

The effect of a proposed educational program based on the principles of the pragmatic theory in the curriculum in achieving cognitive and social competencies for the physical and sports education class in high school

أثر برنامج تعليمي مقترح مبني وفق مبادئ النظرية النفعية في المنهج في تحقيق الكفاءات المعرفية والاجتماعية لحصة التربية البدنية والرياضية للطور الثانوي

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Abstract : This study aimed at identifying the effect of a proposed educational program based on the principles of the pragmatic theory in the curriculum in achieving the cognitive and social competencies of the physical and sports education class, where the researcher assumed that the educational program has a positive effect in achieving the cognitive competencies of the two volleyball, and the relay activities, as well as social competencies represented in raising the degree of social interaction among students during the lesson. The researcher adopted the experimental method by adopting experimental and control group, each group consisted of 15 students of the second year of secondary school, who were selected and divided randomly. After applying the program for 12 weeks, with two sessions per week, the duration of each session is 50mins, And doing the pre and post tests, represented in the social interaction anxiety scale and two cognitive tests in each of the volleyball and the relay activity, It was concluded that the educational program has a positive effect in achieving the cognitive competencies of the relay running activity, as well as raising the level of social interaction among the students, it was also concluded that the experimental and control groups possessed all the components of cognitive competencies related to volleyball activity.

Keywords: Educational program - foundations of building the curriculum - Target competencies - Social interaction

الملخص: هدفت هذه الدراسة الى التعرف على أثر برنامج تعليمي مقترح مبني وفق مبادئ النظرية البنفسفة في المنهج في تحقيق الكفاءات المعرفية والاجتماعية لصفة التربية البدنية والرياضية، حيث افترض الباحث ان للبرنامج التعليمي أثر إيجابي في تحقيق الكفاءات المعرفية الخاصة بنشاطي الكرة الطائرة وجري التتابع، وكذا الكفاءات الاجتماعية المتمثلة في رفع درجة التفاعل الاجتماعي بين التلاميذ خلال الحصص. اعتمد الباحث المنهج التجريبي باعتماد مجموعتين تجريبية وضابطة قوام كل مجموعة 15 تلميذ من تلاميذ السنة الثانية ثانوي تم اختيارهم وتقسيمهم بالطريقة العشوائية، بعد تطبيق البرنامج التجريبي لمدة 12 أسبوع بواقع حصتين أسبوعيا مدة كل حصص 50د، والقيام بالاختبارات القبلية والبعديّة والمتمثلة في مقياس قلق التفاعل الاجتماعي واختبارين معرفيين في كل من نشاط الكرة الطائرة وجري التتابع، تم التوصل الى ان البرنامج التعليمي له اثر إيجابي في تحقيق الكفاءات المعرفية لنشاط جري التتابع وكذا الرفع من مستوى التفاعل الاجتماعي بين التلاميذ، كما تم التوصل الى ان المجموعتين التجريبية والضابطة يمتلكون كل مقومات الكفاءات المعرفية الخاصة بنشاط الكرة الطائرة

- الكلمات المفتاحية: -برنامج تعليمي - أسس بناء المنهج - الكفاءات المستهدفة - التفاعل الاجتماعي

Introduction and problematic of the study

The pragmatic philosophy in the curriculum, undoubtedly, considers human experience and the reality of the society in which man lives, and its followers, as the basis for arriving at the truth, accordingly, the objectives and contents engineering are chosen based on integrated experiences of the nature of man, his social environment, and the needs, desires and learners' preparations, where the view of the pragmatic philosophy stems from society through the student's interaction with it through various channels such as cooperation, solving and resolving contradictions. (El-Aoun, 2017, p 106)

