significant
The use of the e-learning strategy in the capabilities of the student	11.556	0.003	significant
The e-learning strategy supported the teaching proces	14.889	0.007	significant
The e-learning strategy supported critical thinking	8.000	0.001	significant

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The e-learning strategy supported small teams	8.667	0.013	significant
degree of freedom = 2	Table value of $Ca^2 = 5.991$	Significance level = 0.05	

-Conclusion: After we presented the statistical results of the professors' answers to the statements of the second axis, which through the results shown in the above table is that the majority of the surveyed professors and at a very high rate that the electronic learning strategy leads to the stage of creativity in the teaching process at the level of the Institute of Sciences and Techniques of Physical and Sports Activities of the University Souk Ahras, where the calculated suffix was greater than the tabular sufficiency in all the axis phrases, and they were, respectively:

- The first statement (to use the electronic learning strategy as a purpose in developing new competencies) amounted to 13.556, which is greater than the tabular sufficiency estimated at 5.991, as for the value of the significance significance sig it amounted to 0.001 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

- The second statement (for the electronic learning strategy, an increase in the educational process) amounted to 16,222, which is greater than enough tabular value estimated at 5.991, as for the value of the significance significance sig it reached 0.000 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

- The third statement (the use of the electronic learning strategy to increase the requirements of the labor market) amounted to 14,222, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the sig significance, it reached 0.005, which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The fourth statement (the use of the electronic learning strategy increased the student's analytical abilities) amounted to 11.556, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance significance sig it amounted to 0.003 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The fifth statement (the use of the electronic learning strategy supported the teaching process) amounted to 14,889, which is greater than enough tabular value estimated at 5.991, as for the significance

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value sig it reached 0.007 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The sixth statement (supported the use of the electronic learning strategy critical thinking method) reached 8.00, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance sig it reached 0.005 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The seventh statement (the use of the e-learning strategy supported the use of small teams) amounted to 8.667, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance sig it reached 0.013 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

The third axis: the role of the e-learning strategy on the stage of innovation in the teaching process.

Table 8: Shows the statistical results of the third axis phrases

phrases	chi-square	sig	significance
The e-learning strategy provides forums for learners	12.667	0.032	significant
The e-learning strategy encourages communication	16.889	0.013	significant
The e-learning strategy promotes virtual discussion	10.667	0.004	significant
E-learning strategy helps get rid of fear	10.889	0.003	significant
The e-learning strategy achieves academic interaction	6.889	0.00	significant
The e-learning strategy increases learners' bonding	8.667	0.028	significant
The e-learning strategy opens communication outside of work	10.889	0.032	significant
degree of freedom = 2	Table value of $\chi^2=5.991$	Significance level = 0.05	

- Conclusion: After we presented the statistical results of the professors' answers to the statements of the third axis, which through the results shown in the above table is that the majority of the surveyed professors and at a very high rate that the e-learning strategy is on the stage of innovation in the teaching process at the level of the

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Institute of Science and Techniques of Physical and Sports Activities For Souk Ahras University, where the calculated suffix was greater than the tabular sufficiency in all the axis phrases and they were, respectively:

- The first statement (the e-learning strategy provides forums for learners) amounted to 12.667, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance sig it reached 0.032 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The second statement (the e-learning strategy encourages communication through communication networks) reached 16,889, which is greater than the sufficient tabular value estimated at 5.991. As for the value of the sig significance, it reached 0.013, which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The third statement (the e-learning strategy enhances participation in virtual discussion sessions) amounted to 10.667, which is greater than the sufficient tabular value estimated at 5.991, as for the significance value sig it reached 0.004 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

- The fourth statement (the e-learning strategy helps to get rid of the fear barrier) amounted to 10,889, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the significance sig it reached 0.003 which is less than the significance level estimated by 0.05 at the degree of freedom 2.

- The fifth statement (the e-learning strategy achieves an increase in the academic interaction among learners) amounted to 6.889, which is greater than the sufficient tabular value estimated at 5.991, as for the value of the sig significance, it amounted to 0.000 which is less than the significance level estimated at 0.05 at the degree of freedom 2.

- The sixth statement (the e-learning strategy increases learners' interdependence during the educational process) amounted to 8.667, which is greater than the sufficient tabular value estimated at 5.991. As for the value of the significance sig, it reached 0.028, which is less than the significance level estimated at 0.05 at the degree of freedom 2. .

- The seventh statement (the e-learning strategy opens the way for communication outside working hours) amounted to 10,889, which is greater than enough tabular value estimated at 5.991, as for the value of the significance sig it amounted to 0.032 which is less

than the significance level estimated at 0.05 at the degree of freedom 2.

