El mohtaref journal of sports Science.Social And Human Science *vol (09) N° (03) (2022)* **p563–534**

Search information

Received 29/03/2022
Accepted:18/06/2022

Printed ISSN: 2352-989X
Online ISSN: 2602-6856

Adapted physical education AND SPORTS for visually impaired children in pedagogical medical centers. A field study at the Blind Youth Center Achour-Algeria.

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ABSTRACT

THE Goal and The object of the study The sports education adapted visually handicapped children in educational medical centers.

The aim of this study is to know the role of sports education in order to achieve social and psychological adaptation.for visually handicapped children 09 years in center of the disabled which is;commune El Achour (Algiers).

The Review of the study consists of uniquante (5o) students. 25 Students who do not practice sports and sports education and 25 Students who do practice sports and sports education.The research level:At The Adaptation behavior.

-At The level of social adjustment School.AND we say that the researcher concluded know the important role of sports education adapted carry Adaptation for visually impaired children from the comparison between a group who plays sports and does practice ever.

Key words: Physical education and sports- Visual impairment- Social adaptation.

INTRODUCTION

Now people's life has extremely changed all around the world owing to the novel corona-virus epidemic. As a result, education has become online because of COVID19. In Algeria, higher education has changed rapidly to the worst way with the appearance of covid-19 pandemic. Online learning and teaching have become more difficult for both teachers and students because it was very hard to adjust after the traditional learning environment. They were unable to adapt the new learning environment especially during the sudden change of Covid-19 pandemic because the lack of tools and materials needed. Furthermore, Algerian teachers face numerous challenges, including internet access and student motivation, a dilemma like this may have a negative impact on the students, for example rejecting their studies(Li & Lalani, 2020,p25). However, this pandemic forced schools and universities to be closed thus the use of technology is promoted and online courses are created and planned with a variety of instruments and platforms (Dignan, 2020,p12). Additionally, online education was very important for them because both learners and instructors need to enhance their lives and understand the world around them. Thus, the study addressed the following research questions:

1. What are the advantages and disadvantages of online learning and teaching translation?

2. What challenges do teachers and students at TMU encounter during online translation classes? And how these problems can be overcome for effective teaching and learning during pandemic?

3. Is e-interpreting as effective as face-to-face interpreting?

The objective of this study is to investigate the advantages and disadvantages of online learning / teaching translation and interpreting, the problems of online classes during pandemic emergency, to evaluate the online classes at Tahri Mohammed University and to show educational software/applications to ease and spice up online classes of translation and how the COVID-19 pandemic has forced education systems to find alternatives to face-to-face instruction.

The result is teaching / learning translation/interpreting online with the use of the net can facilitate learning for students and teaching in distance for instructors. However, students prefer the traditional method, because they faced problems such as lack of internet, technical problems, and the materials needed.

1. Literature Review

Due to the global crisis of the coronavirus pandemic , many countries close schools, affecting millions of students (UNESCO, 2020,p5). In March 2020, Algeria started the shift from in-person to distance learning. Within one week of the country's first confirmed coronavirus case, the Algerian Ministry of Education (MoE) moved to an online environment, with nationwide distance learning beginning the day after universities closed. Due to this emergency-characterized change, it is essential to move to online learning/teaching translation at TMU. Many lectures were delivering and conceptualized by teachers with different instruments for example, Moodle, Zoom, Facebook, YouTube, Skype, etc. Teachers started communicating with students for better guidance. In this context, Radcliffe (2020,p112) said that launching online classes is very important during the pandemic, and it is essential to record these classes for future consumption. Some of the practical methods and techniques of online teaching within the international crisis provide ensuring digital equity, training, as well explanation, and taking time to prepare and build a regular schedule, and the most essential factor is selecting the right instruments (Snelling and Fingal, 2020,p15). Therefore, TM University of Bechar has shifted to the Moodle-based online learning Platform where teachers deliver curricula, courses, lectures, and activities. Nevertheless, teachers and students were dissatisfied with this new platform because they faced many technical problems. While implementing this rapid virtualization process, students have crashed into many tedious challenges and benefits as it is explained below:

2.1 Advantages and Disadvantages of Learning / Teaching Online

Online learning provides opportunities to access and share information easily. With virtual classes, students can work at their own place and pace and participate appropriately online and meet deadlines, they are fine with less intensity. Additionally, it provides time and space, as well as effectiveness and flexibility. Learners can engage in active and innovative learning with collaboration with other education providers. It costs a lot of money to attend classes physically like to pay for residence, transportation, cafeteria snacks and meals and many other expenses.

As long as they are online attending is as simple as opening up their computer, smartphone or tablet especially during hard conditions when students

cannot come to class like flood, snowfall, heavy rains, conflicts, strikes. Through online learning, students can offer globally recognized levels without having to attend classes because it helps students to learn wherever that has internet connectivity, it can help students to learn in a diverse and fragmented higher education environment where students deal with busy lives, and they are frequently under pressure to work while learning (Shirley Bach. 2007,p50). They improve self-discipline, which works at other areas of life such as fitness, profession and even relationships. Furthermore, students can easily contact their educators during and after the class via email and other online academic platforms and they actually can have more of their instructor's attention. In virtual classes, students can watch the recorded class later again. Virtual classes will force to learn to navigate the lectures, download materials, communicate well digitally .Nevertheless, still there are some students who are comfortable with and believe only the traditional classroom.

However, being effective in delivering the course, replying to student emails, and getting used to online tools and infrastructure are all challenges that an online instructor faces. In addition to that online teaching and learning systems have not been able to convey instructor-student interactions; online learners face challenges such as the requirement of self-directed learning and self-discipline, both of this can affect success or failure. Krus said that, learners miss communication channels such as facial expression and peer-to-peer learning that is commonly taken free in the traditional classroom. Stelzer and vogelzangs added that when students are sitting alone in front of a laptop, they are more susceptible to distraction, and that if the online course material is interesting and provides enough engagement, the learner will become confused and may even quit. Another disadvantage is that online courses cannot handle thousands of students attempting to participate in discussions. Furthermore, if you are studying a discipline that requires practice, online learning is sometimes challenging.

The conclusion is that online learning and teaching should be viewing as a supplement and enhancement of traditional learning and teaching methods and the best online course cannot completely replace face-to-face interaction with a teacher or the interpersonal connections that form in a group. After analyzing the students' feedback in the interview, and exploring textual resources, some possible solutions to the online EFL class problems are found which can be helpful for both students and teachers which are using facebook, emails, and WhatsApp applications instead of moodle in this serious period in order to finish the academic year 2019/2020.

2. Methodology

This study focuses on 3rd year learners of English at Tahri Muhammed University. A questionnaire is given to them to collect data and some exercises in translation and interpreting. The questionnaire was given to students during the academic year 2019-2020 to provide information about their abilities and opinions about the online learning of translation during pandemic of corona virus (Covid-19) .

2.1 Participants

The target students of this study were third year students at English department at Tahri Mohamend University of Bechar. All students were chosen randomly to complete a questionnaire to see their experiences, practices, attitudes and opinions about the impact of online teaching and learning translation during the COVID19 pandemic. They were 80 students.

2.2 Instruments used in this study were a student's questionnaire after doing some exercises. The questionnaire was given to 3rd years students during the academic year 2019-2020 to provide information about their abilities and opinions about the online learning during pandemic of corona virus (Covid-19).

