

The Extent Of The Reflection Of The Approach To Competencies In its Second Generation on The Classroom Competencies Of a Professor Of Physical Education And Sports In Intermediate Education

مدى انعكاس المقاربة بالكفاءات في جيلها الثاني على الكفايات الصفية لأستاذ التربية البدنية والرياضية في التعليم المتوسط

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**Abstract** : The Object of the study aims to identify the extent of the reflection of the approach to competencies in its second generation on the classroom competencies of a professor of physical education and sports in intermediate education from their point of view, by shedding light on functional, relational, and interpersonal competencies. Physical education and sports in intermediate education in Souk Ahras, we conclude that the approach with competencies in its second generation has a positive reflection on all classroom competencies (functional, relational, personal) of a professor of physical education and sports in intermediate education from their point of view.

**Keywords:** Approach to second-generation competencies - classroom competencies - professor of physical education and sports.

**المخلص :** هدفت الدراسة الى التعرف على مدى انعكاس المقاربة بالكفاءات في جيلها الثاني على الكفايات الصفية لأستاذ التربية البدنية والرياضية في التعليم المتوسط من وجهة نظرهم، وذلك من خلال تسليط الضوء على الكفايات الوظيفية، العلائقية، الشخصية، ومن أجل التعرف عن هذا الانعكاس قمنا بتصميم إستبيان موجه لأستاذة التربية البدنية والرياضية في التعليم المتوسط بسوق اهراس، وخلصت نتائج الدراسة الى انه للمقاربة بالكفاءات في جيلها الثاني انعكاس ايجابي على جميع الكفايات الصفية (الوظيفية، العلائقية، الشخصية) لأستاذ التربية البدنية والرياضية في التعليم المتوسط من وجهة نظرهم.  
- الكلمات المفتاحية : - المقاربة بالكفاءات في جيلها الثاني - الكفايات الصفية - أستاذ التربية البدنية والرياضية .

**- The theoretical framework:**

**\* Introduction and the problematic of the research study:**

The process of preparing educators is one of the important issues that preoccupies researchers and those interested in issues of the educational process in developing and developed countries alike. Interest has grown during the second half of this century in programs for preparing educators, training them and calling for their development due to the latter's important and fundamental role in the success of the educational process. The effectiveness of the educational system cannot be achieved without the educator's ability to perform well. The educator who is well prepared and improves his training is the safety valve for the educational process. This allowed for the emergence of a trend represented in a movement called the competency-based training movement that contributed to the accurate identification of the skills needed for the educator and breeder Physicality and sport in particular, which is the focus of our study, and the forms of performance that should be performed in the classroom that are observable and measurable (Abu Bakr Abdin, 1991, p. 51) The success of the educational process in any educational system also depends on the effectiveness of the latter's inputs, and the educator's specification is one of the most important of those inputs as it is the activating element of the process and its main variable, which depends on its activity and effectiveness in the success of the entire educational process and the achievement of its objectives. (Aziz Hanna Daoud, 1998, p. 57) indicates that the success of the education process is due to the role of the educator, which represents 60%, while what the other elements of the educational process such as school curricula and administration represent does not exceed 40%. Although the educator is entrusted with performing all or most of the educational roles, there are roles that are closely related to the educator's daily work and his educational activity inside the school

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or classroom that give the educator the status of a profession. Perhaps the most important ones, as defined by Johnson (Johnson, P821979,) are planning, implementing and evaluating the education process, effective participation in joint planning situations, situations of solving collective problems of all kinds and working with the professional team. He emphasized two groups of classroom competencies that should be available to the educator in order to be effective in the teaching profession, namely:. And the other group relates to the establishment of relations of cooperation and social interaction between the educator and his student on the one hand, and between the educator, officials, school administration and colleagues on the other hand. Among the **most important previous studies that dealt with the subject of classroom competencies for a professor of physical education and sports**, we find Palin Haley's 1992 study entitled "Study of the necessary competencies to use educational techniques for secondary school teachers," where the study aimed to identify preferred competencies in the field of educational communication and educational technology to improve the quality of teaching performance of secondary school teachers in the state Pennsylvania and its statistical treatment was according to the mono-analysis of variance and HDS test, The arithmetic mean, standard deviation, variance, and the T-test for the difference between two separate, equal samples, the sample included 220 teachers in public schools, and 145 educators in colleges of education in various United States of America, The researcher followed the descriptive approach and was the study tool. The study also indicated that teachers prefer to integrate the competencies of educational technologies and their integration with the lessons of research methods. Afaf Saad Hammad's 1992 study entitled Competencies Needed for Teachers of Philosophical Subjects in Secondary Education. Its statistical

