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The importance of small sided games for reliving psychological pressure

An analytical study

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ABSTRACT:

This study aimed to know the role played by small sided games in alleviating the psychological pressure in the individual as a complex human phenomenon, analytical descriptive approach was followed since it is the most appropriate to the study subject, the examination of reference and previous studies and opinions of specialists opinions in this field concluded that: Small sided games contribute significantly to alleviate the psychological pressure suffered by the individual, especially in childhood, being the only outlet to which the individual resorts to escape from the pressing problems in various fields.

Keywords: Small sided games, Psychological pressure.

1.Introduction

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Play is an activity practiced by the individual, which contributes to the formation of his personality with all its dimensions and characteristics. It is a behavioral phenomenon that pervades the world of living organisms, and it is not limited to humans only, but is also practiced by animals. Physical, social, moral, cognitive, emotional and linguistic, and it also relieves negative emotions, in addition to being one of the main vocabulary in the world of the child, and it is one of the tools of learning and gaining experience. (وليد أحمد المعدي، 1998، الصفحات 4-5)

In addition to being a necessity of life because it is a recreation for the soul for all ages, as it is the direct result of our feeling of freedom when we are done with serious work and freedom from responsibility, and secretin the inclination to play is the need to feel and feel freedom, which is one of its most important characteristics. (روحية أمين عبد الله، 1985، صفحة 13)

For the child, play is the breath of life, rather it is his life and not just a way to spend time and occupy himself. Playing for the child is like education, exploration, self-expression, recreation and work for adults. (حسن محمد حسان، 1986، صفحة 106)

Small sided games are a set of multi-faceted games played by one or more players, and are divided into homogeneous groups, each group differs from the other. With regard to its educational impact and in relation to the nature of its activity, it was called so because it is simple in terms of the rules, laws and conditions set for it, and in terms of the tools used, as well as its reliance on small yards and narrow limited playgrounds. Individuals of both sexes and in different stages of age and study accept it with all desire, enthusiasm and longing, as it is characterized by the nature of fun, pleasure, entertainment and honest directed competition. (وديع ياسين التكريتي، 2012، صفحة 19)

Playing has a great impact on a person, regardless of the type of work he does and no matter how different the circumstances of this work are At work, school, or even family and social problems and sports pressures during training and competition, and this leads to the generation of psychological stress. Man in general lives and is unique in exciting and pressing situations and events, where economic, social and political developments require him to do so, in addition to the conditions that man is living in at the present time that may not always allow him to obtain psychological balance and self-realization. above its tolerance, which leads to its falling under feelings of psychological stress. (أميمة مغزي، 2018، صفحة 648)

Psychological stress is an individual's awareness of an environmental situation or situations that threaten his needs and his personal entity and impede his psychological compatibility. He must make an effort to protect himself, and such effort is reflected in a person's physical and psychological health. (Cofer, Apply, 1984, p. 20)

Wadih Al-Tikriti says, quoting Charles Bewker, "The increasing pace of modern life can be mitigated by small sided games. One can train to control one's emotional expressions by engaging him in various games. Playgrounds and training halls serve as an excellent laboratory in which one can control in his emotions and poses anxiety and psychological pressures ” (وديع ياسين التكريتي، (136 صفحة، 2012

Small sided games are considered as a means of recreation, as they have been known as a state of psychological comfort that accompanies the individual when he engages in an enjoyable constructive activity, and its purpose is to find psychological balance and nervous calm and to give him the opportunity to get rid of the deposits of psychological pressures that he encountered and accumulated with time and made life not go as it is supposed to go on him.

In an attempt to understand the role that small sided games play in improving and relieving psychological stress, the following question was raised:

Are small sided games important in relieving psychological stress?.

1.1 General hypothesis:

small sided games contribute positively to relieving psychological stress.

1.2 Objectives of the study:

- Knowing the role that small sided games play in relieving psychological stress.
- Developing the individual psychologically and preparing him to face life's difficulties.
- Understand all play theories and their contributions to the psychological aspect of the child.

1.3 Previous and similar studies:

-Soula Tariq study (2018): a doctoral thesis entitled "The effect of using a proposed program with small sided games on developing self-concept and psychological security for fourth and fifth grade children from 9-12 years old"

This study aimed to verify the impact of this program on the development of self-concept and psychological security for primary school children.

The researcher used the experimental method by designing the two groups (control and experimental) on a sample of 64 male and female students from the primary stage, fourth and fifth grades.

The researcher relied on the following tools:

- Sociocultural scale.
- A measure of the child's self-concept.
- Self-safety measure
- small sided games program.

