

The contribution of the good pedagogical formation of teachers of physical education and sports in underlining the objectives of the educational unit in the secondary stage

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Abstract: This study aimed to know the importance of good pedagogical training for teachers of physical education and the extent of its contribution to underlining the objectives of the learning unit in the secondary stage, where the researcher used the descriptive approach in the study. As for the research community, it was represented by the teachers of physical education in the state of Bouira, whose number is 150 professors. With regard to statistical methods, percentages and K squared (X^2) were used. One of the most important results is that good pedagogical composition contributes to the effectiveness of defining procedural goals for each activity, increasing educational seminars for the quality of the educational process.

KEY WORDS : PEDAGOGICAL CONFIGURATION ; PHYSICAL EDUCATION TEACHERS; THE LEARNING UNIT .

المخلص: هدفت هذه الدراسة الى معرفة أهمية التكوين البيداغوجي الجيد لأساتذة التربية البدنية ومدى مساهمته في تسطير أهداف الوحدة التعليمية في الطور الثانوي حيث استعمل الباحث المنهج الوصفي في الدراسة، أما بالنسبة لمجتمع البحث فقد تمثل في أساتذة التربية البدنية لولاية البويرة والمتمثل عددهم في 150 أستاذ وبخصوص الوسائل الاحصائية فقد استعمل النسب المئوية وكاف تربيع (X^2) ومن أهم النتائج ان التكوين البيداغوجي الجيد يساهم في فعالية تحديد الاهداف الاجرائية لكل نشاط، ومن بين توصيات الباحث ضرورة الاكثار من الندوات البيداغوجية من أجل جودة العملية التعليمية.
الكلمات المفتاحية: التكوين البيداغوجي؛ أساتذة التربية البدنية؛ الوحدة التعليمية.

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1-Introduction:

The rapid scientific and technical development came to provide other forms of education, or in a more correct sense to provide service in a different and new way, where education in general is a basic function in human societies, it was natural that the forms of education in general change, and evolve, with the escalation of technical development, and where education, whether remotely or in person, depends on communication technologies, the development in this technology contributes to the development of forms of education in one way or another, as modern trends of educational technology have contributed to the emergence of new systems And sophisticated for teaching and learning, which had the greatest impact in bringing about positive changes and developments on the way students learn and the methods and methods of delivering scientific information to them, as well as on the content and form of the prescribed curricula in proportion to these trends, and performance represents an important element in the professional organization as the engine for it, as it represents the measure that depends to judge the effectiveness of individuals in organizations and institutions, performance In it, whether in theory or practice, it attracted many studies and research that aimed to refine its concept, and from this point of view (Abdullah, 2022) mentioned in an article from the magazine Excel that in Algeria, those in charge of the curricula in general and the physical education curriculum in particular worked to fix the imbalances and remedy the shortcomings recorded during the experience of the curriculum for the first generation and contained in the consultation processes on the curriculum (2013) (Najimi Abdullah, 2022: 188).

Physical education and sports are also considered a form of sports practice because of their great impact on the formation of the individual in terms of physical, health, social and psychological, and it is considered a necessity of life and has a significant impact on all age stages that the individual goes through (Hisham Rabiei, 2022: 383), so it is like other subjects programmed in the educational curricula by the Algerian Ministry of Education, In this formulation, it is necessary to highlight the pedagogical training and the two components in the field of physical education and sports, both in higher education institutions, where it was stated in a study (Khouildi, 2017) on teaching

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competencies that the quality of services provided by the university is reflected on its graduates in the labor markets and affects the perception of society and employers, as the faculty are the ones who translate plans and objectives (Khuwaylid Al-Hawari, 2017: 48), or post-employment components who accompany professors at different stages, in implementation of the decisions of the Ministry of National Education and all this so that professors do not fall into any embarrassment and any professional pressure related to their profession, it is one of the most important factors directly affecting their performance and professional role is mainly related to the quality of the preparation they receive before entering the profession, which is represented in the pedagogical training at the university, as well as what they receive from the pedagogical training while obtaining the job position and this is done through professors. Two components proposed by the directorates of education for each wilaya, the good preparation of teachers is necessary in order to improve the quality of pedagogical performance, which appears in several forms, including planning, implementation, evaluation and underlining competencies and goals established in the educational curriculum.