treatment was on the T-scale of the difference between two independent samples equal, and it was based on the law of half partition, the arithmetic mean, the standard deviation, and also on the law of sufficient squared for the quality of reconciliation, and the sample included fifty (50) teachers in Alexandria, , The most important results of the study were that the percentage of available competencies among teachers ranged between 65% and 79% in all seven areas, the study of Rushdi Taaima and Hussein Gharib 2001 Under the title of educational competencies required for a basic education teacher, where the study aimed to identify the most important skills, abilities and trends that a teacher must have in education - in its first and second cycle , The data were processed statistically by extracting the percentages of occurrences in the value determinants of each competency, then the competency ranks were calculated in each category, and the sample included 108 individuals with three categories, and the researchers followed a case study approach and the study tool was in preparing a three-dimensional questionnaire that includes ten basic axes. The most important general findings of the study: The professor of physical education and sports is one of those who have taken a good share of the requirements of modern education and the proper formation of generations. Through his share He contributes, through his share, to the formation of the human being and the working citizen by improving the individual's physiological and psychological capabilities through greater physical control, adaptation of behavior to the environment, development of collective spirit, discipline, cooperation, responsibility, sense of civic duties and the strengthening of national harmony. Democracy of physical education is a factor in recruiting the popular masses for defense. On the gains of the revolution, as it is considered in the same context the factor of international peace, by supporting solidarity, understanding and scientific cooperation(Fayza Muhanna, 1987, p. 98) This can

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only be achieved by reviewing the composition of the professor so that it becomes more responsive to the functions and roles that the latter performs in the classroom, starting from the academic formation that develops knowledge and scientific facts related to her specialization, to the pedagogical training that focuses on building and analyzing educational situations with the possibility of investing them during teaching, This training must also allow the teacher to express himself and his abilities by giving him appropriate opportunities to test his educational potential in real teaching situations and to train him on them according to modern qualification and preparation methods (Mouloud Ali Nazem, 1989, p.91), As the first official, the educational system assigned to him the tasks of the field operation by keeping his teaching practice in line with what is required in the developed curricula, and how to deal with its contents such as planning the teaching process and the method of implementing it in addition to the evaluation process. Approach curriculum with competencies, without a doubt that any development, change or modification affecting the educational curricula will have a direct impact on the teacher as he is the first responsible for its implementation, Since the professor of physical education and sports is an effective element in the educational learning process, he is affected by these modifications or changes. Accordingly, the general question came:

- How does the approach with competencies in its second generation reflect the classroom competencies of a professor of physical education and sports in intermediate education?

There were three partial questions:

- What is the extent of the reflection of the approach with competencies in its second generation on the functional competencies of a professor of physical education and sports according to the perception of the professors themselves?

- To what extent does the approach to competencies reflect in its second generation on the relational competencies of a professor of physical education and sports according to the perception of the teachers themselves?

- How does the approach to competencies reflect in its second generation on the personal competencies of a professor of physical education and sports, according to the perception of the teachers themselves?

**The general hypothesis:** the approach with competencies in its second generation was a positive reflection on the classroom competencies of a professor of physical education and sports.

**as for the partial hypotheses:**

- The approach to competencies in its second generation had a positive reflection on the functional competencies of the professor of physical education and sports according to the perception of the professors themselves.

- The approach with competencies in its second generation has a positive reflection on the relational competencies of a professor of physical education and sports.

