

The Effet of the reciprocal method on the development of Achievement  
in the subject of physical education and sports among students  
in the middle stage

أثر الأسلوب التبادلي على تنمية التحصيل في مادة التربية البدنية والرياضية  
مرحلة التعليم المتوسط لدى تلاميذ

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**Abstract (not more than 10 Lines) :** The present study aims to identify the effect of the reciprocal method on the development of educational achievement in the field of physical education and sports in the middle school students. The researcher used the experimental method in designing two groups, one experimental subject to the reciprocal teaching method, The researcher used the tribal and post-tribal standards for the two groups. The study population identified the first year students who studied the average of the academic year 2017/2018, the number of (233) male and female students. The total number of students in the sample was (44) students of the first year average (22) students (12 males and 10 females) in each group. The researcher relied on the achievement measure of physical education and sport in the tribal and post-secondary measurements. The main

findings of the study include:

-The reciprocal method has a positive impact on the development of the level of educational achievement in the subject of physical education and sports among students in the middle school.

-2The (usual) method has a positive effect on the development of the level of achievement in physical education and sports among students in the middle school.

-3The reciprocal method has a positive effect on the development of the level of achievement in physical education and sports in the middle school students better than the usual (usual).

**Keywords:** Interactive method-Achievement in physical education and sports - Physical education and sports.

**المخلص:** يهدف البحث الحالي إلى التعرف على أثر الأسلوب التبادلي على تنمية التحصيل في مادة التربية البدنية لدى تلاميذ مرحلة التعليم المتوسط، استخدم الباحثان المنهج التجريبي، وحدد مجتمع الدراسة بتلاميذ السنة أولى من التعليم المتوسط، والبالغ عددهم (233) تلميذ وتلميذة، أي بمعدل (121) ذكور و(112) إناث). وقد بلغ عدد أفراد عينة الدراسة (44) تلميذ وتلميذة، أي بمعدل (12) ذكور و(10) إناث في كل مجموعة، وقد اعتمد الباحثان على مقياس التحصيل لمادة التربية البدنية والرياضية، ومن بين أهم النتائج المتوصل إليها في الدراسة ما يلي:

الأسلوب التبادلي أو الأسلوب التبادلي له تأثير إيجابي على تنمية مستوى التحصيل في مادة التربية البدنية والرياضية لدى تلاميذ مرحلة التعليم المتوسط.

الأسلوب المتبع له تأثير إيجابي على تنمية مستوى التحصيل لدى تلاميذ مرحلة التعليم المتوسط.

-الأسلوب التبادلي أو الأسلوب التبادلي له تأثير إيجابي على تنمية مستوى التحصيل في مادة التربية

البدنية والرياضية لدى تلاميذ مرحلة التعليم المتوسط أفضل من الأسلوب المتبع (المعتاد).

- الكلمات المفتاحية :- الأسلوب التبادلي-التحصيل في ماد التربية البدنية والرياضية-التربية البدنية والرياضية.

**The methodological steps followed in a scientific paper:**

**- Theoretical chapter:**

**1- Introduction and problematic of the study:** Teaching in the educational process is of great importance, it is a set of theories and facts applied, and transformed into skills, and experiences, through training, to achieve the objectives of teaching plans, and that one of the most important steps of successful teaching is to know the level of students and their age characteristics and ideas. The individual differences between them, as well as the use of appropriate teaching methods, have increased interest in different teaching methods and methods and their benefits in achieving the desired educational outcomes among students, and this interest has led to the widespread saying that "a successful teacher is only a successful method, the successful teacher is. Despite criticism sought by traditional methods, they are still used, as many studies and research have confirmed the prevalence of these teaching methods.

The reciprocal teaching strategy is one of the teaching strategies that centered around the teacher and the student altogether, The teacher guides the learning process, while Students practice learning by themselves through collaborative work in groups. What distinguishes this method is that it gives learners a leading role during the educational process, It allows them to take over the tasks of application, which gives them room for creativity and Social interaction between them within the educational lesson (Zakia Ibrahim Kamel and others, 2007, p. 56)

There are many scientific researches and previous studies that dealt with the subject of reciprocal method and its importance in the teaching process and in the educational process in general, Among the most important studies related to our current study, we mention ( Countless)to the study of Heba Saad Ali Youssef (2002), It concluded that teaching in a reciprocal learning style had a better positive effect than traditional teaching, Boyce's study (1992) found that there was an improvement in the early stages of learning, but the learning level was better for both the imperative and the reciprocal learning groups. As these studies agreed with our current study in the use of the experimental approach, While differing with the study in the goal, sample and the used tools as well as the results of the study, the most important conclusions reached in the present study is that the reciprocal method has a positive impact on the development of the achievement level in physical education and sports, The method adopted) usual) also has a positive impact on the development of the achievement level in physical education and sports, and the reciprocal method has a positive impact on the development of the achievement level in physical education and sports better than the method used (usual) .

