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The effectiveness of the semi-sports game to gain the capacity of strength with middle school students during the physical and sports education class

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Abstract:

This study aims to find out the effectiveness of semi-sports in acquiring the status of strength in the students of the middle stage, where the researchers used the descriptive analytical curriculum and may be the study community of 600 students of Ras Souta school, and the sample of the study In 40 pupils (male and female) selected in a deliberate manner due to the nature of the research, the researchers used a test battery (BOT-2), to measure the degree of strength as a study tool, and the Test-Student was used as a statistical method to analyze and interpret the results, it was concluded The study to achieve a remarkable development in the acquisition of the status of speed in middle school students through the application of the program of semi-sports, and came up with recommendations, the most important of which were: guided by the scientific foundations in the construction of an educational unit in semi-sports according to the content of the article curriculum for the development of physical capacities.

Keywords: Physical and sports education class- capacities motor- semi-sports game- late period of child- middle school.

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1. INTRODUCTION

In a world that is getting more complex and faster than ever before, every nation looks at its position on the future and wonders if it is able to face the challenges that will be imposed by the strong competition in technology, science and innovation. In confronting future battles, it is up to science and its teachers, as the twenty-first century is the century of information and speed, the century of reason and abstract and reductionist thinking.

Education institutions are seen at the present time as a symbol of the progress of nations, and a sign for their vigilance, civilization and advancement. Schools and universities are not only a center for transferring and distributing knowledge, but rather are institutions in which knowledge is tested, examined, selected and developed, and this is only done by activating the research dimension, publishing studies especially applied ones and sharing them with the beneficiaries.

All the activity of educational institutions is centered around a specific point represented by the experiences they provide and what students acquire in terms of knowledge, skills, values and trends, and represent the basic content of what we call educational curricula. As the physical education curriculum is part of it and is essential for the growth and maturity of students through motor and physical experiences. Physical education and sports is one of the fields that has recently received great attention by specialists in various fields, as it is an important element for the preparation of the integrated individual.

Scientific research has paid great attention to the latter in order to bring it to the highest levels, saving time, effort and energy. The development observed in physical education and sports programs has led to highlighting its importance and practical educational necessities in the child's life, as it has become an essential element in the evaluation of motor behavior. Its programs have helped in the development of the child's motor development. Many movement scientists have focused on the importance of physical education at an early age, and its main role in the healthy motor development of this age group through programmed kinematic data (Ibrahim Othman, 2001, p. 134)

Salama Bahaa Al-Din mentions, "Physical education is an educational system and one of the fields of public education. It works to educate and prepare the individual through the physical activity practiced under the guidance and supervision of specialists, which must be adequate for the different stages of growth in order to acquire different motor skills, develop physical fitness and improve health." (S. Muhammad Abdul Mujeeb, Yusuf, B Al-Hajj, A.Ahmed, 2019), thus it seeks to train the citizen in a balanced manner in terms of physical,

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mental, psychological and social health to become an active member of society (Bahaa Al-Din, 2011, p.134))

The physical education and sports class is considered a way to satisfy the student's desire of adventure and belonging, and it is an area for venting his energy, and this is only achieved through purposeful sporting activity, and this is what the latter provides, because it is a purposeful educational session that contributes to the education process. The school level through the sports and educational activities provided to the student that address the body and the mind, so the teacher must develop classic lessons and rely on semi-sports games based classes, and pave the way for the student to play, have fun, and win. All of these things are considered a relief from the student's repressions and escaping from the problems he faces, instead of getting angry and revolting in the face of his colleagues or the professor, he empties his repressions during his practice of various sports activities instead of introversion and isolation. Also, he can learn individual and group recreational games which aim to develop the motor base of the child and his psychosocial and cognitive side, as well as the sensory-motor. According to Zakia Hegazy, about playing as a theoretical readiness that makes the child make various movements that allow him to feel comfortable while he is doing it, without intending any of the purposes, which is the strongest innate tendencies and the largest value and effect in raising the child psychologically, physically, mentally and morally, (Hegazy, 1977, p. 158) and playing is considered a means that allows the child to discover things around him and discover his surroundings, it also allows training on social roles and disposal from conflicts and emotions (Ismail, 1986, p.9).

Therefore, semi-sports games are considered the effective element that the professor does not abandon during his teaching of the physical education and sports class in all stages, due to its physiological, social and emotional importance (hadjab issam, 2019), especially during middle school, which is a sensitive stage in an individual's life, and this is due to the rapid biological growth.

