

دور بعض أساليب التدريس الحديثة للنشاط البدني الرياضي للتقليل من السلوك العدواني في الوسط المدرسي " دراسة مقارنة"

Le rôle de certaines méthodes modernes d'enseignement au cours de l'activité physique pour réduire le comportement agressif au milieu scolaire.

Psychological study of modern teaching methods of physical activity athlete to mitigate aggressive behavior in schools.

Comparison between command style, training and interactive style in the secondary phase of the study.

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<p>معلومات المقال : - تاريخ الاستلام : 2018/04/18 - تاريخ المراجعة : 2018/04/29 - تاريخ قبول النشر : 2018/05/15</p>	<p>Abstract: Physical and sports activity in modern concept is one of the most important field in contemporary life various aspects psychological social and educational life up to the political and economic aspects, makes it an area rich to search in.</p> <p>Thought the field of education is one of the most important aspects – it heads to the human element, which is the raw material in every revival, in this case the pupil- man of tomorrow, but to achieve the latter envisaged it targets shall provide several elements, both physical ones of material means and possibilities or related with human possibilities, represented mainly in the teacher and the pupil, which are considered the main parts of the educational process in particular and in all of the above the physical educational activity is forced to give addition in schools to supplement other materials and this by aligning with nature fungal of the pupil basis of play but this can only be done by having a modern teaching style takes into account the specificity at this stage many researchers put different methods in order to achieve the desired objectives among them are the scientist(MUSKA Mosston) which is the leader in the development of teaching in the field of physical education methods, he designed caller teaching series, which represent the thesis theoretical methods applicable and which are linked with each other, have called it a nice teaching methods (spectrum of Teaching styles) since (1966), which was welcomed by a lot of working in the sports field of education on a global level. The primary goal of this intervention to identify the role of command technique and style interactive mitigate the degree of aggressive behavior in a way to compare the two modes in terms of structure in the three planning, implementation and evaluation stages of growth across the channels developed by MUSKA Mosston focused on the psychological channel.</p>
<p>Key words : Modern teaching methods, physical activity, aggressive behavior, command style, training style, interactive style.</p>	

mots clés :

- méthodes modernes d'enseignement - l'activité physique pour - comportement agressif - milieu scolaire.

Résumé :

nous avons traité dans cette recherche, le rôle de certaines méthodes modernes d'enseignement concernant la méthode démonstration-exécution, la méthode interactive, la méthode d'entraînement nous avons aussi traité le rôle principal de ces méthodes dans le coté psychique pour Minimiser les comportements agressifs dans l'environnement scolaire ,En comparaison avec des recherches précédentes sur l'activité physique liées aux aspects récréatifs et à l'affirmation de soi chez les adolescents de l'école secondaire , où l'adolescent trouve le jeu, l'interaction sociale, le décharge psychologique et l'élimination de l'énergie excédentaire et autres. Tout cela est étroitement lié à la relation entre l'enseignant et l'élève et s'incarne principalement dans la méthode d'enseignement suivie par l'enseignant.

Et cela en fonction de la combinaison de chaque méthode et a partir de Ça on formule un problème général vise a savoir si ces méthodes ont un rôle dans la réduction des comportements agressifs dans l'environnement scolaire, et l'étude a atteint:

- Le degré de comportement agressif chez les élèves varie selon la méthode d'enseignement suivie.
- Les méthodes d'enseignement ont un effet psychologique reflété sur le comportement agressif chez les élèves.
 - Il faut considérer les besoins psychologiques de l'adolescent lors du choix de la méthode d'enseignement.
- Plus la marge de liberté est grande, plus le degré d'autoprotection est élevé et donc le comportement agressif à l'école réduit.
- Le degré de comportement agressif varie en fonction du degré d'intervention de l'enseignant dans la gestion de la séance.
- Les élèves Préfèrent la méthode d'entraînement et la méthode interactive parce qu'ils peuvent participer à la gestion de séance plus que la méthode démonstration-exécution.
- Une attention particulière doit être accordée aux aspects psychologiques chez les élèves parallèlement à d'autres aspects.
- l'élève est un partenaire actif avec l'enseignant dans la séance .
- L'activité physique joue un rôle positif dans la recherche de nombreuses solutions aux problèmes psychologiques chez les élèves grâce à la méthode d'enseignement suivie.