The researcher concluded that the proposed program with small sided games had a positive impact on the development of self-concept and psychological security for children in the primary stage, fourth and fifth grades from 9-12 years, with the presence of statistically significant differences between the control and experimental groups.

-The study of Nabi Muhammad Najeh (2016): Master's dissertation entitled "The effectiveness of applying small sided games in developing some physical and psychological aspects of football players in the middle category 18-19 years".

This study aimed to suggest a method in the style of small sided games to develop some of the physical and psychological characteristics of football players under 20 years of age.

The researcher used the experimental method by designing the two groups on a sample of 24 players from the Mouloudia Youth Team, who were divided into two equal groups, one of them is control and the other is experimental.

The researcher relied on the following tools:

A 16-module small sided games program for 8 weeks.

The researcher concluded that the proposed program of small sided games has a positive effect on the development of some physical and psychological aspects of football players in the middle category 18-19 years, and that there are statistically significant differences between the control and experimental groups in the trait of persistence and the scale of motivation.

2. Theoretical background:

2.1 play:

The relationship between the child and play is a very close. Play is the child's love, sanctuary, world and life. It is one of the strongest tendencies, and the most valuable in social, sports and moral education. It is a natural and spontaneous behavior emanating from the desire of a person or group. Undoubtedly, modern education makes play a means to develop the child's abilities in all areas of life. (مفتي محمد، 2019، صفحة 02)

2.1.1 The nature of the play:

Play is a social phenomenon that has arisen since ancient times, and it is a mean of self-knowledge, amusement and comfort, a mean of physical, social and psychological education, a mean of sport, and an interesting element of people's culture. Play is for the child as a mean of entertainment and learning. (مصطفى السايح محمد، 2007، صفحة 11)

Play is a natural and innate phenomenon with important psychological and social dimensions. Simmel considered it the function of preparing children for the roles of adults, while Weber referred to its spread throughout human history.

From a social perspective, huizinga addressed the concept of play and defined it as one of the types of free activity that is consciously performed outside normal life, as an activity that takes its performance not seriously And daughtrey et lewis points out that play has become a common synonym for movement, and is one of the four basic motives that guide human activity: sex, self, assembly, and play. (مصطفى السايح محمد، 2007، صفحة 12)

Play took a place and a fundamental role in the theories of play in the era of Freud, Piaget and Batson. Play took a central place in children's development, compatibility, perception and dialogical communication. These theories gave its place to play up to the conclusion that play is the most important meaning of human actions, as it is the thing that He creates the world in which people live.

Hans says of play, "I thought to develop a theory about the meaning and value of play, and I expected that after the emergence of the theory, all people would forget the theory of relativity, and these people would be happy to put in place a stable and exemplary system of values that could be destroyed by everything around us. It became clear to me little by little that playing It was the word that brought together all the theories on the basic and subsidiary elements of play". (مصطفى السايح محمد، 2007، صفحة 15)

2.1.2 Children's play:

Undoubtedly, the child spends most of his waking hours playing, and sometimes he may prefer it to sleep and eat, as it is the child's most exercised and moving activity. Through it, the child learns new skills that help him develop his old skills. It is a social workshop in which he tries different social roles, controls emotions, and vents many of the children's fears and anxiety, whether playing alone or with his peers. The absence of this activity in a child is only an indication that this child is unusual. A child who does not play is a sick child. We should know that play is a real self-motivation that the child does not acquire by reinforcing him to others. It expresses an innate tendency in the individual through which the child discovers himself and his abilities, and develops his mental and sensory capabilities. Rather, the child can acquire values, skills and directions necessary for sound social development through play. Therefore, playing is a vital activity practiced by all children of the world. Time is recommended by children to parents, teachers and children, and that playing is a waste of time and a bad investment of time, There is no point in playing other than wasting time. Is this saying correct?. Is playing really fun and a waste of time? Or is it a way to learn?. Does play serve all kinds of growth in the child? . These and other questions are answered in this topic. (مصطفى السايح محمد، 2007، الصفحات 15-16)

2.1.3 The importance of playing in diagnosing disorders and in psychotherapy:

- The psychologically disturbed child exhibits abnormal behavior in play.
- It is a means of communicating with the child and provoking the symbolic expression of his experiences.
- Drops his emotions towards adults.
- Desires, fears and problems can be discovered more in team play.
- It is a means of emotional venting of motives, desires and frustration. It is a means of removing feelings of anger and aggression into alternatives, while expressing them symbolically.
- Reducing feelings of fear and aggressive tendencies, and making it clear that they are not as dangerous as he thinks them to be in his imagination and delusion.
- He learns to express his fear and anger realistically.
- Discovering hidden abilities and talents, which increases his knowledge and confidence in himself.
- Gives him preventive experiences (birth of a new child).