And to keep up with the development and change in various fields in general, and in the field of sports education in particular, we must find and use methods and Techniques.

And that keeping up with the development and change in different fields in general, and in the field of educational sports in particular, it is imperative that we find and use modern and effective teaching methods and methods in the educational process, away from the traditional method, which focuses on the

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teacher as a fundamental axis in the educational process, which reflects negatively. At the level of students' participation in the implementation of activities and the ability to control their different abilities, cognitive and psychological skills, and mobility, hence it requires the teacher of physical education today and tomorrow, to adopt strategies and educational methods different from traditional methods, and developed, to ensure, Increase learning efficiency and increase achievement.

According to the researcher, teaching with the strategy of the interactive method, and the educational activities involved, promote the positive role of the learner, through which he works to participate in the organization of his learning and increase his vitality and provoke his motivation with the responses, and immediate feedback, passing through it as a result of the resulting Ideas that are modified and enriched by colleagues, or from the teacher as soon as the response appears, which helps learners to realize the right direction towards new knowledge, represent it within their knowledge structure, increase the effectiveness of their achievement, and absorb them, which is reflected in their increased achievement positively.

From there we ask the following main question:

-Are there any statistically significant differences between the experimental group studied according to the reciprocal method and the control group studied according to the traditional method in developing the achievement in physical education among the pupils of intermediate education?

### **2- The significant terminology of the research:**

Reciprocal method or (peer learning):

-Terminology: It is defined as the method in which students are divided into pairs to work together interchangeably, one performs, the other observes, and the role of the observer is to provide feedback to the performer in relation to his performance, and to help him determine when the work can be accomplished (Osman Afaf, 2008 p.54).

Procedurally: Is a modern teaching strategy in which the rules of physical and sports education are provided to students in the first year of middle school, so that they work together in the form of pairs, and help each other to understand educational situations with the help of the teacher.

-Traditional or usual method (explanation and model performance):

-Convention: It is defined as: 'The flow of a wide range of information, facts and theories from teacher to learner, and make learners in the negative future of information (Al-Khodri, Ali Munir and Anisi, Yusuf, 2000, p. 76) .

Procedurally: Is the method used by the students in learning the activity of throwing the gela, which is based mainly on the teacher, and is characterized by clear control over the course of learning, and the role of the student in this method is limited to observation, listening, and execution only, and expressed to the degree obtained by the student in The collection test.

-Achievement in physical and sports education:

Terminology :

The extent to which students have achieved " :Zaytoun (2001) defined it as learning outcomes, as a result of their passage of certain teaching experience, which reveals to us how advanced students are towards certain goals (Zaytoun, .2001, p. 276)

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Abu Jado (2000) defined him as" :How much students have learned in a study unit, or a particular course) "Moulay Boudakly Muhamad, 2004, p. 45)

Procedurally: Is the degree obtained by first-year students from the intermediate education level in the subject of physical and sports education in both volleyball and throwing gela in the distance test.

Physical and sports education:In addition, the government has established a national police force to investigate the perpetrators of the crimes committed by the police.

Procedurally: is the integrated aspect of education that works to develop the individual, and adapt it physically, mentally, socially and emotionally through a range of physical activities, and the chosen mathematical dynamics, which are commensurate with the stage of growth, which are exercised with good leadership, to achieve the highest human values.

### **3- The art condition and similar studies:**

Author: Soraya Joued Mehin (2013)

Study title" :The effect of the reciprocal method in learning some basic handball skills for female students"

The goal of the study: The study aimed to identify the effect of the reciprocal method in learning some basic skills of handball for female students,

Sample study and how to select:

The study method: The researcher followed the experimental approach

Tools used in the study: training units using the reciprocal method - tests of some of the basic skills in handball

Results in the study: Among the most important results, the experimental group outperformed the control group in learning the basic skills applied to handball.