Through this, we see the contributions of physical and sports education in achieving comprehensive development in various aspects of the student's personality, from contributions to the development of the mental and cognitive side, such as acquiring knowledge and information related to health, security, safety, international rules and specifications for proper performance, passing by its contributions to the development of the social and emotional aspects, Such as the adoption of values, principles, ideals and ethics , to its contributions to the

development of the psychomotor aspect, which is concerned with the formation and development of skills and the ability to perform tasks with high efficiency and adapt under various circumstances. (Ali, 2016, pp 92-94), in this, the study of (Ben Sassi Radwan 2014) tagged with the pedagogy of differences and its impact on the lesson of physical and sports education in light of the competency approach, indicated that this pedagogy helps to improve the results of students in the physical and sports education class and that it has a major role in improving the social and psychological aspect of students. (Radwan, 2014, p 09)

The process of defining the target competencies and determining their indicators in the physical and sports education class for the target level is one of the most important planning processes, carried out by the professor of physical and sports education, in the competency approach pedagogy, observable and measurable behavior is a tool for determining efficiency indicators and a criterion for evaluation, it is the sign or result that indicates the occurrence of the learning process, and given the importance of competencies, their types, forms and levels have varied according to their orientation. (Ata-Allah, 2009, pp 68 - 69).

Many studies have proven that professors are unable to reach the learner to achieve the targeted competencies, and they face a set of difficulties regarding the hourly volume, the level of availability of means and tools, and the possibility of achieving content on the ground, In that field, the study of (hazhazi Kamal 2010) tagged with the obstacles to the application of teaching according to the competency approach pedagogy in the subject of physical and sports education for the intermediate and high school stages, which aimed to identify the position of specialists from physical and sports education teachers towards this pedagogy and to identify the extent of its application within educational

institutions. Teachers unanimously agree that they face difficulties in applying the curriculum content, and that they suffer from the lack of pedagogical means, and that the class time is insufficient to carry out all activities (Kamel, 2010, p 187), meanwhile the study (Al-Saghir Mesahli 2013) tagged with an evaluation study of the content of the elements of the physical and sports education curriculum for the middle school stage and its relationship to the teaching skills of teachers and the nature of their psychosocial interaction, which aimed to try to find solutions to some of the problems facing the teacher of physical and sports education, such as goals realization process and determining the basic educational competencies and the disclosure of their availability to the teacher, it concluded that the curriculum does not respond to the requirements of the field reality and the working conditions in educational institutions, nor is it commensurate with the level of students and their psychological and mental abilities, and that the teaching practices of the professor are brief on planning, implementation and classroom management only. (Msahli, 2013, p 192)

Here we can note that the professor of physical and sports education faces difficulties in the process of proceduing educational goals and transforming them into situations capable of making the desired changes in the learners and providing them with the targeted competencies in the class, whether cognitive, sensory - kinesthetic or social, This is due -according to the professors' responses in the studies that dealt with the subject- to the fact that the content of the curriculum is expensive in terms of its material requirements (pedagogical means and tools), and knowledge, and that the hourly volume is not sufficient to achieve it. Through all of the above, we decided to ask the following question:

- What is the effect of a proposed educational program based on the principles of the pragmatic theory in the curriculum in achieving the

cognitive and social competencies of the physical and sports education class in high school ?

A number of sub-questions fall under this question:

- Are there statistically significant differences between the experimental group and the control group in the degree of acquiring the cognitive competencies associated with the practiced activities?
- Are there statistically significant differences between the experimental group and the control group in the degree of acquiring social competencies associated with the practiced activities?

Hypotheses :

General hypothesis :

- The proposed educational program has an impact on achieving the cognitive and social competencies of the physical and sports education class in high school

Sub-hypotheses :

- There are statistically significant differences between the experimental group and the control group in the degree of acquiring the cognitive competencies associated with the practiced activities.
- There are statistically significant differences between the experimental group and the control group in the degree of acquiring social competencies associated with the practiced activities.

The Previous studies :

01 – the study of Tegsimmi Soufiane and Boudjlida Hassan 2021 : Evaluation of the physical education and sports curriculum in the secondary stage from the point of view of teachers of physical and sports education , a study published in The Sports Creativity journal, Volume 12, Issue 01.