- A substitute for what he cannot do in real life. (آدم، حاتم محمد، 2003)

2.1.4 Features of playing:

If we test the characteristics that are usually available in play and distinguish it from other aspects of activity, it becomes clear to us that play is not a self-contained behavior or a specific energy that has a special pattern that distinguishes it from others, so that every action is characterized to a more or less degree close to this goal, and in other words we can say that play is an end in itself, while every other aspect of activity, such as serious work, requires the presence of another goal that the activity does not contain in itself. Gameplay it lacks some accuracy. (مصطفى السايح محمد، 2007، صفحة 17)

2.1.5 The importance of playing:

- Playing is a natural activity that prompts individuals to engage in it.
- Playing is a natural activity that pushes the individual to achieve for himself the pleasure of play, fun and pleasure.
- Playing is a natural activity through which the individual expresses himself.
- Playing is a natural activity that pushes individuals to engage in motor activities.
- Play creates in individuals a feeling of pleasure, accompanied by interest in and dedication to the work assigned to it.
- Natural play satisfies the primary needs of individuals for different experiences and similar situations.
- Playing is a natural activity through which individuals can exhaust excess energy
- Playing is a natural activity through which the individual acquires the characteristics of a good personality.
- Well-organized play helps develop a healthy doll's body as well as improve health.
- Structured play helps mental development and provides an opportunity to build social relationships. (مصطفى السايح محمد، 2007، صفحة 22)

2.1.6 Play theories:

Play is a psychological vision. Psychologists have studied play and tried to find an explanation for it. They created several theories, the most prominent of which were the following:

A- Psychoanalytic Theory: Freud explains play according to the principle of pleasure and pain.

He argues that the child tends in his play to interfere with others to spoil his pleasure, and Adler sees in children's play a woman of childhood needs that can be satisfied through physical activity, and accordingly, children's play has the satisfaction of their needs and compensation for what they fail to achieve in reality. (العطار، محمد محمود، 2003)

B- Cognitive mental theory: Piaget considered play as a measure of cognitive mental development and defined it as a purely assimilating behavior, meaning: it is an application of old plans to new topics. The stage he is going through, but also contributes to the development of his cognitive abilities. Piaget divided play according to the stages of cognitive development into three basic stages:

- The stage of training play: It corresponds to the sensorimotor stage.
- The symbolic play stage: It corresponds to the pre-operational stage.
- The stage of playing according to the rules: It corresponds to the stage of visual or tangible operations.
- Piaget views play as a prevalent activity in every child's life and as a childlike alternative to mature thinking. (سهير محمد سلامة شاش، 2001)

Vygotsky described play as the child's creation of an imaginary situation that arises from social pressures. He also believes that play is a force that drives the development of the child in all aspects, and that imagination represents the essence of the types of play, including games with rules that represent implicit imagination during its practice, and he believes that playing gives the child an opportunity for abstract thinking. (سهير محمد سلامة شاش، 2001)

C- The Behavioral Theory: The behavioral theory in explaining play emerged from the works of Skinner, Thorndike, Hal Hull, Bandura, Dollard & Miller, and their interests focused on the role that the environment plays in shaping the child's play. To the availability of the appropriate place and time for the child to practice the types of play.

Play is subject to the same basic rules of learning, including:

Motivation: The behaviorists consider the fulfillment of physical needs to be the strong and basic motive behind play, and that the vital activity in play is a response to this impulse.

Reinforcement: children's behavior in play tends to be repeated thanks to the reinforcement they receive. If the behavior is sufficient, the child will tend to repeat it, and if it is ignored or punished, it is likely to be less frequent
Simulation: Dollard & Miller, Bandura, pointed out the importance of imitation

in acquiring different behaviors, and the child continues to simulate to the extent that he stops when he learns or becomes able to translate the model he imitates. It is directly beneficial as the child uses it to store and represent impressions or alleviate anxiety, or it is more beneficial to his group in purifying its rulings and beliefs. (سهيير محمد سلامة شاش، 2001)

D- The theory of recreation and recreation: It is considered one of the oldest theories that dealt with playing, and its owners, led by the German philosopher Lazarus, believe that the main function of playing is to relieve muscles and nerves from the troubles of work. Playing provides an opportunity to rest the stressful positions.