Author: Hiba Saad Ali Yusuf (2002)

Study title ":The impact of the use of the triple reciprocal learning method at the level of performing some basic karate skills for female students of the Faculty of Physical Education

The goal of the study: The study aimed to identify the impact of the three-way interactive learning method at the level of some basic skills and the level of cognitive achievement in karate for female students of the Faculty of Physical Education

Sample study and how to select: The sample included (24) female students who were divided into two equal groups, one female and one experimental.

The study's curriculum: The researcher followed the experimental approach

Tools used in the study: The researcher used a set of performance tests for some basic karate skills

Results in the study: Among the most important results, the experimental group outperformed the control group in learning the basic skills applied to handball.

Study author: Boyce(1992)

The title of the study" :The effect of three teaching methods on learning the motor performance of university students "also to recognize the impact of three teaching methods on the learning of the motor performance of university students

The objective of the study: The study aimed to identify the impact of three teaching methods on learning the dynamic performance of university students



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Sample study and how to select: The study sample consisted of three groups that were randomly distributed and used the three teaching methods (U.S., Training, Exchange),

Study method: The researcher used the experimental method

Tools used in the study: training modules using the teaching methods in question - motor performance testing

Results in the study: The researcher found that there was an improvement in the early stages of learning, but the level of learning was better in the two groups of learning in the orderly and reciprocal manner.

### - **The practical chapter** :

**1- Followed Methodologies** The exploratory study was conducted from 24/10/2016 until 15/11/2016, where the researcher conducted the exploratory experiment on a group of first year students average, from the average Colonel senses with a tear, which will not enter into the basic experiment, which is from the same The results of this study have made sure that all its objectives are achieved.

The researcher used the experimental method by designing two groups, one experimental and one control, the experimental group is subject to an educational program based on the reciprocal method, and the other is a control study according to the usual command method (followed), using the pre and post measurements in each group and the post measurement of the two groups. The study community identified the 233 (121) first-year students who were studying at the 2017/18 school year, an average of 121 males and 112 females.

The total number of pupils in the first year was 22 pupils (12 males and 10 females) in each group.

The researcher used several research tools to achieve the objectives of the study, which are:

- Achievement test in physical and sports education.
- Educational units according to the method of interactive learning.

Here is a presentation of the steps that have been taken in building these tools:

The choice.

Physical and sports education test for first-year middle school students (Accompanying Document 2013/2014, p. 231-234).

Description of the selection:

The selection consists of two parts (a group activity incision that includes the behavior aspect, and a special incision for individual activities and includes the discretionary aspect).

The government's plan to re-expand the programme has been expanded to the national and international community.

-Side (acting for volleyball activity: on (12 marks)

The student is arranged according to a certain level through the characteristic behavior shown by the following calendar network:

Stability of choice:

We found the test-achievement stability factor using the method of applying and reapplying the selection, and pearson's correlation coefficient was calculated between the first application score and the second application and the table that shows the degree of the correlation coefficient for Pearson.

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Table 1

The calculation of the stability factor shows the test achievement  $n=15$ .

Variable	Correlation coefficient
The acting side	0.986
The number of women in the national police	0.944
Total degree of achievement	0.981

It is clear from table 3 that the correlation coefficient of the collection variable has reached (0.981), which is a reliable correlation factor in judging the stability of the selection.

Believe the choice:

The researcher found the coefficient of honesty and achievement test using self-honesty which is equal to the square root of the stability factors.

Table No. (2)

The calculation of the honesty factor shows the test = 15.

Variable	Self-honesty
The acting side	0.992
The number of women in the national police	0.971
Total degree of achievement	0.990

It is clear from table 4 that the test's honesty coefficient is high, reaching 0.990, indicating the validity of its application.

Second: Educational units:Content of educational units:The researcher has developed the content of educational units to introduce the events and the requirements of the strategy of the interactive method on all procedures and sections of the lesson. Average, in addition to reference to the theoretical background and studies and research symones and review a set of literature related to the strategy of the exchange method and achievement as well as the possibilities available, has been identified (16) educational units, in order to achieve the partial procedural objectives and objectives general of the program.

The following included :

Measuring the sincerity of educational units: Where the researcher presented the content of the educational units in accordance with the strategy of the exchange method in its initial form to a group of experienced specialists as shown in Appendix 5, which included inspectors for the subject of physical and sports education, in addition to professors from the Institute of Science and Technology Physical and sports activities, in order to express their opinions and observations, and the amendment was made based on the observations of experts and specialists.