Late childhood is considered a stage of transition of the child from being dependent on others to an adaptive child, as this period knows new developments that are not limited to the sexual organs only, but also transcend the entire body. It is also characterized by psychological, emotional and mental changes with the emergence of problems in aspects of psychological development. If these problems are due to psychosocial or organic causes, some of the others are due to

disturbances in care or educational neglect, such as physical education and sports (Ahmed Zaki, 1992, p. 191)

Semi-sports games during the physical education and sports class also aim to develop the child's basic motor abilities, including strength (Hisham Ahmed Muheeb, Kashif Zayed Nayef, 2010), as well as proper motor development, control of the body during movement in a void, and the development of basic motor skills, as regular practice and instructions based on scientific foundations can raise the level of motor performance of this child and can directly contribute to the development of physical abilities and motor skills, as well as the completion of social maturity and encouragement of the child's creative side. From here comes to our minds the following general question: How effective are semi-sports games during the physical education and sports class for middle school students?

2. General hypothesis: the effectiveness of semi-sports games during the physical education and sports class in gaining strength for middle school students

- The results of gaining strength differ from the pre-program implementation phase compared to the final phase.

-The results of gaining strength differ between the stages of applying its specific tests during the implementation of the program.

- The results of gaining strength differ according to the types of semi-sports games for the program applied.

3. The aim of the study: To know the effectiveness of semi-sports games in acquiring the movement capabilities (strength) of the student, to find out whether there has been a development in (strength trait) among the student in the middle school stage through semi-sports games, to know the extent of the different results obtained in the characteristic of strength according to the different semi-sports games applied program.

4. definition of some important terms in the study:

4.1 physical education and sports: contextual meaning:

It is the process by which an individual gains the best motor, mental, social and fitness skills through physical activity. (Al-Saeed Mazroua, 2016, 47)

Procedural definition: It is a process that takes place when practicing the aspects of sports activity that allow the achievement of sensory, motor, emotional, and cognitive goals, which is the integration of mind and body together.

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4.2 Definition of the physical education and sports class: contextual meaning: the physical education and sports class is one of the forms of academic subjects like all other sciences, such as natural sciences, chemistry and language, but it differs from these subjects because it also provides a lot of knowledge and information that covers health, psychological and social aspects, in addition to information that covers knowledge of the formation of the human body, using physical activities such as exercises and various games that are conducted under the educational supervision of professors who have been prepared for this purpose. (Al-Saeed Mazroua, 2016, 48)

4.3 The physical education and sports class: Procedural definition The physical education and sports class is considered as a school subject belonging to the educational system applied through laws and methodologies aimed at developing the individual according to the overall closeness to his personality (cognitive, psychomotor, psycho-social).

4.4 Definition of late childhood: contextual definition: some call this stage preadolescence, here the behavior in general becomes more serious at this stage, which is considered a stage of preparation for adolescence, and we see a maturity transition (as the changes that occur at this stage are truly considered a prelude to the stage of adolescence, where growth slows down in terms of height and weight, but small muscles begin to grow significantly, and the growth of the heart and lungs approaches their normal size and we see that girls are taller and heavier than boys. Also, from the movement point of view, the child is able to control his motor ability. Here the child takes advantage of the transfer of his movements from the torso to the arms or feet, which makes him perform movements of agility, speed and strength well, thus increasing his desire to compete. (Ali Al-Sayed Suleiman, The Psychology of Growth, 239)

Procedural definition: Late childhood is the period between and educationally defined as the fifth year of primary school and the first year of middle school, in which the child needs to unite with his peers of the same sex in an atmosphere of interaction and enthusiasm.

4.5 The student: The student is the focus of the educational process, as he must be taken care of in terms of following lessons, and disciplining behavior..., which is the desired goal of the educational process, as the state has worked to provide all material conditions in the fields of education and training.

Said Ismail believes that the student is the "raw material that constitutes the main outlet of the entire educational system, and they are usually graduates of previous educational systems. Elementary students are the nursery school graduates, and middle school students are primary school graduates and secondary school students are the middle school graduates."