This study aimed to try to identify the degree to which physical and sports education teachers appreciate the elements of the physical education curriculum, as well as to reach an awareness of the differences in the direction of the curriculum according to the study variables,

In this study, the researcher followed the descriptive analytical approach, where the study community consisted of teachers of physical and sports education for the secondary in the Wilayat of Skikda, who numbered 156 for the academic season 2017/2018, the researcher used the questionnaire, that estimate the elements of the curriculum (objectives, content, teaching methods and evaluation methods), where he submitted it to a group of experts consisting of five experts from members the teaching staff at the Institute of Physical Education to ensure the validity of the tool and its ability to measure what it was designed to measure, where the tool was characterized by a good internal consistency, as for the stability of the tool, the researcher relied on Cronbach's alpha coefficient.

In light of the results shown by the study, it was concluded that the physical and sports education curriculum for the secondary stage does not meet the requirements of the secondary stage in Algeria, the results also showed that there are no statistically significant differences between the average estimates of teachers in evaluating the physical and sports education curriculum at the secondary level due to both the educational qualification variable or the years of teaching variable. Finally, the researcher suggested a set of recommendations, perhaps the most important of which is to review the physical and sports education curriculum at the secondary level and work to rebuild the curriculum (Tegsimmi & Boudjlida , 2021, p 345)

02 – the study of Zahaoui Nacer 2020: The effect of a proposed educational program to raise the skill performance of the long jump activity for middle school students during the physical and sports education lesson, a study published in the Journal of Sports Creativity, Volume 11, Issue 01.

This study aimed to know the effect of a proposed educational program to raise the skill performance of the long jump activity among middle school students, during the physical and sports education lesson, the researcher assumed that there are statistically significant differences in the results of the experimental group and the control group in the post test in favor of the experimental group attributed to the proposed educational program,

The experimental method was relied on in the research, where the study was conducted on a randomly selected sample of 56 students in the state of M'sila,

The results were analyzed using Statistical means, standard deviations, and the Paired Samples T-Test,

It was found that the application of the proposed educational program had a positive effect in raising the skill performance of the long jump activity among middle school students during the physical education and sports lesson. The researcher recommended the necessity of planning and distributing educational lessons and building them on scientific bases according to the level of students to achieve the best achievement. (Nacer, 2020, p 137)

03 – The study of Ben Nedjma Noureddine 2019: The effectiveness of a proposed kinetic program to raise the level of social responsibility during physical and sports education classes (a field study on second year middle school pupils), a study published in the Journal of Sports Creativity, Volume 10, Issue 02

This study mainly aimed to know the effect of a proposed kinetic program to raise the degree of social responsibility, by applying it to a sample of middle school students consisting of 38 male and female students who suffer from the problem of fear of social responsibility.

The researcher assumed that the proposed educational program during the physical and sports education class, increases the degree of social responsibility for middle school students who suffer from fear of social responsibility. The researcher used the experimental method in an equal sampling method, where his sample included 38 male and female students who were divided into two groups, experimental and control, each group consisting of 19 students

the results showed that there were statistically significant differences between the pre-test and the post-test in favor of the post-test for the experimental sample with regard to social responsibility, and the researcher also found statistically significant differences between the experimental group and the control group in the post-test in favor of the experimental group with regard to social responsibility. (Noureddine, 2019, p 78)

Followed Methodologies:

The exploratory study: The exploratory study is defined as the first step that helps the researcher to have an overview of the aspects of the field study of the research, and we aim to ensure the suitability of the study place for research and to verify the validity of the research tools used for data collection. (Hakim Amran Ahmed, 2021, p 529). The exploratory study began at the beginning of November 2021 until the end of the month, when we went to the educational institution (Omar Idris El-kantara High School) with the aim of:

- Determine the experimental and control groups.

- Setting the conditions for carrying out the educational program.
- Introducing students to the program's stages, components, desired results and objectives, as well as field tests and their objectives, and introducing them to their role in the success of this study.