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- Achievement test in physical and sports education.
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Field application procedures for study tools:

Tribal choices:

Second: Measuring achievement in the subject of physical and sports education:

On 12 December 2016, the researcher measured the level of achievement in physical and sports education in both volleyball and al-Jalaa activities for the experimental group.

The various levels of the characteristic behaviors of the class in the teaching of physical and sports education have been observed.

-The main research experience:

Application of educational units:

The researcher directly supervised the application and implementation of the program, starting from 02/01/2017 until 02/3/2017, the educational units have been applied in a reciprocal learning method on the experimental group, while students of the control group studied according to the usual program that depends on Traditional methods of teaching both volleyball activity and shot put activity.

Where the field procedures for application according to the curriculum but a proposed program in terms of style, and took the application of educational units (8) weeks during which the educational units were distributed by two units of instruction per week implemented (from 10-12 am) rate (16) educational units were built Interactive learning, the total time of the program (560) minutes

Dimension options:

The researcher made the choices and dimension measurements after the completion of the implementation of the educational units in the following sequence:

On 02 March 2017, the researcher measured the level of achievement in physical and sports education for both the experimental and the control groups.

When applying the options and dimension measurements, the researcher worked as much as possible to provide the conditions for applying tribal choices in terms of spatial and temporal conditions, the same tools, and the use of the same assistant team that participated in tribal choices.

## 2- Exposure , analyses and result exam :

View and analyze the results of the first partial hypothesis:

It states" :There are statistically significant differences between the two tests (tribal and dimension) in the achievement variable in the physical and sports education subject of the experimental group in favor of the dimensional test".

### Table No. (5)

**The differences between the two tests (tribal and dimension) are indicated in the achievement variable in physical and sports education in the experimental group**



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Tribal measurement			Dimension measurement		Degr e Free dom	Value (T)	The significance
Variable	Average arithmetic	Standa rd deviation	Averag e arithmet	Standa rd deviation			
Collection	10.52	1.05	15.59	0.92	21	39.3	0.000

Each value in the statistical indication field is less than (0.05) indicating that the difference is D by using (Spss)

**Table No. (6)**

**The differences between the two tests (tribal and dimension) are indicated in the achievement variable in physical and sports education in the control group.**

Tribal measurement			Dimension measurement		Degr e Free dom	Value (T)	The significance
Variable	Average arithmetic	Standa rd deviation	Averag e arithmet	Standa rd deviation			
Collection	10.02	0.94	14.84	0.96	21	24.56	0.012

Each value in the statistical indication field is less than (0.05) indicating that the difference is D by using (Spss (

Table 5, which shows the significance of the differences between the two tests (tribal and dimensional) in the attainment variable in the physical and sports education subject of the experimental group, shows the existence of statistically significant differences in favor of the dimensional test, where the results of the experimental group showed that the value of (T) was (39.39), when The degree of freedom (21) and the indication level (0.000), is less than (0.05), indicating that the difference is D and in favor of the dimensional test.

Table 6, which shows the differences between the tribal and dimensional test of the control group with regard to the attainment variable in physical and sports education, shows statistically significant differences and in favor of the dimensional test, where the results of the control group showed that the value of (T) was 24.56, at a score of Freedom (21) and indication level (0.012), less than (0.05), indicating that the difference D is in favor of the dimensional test.

.1 Interpret and discuss the results of the first partial hypothesis:

It states" :There are statistically significant differences between the two tests (tribal and dimension) in the achievement variable in the physical and sports education subject of the experimental group in favor of the dimensional test".

The results presented in Table 23, which shows the differences between the two tests (tribal and dimensional) in the achievement variable in physical and sports education in the experimental group, show that there are statistically significant differences between the results of the two tests (tribal and dimensional) in the attainment variable. For the benefit of the dimensional test, which indicates the development of the level of achievement in physical and sports education

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among the students of the experimental group during the duration of the implementation of the educational units.

The researcher attributes these differences between the results of the two tests (tribal and dimension) in the attainment variable in the physical and sports education subject of the experimental group in favor of the dimensional test to the nature of the reciprocal method through the following:

The provision of immediate feedback, which comes as a result of observation, is one of the main reasons that contributed to the development and development of the level of achievement in the subject of physical and sports education in the members of the experimental group, its timing and style provided is the biggest factor in this development, let's feed The feedback is an advantage in increasing the degree of interaction of learners as well as increasing the application time for the intended skill and repeating it, so that the important technical aspects of performance are further established in the minds of learners, as allowing application opportunities is one of the important factors in the mechanism of skill development among the members of the experimental group of Through the alphabets and basics of learning, opportunities mean repetition, and if repetition is accompanied by correction, it is one of the best ways to increase learning proficiency.