4.6 Definition of middles school education: The institution of middle education was produced according to Decree 91/188 issued on 06/30/1971 and since then education is divided into three stages, primary - middle and secondary, and after a year the general education certificate (BEG) was replaced by the intermediate education certificate (BEM) according to Decree 40/72 dated 10/2/1972 in both of them was modified gradually and varied in the language of teaching and its materials until the reforms of basic education 1976, after which the reforms of 2003 and then the reforms of the second generation 2015, and thus the curricula have moved from the contents to the pedagogy of objectives up to the approach to competencies. (Al-Zubair Belmamoun, 2018, 81-83)

Procedural definition: It is an educational stage that falls between the primary education stage and the secondary education stage, and its duration is four years after it was three years. It is joined by most of the students who finished primary school, which lasted for five years instead of six years.

4.7 Semi-sports games: contextual definition: According to Dobler (2000) semi-sports games are a group of activities that have the characteristic of fun, and entertainment in an active and relaxing way.

Jean Piaget defines it as a process of representation that transforms the incoming information to suit the needs of the individual. Playing, imitation and simulation are an integral part of the process of mental development and intelligence. (oukili salah edine, kasmi elbachir, 2019)

Procedural definition: Playing is directly related to the child's life, so that it shapes the content of their lives and their interaction with the environment, thus playing in childhood years becomes an educational medium that works to shape the child at this crucial formative stage of human development, and so that we can link playing with the quality of development in the child's personality, It means its diversity to cover the needs of the child. (Nahida Abdul Zaid Al-Dulaimi, 2016, 23)

4.8 Definition of strength: the ability of a muscle or muscle group to perform against a resistance. We can define strength in one of two ways: the absolute muscle strength, which is the force that can be exerted regardless of the player's

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weight, and the relative muscle strength that the player can exert in relation to his body weight. (Abdullah Muhammad Mahmud, 2019).

5. Previous studies:

5.1 The first study: A PhD graduation thesis, by the researcher, Masoudi Al-Taher, during the academic year 2011-2012 entitled a proposed curriculum for teaching physical education and sports, developing basic motor skills, University of Algiers-03

5.2 The second study: PhD graduation thesis, by researcher Malik Reda, during the academic year 2016-2017 entitled: The effect of using a program in kinetic education to reduce injuries among primary school students, University of Algiers -03-

5.3 The third study: A graduate memorandum for obtaining a master's degree, by the researcher Hajj Kadri, during the academic year 2010-2011 entitled: The reality of physical practice in the primary stage and its impact on the psychosocial development of students, University of Algiers -03-

6. Methodological framework:

6.1 Exploratory study:

After completing the preparation of the research tool, we conducted an exploratory experiment for the educational institution and the purpose of conducting the experiment is:

- Identify the difficulties and problems that face the researcher during the field study.

Determine the time frame for our research.

Knowing what the institution possesses in terms of means and capabilities.

- Inspecting the stadium and its suitability for performing educational tests and classes.

Determine the population and sample of the research.

6.2 Research areas:

Time frame: It started from 20/10/2020 to 02/12/2021

Place: Ras Al Souta Intermediate School, Bordj El Kiffan, Algiers Province

Approach used: The descriptive approach is analytical

Research community: The original community of the study are middle school first students and their number is 600 students. The sample: The two researchers chose

the study sample by an intentional method, where the study sample consisted of 40 students.

6.3 Study tools:

The means and tools of scientific research differ from one research to another, and the appropriate method or tools are determined in the light of the objectives of the research and the type of its hypotheses, and the researcher may need to use one method or tool, and he can use more than one tool in order to be able to answer all the questions raised by his study accurately. .

In our research, we relied on the most used and compatible methods with the subject of the study, namely: a test battery. We designed a test battery to measure the extent of the contribution of semi-sports games during the physical education and sports class during the class for middle school students, which is represented in the physical ability (strength). Of the tests depending on several tests, including:

(M-ABC,BOT-2 ,Charlop Attewell ,TGMD-2,Brunet Lézine)

As for the content of our test battery, which we relied on to measure the extent of gaining strength, we have relied on the International Federation of Athletics Federation's guide, which is in the form of workshops and games. Following are some of the workshops that we have chosen that are compatible and serve the subject of our research:

6.4 Muscular strength test:

Objective: to test explosive strength

Test description: Throwing the medicine ball back over the head as far back as possible.