3. Procedure of Data Analysis:

Teacher of translation asked students to get the lectures from the e-learning platform of their university or from their Fb as they always did even before the pandemic. Then, students are asked to do the exercise of interpretation. The table below will present the descriptive analysis of using e-learning platforms and online learning via moodle by students of 3rd year:

Table 1: Online tools used by students

Items	Students	Percentage
E- learning platform of Tahri Med University of Bechar: How many times have you downloaded lectures from MOODLE?	No students access to the E-learning platform although the lectures of translation were not recorded but were documents.	00%
How many times have you downloaded lectures	All the students get the lectures from their fb and	-50% recorded the interpretation and send it

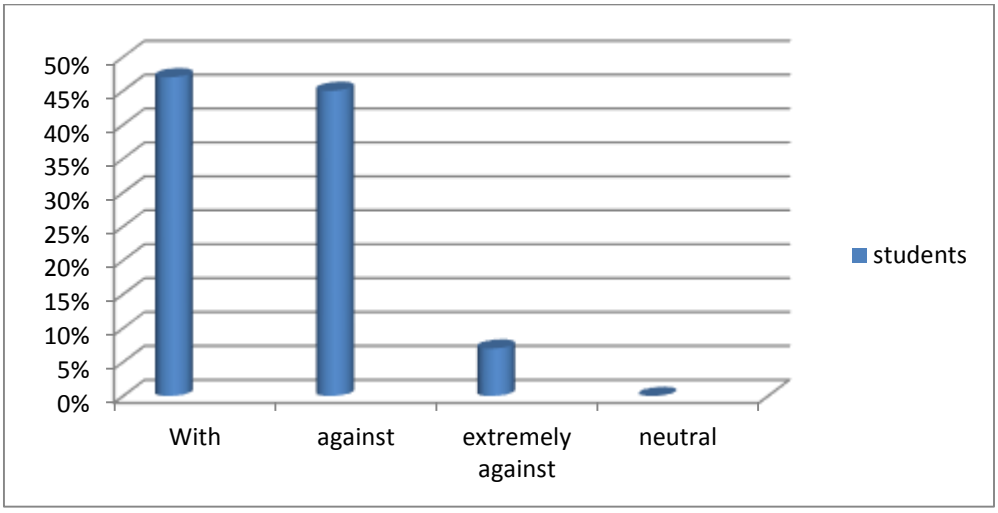
from facebook ?	their E-mails.	to their teachers through her email. -50% presented them in classroom.

Source: Guessabi, 2021, 1

From the table it is noticed that students cannot access to the platform and they prefer to download the lectures from their Fb.

Before the interpretation of the videos from English to Arabic, the students were asked some questions about the online learning, the challenges and the advantages of learning translation online.

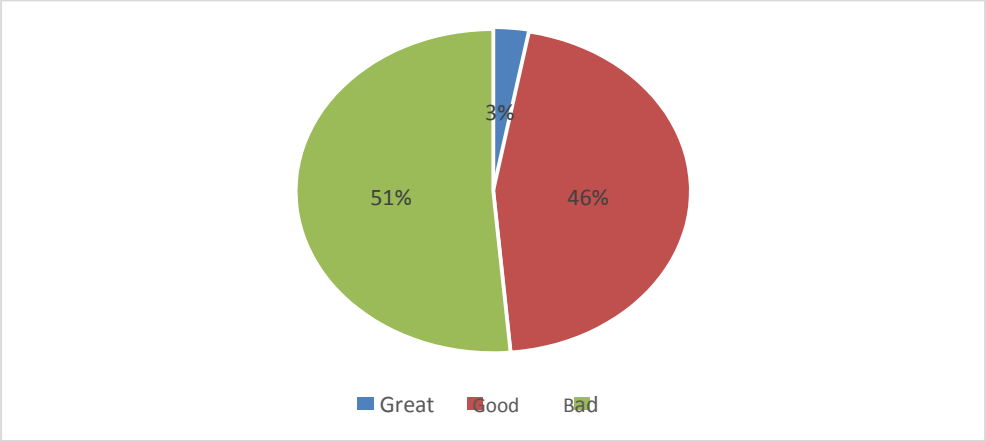
Fig.1. MOODLE is helpful and suitable pedagogical tool.