Among the studies that are related to the subject of our research, we mention: the study of Ben Ammar Hassiba (2008-2009), where it focused on the formation of human resources in the Algerian educational system, and among the hypotheses of his research is the importance of the relationship between the composition of the two components and the success of the educational system, as for the research methodology, it used the descriptive analytical approach as well as the documentary approach, and with regard to the research community, it included teachers and professors for the state of Constantine, the questionnaire form was distributed to them with a sample of 600 teachers and professors, and the most important Results; - There is a relationship between the age of the two components and the benefit of the training.

Most of the components find in-service training positively affecting their career path, as well as considering in-service training to have contributed to increasing performance during the practice of the profession.

The study of Atallah Ahmed et al. (2015) showed: This study aimed to identify the efficiency of the professor of physical education and sports and its impact on the quality of the educational process at

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the secondary stage, where they assumed that the efficiency of the teacher of education and sports positively affects the quality of educational blindness, and they used in the study the descriptive approach, on a sample of physical education and sports professors for some states of western Algeria, numbering 210 professors, out of a total of 260 professors, randomly selected, and a questionnaire form was applied to them that measures the efficiency of a professor Physical education and sports, and the most important results reached:

- The lack of knowledge of the professor of physical education and sports in secondary education with professional competence in general in line with the quality of the educational process.

- Failure to keep abreast of developments of recent information in his field of specialization, lack of knowledge of evaluation competencies.

While the study of Rami Ezzeddine et al. (2017) showed: This study focused on the contribution of teaching with a competency approach in activating the learning process during the physical education and sports lesson, and the researchers used the descriptive approach in their study on a sample of 18 professors from the Institute of Sciences and Techniques of Physical and Sports Activities at Bouira University, and the most important results reached: Teaching with competency approaches is of interest to the students of the Institute, as well as The method of teaching with competency approach in the physical education class increases the learning motivation of students at the institute.

Through all this, the idea of our research crystallized, which aims to examine the contribution of good pedagogical training for teachers of physical education and sports in underlining the objectives of the learning unit in the secondary education stage, and therefore we pose the general question: - Does the good pedagogical training of physical education and sports teachers contribute to the underlining of the goal of the learning unit in the secondary stage?.

Accordingly, the following partial questions arise from it:

- Does the good pedagogical training of physical education and sports teachers contribute to the effectiveness of conducting diagnostic evaluation of sports activities?

- Does the good pedagogical training of physical education and sports teachers contribute to the effectiveness of setting the procedural objectives for each activity?

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- Does pedagogical training have a role in improving the efficiency of teaching with a competency approach during the class for physical education and sports teachers?.

- Hypotheses:

The good pedagogical training of physical education and sports teachers contribute significantly to the underlining of a goal of the learning unit in the secondary stage.

- Partial hypotheses:

- Good pedagogical training of teachers of physical education and sports contributes positively to the effectiveness of conducting diagnostic evaluation of sports activities.

- Good pedagogical training of physical education and sports teachers contributes significantly to the effectiveness of setting procedural objectives for each activity.

- Pedagogical training has a major role in improving the efficiency of teaching with a competency approach during the class for teachers of physical education and sports.

2- The general objective of the study:

- Knowing the extent to which the good pedagogical training of physical education and sports teachers contributes to the effectiveness of conducting diagnostic evaluation of sports activities.

- Knowing the extent to which the good pedagogical training of physical education and sports teachers contributes to the effectiveness of determining the procedural objectives of each activity.

- Know the role played by pedagogical training in improving the efficiency of teaching by approaching competencies during the class for teachers of physical education and sports.

As for the importance of the scientific and applied study, it stems from the fact that it is a study centered on the pedagogical formation of teachers and the extent of its contribution to underlining the objectives of the learning unit, by knowing how to conduct the initial diagnostic assessment and building goals, as well as knowing how to use the various modern teaching methods and how to understand the curricula and the inclusion of exercises that suit the age stage of students in addition to the evaluation and evaluation process, taking into account the individual differences and the competencies approach, Through what we mentioned earlier, pedagogical training increases the opportunity to provide ways to solve skills problems

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through programs provided by theoretical and applied training throughout the training period.