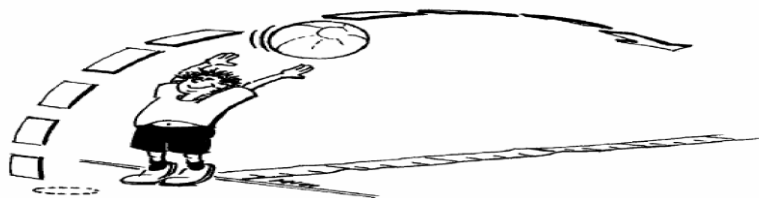
6.5 Performance method:

The student stands with the legs parallel and the heels on the throwing line and his back is directed to the throwing area (the medicine ball weighing 1 kg is carried with both hands in front of the body, the player bends the knees to cause tension of the pelvic and thigh muscles quickly and then he carries the ball with the arms and swings it from the top of the head and throws it back on the throwing area and the player may step back after the throwing attempt has been made, and each player has two attempts to throw.

6.6 Scoring method:

The distance is measured perpendicular to the throwing line, and the recording is made per 20 cm. The highest measurement is taken in the case of a landing between two lines and the best attempt of the two attempts is scored and added to the final total of the team.

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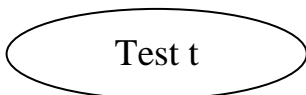


6.7 Statistical methods used:

The aim of the statistical study is to try to come up with significant quantitative indicators that help us in the analysis, interpretation and judgment on the validity of the hypotheses.

We have used as a statistical method commensurate with the research topic by T Student, where:

equart type



$$\frac{m1 - m2}{\sqrt{\frac{t1}{n} + \frac{t2}{n}}}$$

$$\sqrt{\frac{\sum x^2 - n(x)^2}{n - 1}}$$

6.8 Validity of the test:

Validity is one of the most basic and good conditions, and it is considered that the test should be able to measure the characteristic or phenomenon for which it was established or for it (Marwan Abdel Majeed, 2002, p. 42)

The validity was relied upon as the validity of the experimental scores with respect to the true scores.

Likewise, validity is divided into:

Validity of the content: the validity of the content indicates the extent to which the test content represents the overall behavioral range of the characteristic to be inferred, as the content is a true representation of the vocabulary range that is determined in advance.

The validity of the referees: The image was presented to be tested by a group of seven referees, who are professors specialized in the field of educational sports, physical activity and sports medicine.

6.8 Test stability:

Ibrahim Abdul Aziz defined it as “that which gives similar results or the same results if it is conducted more than once and in the same circumstances” (Ibrahim bin Abdulaziz Al-Duilj, 2010, p.117).

The researcher calculated the stability of the tests used in the search by testing and retesting, as well as indicating that the same test gives the same results if the same conditions are available. We have applied the initial tests on a random sample of students from Ras Souta, Algiers (east), as it reached 18 students, and through the sample stability coefficient during the exploratory experiment showed that there is a significant positive relationship between application and re-application, as the calculated correlation coefficient reached 0.770, which is higher than its tabular value, and all of it is a function at the significance level of 0.05, and the stability ratio was 76%, which indicates that the test reliability coefficient is good.

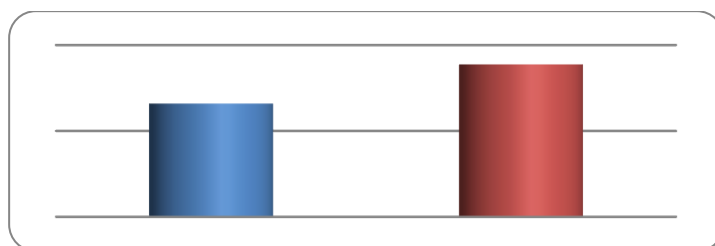
7. Presentation and analysis of results:

Presentation of the first hypothesis: The results of gaining strength differ from the pre-program implementation stage compared to the post-test.

Table1: represents the difference in the results of gaining strength for males in the pre-program phase compared to the post-test.

Test rate	Post test rate	T fav	T tab	Degre of liberte	Level Of indication	indicati on
6.594	8.872	5.819	2.110	17	0.05	positif

Figure1: represents a difference between the strength gain results for males from the pre-test versus post-test



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Presentation of the second hypothesis: The development of strength attribute differs between the stages of applying their tests during the implementation of the program.

Table 2: represents the difference in pre-test and formative test results for males

Test rate	Formative test rate	T favorit	T table	ddl	Level of indication	indication
6.594	8.005	5.952	2.110	17	0.05	positif

Figure 2: represents a calculation of the comparison between the pre-test and the formative test for males.