This theory also sees playing as a means of restoring mental activity and keeping away from life's concerns through entertainment and sports, and a means of recreation after work. (الزغبي، أحمد محمود ، 1997)

E- Theory of excess energy: This theory is attributed to Frederick F. Shelar and Herbert H. Spencer, and indicates that the function of play is to get rid of excess energy in the child. Purposeful for excess energy, and this excess activity energy can be used in useful work by converting it from purposeless venting to purposeful venting. This theory can also be used to help highly active children unload their energies through practicing activities intended for them. (سهيير محمد سلامة شاش، 2001)

F- The summary theory: This theory was presented by Stanley Hall, who sees that play is a summary of the different kinds of activities that the human race has gone through over the centuries and successive generations, and that every child summarizes the history of the human race in his play. , or he does arrests and hunting, but he summarizes in his playing the civil roles that he passed, and therefore the skills learned by one generation will present them to the next generation who can add to them. (العتار، محمد محمود، 2003)

G- Social Communication Theory: According to this theory, the child imitates social behavioral patterns, where the boy imitates his father, as well as men in their behavior and work, and the girl imitates her mother and other women in their behavior and actions. Their parents and grandparents, as they imitate the social customs prevailing in society, such as the habits of food, generosity, manner of address and other things that are prevalent in their society. (الزغبي، أحمد محمود ، 1997)

H- The theory of preparation for work or life: This theory, which is sometimes referred to as the instinctive theory, dates back to karl gross. The

constant movement of the hand, legs, fingers, body and others aimed at controlling the organs of the body and employing them in the future, and that young children's games are nothing more than an imitation of adult roles and preparation for them. Managing the household, raising children and motherhood, playing boys and girls in home construction, and playing the roles of husband and wife are all instinctive preparation for married life and its responsibilities. (العتار، محمد محمود، 2003)

2.1.7 commenting on the explanatory theories of play:

Each of the previous theories relates to a group of problems about play that differ slightly from each other, Freud's theory means the relationship between imaginative and emotional play, while piaget deals with play as a manifestation of mental development, and we find ethnologists interested in the evolution and the biological and causal significance of this seemingly aimless behavior it is not related to anything, while we find that learning theorists would not have been interested in playing only because it involves learning and a selective response to stimulation, and it is noted that questions that revolve around emotional arousal, cognition, learning and biological views are no longer isolated from each other, and it is now possible to link some topics which used to look completely different, but that doesn't mean that the same set of circumstances necessarily apply to every case of play. (سوزانا ميلر، 1987)

2.2 small sided games (mini games):

Small sided games are thought to be an effective educational tool for motivating learners to achieve their goals because they satisfy the individual's need for self-realization and demonstrate his presence in the middle of the group with which you work. In addition the need for love, feeling, and belonging is an important educational means for the child in satisfying the need for understanding and knowledge, which manifests itself in the desire to reveal and know the facts of things and curiosity. Analyze, organize, link, and discover relationships between objects. (سمية عولمي، زقورور شيماء، 2019، صفحة 31)

2.2.1 The nature of small sided games:

They are games that include walking, running, ball games, athletics, flexibility, and the possibility to play these games in all circumstances and on any playground and to perform them with or without tools and in easy and changing conditions. Individuals and groups, and play and implement in an easy and simple way, as they are not subject to specific rules and laws. (أحمد قباقي، مهند العواج، 2019، صفحة 08)

Both karroum hussein and gul hisham, quoting hanafi mahmoud mukhtar, say that these are exercises that are beloved to the hearts of the players and that are carried out on narrow spaces and with a certain number of players. (كروم حسين، غول هشام، 2014، صفحة 33)

Hadjab issam adds, quoting hammad mufti ibrahim, that any learner can achieve success in the practiced activity through small sided games, which increases his enthusiasm and inclination towards practice, thus increasing his skill and physical level. (حجاب عصام، 2019، صفحة 47)

Small sided games are one of the means of preparing the youth well, as they contain the elements of physical fitness, which are strength, speed, agility, flexibility, endurance, balance, because they contain games that test the player's ability to master the basic principles of small sided games. (زكية ابراهيم كمال، مصطفى السايح، 2008، صفحة 27)

2.2.2 Why small sided games are important?

The importance of small sided games in general, leads to raising individuals mentally, physically and healthily in order to avoid psychological disturbances and social pressures accompanying our daily life and to form the personality of a useful and productive human being in a manner that suits the changes of contemporary society in all its forms, whether through small or large games. Therefore, we have multiple aspects of this importance, and from These aspects in which the great importance of these games emerged as follows:

- In its many and interesting forms that bring happiness and pleasure and motivate physical activity among participants, practitioners, and even viewers.
- Do not be bound by fixed conditions or laws, its forms of play are free and can be changed according to the available capabilities and according to age and gender.
- It is characterized by flexibility, as it suits all members of society, starting from schools to universities , and from popular camps and residential areas to sports clubs and high-level teams.
- It is also manifested in emphasizing good behavioral qualities and distinguishing mathematical manners such as honesty, sincerity, love of order, team cooperation, boldness, courage, and other qualities that educate the good individual and the successful athlete

- Games focus on improving the functional capability of the body's organic organs, such as the nervous, respiratory, and circulatory systems, as well as height and skill acquisition. (أحمد قباقي، مهند العواج، 2019)

2.2.3 Features of small sided games:

- The small sided games are characterized by a large number of types, which makes the opportunity to choose from among them what suits the preferences of individuals.
- It is suitable for all ages and abilities of both sexes, so each individual can choose what suits his age, gender and ability.
- It can be performed in any area of the land, no matter how small.
- It is not subject to recognized laws, and it can be agreed to set general rules and laws for the game.
- Its exercise does not require any high physical and mental ability.
- Wide scope for determining activity, feeling happy and relaxing.
- small sided games competitions are characterized by enthusiasm and a spirit of competition in the hearts of students, which have a great role in developing the power of observation, speed of response , and vigilance.
- An appropriate opportunity to give them the right to exercise autonomy, to rule themselves.
- It prepares children for big games.
- Develop team spirit and cooperation, as in team games.
- It has no sporting bodies to supervise it. Exercise with or without tools. (حسن السيد أبو عبده، 2002، صفحة 156)

2.2.4 Characteristics of small sided games:

- It is not required to play it in accordance with recognized international rules and laws, as the playing time, number of players, space, size and place of play, or specifications of the tools used are not linked to any international requirements or rules.
- Ease of expressing the rules and laws of the game in proportion to the circumstances and occasions or in line with the attempt to achieve some specific recreational goals, and in many cases players can specify or choose the laws that they wish to apply during play.
- When practicing it, it does not require recognized laws and rules and is not linked to a specific time or space for playing.

- It is easy to change the rules and conditions of the game in a way that suits the natural conditions and material capabilities, and in proportion to achieving the specific educational and educational goals and objectives.
- No movement skills or fixed plans required for each game.
- They are not subject to the accepted methods of organizing races that receive other sports.
- It occupies a small area of land and uses simple tools.
- It takes a short time to set up and perform.
- Small group or few individuals can participate in the game. (دراجي عباس، 2021)

2.3 psychological pressure:

In the past two decades, the research on psychological pressure has made great progress. Its physiological, cognitive, motivational and behavioral effects have been recognized. In addition, our understanding of the biological, psychological, and social channels through which stress affects bodily functions and makes it more susceptible to disease has increased. The debate over whether the stress is actually external or in our heads has also been settled. On the one hand, stress comes from a psychological evaluation of an event or situation. On the other hand, some events and situations are more stressful, such as uncontrollable unexpected or negative or ambiguous events and situations. (شيلي، تايلور، 2013)

2.3.1 The concept of psychological pressure:

Stress is defined as a relationship between individuals and the environment and threatens their psychological happiness beyond these capabilities and capacity. (حسن، هدى جعفر، 2006)

‘Stress is a state in which a remarkable contradiction appears between the requirements that the Agency must perform and its capacity for response. (جميل، سمية طه، 1998)

Seely, indicated that stress is a group of symptoms that coincide with exposure to a stressful situation, which is a non-specific response of the body towards Environmental requirements, such as a change in the family, loss of

(الرواشدة، . that put the individual under psychological stress . شهر يار، 2006)

Psychological stress is defined as an adaptive response caused by individual differences among individuals to which psychological processes contribute. It is caused by any environmental event, situation or event and requires additional mental and physical effort from the individual. These conditions are called stress and psychological stress is defined as a feeling state of pain and discomfort in which many factors are involved in its formation, including : psychological, social and biological accumulated such as increased secretion of adrenaline, feeling frustrated in front of an inevitable critical situation, or lack of understanding on the part of parents. and friends or teachers . (طنجور، اسماعيل محمد، 2001)

Also, psychological stress is a state of tension arising from requirements or changes that require a kind of re-compatibility in the individual, which results in physical and psychological effects . (الرواشدة، شهر يار، 2006)

Psychological stress is the body's attempt to naturally defend itself. This natural ability is useful in emergency situations, such as moving away from a speeding car, but it can cause physical symptoms if it continues for a long time, such as responding to the challenges and changes of daily life. (ماجدة بهاء الدين، 2008، صفحة 21)