1. Problematic of the study

Pupil practiced in the school a set of physical and sports activities, which in its entirety is seeking to achieve physical education and sports goals in school, whether these goals psychological, social, physical, educational, and other implicit targets, but to achieve these goals he must have rules to be governed starting by the method of the teacher, all the way to the student as an educational process the focus of these objectives requires the realization use of a suitable method by various educational situations .Hence modern methods of MUSKA Mosston came at the end of the sixties to revolutionize the field of physical, education and sports, especially in the United States, and remains applicable in the states Arab nascent, if not a lot of professors unknown or little known about them, has fought many of the researchers in the study of these methods and their applicability, but most studies have dealt with the physical, technical to learn various skills, MUSKA Mosston when touched on the development of growth channels in teaching methods known, both on channel physical or psychological emotional, intellectual, social or outlines various physical education and sports goals, this evolution of the channel comes in the base composition of the teaching method in terms of preparation, planning and implementation, and evaluation of this combination, which vary depending on the sharing of roles in the ration between the teacher and the learner the pupil sometimes finds himself party applied for orders and duties without debate as it is in command method, and sometimes finds himself a partner in carrying out the duties with some freedom in choosing the method of execution as it is in the training method, and sometimes be an effective element in terms of the partnership in carrying out the duties with the evaluation of a colleague as in interactive method, here it can be that the student feels to achieve the same satisfaction for himself in the quota and the explod of his abilities and his creations, this satisfaction, which is reflected on the behavior and reactions. Many studies have shown that physical activity sports has a positive role in building character teenager through impart appropriate behavior and the right to enjoy the necessary mental health, including the reduction of aggressive behavior for pupils but the degree of this dilution is unknown, and here came the idea of studying these direct methods of psychological point of view and relating to the aggressive behavior of pupils in adolescence,

which is considered a critical stage, with its requirements and privacy, which is characterized by reluctance and rebellion ,love of self-assertion and other. The pupil at this stage is trying to express himself and to his colleagues a way that he wants and rejects many of the controls at the stake by the teacher and that remains the aggressive behavior reported expression of this rejection and rebellion in its various forms and dimensions hence can ask the following problem:

- Do some modern teaching methods have role in the degree of aggressive behavior in the school setting for students in the secondary phase?
- Hypothesis: the degree of dilution of aggressive behavior varies depending on the style of teaching followed in the stake.

Determinants of the study:

1. Spatial field: This study was conducted in my school Ziri Ben Manad and Ben Shabira in Boussaâda wilaya of M'sila.
2. Temporal field: This study spanned over two seasons 2009/2010 academic year 2010 / 2011.hat seemed application of methods since October until the month of April 2010.

Methodological and organizational characteristics of the study sample variables:

Table 1 shows the frequency and nature of the proportion of GP activity:

percentage	effect	Gender
45.1	96	Males
54.9	117	Females
100	213	total

percentage	effect	Activity
50.7%	108	individual
49.3%	105	collective
100%	213	total

2. **The study device**In light of the research objectives and the nature of the study, in order to test hypotheses and to stand over we have achieved using the global scale aggression behavior of Hassan Allawi.

Table 2 shows the statistical properties of the scale to measure me:

Test aggressive behavior Pretest	Aggression indirectly Pretest	Attacking and Assault Pretest	verbal aggression Pretest	Speed Excitability Pretest	Axis
2.51	2.30	0.32	2.58	2.83	Mean
2.55	2.20	2.30	2.60	2.80	median
2.35 ^a	2.40	2.40	2.60	3.20	mode
0.51	0.67	0.68	0.68	0.59	Std. Deviation
0.18	0.36	0.38	0.22	-0.01-	torsion
1.17	0.00	0.41	0.11	-0.08-	Kurtosis

Table 3 .shows statistical properties of the scale to measure dimensions

Test aggressive behavior Posttest	Aggression indirectly Posttest	Attacking and Assault Posttest	verbal aggression Posttest	Speed Excitability Posttest	Axis
1.67	1.54	1.57	1.71	1.87	Mean
1.65	1.50	1.50	1.70	1.90	median
1.00	1.00	1.40	1.70	2.00	mode
0.35	0.39	0.43	0.45	0.44	Std. Deviation
0.38	0.38	0.84	0.93	0.15	torsion
0.36	-0.81-	0.54	2.19	0.09	Kurtosis