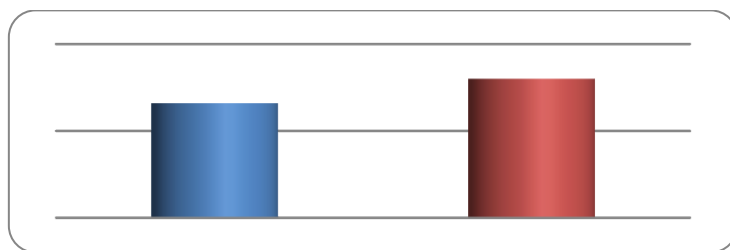
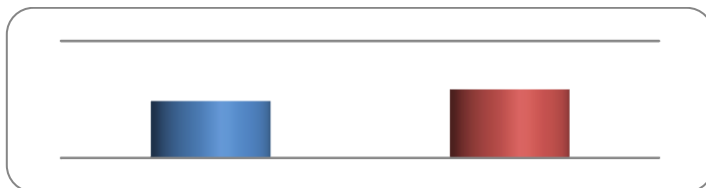


Table3: represents the difference in the formative and post-test results for females.

Formative test rate	Post test rate	T favorit	T table	ddl	level of indication	indication
4.868	5.859	4.322	2.831	21	0.05	postif

Figure 3: represents a calculation of the comparison between the pre-test and the formative test for females.

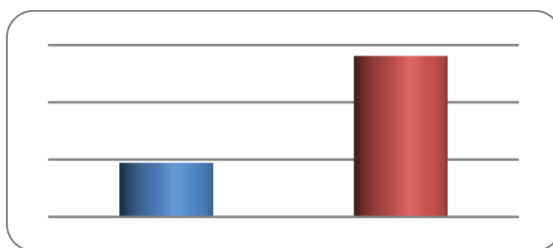


Presentation of the third hypothesis: The results of gaining strength differ according to the different types of semi-sports games, throwing the medicine ball back in the implemented program.

Table4: The difference in the pre-test and post-test results for a semi-sports game represents the backward throwing of the medicine ball for males.

Test rate	Post test rate	T favorit	T table	ddl	Level of indication	of indication n
6.97	7.905	6.296	2.110	17	0.05	positif

Figure4: represents a pre-test and post-test comparison calculation for the semi-sports game of back-to-back medicine ball for males.



8. Discussion and interpretation of results:

Discussing the results of the hypotheses in light of the results obtained:

Discussion of the first hypothesis: The results of gaining strength differ from the pre-program implementation phase compared to the post-test.

In order to verify the validity of the first partial hypothesis of the study, in which we assume that there is a difference in the results of gaining the characteristic of strength between the two stages before and after the implementation of the program, and this means that there is an improvement in the acquisition of the

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characteristic of strength, this dimension of the study achieved an improvement in the level of performance of the study sample when compared between the two measurements before and after, which includes a big difference between these two measurements, and this is due to the effectiveness of the movement program applied during the physical education and sports session followed in gaining the characteristic of strength, from the tables (1 and 2), from which it was found that there is a statistical significance in the difference between the results acquiring strength from the pre-stage of implementing the program compared to the post-test for males and females, and there are studies that found that this ability developed after implementing programs designed to develop this trait. This is what Muhammad Khamisi and Nayef Saadeh mentioned in their books that running is considered one of the movements. The basic stage that the child uses as a means of moving during the exercise of physical activities and sports, the stage of maturation of the push movement is considered the basis for the success of many sports skills, and its development leads to an increase in the level of achievement movement which reaches its maximum at the end of the stage. (Khamisi Abu Tamra, Nayef, 2009, p. 81)

The results of the tables illustrated for this dimension of the "T" test showed that there is a statistical indication in the difference between the results of gaining the characteristic of strength as they achieved better results in the post measurement compared to the pre-stage and this is due to the implementation of a program that serves the characteristic of strength of all kinds, and has led to the effectiveness of the proposed games In this program during the physical education and sports class.

Discussion of the second hypothesis: The development of strength attribute differs between the stages of applying their tests during the application of the program.

In order to verify the validity of the second partial hypothesis of the study, in which we assume that there is a difference in the results of the pre-test and formative for the development of strength for males and females to implement the program. It was found in this axis that there is a positive difference in the results of developing the characteristic of strength between the stages of applying their tests during the implementation of the program from the pre-stage to formative measurement, and this means that there is development and improvement in results.