The methodology used in the study: Both Nasser Salah Eddine and Issam Samir affirm that the methodology is an approved and controlled change in the specific conditions of an accident and the observation and interpretation of the resulting changes in the event itself. (Naasri & Issam , 2021, p 196) Accordingly, the experimental method was adopted for its relevance to the nature of the study, using the experimental design of two equal groups (control and experimental) randomly selected with a pre- and post-test. In this design, the experimental factor (the independent variable), which is the proposed educational program, is introduced to the experimental group, and the control group is left in its usual conditions.

Study community and the sample : The research community is the whole of individuals or observations of the problem or phenomenon under study, and every individual in the original community or research community is called an element , (Faid, 2021, p 129) while the sample is a procedure aimed at representing the community by taking a share or a limited amount of individuals through which measurements or data related to the study or research are taken. (Naasri & Issam , 2021, p 197)

The study was conducted on a sample of students in the second year at Omar Idris El-Kantara High School, consisting of 30 students out of 161 students who were chosen randomly. They were divided into two groups of equal numbers, 15 students for each group (experimental and control).

Sample homogeneity:

السن	weight	height	Variables			
			measuring unit	experimental group	control group	t student
months	kg	cm	Arithmetic mean	Arithmetic mean	T value	df
199.1	64.6	177.3	6.7	173.3	1.84	14
3.5	13.9	6.7	0.19	5.6	0.44-	14
0.13	0.18	0.19	0.17	0.1	0.66	0.66
0.2	0.18	0.17	0.17	0.2	non-significant	non-significant
198.5	66.6	173.3	0.17	0.2	0.087	0.087
3.1	9.2	5.6	0.17	0.2	non-significant	non-significant
0.16	0.14	0.1	0.17	0.2	0.087	0.087
0.2	0.2	0.2	0.17	0.2	non-significant	non-significant
0.48	0.44-	1.84	0.17	0.2	0.087	0.087
14	14	14	0.17	0.2	non-significant	non-significant
0.63	0.66	0.087	0.17	0.2	0.087	0.087
non-significant	non-significant	non-significant	0.17	0.2	0.087	0.087
			0.17	0.2	0.087	0.087

Table (02) shows the homogeneity of the research sample in the variables of height, weight and age

It can be seen from the table, and after applying the Kolmogrove-Smirnov normality test, the results showed that the statistical value of the test came with a significance value confined between 0.17 and 0.2, which are greater than the P-value of 0.05 (sig>P-value), and from it it can be said that the data are distributed normally, after calculating the arithmetic averages and standard deviations for both groups, in all the variables, it was found that they are closely similar between the two groups, and this was confirmed by the results of the T test , where the test results were not statistically significant in each of the

variables of height, weight and age between the two groups, which indicates that there are no differences between the two groups in the variables, which indicates that there are no differences between the two groups in the variables under study, and this is evidence of the homogeneity of the sample in these variables.

Samples parity:

In order to return the differences to the experimental factor, the parity of the two research groups was verified in the tests, using the T test, where the table showed the following:

tests	Experimental group		control group		t student			
	Arithmetic mean	standard D	Arithmetic mean	standard D	T value	df	sig level	the significance
Social Interaction Anxiety Scale	1.03	0.43	1.04	0.41	-0.134	14	0.895	non-significant
Cognitive test in volleyball	32.73	18.20	37.73	17.50	-0.721	14	0.438	non-significant
Cognitive test in relay	36.08	15.96	44.96	22.89	-1.106	14	0.288	non-significant

Table (03) shows the parity of the two research groups

From the table, it is clear that the values of T test ranged between -1.106 and -0.134, with a significance value that ranged between 0.288 and 0.895, all

values greater than the P- value **0.05 (sig>P-value)**, which indicates the acceptance of the null hypothesis that there are no statistically significant differences between the two variables. , and this can be observed in the arithmetic averages and standard deviations of the experimental and control group in each of the research tests, as the latter were close between the two groups, and this is evidence of the parity of the two research groups.