Source: Guessabi, 2021, 1

As it is shown above, 47% of participants are with studying online via moodle platform, 45% were against learning online, whereas 8% of students were extremely against studying online.

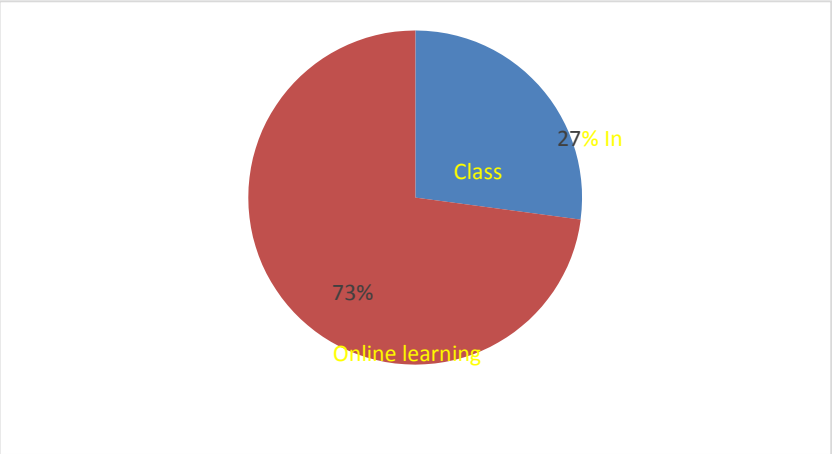
Fig.02: Studying during the quarantine



Source: Guessabi, 2021, 1

Regarding the student's answer 3% of participants said "it was great" during the quarantine, and 46% said that it was "good", while the others 51% states that it was "bad" experience.

Fig.03: Student's Opinion about Online Learning and face-to-faceLearning.



Source: Guessabi, 2021, 1

After the interpretation of the videos from English to Arabic online, students were asked some questions about the challenges and the advantages of learning translation online.

Table 02: Benefits of using of online learning in translation

Questions	Advantages	Students answers
Based on your interpretation of video by using technology tools for learning translation and interpretation from your home, what benefits do you gain	• Flexible learning and Freedom 51% • Confident 40% • Neutral 9%	It allows me to present my work freely. I have time. I have enough time to interpret.. I did my interpretation correctly by listening and recording the video many times
	• Collaborative learning 50% • Competence in using technology 50%	*I did the interpretation with my classmate at any time and very rapidly. *Using technology facilitate the

	• The students' achievement in E-interpreting is better than their achievements in the classroom.90% • Easier to contact teachers.	interpretation. *I learn how to record my interpretation with the original speaker. *I can contact my lecturer for help quickly and online. I learnt how to send my work via email.

Source: Guessabi, 2021, 1

As presented in Table 2, online learning translation can help the students enhance collaborative learning, independence from instructors, self-confidence, getting high scores in limited time and flexible learning. Additionally, the students provide a wide range of information from E-interpreting. They also believe e-interpretation help them develop competence in using new communication technology. These findings show that although some students face certain challenges and are against e-interpreting, while others enjoy and benefit from using Web-based learning tools.

Table 03: Challenges and Disadvantages

Items	**Disadvantages**	**Students' ideas**
What challenges do you face in interpreting your video?	1. Inadequate knowledge of recording the interpretation with the original one.50% 2. It cost very expensive. 3. Poor internet connectivity 4. Loss of login password to their E-mail. 5. Some students were not prepared for online learning because the transition to e-learning was sudden and	I went to a cybercafé for recording the video 40% I paid for recording my interpretation. 40% I have not high-speed internet at home.64% I did not use my email for long time. I cannot record the interpretation I prefer to present it in classroom.

	unexpected.50%	
What are the negative of interpreting a video online?	6. Cheating easily 7. The scores obtained by students in online interpretation were significantly higher than those they would have obtained in classroom. 8. the e-assessment was not accurate. 9. the instructors were not capable of assessing the students truthfully and justly. 10. Moodle is a deficient platform that does not welcome test of translation and interpretation. 11. Most of the videos were similar and the instructors discovered this during the corrections. 12. The e-assessment was grossly unfair to the students because some of them had powerful, reliable internet connections while others did not.	It was impossible to prevent students from cheating. Online tests were propitious for cheating. I did a good interpretation better than those who presented the work in classroom in front of the lecturer. Iam better than my friend but we had the same score! We prefer to do the test or exercises in classroom. We feel we are free students like those who learn by correspondence outside the university.