2.3.2 Types of psychological pressure:

Researchers differed in defining the types of psychological stress, according to the criteria they use in classifying it. (Seely, 1980) classified psychological stress into three types:

- **Bad pressure:** which places excessive demands on the individual, and it is called Distress.
- **Good pressure:** that has requirements for readjustment, such as childbirth, travel, or athletic competition.
- **Under pressure:** happens when a person feels bored, lack of challenge, and excitement. Seely sees that the person during his life must suffer the three types of psychological pressure . (فايزة غازي، 2014، صفحة 18)

Moor classified the psychological pressure to three sorts:

- The pressure caused from normal pressures like when he is Enable to satisfy his desires or enable to dissolve his daily problem.
- Pressure of life crises : which are caused by the severe illnesses that the person could not face them, or losing someone like death.
- Lazarus gave another types of human's reactions and he classified them to four sorts .
- Reaction of behaviorism: Increased muscle tension, verbal disturbances, and changes in facial expressions.
- Cognitive Abilities Change: Stress causes weakness or an increase in cognitive abilities.
- Emotional reactions: anxiety, guiltiness, depression. (فايزة غازي، 2014، صفحة 19)

2.3.3 Theories of psychological pressure:

There are three trends, which are:

- The first direction: pressure may be exciting, and that this stimulus may be internal, like conflicts, and may be external from the surrounding environment.
- The second direction: is a response to threatening events that come from the environment.
- The third direction: the interactive trend, which is the interaction of the individual with his environment . (ماجدة بهاء الدين، 2008)

Among the most prominent advocates of the first trend are Holmes and Rahe, who set out to identify stressful life events, and prepared as a result a measure to measure the impact of stressful life events on individuals, and scholars of this trend have distinguished two types of pressure sources .

Pleasant sources of pressure: It is considered a health pressure, which leads to an improvement in the quality of life, such as the burden of a new position or promotion to a higher degree in rank The hardship caused by the disease, such as the death of a loved one or the infection of the disease. (مجيد، سوسن، 2012)

Is one of the theories that prove the second trend.

A- Hans Seeley's theory: Hans Seeley, by virtue of his specialization as a physician, was influenced by the physiological interpretation of stress, and as a result of his experiments on wild animals, he found that pressure is an dependent variable in response to a stressful factor and life. (Larkin,K, 2005)

Selye identified three stages of defense against stress, and he believes that these stages represent the stages of general adaptation, namely:

- Alarm stage: in which the body shows changes and responses when the individual is exposed to a stressor, and as a result of these changes, the body's resistance decreases, and death may occur when Exhaust the resistance of the body and the compressor is severe.

- Resistance stage: It occurs when exposure to the stressor goes hand in hand with adaptation, so the changes that appeared on the body in the first stage disappear, and changes that indicate adaptation disappear.

- Stress stage: It is a stage after resistance, in which the body has adapted, but the necessary energy will be exhausted, and if the defensive responses are

Severe and persistent for a long time may result in adaptation diseases such as despair, frustration and introversion. (عثمان، فاروق، 2001)

B- Spelberger theory: He sees that pressure has an important role in provoking differences at the level of motives, each according to his awareness of pressure, and his theory is united in three axes: pressure, anxiety and learning, and in light of these axes, the content of the theory determines the following: Identifying the nature of Stress in different situations Measuring the level of anxiety that results from stress Measuring individual differences in the level of anxiety Providing appropriate behavior to overcome anxiety Determining the level of response Measuring the intelligence of individuals on whom learning programs are conducted and knowing their ability to learn and focus This theory is based on the situations related to the stressful situation and the individual's perception, and hence the intensity of the reaction is related to the intensity of the stimulus and the extent of the individual's awareness of it. (النعاس، عمر، 2008)

C- Folkman & Lazarus theory: The environment affects the person and the person, in turn, affects the environment in a reciprocal manner, and there are three components of pressure according to this theory: the stressful or demanding situation, the cognitive assessment of the situation, and the perceived resources of the individual in the face of demands.

- When environmental demands increase the individual's ability to cope, the researchers believe that the methods of coping with pressures are determined by an assessment The person, in turn, affects the environment in a reciprocal manner. According to this theory, there are three components of pressure: the stressful situation or demands, the cognitive assessment of the situation, and the

perceived resources of the individual in the face of demands, as pressures occur when environmental demands increase the individual's ability to cope.