3- Procedural identification of the concepts contained in the research:

- **Pedagogical training:** defined by (Moreno Menager, 1985), where he believes that training seeks to build and analyze pedagogical situations and to show the acquired knowledge and possession of pedagogical skills and competencies with the possibility of investing them again in training and behavior and in the analysis of different pedagogical situations as much as possible (Nabar Ruqayya, 2011: 70).

- **Professor of Physical Education and Sports:** He is defined (Sebaa Bouhaj, 2022) as a person who achieves ideal roles in the relationship with students, society, school, and the field of physical education and sports, and this depends on his vision and outlook towards the educational system and his profession as well as on the climate (Sebaa Bouhaj, 2022: 59).

- **Physical education and sports:** defined by (Boujemaa Zerem, 2017) as a basic educational subject that works to achieve educational integration of the learner so that it is implemented through lessons within the academic schedule (Zerrem Boujemaa, 2017: 149), and believes (Maher Hassan, 2005) that all these meanings and definitions agree in their content that physical education is only general education, but by exploiting the tendency of individuals to move and physical activity (Maher Hassan, 2005: 17).

- **Secondary education:** defined by Ben Jaafar (2016) as a stage in which pupils are received after the end of basic education, usually called post-basic education, in which pupils move to secondary education under legally limited conditions (Ben Jaafar Ramadan, 2016: 14).

- **Learning unit:** procedurally it is a series of educational units for each activity, which aims to achieve the learning objectives and achieve the expected competencies at the end of the educational process.

4- Methodological procedures followed in the study:

4.1 Method and tools:

- **The approach followed:** in the scientific research methodology adopted in which the selection of the appropriate approach to solve the research problem mainly to the nature of the problem itself, and the

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methods vary depending on the different goal that the researcher would like to reach and in this research the researcher relied on the descriptive approach is a survey focused on the phenomenon of phenomena as they exist in the present with the intention of diagnosing and revealing its aspects and determining the relationship between its elements (Rabeh Turki, 1984: 129).

- **Exploratory study:** (Rachid Zerouati, 2008) stated that "the exploratory study is the first step that helps the researcher in taking an overview of the aspects of the field study of the research, where the researcher organizes visits to the field of study to see his study or see some aspects of its field study" (Zerouati, 2007: 23), and this survey included several points:

The researcher visited the field of study, where information and data on the statistical population of the sample and its size were collected, through an interview with professors, some questions were asked to them as a temporary questionnaire to find out the soundness of the language and the appropriateness of the questions with the subject of study until it was finalized.

- **The sample and methods of selection:** It is the study population from which field data is collected, meaning that a group of community members is taken to be representative of the community on which the study is conducted, so the sample is a part or a certain percentage of the members of the original group (Rachid Zerouati, 2008: 191).

Due to the nature of the research, the nature of our research was chosen, which included 20 teachers in physical education from the high schools of Bouira out of 150 teachers, i.e. 13.33%.

- **Fields of study:**

* Geographical Domain: In this research, we decided to conduct a field study in the wilaya of Bouira on a sample of physical education and sports professors.

*Time Domain: This research was done in the 2022/2023 academic year.

* The human field: represented by teachers of physical education and sports in the high schools of the wilaya of Bouira.

- **Research/Study Procedures:**

Independent variable: In this research, the independent variable is represented in the pedagogical composition.

Dependent variable: represented by the learning unit.

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- **Tool:** We dealt with the questionnaire tool and divided the questionnaire into 03 axes, namely:

The first axis: the aim is to find out the extent to which the good pedagogical training of physical education and sports teachers contributes to the effectiveness of conducting diagnostic evaluation of sports activities.

The second axis: the aim is to know the extent to which the good pedagogical training of physical education and sports teachers contributes to the effectiveness of determining the procedural objectives for each activity.

The third axis: the aim is to know the role played by pedagogical training in improving the efficiency of teaching by approaching competencies during the class for physical education and sports teachers.