Source: Guessabi, 2021, 1

As shown in table three above, challenges faced by students when they did e-interpretation during the Covid-19 pandemic at TM University include

inadequate knowledge of technology, poor internet connectivity, and inability to access and upload files from the platform, and loss of password. These findings are due to insufficient knowledge of using e-learning platforms by the students and they were not ready and having no previous training before on how to use learning tools and technical factors.

4. Findings and Discussions

According to the findings, e- interpreting/e-translation creates ample time for students to revise and did other exercises in others modules. With this new way students became free and able to organize their own pace of study; they learned more information about technology of interpreting. Since the students have digital mobiles the exercise finds it easy and amazing. Nevertheless, the findings of this study showed also that, in e-interpreting, students faced challenges related to many reasons like lack of information about Moodle, digital literacy, poor internet connectivity, technical problems with the e-learning platform and loss of login passwords of their emails. in my interview maximum EFL students said that they enjoyed the lecture online. But not all students have laptops with internet at home. The problem of availability of internet network and the financial ability of different students are really the first obstacle in teaching/learning online. Additionally, Results of this study show that learning/teaching translation online has many disadvantages like reliable e-interpreting during this serious period. Thuy (2019) states that as the e-learning semester draw to a close, it is incumbent upon universities to assess students' academic performance and to scrutinize their learning outcomes. The vast majority of students were able to cheat in the exercises online, and many students acquired scores that they did not deserve. In online teaching/learning the instructor finds difficulties to verify student identity, to guarantee the validity and reliability of e-interpreting. The researchers analyzed the students' grades in their exercises they had taken in the second semester of the academic year 2019-2020, which was the first semester during which lockdown started, and e-learning was launched and compared them with their grades in previous semesters prior to the lockdown. It was evident from this analysis that the grades of the latest 'lockdown' semester were blatantly incongruent with the

students' grades in all previous semesters. The later scores were significantly higher.

Among the blessings that Allah bestowed upon us is the blessing of sight and vision; so important that no human being can dismiss. Through said blessing, humans can perceive a huge number of different stimuli such as colors and shapes, as well as each other at the same time. It is an acute camera lens, as one can easily confuse sounds, smells, tastes, and even textures, but it is difficult to get confused in visuals. Sight develops the individual's aesthetic taste and can expand their sense of near and far information. Moreover the swiftness and flexibility of this sense allow it to occupy an vital status in one's life.

Therefore, the loss of sight would generate problems in acquiring skills and information which ultimately causes introversion and thus, limited mobility. Eventually limiting the freedom of the individual and force them to require others' help.

Several studies have shown that visual impairment has a profound and negative impact on the visually impaired child in social behavior. As it results in many difficulties in the processes of growth, social interaction and in acquiring the necessary skills to achieve independence and a sense of self-sufficiency.

A blind child is completely unaware of their environment and possibilities. Hence, their adaptation skills fall within a narrow framework and determined by their knowledge of the environment. Although they would try to replace the sense of sight with the rest of their senses, such as hearing and touch in particular, it would, however, not suffice., the blind person thus remains unable to imitate the behavior of sighted individuals, which leads to a lack of social opportunities for them to interact with others and the outside world.

This category represents a significant proportion of the society.it is necessary to pay attention to this forgotten category and try to help and nurture them in order to create a normal and balanced society.

These categories used up the information that modern science has reached to, concerning the types of visual impairment, their causes, and effects on the individual and on society.