This is consistent with what Ya'ar Khyun (2002) referred to in his study, where he noted that " feedback is one of the most important factors determining the learning of motor skill, the development and improvement of motor performance) "Yasir Khyun, 2002, p. 91.(

The researcher also believes that the work of exchanging roles between members of groups, provided sufficient time to learn the targeted sports skills in both volleyball and shooting activities, and gave the opportunity to all members of the pilot group to participate and ask questions, and to have dialogue and discussion with each other. Some, and between them and the teacher as well, all contributed to the development of thinking skills of the members of the experimental group, which is one of the important factors in the development and improvement of the learning process, and the sense of independence during performance, which led to the control of various mathematical skills studied and the development of Motor and skill performance of members of the experimental group and development in the level of achievement.

The collaboration and interaction between the members of the group in the work that made the members of the pilot group learn and practice their tasks assigned to them in bilateral groups in a cooperative social context, which increased their self-confidence, increased their motivation towards the learning and achievement process, generated enthusiasm and instilled a spirit of Competition, which helped them to provide multiple strategies and solutions to learn the mathematical skills included in the various educational situations applied.

This is in line with the study of Afaf Abdul Karim (1994) where she explained that this method (inter-role learning) in education is important and useful in the early stages of skill learning, as students need to recognize important points after each attempt to help them correct their artistic performance, this method is

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considered As a teacher for each student, which contributes to improving the learning process (Afaf Abdul Karim, 1994, p. 198.)

This finding is consistent with both the results of Al-Debs, Hana (2009, the Study of Al-Assal (2009), the Study of Amir Sabri Badir (2005) and the Study of Abdul Hamid bin Ahmed bin Mohammed Al-Massoud (2001.)

In summary, we can say that this result is logical, as giving continuous and reciprocal feedback from students to each other and performing the tasks assigned to students in an atmosphere similar to the dynamic path of the skill required in final achievement on the one hand, and on the other hand positive interaction with the size of The information given to them by the correct scientific foundations and the student enjoying a certain amount of freedom of decision-making, all of which will achieve progress and excellence and increase achievement in the subject of physical and sports education in the subjects of physical education and sports in the students.

From the above, the existence of statistically significant differences between the two standards (tribal and dimension) in the attainment variable in the subject of physical and sports education in the experimental group in favor of the dimensional test, is due to the reciprocal method, and thus achieves the first hypothesis.

As for the results presented in table 24, which shows the differences between the tribal and dimensional tests of the control group, there are statistically significant differences between the results of the tests (tribal and dimension) in terms of the level of achievement and in favor of the dimensional test, which indicates the

development of the level of achievement in Pupils of the control group also during the duration of the trial.

The researcher attributes this finding and the reason for the superiority of the dimensional test to the fact that the usual (traditional) method has also contributed to the development of the level of achievement.

Mostyn emphasizes that all methods express a theory in the relations between the teacher and the student and the duties they perform and their impact on the student, and because each teaching method has a role in completing the success of the educational process and achieving the required goals, in addition to the role of feedback that was It has a major role in the learning process, which was given to pupils continuously by the teacher (Mostenachworth, 1991, p. 65.)

View and analyze the results of the second partial hypothesis:

The hypothesis states":There are statistically significant differences between the experimental group and the control group in the dimensional test in the collection variable in favor of the experimental group".

**Table No. (7)**

**The differences between the results of the two groups (experimental and control) are indicated in the attainment variable in the dimensional test.**

Each value in the statistical indication field is less than (0.05) indicating that the difference is D by using (Spss)

Table 7 shows the results of the differences between the results of the two groups (experimental and control) in the attainment variable in the dimensional test, where the results showed that the value of (T) was (0.263), at a degree of

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freedom (42) and an indication level (0.012), less than (0.05), indicating that the difference  $d$  and in favour of the group Experimental.

Interpreting and discussing the results of the second partial hypothesis :

It states" :There are statistically significant differences between the experimental group and the control group in the dimensional test in the achievement variable in physical and sports education for the benefit of the experimental group ".