- The approach with competencies in its second generation has a positive reflection on the personal competencies of a professor of physical education and sports.

- The objective was the possibility of predicting professors' professional competencies, individually and collectively, and the extent of each of them's contribution to explaining the variation in classroom competencies, with the aim of controlling these variables as behavioral inputs when selecting students and professors before joining their preparation and training programs. The importance of our study lies in identifying the overall implications of the approach with competencies in its second generation on the classroom Competencies of a professor of physical education and sports in the intermediate

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education stage.

**Key words: the approach to competencies in its second generation:** it is an approach based on stated goals in the form of competencies that are acquired by adopting the contents of their logic, physical activities and sports as a cultural pillar, as well as the gains of previous learning stages (Saadi Saadi Muhammad, 2020, p. 441). **Classroom competencies:** means that the educator possesses a sufficient amount of knowledge, skills and positive trends related to his professional roles and tasks that appear in the school educational situation with a specific level (Zainab Ali Omar, Ghada Jalal Abdel Hakim, 2008, p. 94). **The intermediate education stage:** An important and sensitive stage for learners in public education, as this education is supposed to prepare male and female students as a comprehensive and integrated preparation, equipped with basic information. (Abd al-Latif Hussein Faraj, 2009, p.211).

## **The practical chapter:**

**1- Followed Methodologies:** the methodological methods used We visited some averages of the state of Souk Ahras and conducted an interview with some professor of physical education and sports for intermediate education in order to determine the extent of the teachers 'interest in the classroom competencies of the students., by identifying the main axes of the questionnaire and that means those most important groupings of performances, which were expressed in the field of competencies, which is the content under which a set of basic and subsidiary competencies appropriate to the educational position fall and their distribution in three main axes., where the note card was shown to seven arbitrators (doctors of the institutes of science and technology of physical and sporting activities) in order to verify the validity of the note card, the referees proposed some amendments, including: Reducing the number of items to a

smaller number. Reframe some phrases and decipher the overlapping and repetition. Merging some elements within the field under one name.

**Table No. 1 shows the validity of the internal consistency of the ITEMS of the first axis**

The Hub	Sufficiency	M	Expression	Correlation coefficient
Career axis (teaching competencies)	Lesson preparation and planning	01	Formulate the lesson objectives in clear behavioral phrases	0.407
		02	Formulates lesson objectives to include most aspects of cognitive and skill learning	0.676
		03	Uses lesson card and notebook for good preparation	0.683
	Lesson implementation	04	Prepares the lesson in a way that interests the pupils	0.493
		05	The link between previous and present lesson	0.817
		06	Using the educational method	0.631
		07	Makes a lesson summary	0.939
	Assessment competencies (class)	08	The professor is fluent in formulating and giving oral questions	0.736
		09	It distributes activities to the largest possible number of students	0.763
		10	Pupils are encouraged to ask questions and inquiries	0.616

It is evident from the above table that the correlation coefficients calculated for each of its paragraphs are greater than the tabular r value, in all the paragraphs of the axis, i.e. there is a significant correlation, and from which the paragraphs of the first axis are considered honest and internally consistent, when they are measured.



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**Table No. 2 shows the validity of the internal consistency of the ITEMS of the second axis**

the hub	Sufficiency	M	Expression	correlation coefficient
Relational axis	Communication competencies and Class interaction	01	Create the appropriate atmosphere in the classroom to facilitate the learning process	0.407
		02	Maintains calm and order and prevents distractions in the classroom	0.676
		03	It works to involve some students in managing and organizing the class	0.683
		04	Gives clear and specific instructions in a time	0.493
		05	the students are divided	0.684
	Communication competencies and Class interaction	06	The teacher works to ensure that the class atmosphere prevails with a spirit of friendliness	0.631
		07	Responds to students, their questions and inquiries in a welcome manner	0.939
		08	The teacher accepts students 'mistakes and confronts them	0.736
		09	Students are allowed to provide solutions and suggestions for some exercises	0.763
		10	He would like to express thanks to the students for encouragement from time to time	0.919

It is clear from the above table that the correlation coefficients calculated for each of its paragraphs are greater than the tabular value of r, in all the paragraphs of the axis, meaning there is a significant correlation, and from which the

paragraphs of the second axis are considered honest and internally consistent, when they are measured.