1. The Attitude towards blind people has changed, and more emphasis was placed on the need to offer the services required for their inclusion and adaptation in society. This interest emerged as a result of research on the integration of this category into society and the provision of facilities for the blind especially in childhood. Physical and sports education are among most recent and effective methods for integrating and adapting visually impaired children, especially in private centers. Most studies on disability and sports have addressed the importance of sports for people with disabilities, including blind children.

2. **Problematic:**

Visual impairment is a condition in which the individual loses the ability to use the sense of sight effectively, this condition has a negative impact on their performance and development.

The visually impaired child needs a special education because of their visual problems, which requires making special adjustments in teaching methods and approaches to be able to succeed educationally. (Al-Haidi 1990).

The visually impaired child often encounters difficulties dealing with their social environment, as they may sometimes reach the point of isolation and introversion.

Many scientists and researchers have tried to find ways and means to break this isolation and integrate them into society.

Among these methods, modern science and various studies have confirmed the importance of physical education and sports, which are a means to interact with society. This is evidenced shown in studies carried by “Karten”, as he proved that individuals who practice sports are more socially successful and have inherent tendency to socialize with others. In

addition, they would develop advantageous skills and feel happy and comfortable. (Al-Mandhouri 1980. P 12).

If sports is important for ordinary people, then visually impaired children are in need of sports in order to be able to integrate and adapt to their social environment.

Through our visit to the Blind Youth Center in Al Achour, we learned about the programs they offer , especially in the field of physical education and sports. And from our belief in the impact of the practice of physical education and sports on achieving social adaptation for visually impaired children from 09-12 years old, we tried to present a study on this subject and proceeded from the following general question:

Does physical education and sports have a positive effect on achieving social adaptation for visually impaired children aged 09-12 years old?

Within this general question, several sub questions raised as follows:

1. Are there statically-significant differences between sports-practicing visually impaired children and non-sports practicing visually impaired children in the sensorimotor field through the social adaptation scale?

2. Are there statically significant differences between sports-practicing visually impaired children and non-sports-practicing visually impaired children in the social and emotive aspect through the social adaptation scale?

3. Hypotheses:

3. General hypothesis:

Physical education and sports have a positive impact on achieving social adaptation for visually impaired children from 09-12 years old.

Under the general hypothesis, several partial hypotheses were included as follows:

1. There is a statically significant difference between sports-practicing visually impaired children and non-sports-practicing

visually impaired children in the sensorimotor field through the social adaptation scale.

2. There is statically significant differences between sports-practicing visually impaired children and non-sports-practicing visually impaired children in the social and emotive field through the social adaptation scale.

4. Research objectives:

- Highlighting the role of physical education and sports in integrating the visually impaired child and adapting them to their social environment.
- Providing a clear picture of the impact of physical education and sports on the visually impaired child in all aspects, especially socially from 09-12 years old.
- Unravel the facts surrounding physical education and sports in centers for blind children.
- Raising awareness within officials and supervisors on the importance of helping visually impaired children, and trying to break their isolation, integrate and adapt them within society, notably during this important phase. In addition to developing programs that align with their personal capacities.
- Emphasizing the need to provide professionals in the field of adapted physical and sports activity to help the members of this forgotten category. Moreover, provide the appropriate conditions and necessary services for their integration into society, as they constitute an important future human force, and are considered the men and women of tomorrow.

5. Concepts and terms definitions:

5-2 Physical education and sports:

It is an academic educational system and an environment of formal knowledge, which is characterized by it clear focus on the study of an activity or a phenomenon. (Al-Khouli 1994).

Muhammad Awad Bassiouni defined it as: "Because physical education is so prominent in contemporary society, it affects not only growth and physical readiness, but also moral and organizational traits.... and helps the individual adapt to the community, thus exercising is simply one manifestation of social harmony."