The results presented in Table 27, which shows the significance of the differences between the results of the two groups (experimental and control) in the attainment variable in the dimensional test and in favour of the experimental group, show that there are statistically significant differences between the two groups (experimental and control) in the attainment variable in the The dimensional test and for the benefit of the experimental group during the duration of the trial.

The researcher attributes this finding to the nature of the reciprocal method by:

-The exchange of roles at work, which was taking place between the" lead student "and the" student performer , "which encouraged students to compete among themselves, which led them to prove their abilities by excelling in exercise and various educational positions and staying away from the state of indifference, as the student whenever He had the ability to perform better athletic skill to compete with his teammate, he used this ability to win and outperform his teammate,

This proposed educational sports programme increased the motivation of the members of the pilot group, which made them perform the skills under study better than the control group studied in the traditional (adopted) method, which

limited the participation of students in the lesson as a result of their non-participation. In making lesson decisions, discussing its various aspects, and dialogue among them to reach common solutions in achieving the desired goals, as well as the absence of the factor of competition and excitement among them, and motivate them to each other to learn the targeted sports skills, which made the level of development and development Their level of achievement is lower than that of the experimental group studied in the proposed educational sports program.

This is consistent with the findings of some studies, research and science, which found that competition contributes a great deal to the development of the individual's abilities and skills, and that one of the conditions for the success of teaching the basic principles of skill is that education is in the mould of the competition (Nahda Zaid, 2007, p. 77)

-Duration and time of application of sports skills: Where the researcher sees that the work in the traditional method calls to divide students into two groups the first performs while the second waits for its role until the end of the first group because the teacher is unable to observe the performance of all students and monitor them, and this means that the student Being in a state of waiting and not practicing the activity is about half of the practical part, while the proposed educational sports program calls for dividing the students of the department (class) into dividing the group into pairs that start working once the educational part is finished, which leads to an increase in the duration of the student's activity during the The applied quota, which also contributes to providing the members of the experimental group with various targeted sports skills and



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improving their performance, and developing their achievement better than the control group studied in the usual traditional (followed) method.

-Information given to correct errors in the traditional method adopted by the control group adversely affects the time of activity because it is carried out in a way that calls for the suspension of the activity of all students in order to correct the mistake of a colleague or several colleagues.

Many studies and scientific research indicate that the interactive teaching strategy directs students to work together positively to improve their abilities, skills and educational directions, as well as to provide assistance to fellow students, and to guide them. Improves their performance (Deeb, 2006, p. 204).

This is consistent with the findings of some studies such as Huda Mohammed Salman-Rafid Saleh Al Tamimi (2015), whose results showed statistically significant differences in achievement for the benefit of the experimental group, which studied the strategy of learning by peers compared to the control group that studied the method. Traditional.

In summary, we can say that this result is logical, as the continuous and reciprocal feedback of students to each other and the various decisions allocated by the proposed program, such as evaluation, correction of errors, and the provision of direct feedback on the one hand, and on the other hand enjoy The student has a certain degree of freedom of decision-making, all factors that will advance and outperform the members of the experimental group over the members of the control group at the level of achievement.

Consequently, members of the experimental group who studied in the reciprocal manner have achieved progress and excellence, clearly reflecting on their collection process compared to the control group.

-From the above, the superiority of the experimental group over the officer is due to the reciprocal method, and therefore the second hypothesis is achieved. In summary, through the realization of the first and second partial assumptions, the general hypothesis is that " :There are statistically significant differences between the experimental group that was studied in accordance with the reciprocal method and the control group that was studied according to the traditional method of achievement in the subject of physical education. And sports.

### **3- Finding and propositions results**

The researcher concluded:

The traditional method has a positive impact on the development of achievement in the subject of physical education among pupils of intermediate .education

The reciprocal approach has a positive effect on the development of .achievement in physical education among middle school students

The reciprocal method has a better effect than the traditional method in developing the achievement in physical education among middle school students Study suggestions :

-Holding training courses for physical and sports teachers and working to encourage them and train them to use this method and the mechanism of employment due to the positive signs of achievement of students.

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Conducting similar studies at different age stages to identify the impact of the use of the strategy of the reciprocal method on achievement in the subject of physical and sports education.

-Conducting other similar studies using the strategy of the exchange method compared to other methods in influencing different levels of pupils.

#### **4- List of sources and references approved in the study.**

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