**Table No. 4 shows the validity of the internal consistency of the statements of the third axis**

the hub	Sufficiency	M	Expression	correlation coefficient
Personal hub	Study	01	He is able to speak correctly and is free from defects	0.529
		02	Empathize with students and share emotional situations with them	0.409
		03	Be a good example in his behavior and his clothes	0.558
		04	Patience, tolerance, integrity, sincerity in work and good behavior	0.552
		05	He has a fair amount of talk and can get rid	0.290
	Personal competencies	06	Create construction with the school system	0.268
		07	Participate in preparing and organizing school activities	0.482
		08	He is in contact with subject matter experts to benefit	0.643
		09	He respects work schedules and does not leave school	0.575
		10	He attends meetings and meetings held by the school administration	0.525

It is evident from the above table that the correlation coefficients calculated for each of its paragraphs are greater than the tabular r value, in all the paragraphs of the axis, i.e. there is a significant correlation, and from which the paragraphs of the first axis are considered honest and internally consistent, when they are measured.

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**Table No. 7 shows the reliability of the questionnaire dimensions with the Alpha Cronbach factor**

The dimension	The number of phrases	Cronbach Alpha Laboratories
The first dimension	10	0.861
The second dimension	10	0.790
third dimension	10	0.750
Total dimensions	30	0.919

Through the above table, the Cronbach alpha coefficient for the first dimension reached 0.861, while the second dimension reached the Cronbach alpha coefficient 0.790, while the third dimension reached the Cronbach Alpha coefficient 0.750. To measure it. **The field of our research** was from 11/05/2019 to 01/05/2020 at the level of professors of physical education and sports in intermediate education, for the state of Souk Ahras, and the researcher used the descriptive approach in the analytical style because it is the most appropriate to the nature of the research, and our society of study consists of professors of intermediate education at the level of The state of Souk Ahras. There is no doubt that the researcher thinks about the research sample since he begins to define the research problem and its objectives , and the sample of our study consisted of professors in physical education and mathematics for intermediate education, chosen by an intended method, which amounted to 81 professors. We used the SPSS program in processing the data obtained through the proposed questionnaire form, as well as using the Pearson Law and the Validity of Internal and Structural Consistency and the Alpha Cronbach Law to find out the degree of validity and reliability of the tool, an adequate quadrature

test for the quality of reconciliation and percentages in processing data and information in this study.

**2- Exposure , analyses and result exam :**

Presenting and analyzing the results of the first hypothesis and studying it:

**the approach to competencies in its second generation has a positive reflection on the job competencies of a professor of physical education and sports according to the perception of the professors themselves.**

. The purpose of the question: To know the extent of the reflection of the approach to competencies in its second generation on the formulation of the objectives of the lesson to include most aspects of cognitive and skill learning.

*Table No. 8 shows the teaching competencies according to the second-generation*

Answers	Repetition		Percentage %	Ka-2 "chi-squared"		Indication level	Degree of freedom	Statistical conclusion
	Expected	watching		Calculated	Tabular			
Scarcely	23.7	14	19.7	6.958	5.991	0.05	2	significant
Sometimes	23.7	25	35.2					
Always	23.7	32	45.1					
Total		71	%100					

Through Table No. 8, we find that the answers of the respondents were always in favor with observation values: 32, ie by 45.1%, while the sample individuals

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remained in favor at times with observation values estimated at 25, and by 35.2%. Rarely, it included an observation value estimated at 14 with a percentage of 19.7%, which is shown in the figure below. As for the calculated  $Ka_2$ , it reached 6.958, which is the largest value from the scheduled  $Ca_2$ , which was estimated at 5.991 at the significance level 0.05 and with a degree of freedom 2, i.e. there is statistical significance.