- When an individual is confronted and assessed as harmful or threatening and challenging his compatibility, this is where pressure arises, and the researchers believe that the interpretation of the stressful event focuses on two basic processes:

primary evaluation and secondary evaluation, The initial evaluation refers to the process of the individual's evaluation of the situation and the way he perceives it. Is the situation dangerous and threatening to the individual or not, and the initial evaluation process is affected by the individual's personal factors such as beliefs and situational factors, and includes the nature of the stressful situation, while the secondary evaluation process refers to the evaluation of what the individual possesses from the sources of dealing with the event The stressor, that is, the options available to the individual that are effective in dealing with the stressful event. As for the sources of confrontation, they are divided into two types: Personal sources: related to the personality characteristics and cognitive characteristics of the individual.

- Environmental sources: They are related to the aspects of the social and physical environment . (الغريز، أحمد أبو سعد، 2009)

D- The theory of compatibility between the individual and the environment:

This theory considers that stress is the result of an imbalance between the individual and the environment in which he is found; That is, pressures result from poor compatibility between the individual and the environment, and poor compatibility or good compatibility results from two main aspects: the extent of compatibility between the individual's abilities and his personal skills. The demands at hand, with and to the extent of the actual needs and expectations of the individual. Actual and expectations that aspired to the individual. (النعاس، عمر، 2008)

E- Cognitive theory and its interpretation of psychological pressures:

Beck focused on three levels of knowledge, the first level includes automatic thoughts and is called internal dialogue or self-talk, and if these thoughts are negative, they are stressful, while at the second level come the processes Cognitive includes how the individual interacts with the stimulus, that is, the methods of presenting and organizing information about the environment and self, the method of forecasting and evaluating future events, and the third level refers to the cognitive structures or schemas, which are knowledge and experiences

acquired by the individual during his development, and this knowledge is stored in the form of fixed mental formulas. They are called schemas, and if these schemas are frustrating, they create negative thoughts that come unnoticed by the individual's mind, and lead to an adverse effect on his performance. We cannot understand people's reactions to events and the stresses they experience unless you understand the way they think. The experience does not explain itself, according to Beck's approach and cognitive theory. Even if an individual's attitude changes or is transformed as a result of a different life experience, a single stressful scenario might be passed from one person to another. (عطية محمود، 2010)

2.3.4 Psychological pressures in women :

Women, in particular, are subjected to more psychological stress as a result of the responsibilities they play .

The woman is the primary caregiver for her household, and if she spends a number of hours away from home, this places a great deal of psychological and nervous strain on her shoulders. (نوتس كويك، 2003)

Family pressures are one of the many pressures that women face, they arise as a result of parents sharing their experiences with their children, causing the anxiety and psychological pain.

The (P-C-R) theory, which claimed that parental stress may be traced back to three elements, including parenting traits, children's actions, and the nature of the relationship between parents and children, was one of the hypotheses that described parental stress. (Deater-Deckard, K, 2004)

2.3.5 Symptoms of psychological pressure:

Psychological stress manifests itself through several symptoms, including:

- Physical symptoms: In a normal stress reaction, the heart beats hard and fast, convulsive Muscles, rapid breathing, a dry throat, sweating, and a feeling of upset stomach.
- Mental symptoms: difficulty concentrating.
- Emotional symptoms: It is common for people under stress, anxiety, tension, irritability, irritability, restlessness or excitement, and on the other hand, some individuals may feel good, surrounding, sad or depressed.

- Behavioral symptoms: When the individual feels pressure, he tries to get rid of it by doing behaviors, such as: rocking the knee, biting nails, forcing eating, smoking, talking loudly, blaming others. (بيرغ ناتالي، 2004)

2.3.6 Psychological pressure in the athlete:

On the sports field, an athlete or sports coach encounters many stressful stimuli due to the various demands that must be met. Such as: achievement, learning and acquiring skills, emotional control, good interaction with others, all related to fear of failure or failure, anxiety, tension, The excitement associated with sports competitions and other factors that contribute to the level of stress in athletes and sports coaches, to clarify this, we mention that when an athlete is in a situation or situation, such as that of a sports competition, he knows he is in What to do, if he realizes what is being asked of him more than what is being asked of him, he will compare what is being asked of him and what he can actually do. If he realizes that the demands placed on him exceed his ability and preparation, then in such a situation, the player or coach will feel the pressure and he will feel all the more the importance of the consequences of his inability to do anything. (صالح محمد الزعبي، 2011، صفحة 149)

Sports teams are often stressed by games for immediate and cumulative reasons The level of psychological stress and tolerance varies by method of coaching with regard to the experiences of athletes and those who have participated in previous games use. To the extent of the player's individual and collective mental readiness and his personal experience dealing with these pressures. (رمضان حسني ياسين، 2008)

3. Analysis of the results:

To answer the general hypothesis: small sided games help relieve psychological stress. Play is a means of promoting the development of an individual's personality psychologically, physically and socially. Play is one of the important aspects that has a social impact on an individual's life and can be considered as part of public education because of its importance to physical and mental health, its role in developing young people.