- **Apparent honesty:** After the questionnaire was designed in its initial form, it was submitted to a group of professors holding a doctorate degree in specialization at the Institute of Sciences and Techniques of Physical Activities and Sports in Dali Ibrahim in order to arbitrate and amend it, where the majority of the statements were approved and others were modified and corrected.

- **Statistical tools:** We have in this research to use the percentages that the number of repetitions of the opinion of opinions

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Percentage \%} = \frac{\text{Obtained Value}}{\text{Maximum Value}} \times 100$$

4.2 Presentation and analysis of results:

Presentation and analysis of the results of the first axis: The good pedagogical training of physical education and sports teachers contributes positively to the effectiveness of conducting diagnostic evaluation of sports activities.

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Table N°1: Analysis of the first axis statements shows.

The first axis	yes		No		sometimes		χ^2	χ^2
	rep	%	rep	%	rep	%	Calculated	Tabular
Que N(01)	15	75%	02	10%	03	15%	15.72	5.99
Que N(02)	17	85%	00	00%	03	15%	24.72	
Que N(03)	20	100%	00	00%	00	00%	40.04	
Que N(04)	14	70%	00	00%	06	30%	14.81	
Que N(05)	00	00%	01	05%	19	95%	34.33	
Que N(06)	12	60%	03	15%	05	25%	6.71	
Que N(07)	18	90%	01	05%	01	05%	28.93	
Que N(08)	10	50%	00	00%	10	50%	10.01	
Que N(09)	05	25%	04	20%	11	55%	4.30	

- Indication level = 0.05
 - Degree of freedom = 2

Source: Authored by the Researcher (2023)

Table (01) shows: The responses of the study sample members to the statements of the first axis on the contribution of good pedagogical training of physical education and sports teachers in the effectiveness of conducting diagnostic evaluation of sports activities, which came as follows:

The third statement ranked first in terms of the response of the study sample members to the statements of the first axis about the contribution of good pedagogical training of physical education and sports teachers to the effectiveness of conducting diagnostic evaluation of sports activities by (100%), with the calculated value of (χ^2) of (40.04) and with an answer yes, followed by the fifth statement in the second place by a percentage (95%)) with the value of (χ^2) (34.33), sometimes with an answer, while the seventh, second, first and sixth statements respectively came in the third, fourth, fifth and sixth places with (90%) (85%) (75%) (60%), with a value of (χ^2) (28.93) (24.72) (15.72) (6.71) and with a yes answer, followed by the ninth statement with (55%) with a value of (χ^2) (4.30), and sometimes with an answer, We also noticed when applying the (χ^2) test at the significance level (0.05), and the degree of freedom (2), that all the calculated χ^2 values are greater than the (χ^2) tabular values (5.99), and from it we note that there are differences in the answers of the sample members to the effectiveness of conducting a diagnostic

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evaluation of sports activities programmed in the educational curriculum.

Presentation and analysis of the results of the second axis: The good pedagogical training of physical education and sports teachers contributes significantly to the effectiveness of setting the procedural objectives for each activity.

Table N°2: Analysis of the statements of the second axis

The second axis	yes		No		sometimes		X ² Calculated	X ² Tabular
	rep	%	rep	%	rep	%		
Que N(01)	18	90%	01	05%	01	05%	29.23	5.99
Que N(02)	20	100%	00	00%	00	00%	40.04	
Que N(03)	15	75%	01	05%	04	20%	16.32	
Que N(04)	19	95%	01	05%	00	00%	34.33	
Que N(05)	20	100%	00	00%	00	00%	40.04	
Que N(06)	17	85%	00	00%	03	15%	2472	
Que N(07)	13	65%	05	25%	02	10%	9371	
Que N(08)	14	70%	02	10%	04	20%	18.41	
- Indication level = 0.05 - Degree of freedom = 2								

Source: Authored by the Researcher (2023)