Presentation of the results of the second hypothesis:

**the approach with competencies in its second generation has a positive reflection on the relational competencies of a professor of physical education and sports.**

**The purpose of the question:** To know the extent of the reflection of the approach to competencies in its second generation on the division of students in the class into work teams and small groups in some situations.

**Table No. 09 shows the classroom management competencies according to the second generation competencies**

Answers	Repetition		Percentage %	Ka-2 "chi-squared"		Indication level	Degree of freedom	Statistical conclusion
	Expected	watching		Calculated	Tabular			
Scarcely	23.7	6	8.5	19.972	5.991	0.05	2	significant
Sometimes	23.7	31	43.7					
Always	23.7	34	47.9					
Total		71	%100					

Through Table No. 09, we find that the answers of the respondents were always in favor with observation values: 34, ie by 47.9%, while the sample individuals remained in favor at times with observation values estimated at 31, or 43.7%. Rarely, it included observation values estimated at 06 with a percentage of 8.5%, while the calculated  $Ka_2$  amounted to 19.972, which is the largest value from the scheduled  $Ca_2$ , which was estimated at 5.991 at the significance level 0.05 and with a degree of freedom 2, i.e. there is a significance.

**Presenting the results of the third hypothesis:**

**The approach approach with competencies in its second generation has a positive reflection on the personal competencies of a professor of physical education and sports.**

The purpose of the question: to know the extent to which the approach with competencies in its second generation reflects the professor’s ability to speak correctly and be free from tongue defects.

**Table No. 11 shows personal competencies according to the approach to competencies in their second generation**

Answers	Repetition		Percentage %	Ka-2 "chi-squared"		Indication level	Degree of freedom	Statistical conclusion
	Expected	watching		Calculated	Tabular			
Scarcely	23.7	11	15.5	10.169	5.991	0.05	2	significant
Sometimes	23.7	30	42.3					
Always	23.7	30	42.3					
Total		71	%100					

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Through Table No. 12, the respondents' answers were in favor of always with observation values: 30, ie 42.3%, the same with sometimes. Rarely, it included an observation values estimated at 11 with a rate of 15.5%, while the calculated  $K_a$  2 amounted to 10.169, which is the largest value of the scheduled  $Ca_2$ , which was estimated at 5.991, meaning there is an indication. Free from tongue defects.

### **Finding and propositions results**

**1- Discussion of the first hypothesis:** The first hypothesis stated that: The approach with competencies in its second generation has a positive reflection on the functional competencies of the professor of physical education and sports according to the perception of the teachers themselves, and this is through the results reached in the phrases of the first hypothesis, where the phrase was clarified for the axis Teaching competencies The preparation and planning of the lesson according to the approach with competencies in its second generation, which stipulated that the formulation of the objectives of the lesson according to the approach with competencies in its second generation includes most aspects of learning, cognitive and skill, The majority of professors practice the drafting process of the lesson objectives to include most aspects of cognitive and skill learning, as the daily plan formulated to achieve the desired goals takes into account both the cognitive profile and the skills together so as to respect individual differences and that the gradation in teaching skills contributes to the process of learning and mastering motor skills according to the approach with competencies In its second generation. Fouad Sulaiman Qilada says, "The periodic examination and evaluation process during the course presentation, It provides teachers with general information that may enable them to use them to

adjust their teaching method to better meet the actual needs of students. In the same context, (Muhammad bin Yahya Zakaria, Abbad Masoud, 2006, p.102) emphasized that competency-based learning works to help students solve the real problems they face, and not to solve them as a result of instructions given to them by their teacher, Our study is consistent with what was confirmed by the study of Palin Haley 1992 and the study of Afaf Saad Hammad 1992 and the study of Saduqi Muammar 2015, Al-Arabawi Sahnoun 2020, Saadi Saadi Mohammed 2020, and therefore the approach with competencies in its second generation has a positive reflection on the job competencies of a professor of physical education and sports in a large percentage, that is, the most practiced skills in terms of level of performance is a skill for planning The implementation, management and organization of the class while the level of practice of the skills of professional preparation and evaluation decreases, and from this we conclude that the hypothesis that the approach to competencies in its second generation has a negative impact on the job competencies of a professor of physical education and sports according to the perception of the teachers themselves is achieved.