Data collection tools : The data collection process was based on :

- The Social Interaction Anxiety Scale (SIAS) : is a self-report scale that measures stress when meeting and talking with others, whether they are friends, members of the opposite sex, or strangers, where main concerns include fears of being unable to speak, appearing bored, appearing stupid.,(Clarke & Richard P. Mattick, 1998, p457),
- Cognitive test in volleyball and running relay: It is a paper-and-pencil test where each test includes 12 multiple-choice questions,
- **Tests standardization :**

Reliability : For the purpose of ensuring the reliability of the tests used in the research, 10 students were chosen randomly underwent the cognitive test twice with an interval of 10 days, where Jawabri Abd el Majid and Bou Abdullah Sebaa confirm that the test reliability depends on the re-application of the test twice, on two different days and on the same individuals, provided that it gives the same results or close results, that is, the correlation between the scores of the first and second test indicates the coefficient of test reliability, (Jwabri, 2021, p 170) they were also subjected to the Social Interaction Anxiety Scale, where the reliability of cognitive tests was calculated using the test-retest method. As for the Social Interaction Anxiety Scale, the Crumbach's alpha coefficient was extracted to determine the degree of reliability, and the following

Table shows the results :

tests	Reliability coefficient	sig level
Social Interaction Anxiety Scale	Crumbach's alpha coefficient 0.893	
Cognitive test in volleyball	pearson correlation coefficient: 0.997**	0.022
Cognitive test in relay	pearson correlation coefficient: 0.584*	0.000

significant at 0.01 level **Table (04) shows the reliability values of the search tests

Validity : For the purpose of ensuring the ability of the tests to measure what they were designed to measure, they were presented to a group of specialists consisting of 07 arbitrators, all of whom admitted that the tests were objective, credible and applicable to the field.

Exposure, analyses and result exam :

Exposure and analyses of the results:

01 - Presentation and interpretation of the results of the first partial hypothesis: There are statistically significant differences between the experimental group and the control group in the degree of acquisition of cognitive competencies associated with the practiced activities.

groupes	Arithmetic mean	standard deviation	t student	df	sig level	the significance
Experime- ntal group	53.35	28.81	1.207	14	0.247	non-significant
control group	41.83	19.14				

Table (06) shows the results of the T test in volleyball

It is clear from the table that the t-value amounted **1.027** with a sig level of **0.247**, greater than the P-value **0.05 (sig > P-value)** which means that the null hypothesis is accepted, which says that there are no statistically significant differences between the two groups, and therefore, there are no statistically significant differences between the experimental group and the control group in the volleyball cognitive test.

groupes	Arithmetic mean	standard deviation	t student	df	sig level	the significance
Experime- ntal group	79.55	21.82	2.636	14	0.020	significant
control group	55.61	26.77				

Table (07) shows the results of the T test in the relay activity

It is clear from the table that the t-value amounted **2.636** with a sig- level of **0.020** less than the P-value **0.05(sig < P-value)**, which means rejecting the null hypothesis, and accepting the alternative hypothesis which says that there are statistically significant differences between the two groups, and from that, there are statistically significant differences between the experimental group and the control group in the cognitive test of the relay activity.

Also, by returning to the arithmetic averages of the two tests, we find that the arithmetic mean of the test for the experimental group reached 79.55, greater than the arithmetic mean of the control group, which amounted to 55.61, and therefore the differences here are in favor of the experimental group.

02 - Presentation and interpretation of the results of the second partial hypothesis:

There are statistically significant differences between the experimental group and the control group in the degree of acquiring social competencies associated with the practiced activities.

groups	Arithmetic mean	standard deviation	t student	df	sig level	the significance
Experimental group	0.61	0.284	-2.62	14	0.020	significant
control group	0.96	0.398				

Table (08) shows the results of the T test of the Social Interaction Anxiety Scale

It is clear from the table that the t-value amounted to -2.62 with a sig level of 0.020 less than the P-value 0.05(sig<P-value), which means rejecting the null hypothesis and accepting the alternative hypothesis which says that there are statistically significant differences between the two groups, and from it there are statistically significant differences between the experimental group and the control group in the degree of acquiring social competencies associated with the practiced activities.

and by returning to the arithmetic averages of the two tests, we find that the arithmetic mean of the test for the experimental group was 0.61, less than the arithmetic mean of the control group, which amounted to 0.96, and therefore the differences here are in favor of the experimental group.