Sig.	Corrélation	Pre and post test	Parts
0,000	0,540	Attacking Posttest and Pretest	PART 01
0,000	0,585	verbal aggression Posttest and Pretest	PART 02
0,000	0,513	Excitability Posttest and Pretest	PART 03
0,000	0,479	Aggression indirectly Posttest and Pretest	PART 04
0,000	0,596	Total Posttest and Pretest	total

Table 4.open correlation axes and the level of significance between two measurements pre and post

The stability of the scale as a whole phrases

Cronbach's Alpha	N of Items
0.817	40

Hypothesis: the degree of dilution of aggressive behavior depending on the style of teaching practice varies.

Table 5 shows the measurement pre and post results by each axis

In favor of	Sig.	Corrélation	Mean	Std. Deviation	Pre and post test	Parts
Posttest	0,000	,5400	15,68	4,340	Attacking and Assault Posttest	PART 01
			23,21	6,822	Attacking and Assault Pretest	
Posttest	0,000	,5850	17,69	4,763	verbal aggression Posttest	PART 2
			27,17	7,159	verbal aggression Pretest	
Posttest	0,000	,513	18,80	4,605	Excitability Posttest	PART 03
			28,31	5,884	Excitability Pretest	
Posttest	0,000	,4790	15,42	3,955	Aggression indirectly Posttest	PART 04
			22,97	6,724	Aggression indirectly Pretest	
Posttest	0,000	,5960	67,58	13,941	Total Posttest	total
			101,66	20,451	Total Pretest	

2.1 Analysis

Through Table 5 shows us that the SMA in the tribal measurement for the axis of attacking amounted to 23.21, while the standard deviation of 6.82 reached in what the values in the dimensional measurement of the same axis, respectively, the arithmetic average of 15.68 and 4.34 standard deviation.

For the second axis on aggression was verbal arithmetic average of 27.17 and standard deviation equal to 7.159 in the tribal measurement either in the telemetric values were respectively 17.69 average and 4.76 for standard deviation.

-for the third axis on quickly arousal was the arithmetic average of 28.31, standard deviation 5.88 in the tribal measurement and the values in the dimensional measurement, respectively, 18.80 and 4.60.

For indirect aggression arithmetic average was equal to 22.97 and 6.72 standard deviation in the measurement of tribal The telemetric values were, respectively, 15.42 and 3.95.

As for what the college attached primarily to the scale was equal to the arithmetic average of 101.66 and standard deviation 20.45 while the same values in the telemetric 67.52 for the arithmetic average and 13.94 for the standard deviation.

Calculate T. value for significance of differences between the two measurements pre and post account by each axis:

Table 6 - Value of T to denote differences between pre and post measurement, according to all the axis

Sig. (2-tailed)		df	t	Parts	Parts
statistically significant	0,000	212	-19,021	Attacking Pre With post test	PART 01
statistically significant	0,000	212	-23,728	verbal aggression Pre With post test	PART 02
statistically significant	0,000	212	-26,218	Excitability Pre With post test	PART 03
statistically significant	0,000	212	-18,521	Aggression indirectly Pre With post test	PART 04
statistically significant	0,000	212	-30,102	Total Pre With post test	Total test

2.2 Analysis

Table 6 shows to calculate the value of T to denote statistical differences that all the values for each axis statistically significant at the 0.01 level of significance when the degree of freedom of 212 while the value of T for a whole scale for measuring the dimensional compared pre measurement -30.102 significance 0.01 level.

It is noticeable in all the values for all axes for the arithmetic average has declined indicating a positive trend in reducing the degree of aggressive behavior for the methods applied. Based on this, can we say that there are significant differences between pre and post measurement differences in favor of telemetric? It is what achieves the first hypothesis.

Table 7 shows the arrangement of methods according to the arithmetic means and the values t of the difference between the two measurements pre and post each method separately by the total score of the scale:

Ranking	Sig. (2-	df	t	Std.	Mean	Style
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	tailed)			Deviation		
1	0.01	68	15.95	0.51	0.96	interactive style
2	0.01	72	20.38	0.32	0.80	Style training
3	0.01	70	18.58	0.33	0.72	command Style

2.3 Analysis

Through Table 7 shows us that the arithmetic average for the style cross between two measurements pre and post equal to 0.96, while the standard deviation was 0.51 and the amount of T to denote the differences between the two measurements prior and subsequent to this technique 15.95 when the degree of freedom of 68 and the level of significance 0.01, but if you look at the style training, we find the arithmetic average of 0.80 and standard deviation 0.32 while the value of T 20.38 significance 0.01 level and the degree of freedom of 72.