Table (02) shows: The responses of the study sample members to the statements of the second axis on the contribution of good pedagogical training of physical education and sports teachers in the effectiveness of determining the procedural objectives for each sports activity in the program, which came as follows: The second and fifth statements ranked first in terms of the respondents' response to the statements of the second axis about the contribution of good pedagogical training to physical education and sports teachers. In the effectiveness of determining procedural goals, by (100%) with a calculated (X²) value of (40.04) with a yes answer, followed by the fourth and first statements in the second and third places respectively with percentages of (95%) (90%) with (X²) (34.33) (29.23), and with a yes answer, while the sixth, third and eighth statements came respectively in the fourth, fifth and sixth places with percentages (85%) (75%)

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(70%)) with a value of (X^2) (24.72) (16.32) (18.41) and with a yes answer, followed by the seventh statement in the last order with percentages (65%), with (X^2) (9.71), answering yes as well, and we also noticed when applying the Ka2 test at the level of significance (0.05), and the degree of freedom (2), that all the calculated (X^2) values are greater than the tabular values of Ka2 (5.99), and from it we note and C and D differences in the answers of the sample members, in the effectiveness of determining the procedural objectives for each activity, and the ruler in the classroom by them.

Presentation and analysis of the results of the third axis: The pedagogical training has a major role in improving the efficiency of teaching by approaching competencies during the class for teachers of physical education and sports.

Table 3: Analysis of the statements of the third axis

The third axis	yes		No		sometimes		X^2 Calculated	X^2 Tabular
	rep	%	rep	%	rep	%		
Que N(01)	20	100%	00	00%	00	00%	40.04	5.99
Que N(02)	18	90%	00	00%	02	10%	29.23	
Que N(03)	13	65%	05	25%	02	10%	9.71	
Que N(04)	20	100%	00	00%	00	00%	40.04	
Que N(05)	19	95%	01	05%	00	00%	34.33	
Que N(06)	17	85%	00	00%	03	15%	24.72	
Que N(07)	14	70%	02	10%	04	20%	18.41	
Que N(08)	15	75%	01	05%	04	20%	16.32	
- Indication level = 0.05								
- Degree of freedom = 2								

Source: Authored by the Researcher (2023)

Table (03) shows: The responses of the study sample members to the statements of the third axis on pedagogical training and its role in improving the efficiency of teaching by approaching competencies during the class for physical education and sports teachers, which came as follows: The first and fourth statements ranked first in terms of the response of the sample members to the statements of the third axis about the role of pedagogical training In improving the

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efficiency of teaching by approaching competencies during the class for physical education and sports teachers by (100%), with the calculated value of (X^2) of (40.04) and with an answer yes, followed by the fifth and second statements in the second and third rankings, respectively, with percentages of (95%) (90%) with (X^2) (34.33) (29.23), and answer yes, while the sixth, eighth and seventh statements came respectively in the fourth, fifth and sixth places with percentages (85%) (75%) (70%) with a value of (X^2) (24.72) (16.32) (18.41) and an answer yes, followed by the third statement in the last order with percentages (65%), with (X^2) (9.71) and an answer yes as well, as well as When applying the Ka2 test at the significance level (0.05), and the degree of freedom (2), we noticed that all the calculated Ka2 values are greater than the (X^2) tabular values (5.99) and from it we note that there are differences in the responses of the sample members, about the role played by pedagogical formation in improving the efficiency of teaching by approaching competencies during the class, whether in terms of implementation or methods and methods of teaching in the classroom.

4.3 Discussion and interpretation of results:

Discussion of the results of the first hypothesis: After presenting and analyzing the results of the questionnaire that was distributed to physical education and sports professors, and after the process of discharge and analysis, most of the facts through which we had put forward the hypotheses of our research were reached, and based on the first partial hypothesis that "good pedagogical training for teachers of physical education and sports contributes positively to the effectiveness of conducting diagnostic evaluation of sports activities" Through the results obtained and confirmed in a statistical and scientific way, it was found that most of the professors of physical education and sports believe that the pedagogical training has great importance in knowing the initial evaluation procedure, preparing the note card and knowing the success criteria through which it is allowed to educational goals to implement the share in the classroom, and this is consistent with the study of Ben Ammar Hassiba (2008-2009), where the results of her study resulted in that most of the components find in-service training positively affects their career path, as well as They consider in-service training has contributed to increasing performance during the practice of the profession, and therefore it can be said through the above, that the good pedagogical training of

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physical education and sports teachers contributes significantly and positively to the effectiveness of Conducting a diagnostic evaluation of sports activities prescribed in the educational curriculum, which corresponds to the first hypothesis.