Discussing hypotheses in light of the results:

The first partial hypothesis: It is evident from Table (06) that there are no statistically significant differences between the experimental group and the control group in the volleyball cognitive test, the researcher attributes this to the degree to which students acquire a set of volleyball knowledge, in terms of the rules of the game and its requirements, In this regard, we can confirm that this is due to the nature of the city (the city of El - Kantara), which is known for being an ancient school of volleyball, and that this sport is practiced even in the streets and by the old and the young, and all age groups have a good knowledge background regarding this activity

Accordingly, it can be said that the educational program did not bring anything new with regard to the cognitive aspect of volleyball activity, since the students already possess a large amount of knowledge about volleyball activity.

As for Table No. (07), its results showed that there were statistically significant differences between the experimental and control groups in the post-cognitive tests. After making sure that the two research groups are parity Regarding the cognitive aspect of relay activity, which was minimal, this efficiency (Cognitive competence) increased for the experimental group, where the researcher attributes this to the theoretical lessons applied in the educational program, which revolve around giving a large amount of information about the activity in terms of measurements in general, the arbitration aspect and laws, as well as the skill and physical requirements of the activity, and the researcher did not stop there. Rather, it exceeded him to the application of all knowledge in the field during the period of practice, which led to the consolidation of ideas and knowledge for students to get used to and work with them.

The second partial hypothesis : It is clear from table (08) that there are statistically significant differences between the experimental and control group in the results of the social interaction anxiety scale, Where it is noticed that the experimental group is characterized by a lower level of social interaction anxiety than the control group in the post test, the researcher attributes this to the nature of the situations adopted in the educational program, which contained many situations that enhance the learner's self-confidence and develop his abilities to participate, quote roles and adapt to various situations and situations that often require the learner to find solutions to them, work with his colleagues, consult with them, and compete for achieve the best result.

It should be noted that In a study tagged with the effect of physical and sports activity on social interaction among secondary school students, Bchiri Ben Attia emphasized that secondary school students are characterized by a high degree of social interaction, and that females in this aspect are more interactive than males. (Atia, 2021, p 100)

Also, Nahal Hamid 2011, after a study he conducted under the title "The impact of a proposed educational program with small kinetic games in developing social interaction among students of the preparatory stage (04-05) years", concluded that small kinetic and popular games provide students with the opportunity to gain artistic social experiences, that help a lot the personality of the child and his adaptation to the life of the group and his embracing of appropriate levels of behaviour. And it saturates the feeling of belonging in him and develops the proper moral law in him. (Hamid, 2011, p 267)

Findings: Through what was mentioned, it was reached:

- The proposed educational program had a positive impact from the cognitive and social point of view.

- Cognitive competencies were achieved in the relay activity
- The social competencies represented in raising the level of social interaction were also achieved.
- As for the cognitive competencies related to the volleyball activity, the sample members already possess all the ingredients for the cognitive competencies related to the activity.

Recommendations : This study is the beginning of a comprehensive evaluation process for physical and sports education curricula, as it started from the principle of planning and programming activities based on the foundations of curriculum construction, that is, based on what the practice environment requires from all physical, human, and psychological levels, and from which we suggest:

- Building educational programs according to the foundations of curriculum construction and knowing its impact on both the physical and the skill side.
- Taking into account the cognitive aspect (nature of knowledge, level of knowledge, degree of difficulty) in the planning and programming process for physical and sports activities.
- Taking into account the psychological aspect (students' abilities, students' tendencies, students' desires) in the planning and programming process for physical and sports activities.
- Carrying out a comprehensive evaluation study of the physical and sports education curricula, especially the competencies, and the aspect of what the learner is expected to reach.

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