Command method that has stood the arithmetic mean and standard deviation 0.72 0.33 remains were valued at 18.58 T. significance 0.01 level and the degree of freedom of 70.

From these results we can give a year-by arrangement arithmetic mean values with respect to minimizing the degree of aggressive behavior where interactive style comes first and then followed by the style training and last the command style

3. Conclusion

Through the above results it can be concluded the following:

- The degree of aggressive behavior of pupils vary according to the teaching method followed.
- The methods of teaching psychological impact is reflected in the degree of aggressive behavior of pupils.
- regard to the psychological needs of the teenager when choosing a teaching method.
- The greater the margin of freedom the greater the degree of self-assertion and thus reduce the aggressive behavior in schools
- The degree of aggressive behavior varies according to the degree of interference in the conduct of the stake
- Pupils tend to interactive training method because it enables them to participate in the conduct of the quota more than prescriptive method
- Psychological channel is one of the most important channels in the teaching methods of MOSSTON.

- Should concern the psychological aspects of pupils in parallel with the other aspects.
- The student is an active partner in the stake with the professor.
- Physical activity has a positive role in finding solutions to many of the psychological problems of students through interactive teaching method followed a more positive approach to the reduction of aggressive behavior compared to the command and training way.

Command method is considered the weakest in terms of methods to reduce the degree of aggressive behavior for the dimensions of the order of aggressive behavior

- modern teaching methods -depending on the degree of reduction of aggressive behavior- arranged as follows: interactive training method and then command method.

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ملخص البحث :

تناولنا في هذا البحث دور بعض أساليب التدريس الحديثة المباشرة المتمثلة في الأسلوب الامري التبادلي والتدريبي لموسن من الناحية النفسية والمتعلقة أساسا في دورها من التقليل من السلوك العدواني في الوسط المدرسي بطريقة المقارنة انطلاقا من البحوث السابقة للنشاط البدني والمتعلقة بالجوانب الترويجية واثبات الذات للمراهق في المرحلة الثانوية وما تتميز به من خصوصيات حيث يجد المراهق في حصة النشاط البدني الرياضي ما لا يجده في المواد الأخرى من حيث اللعب والتفاعل الاجتماعي والتفريغ النفسي والتخلص من الطاقة الزائدة وغيرها وهذا كله يرتبط ارتباطا وثيقا بالعلاقة بين الأستاذ والتلميذ والمتجسدة أساسا في أسلوب التدريس المتبع من طرف الأستاذ وهذا حسب تركيبة كل أسلوب وانطلاقا من هذا فقد تم الانطلاق من إشكالية عامة وهي هل لهذه الأساليب دور في التقليل من السلوك العدواني في الوسط المدرسي عن طريق المقارنة بينها وقد توصلت الدراسة إلى ما يلي :

- تتغير درجة السلوك العدواني للتلاميذ حسب الأسلوب التدريسي المتبع
- لأساليب التدريس تأثير نفسي ينعكس على السلوك العدواني للتلاميذ .
- يجب مراعاة الحاجات النفسية للمراهق عند اختيار الأسلوب التدريسي
- كلما زاد هامش الحرية كلما ازدادت درجة إثبات الذات وبالتالي التقليل من السلوك العدواني في الوسط المدرسي
- تختلف درجة السلوك العدواني حسب درجة تدخل الأستاذ في تسيير الحصة .
- التلاميذ يميلون إلى الأسلوب التدريبي والتبادلي لأنه يمكنهم من المشاركة في تسيير الحصة أكثر من الأسلوب الامري .
- وجوب الاهتمام بالجوانب النفسية للتلاميذ بالتوازي مع الجوانب الأخرى .
- لتلميذ شريك فعال في الحصة مع الأستاذ للنشاط البدني دور ايجابي في إيجاد كثير من الحلول للمشاكل النفسية للتلاميذ من خلال الأسلوب التدريسي المتبع .