Some recent scientific researches revealed that inactive child becomes un inactive adult.(Raita Kari 1994), Neglecting playing especially in the childhood phase leads to the appearance of a lazy and inactive generation that will make a burden to the society. Some other researchers found that practicing sports

sessions in schools increases the average of students' activity in to upcoming phases of their growth. (Semon , Morton, 1994) (Sullies 1997)

Psychologically; playing increases individuals' self-confidence and decreases anxiety and depression. (Dimash and Morton1995) ,We cannot deny the fact that playing makes individuals more responsible, brave persistence.....etc. Some researches in the UK prove that sports science's students excel with 5% more than the other primary and secondary school children. Other researches improve that the number of absences is lower in sports school more than the other schools. (سامي عبد القادر، 2008، صفحة 05)

There is no doubt that mental oppression has serious drawbacks on individuals' physical and mental health as it differs from one person to another in the educational area. The middle schooling phase is an important phase in children's schooling life, in which most learners spend their time to get ready to move to the next educational level, In addition, adolescence affects negatively their psychotically health which leads to anxiety and depression. This fact can make a negative influence on students from many sides in their lives; there are different researchers to reveal the differences between girls and boys concerning the level of anxiety and depression. Robbins and Tanik in 1979 made an experiment on university students to detect their reaction on academic oppressions that reveals that girls are more likely to get affected by depression and psychological problems more than boys. (جمعة سيد يوسف، 2001)

Following the resulting symptoms from the psychological problems that is spreading in the educational era that most of adolescents are suffering from inside and outside the school like depression, burden, laziness, isolation, anxiety and stress in the middle school phase especially schools that do not include sports and entertainment activities. This fact leads to a terrible results and psychological problems during their schooling.

small sided games are considered as the principal unit and the base of the normal personality's growth. They are considered also as the small unit in the educational sports program. It is an important item in achieving inclusive growth from all sides: physical, cognitive, psychological, or social. It contributes in a positive way also in educating the learner and investing his free time in which he learns new skills and physical activities that suites his desire and abilities. That is why small sided games are important in preparing adolescents a full preparation from many sides. (سامي عبد القادر، 2008، صفحة 06)

Even the Mental health trended to emphasize the value of interaction between children and adults, in which the child solves some of his problems through playing. In the end we want to find ton what extend the understanding of this activity helps the researcher to arrive to how the child treat himself. The activity of playing generally has a significance and value among the depressed children or those who are suffering from the neglect , the bad treatment or the cruelty.

Drinking alcohol, the long absence in the military service, or mothers work are some aspects that oblige children to play so that they escape from the bad reality so they find that playing is the only thing that helps them to enjoy. This decreases their level of anxiety especially if their teachers know about their situations and bring them some games and encourage them to play. (وديع ياسين التكريتي، 2012، صفحة 137)

4. Conclusion:

We can summaries the importance of playing using small sided games to develop the individual from the psychological side as:

- Develop the control over a variety of voluntary body movements.
- Develop resourcefulness and the ability to react quickly and accurately when people are subjected to psychological stress
- it gives the individual several chances to have the ability to express and develop the control in his reactions in the critical situations
- it develop the speed of reception, understanding and taking appropriate situations against different factors.
- Feeling satisfied due to the muscular activity used.
- Contribute to the development of the individual's tendency towards healthy recreation activities to get rid of mental stress that results from life's oppression.
- Healthy expression of human conflicts towards work, as many personality abnormalities and many anti-social behavior may appear
- Allows individuals to train in proper leadership and subordination positions also cooperation and fair competition. (وديع ياسين التكريتي، 2012، الصفحات 139-140)

5. Study recommendations and suggestions:

- The necessity of using small sided games because of their positive impact on improving the individual's mood.

- Attention to the initial formation because a building cannot stand for a long time unless its base is solid.
- Adopting the results of this study as a starting point for further studies
- Try to use these theories of play and psychological stress and apply them in daily life.
- We can depend on small sided games as tool to decrease the level of stress and improve the individual from the psychological side as an alternative to psychiatrists.

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The importance of small sided games in reliving psychological pressure

An analytical study

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