This dimension of the study achieved an improvement in the level of performance of the study sample when comparing both pre-measures and formative measures, which are called in the second generation as the first situation of integration, which was a relatively large difference between these two measures. This is due to the effectiveness of the motor program applied during the physical education and sports class that is used to develop the characteristic of strength, and this is what is shown in Tables (3, 4, 5, and 6) that represent the different results of the pre-test, formative test and post-test for males and females, on which the test calculation was conducted. Which indicates that the calculated "T" is greater than the scheduled "T", and this indicates that there is a statistical significance in the difference in the results of developing the strength characteristic between the stages of applying their tests during the implementation of the program, in comparison between the pre-test and formative test and the formative and post tests for males and females.

This is what was found in the study of "Masoudi Al-Taher" (2012), in which he indicated that the proposed program greatly contributed to the improvement and development of all components of physical abilities, especially strength. In which the child lives, the playing activity represents one of the learning data or stimuli in the desired environment of the children, which makes them respond to it automatically or voluntarily, and thus the child feels satisfied and happy and accepts the playing activity that has been strengthened "(Sawalha, 2007, pp. 41, 42) From this, it was found that the study sample achieved a great development and improvement in the strength characteristic in comparison between the results of its tests.

Discussion of the third hypothesis: in order to verify the validity of the third partial hypothesis of the study, in which we assume that there is a difference in the results of gaining strength in the different types of semi-sports games for the program implemented and this is shown in Table 7 and Table 8 when applying the program to a semi-sports game which is throwing the medicine ball back weighing 1 kg for males and females, it was found from this axis that there is a positive difference in the results of the pre-test and post-test for a semi-sports game to throw back the medicine ball, and this means that there is development and improvement in gaining strength when implementing the game program.

This dimension achieved an improvement in the level of performance from the study sample when comparing the two measurements before and after the so-called second generation (the second situation of integration, the summative assessment), which made a very big difference between these two measurements,

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and this is due to the effectiveness of the motor program followed and applied during the physical education and sports class in acquiring the characteristic of strength. A test “T” was performed on the sample, which shows that the calculated “T” is greater than the tabular “T” at the level of significance (0.05) For the applied program.

This is what has been confirmed by some studies, including the study of Tazekrat Rabeh (2014), which indicates that the mobility abilities (strength) develop according to the opportunities available to the child to practice different types of playing, as well as according to the spaces allocated for this, and the study of “Habib” (2011), which showed the importance of a teaching method. Students with games contribute to the kinetic creativity of children of the same age, as the program contributed to the academic achievement in order to identify the extent of the development of physical motor skills and physical abilities, including (strength). As Hoffman and Young (1989) indicated that the child's whole interest is focused on playing, where it contains many basic movements, so the teacher should take care of guiding the child to achieve the desired outcomes from this playing (huffam, yaung, 1989, p120)

Based on the results of implementing this program, it was found that semi-sports games during the physical education and sports class are effective for developing the physical characteristics and basic skills of the child, especially at this age.

General conclusion:

In the aim of the research and within the limits of the sample and the statistical treatments of the research data, we were able to reach the following:

Regarding the axes, they achieved good results, as they reached a degree of significance with the implementation of the practical program for semi-sports games during the physical education and sports classes in the development of the acquisition of strength between the pre-test and post-test stages of implementing this program.

If this indicates anything, it is indicative of the effectiveness of physical education and sports classes in semi-sports games and their importance in the child's life because playing is considered a profession for him, which led to the latter's contribution to improving the strength of all kinds among students of this age group (11- 13 years) from the pre- phase compared to the post-program implementation phase.

From this, we can say that the development and acquisition of strength in the first phase of the middle school stage achieves an improvement in the level of performance through the application of the semi-sports program compared to the classic classes. Through the verification of the three partial hypotheses, the general hypothesis which states the extent of the contribution of semi-sports games during the physical education and sports class to acquire some motor abilities among middle school students (11-13 years) has been fulfilled.

9. Conclusion:

Semi-sports games in the physical education and sports class are the key to motor learning, especially in late childhood and early adolescence, and it is the basic building block for the development of strength traits as well as general motor skills. This is achieved if they are used well by teachers with respect to the period of time allocated to it in this phase, knowing that these games do not require many and expensive pedagogical means, and the teacher can prepare these pedagogical methods in the handicrafts class, in order to activate these classes comfortably.

Physical education and sports have many goals that contribute to the child's acquisition of motor experience, and help him participate in movement activities, which increase the efficiency and effectiveness of movement and the mobility level of the child is raised, and it also works to develop the motor, cognitive and emotional aspects, which allow great harmony in his motor performance. What also contributes to the transition from the traditional (classic) classes to the modern active classes full of semi-sports games according to the physical education and sports curriculum, thus satisfying the child's desire to play.

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