**2- Discussion of the second hypothesis:** The first hypothesis stated that the approach approach with competencies in its second generation has a positive reflection on the relational competencies of the professor of physical education and sports, and this is through the results reached in the statements of the current hypothesis, Where the phrase clarified for the relational axis classroom management competencies, which stipulated that the approach to competencies in its second generation is a positive reflection on the division of students in the class into work teams and small groups in some situations, that the majority of



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teachers divide students in the class into work teams and small groups in some situations , As group work is a learning method in which pupils are divided into small, heterogeneous groups (with different levels of knowledge), The number of members of each group ranges from 4 to 6 individuals, and this is confirmed by (Muhammad Abdul Karim Abusel, 1999, p. 87) that the reforms of the second generation for pupils are aware of postures and also allow highlighting the abilities of the majority of pupils, whether mental or skill, and most of the teachers They assign leadership roles to students and switch leadership roles between them. In addition to that they seek to consolidate relations between his students, and our study is consistent with what was confirmed by the study of Rushdi Taaima and Hussein Gharib 2001, and the study of Farid Moisi 2013, Abdul Hafeez Qadri 2019, that the approach with competencies in its second generation gives the student greater freedom and important roles during the exercise of education, physical and sports, which achieves confidence in him In the same way, and integrates him into the group through cooperative and group work, and allows him to improve decision-making in a more independent manner. From this we conclude that the hypothesis that the approach approach with competencies in its second generation has a negative impact on the relational competencies of the professor of physical education and sports, according to the perception of the teachers themselves, and is achieved.

- **Discussion of the third hypothesis:** The third hypothesis stated that the approach approaching competencies in its second generation has a positive reflection on the personal competencies of a professor of physical education and sports, and this is through the results reached in the phrases of the fifth

hypothesis, Where the phrase clarified for the axis personal axis personal competencies, which stated that the approach with competencies in its second generation is a reflection of the teacher's ability to speak correctly and be free from defects of the tongue. Where it means the adequacy of the correct pronunciation of the letters and the syllables of the sounds from their exits without difficulty in communicating the information to the student clearly and this enables them to understand and comprehend well, and this is confirmed by Dr. (Ahmed Zaki Hatayeb, 1997, p.91) by saying, "Perhaps the most prominent thing for which professors were satisfied The subject a lot is not to change their relationship with their students when applying the second generation curriculum,

This is, of course, due to the personality of the professor in the first place, and the surrounding circumstances and the available capabilities play a major role in the success of the second generation curriculum, so the absence of capabilities means not achieving the desired results from the new curriculum despite all the deficiencies that physical education and sports professors complain about towards the generation curriculum. Second, our study is consistent with what was confirmed by the study of Muhammad Khalfan Al-Rawi 2012, And the study of Allali Taleb and others 2012, and this is consistent with what the California State Education Office reached in giving importance to the necessity of providing these personal competencies to the professor for his success in his field practice, and from it we conclude that the assumption that the approach approaching competencies in its second generation has a negative impact on the personal competencies of a professor Physical education and sports according to the view of the professors themselves, verified.

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### *Conclusions and suggestions:*

- The approach with competencies in its second generation has a positive reflection on the teaching functional competencies of the professor of physical education and sports represented in preparing and planning the lesson and the competencies of lesson implementation and evaluation competencies (class questions). And represented in the competencies of class management and competencies of communication and class interaction.
- The approach to competencies in its second generation has a positive reflection on the personal teaching competencies of the Physical Education and Sports Professor, which are represented in personal competencies and the ompetencies of inter-relationships with the study community. The necessity to demystify the concept of educational effectiveness based on the competencies and indicators specified for it when practicing physical education and sports in the classroom,

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