Discussion of the results of the second hypothesis: We have formulated the second partial hypothesis on the basis that "the good pedagogical training of physical education and sports professors contributes significantly to the effectiveness of determining the procedural objectives of each activity" and through the results obtained and confirmed in a statistical and scientific way, it was found that the majority of professors see the great role played by pedagogical training, whether at the university in general or during obtaining a job in particular, as training and seminars Continuous may put professors in front of modern developments in terms of effective teaching or evaluation and evaluation, especially in terms of formulating procedural goals, which is one of the pillars of the educational unit, and we mention one of the models of its formulation, such as the method of (Patrice Bulbul) to formulate procedural goals, and (Major), as familiarity with training may improve the efficiency of teaching, and this is consistent with the study of Khosa Jamal (2022), where his study confirmed the existence of a statistically significant relationship between the level of adequacy of lesson implementation and the achievement of educational, cognitive and skill competencies And the emotional of the students, and the lack of familiarity with the training reflects negatively on the quality of the educational process, and this is confirmed by the study of Atallah Ahmed et al. (2015), where the results of their study were that the lack of familiarity of the professor of physical education and sports in secondary education with professional competence in general in line with the quality of the educational process, as well as the lack of keeping pace with the professors' developments of recent information in his field of specialization leads to a lack of familiarity with the competencies of evaluation, All this reflects negatively on the achievement of the procedural objectives set and how to choose the appropriate exercises for that, whether in individual or group games as shown in Table (02), and from this point of view it can be said that the second hypothesis has been achieved.

Discussion of the results of the third hypothesis: We have formulated the second partial hypothesis on the basis that "the

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formation of pedagogical has a major role in improving the efficiency of teaching by approaching competencies during the class for teachers of physical education and sports" and through the results obtained and confirmed in a statistical and scientific way, it was found that the majority of professors recognize the great role played by training, whether in terms of theoretical or applied lessons, in line with the competency approach in terms of methods and methods. Teaching and taking into account individual differences and achieving educational, cognitive, skill and emotional competencies among students, which is consistent with the study of Khosa Jamal (2022) and that the formation of teachers to teach with a competency approach may increase the motivation of learning among students, which is consistent with the study of Rami Ezz El-Din and others (2017), where their study focused on the contribution of teaching with the competency approach in activating the learning process during the physical education and sports lesson, and one of the most important results reached is that teaching with a competency approach receives attention from Students, as well as increases the motivation of learning among students, especially with the availability of pedagogical means and spaces within the institution, and through the above can be said that the third hypothesis has been achieved.

Conclusion:

In light of the hypotheses and objectives of the research and the limits of what was shown by the results of the study and the conditions in which it was conducted, and the sample that was selected to represent the original community and based on the results reached in order to find a solution to the research problem in our reliance on the data and information obtained and based on applied techniques and statistical methods of processing and analysis we reached an answer to the questions of our study, we concluded that the good pedagogical training of physical education and sports teachers Contributes positively to the effectiveness of the diagnostic evaluation of activities Sports, as well as we found that the majority of physical education and sports believe that pedagogical training contributes significantly to the effectiveness of determining the procedural objectives of each educational sports activity, while the last conclusion we found that the pedagogical composition has a major role in improving the efficiency of teaching with a competency approach during the class for physical education and sports professors, and through all this it can be said that

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the general hypothesis that "contributes to Good pedagogical training for teachers of physical education and sports significantly in underlining a goal of the learning unit in the secondary stage" has been achieved, as this pedagogical training is necessary for teachers in implementation of the decisions of the Ministry of National Education and all this so that teachers do not fall into any embarrassment and any professional pressure related to their profession and all this leads to the quality of the educational process and the researcher put forward some recommendations and future guesses:

- The need to increase the number of pedagogical seminars for teachers for the quality of the educational process.
- Supporting theoretical lessons on how to build educational units, and formulating goals.
- Creation of a unified card by specialists in the evaluation of group and individual activities.

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