4-3 Discussion and interpretation of the results:

Discussing the first partial hypothesis: After our analysis of the first axis, which represents the first partial hypothesis, we concluded that the e-learning strategy leads to good indoctrination in the teaching process at the level of the Institute of Sciences and Techniques of Physical and Sports Activities at Souk Ahras University. The researcher attributes this positive role to the fact that e-learning helps the learner and the professor in teaching through a different scientific content than the traditional system, that is, it takes place in the place the learner wants, and at the time preferred by the teacher. Without the obligation to come to classrooms at specific times, as new content depends on multimedia and is presented through modern electronic media such as computers, the Internet, and satellites.

and electronic information sources, and their various media, which aim in their entirety to deliver information to the learner in the shortest time, least effort, and greatest benefit.” (Jibraeel, 1986: 41).

Our study agrees with the study (Reham Mustafa Mohamed Ahmed study, 2012), which found that e-learning leads to achieving quality standards in the educational process, and is compatible with the study (Jamal bin Matar bin Youssef Al-Salmi, 2011), which found that electronic learning education leads to the occurrence of Good pedagogical evaluation process.

Through the above, we arrive at proving the validity of the first partial hypothesis.

Discussing the second partial hypothesis: After our analysis of the second axis, which represents the second partial hypothesis, we concluded that the majority of the surveyed professors agreed with a very high percentage that the e-learning strategy has a role in the creativity stage in the teaching stage at the level of the Institute of Sciences and Techniques of Physical and Sports Activities of Souk Ahras University. The researcher attributes this positive role to the fact that e-learning is one of the means that supports the educational process and transforms it from the stage of indoctrination to the stage of creativity, interaction and skill development, and it combines all electronic forms of teaching and learning, where the latest methods are used in the fields of education, publishing and entertainment by adopting computers, their storage media and their networks. The rapid shifts in the field of technology have led to the emergence of new

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patterns of learning and teaching, which further consolidated the concept of individual or self-education, where the learner continues his learning according to his capacity, ability, speed of learning and according to his previous experiences and skills. (Ahmed, 2001: 67)

Our study agrees with the study (the study of Qarmat Mustafa, Baait Issa 2021), which found that physical activity based on active learning contributes somewhat to reducing the risk of obesity in the school environment, and is compatible with the study (Alaa El-Din El-Azouti, 2021), which found that There is a statistically significant relationship between education with the e-learning system and the level of physical activity.

Through the foregoing, we arrive to prove the validity of the second partial hypothesis.

Discussing the third partial hypothesis: After our analysis of the third axis, which represents the second partial hypothesis, we concluded that the majority of the surveyed professors, with a very high percentage, have a role for the e-learning strategy in the innovation stage at the level of the Institute of Science and Techniques of Physical and Sports Activities of Souk Ahras University,

The researcher attributes this positive role to the fact that the e-learning strategy has improved the educational process, activating the role of effective participation between the teacher and the learner, using the various technological means that have contributed to helping the student to remember the educational material for the longest possible period, and to ensure that the educational technology is constantly evaluated and evaluated. Education in the educational process is like introducing permanent updates on a continuous and effective basis that ensures greater effectiveness of the educational process. (Al-Tobji, 1984: 96)

Our study agrees with the study (the study of Jabbar Abdel Salam 2021), which concluded that the use of e-learning with modern technology develops the psychomotor process for the student.

Conclusion:

Through what we touched on in this study, and after we presented the statistical results

To the professors' answers to the statements of the three axes, we found that:

The electronic learning strategy has a role in indoctrination, creativity, and innovation in the teaching process.

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- The electronic learning strategy adopted by the professors is focused on the teaching process, then the course, followed by the student, then the professor himself.
- The electronic learning strategy provides students with information and knowledge related to the course content.
- The electronic learning strategy supported the teaching process with a dynamic dialogue.

But if we want to reverse our results on the ground, we must make the following recommendations:

The need to use the electronic learning strategy, both synchronous and asynchronous.

The necessity of shifting from the traditional teaching method to the e-learning method for teachers.

- The necessity of providing the learners with an opportunity to interact directly electronically with each other on the one hand, and between them and the teacher on the other hand, through e-mail.

The conclusion of our study is that the electronic learning strategy leads to good education in communicating information to the learner, and in which technology of all kinds is used to deliver information to the learner in the shortest time, less effort, and greater benefit, and in a way that enables the management and control of the educational process and the measurement and evaluation of learners' performance. future:

- Focusing on the use of e-learning during the teaching process.
- Focusing on the regularity of e-learning in its synchronous and asynchronous forms, whether through some computer services and Internet networks.

The teacher's consideration of the characteristics of the stages of development and the needs of students.

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