5-3 Adaptation:

It is the process through which the individual can modify their psychological structure or behavior to respond to the conditions of the natural and social environment and achieve a sense of balance and satisfaction. (Gaddafi 1994).

5-4 Social adaptation:

It refers to an individual's adaptability to their physical and social surroundings. In terms of natural material components, the first is everything that surrounds the individual (the atmosphere, the means of transportation ... As for the second, we mean all of the values, be it customs, religion, social connections, economic, political, educational, and formative systems, and goals, etc.

5-6 The visually impaired:

A visually impaired person is someone who cannot find their way without assistance in an unknown environment or whose vision has no economic value. The visually impaired or blind children are: "children who have completely lost their sight or whose visual acuity is less than 2/20 in both eyes or in the stronger eye after treatment and correction with eyeglasses". (Makhlouf 1991).

Definition of the location of study:

This research was conducted in the School for the Blind Youth in Al Achour, Draria Algiers, which is considered the oldest school in the national territory. It was based in El Biar in 1928, and then was

transferred in 1967 to its new headquarters under the management of the Ministry of Public Health, to fall under the auspices of the State Secretariat for Social Affairs in 1983, and is now under the management of the Ministry of Labor and Social Solidarity.

3 Research Timeframe:

Following the positive response from the Scientific Center and obtaining the license from the Ministry of Labor and Social Solidarity, we started regularly visiting the school for blind Youth in Al Achour in order to prepare and control all the variables related to the subject of our research, including tools and samples. And, after receiving replies to the scale's arbitration requests from doctors renowned for their scientific level and significant expertise , we set the variables and selected the sample with the help of the school' specialist and physical education and sports teacher. We began the practical work in March and finished calculating the veracity and stability of the scale towards the end of the same month.

4 Research Sample and Its Selection:

After our constant visits to the Blind Youth Center, in cooperation and coordination with the educational specialist responsible for children in the school. And through our search for the characteristics that must be present in the research sample and based on the appropriate conditions for them – visually impaired children aged 09 to 12– we chose the appropriate number after the approval the teachers, and despite facing some difficulties, 50 children ended up being selected and divided into two groups as follows:

- A group practicing physical education and sports: consisting of 25 blind children.
- A group that does not practice physical education and sports: consisting of 25 blind children.

6 Research Tools:

The research tool is a means or method through which we are able to solve or answer our research problem. For our research, we used two tools as follows:

6-1 Social Adaptation Scale:

In our research on visually impaired children category, we relied on the scale of social adaptation or adaptive behavior by Dr. Farouk Muhammad Sadiq, professor and head of the Department of Psychology at Al Azhar University in Cairo and the United Nations Adviser for Special Education.

6-1-1 The Objective of The Scale:

It aims to measure the level of the individual's various activity facing the demands of their physical, natural, behavioral, and social environment. As it is applied to unusual people like nervous, eccentric, and delinquent people, starting from the age of three to old age. Therefore, this scale is considered one of the widest scales ever when it comes to application.

This scale is applied by psychologists and social workers in private institutions and centers, special educations teachers, or any reliable source of information. It is required for those who implement the scale to have accurate knowledge of the situation about which the data is being collected. (Al Rosan 1995).

6-1-2 Scale Correction:

The scale has three types of questions:

- First type "level questions": The examiner must choose the phrase that indicates the level and skills of the examinee. The number chosen would represent the result of the inquiry..
- Second type "questions about everything that applies to the situation": The answer would be indicated in circles in front of questions. The statements of these possibilities are all negative, and the result of the inquiry would be (the numbers of possibilities, the phrases on which the circles are placed). As for the questions and statements of these possibilities are all negative, and the result of

the inquiry is the numbers of possibilities, the phrases on which the circles are placed.

- Third type "questions about everything that applies to the situation": on the positive aspect and the result of the inquiry is the phrases that have been answered.

6-1-3 Test procedure:

A plan was developed to conduct the test, where we divided our work into two main stages:

The first stage: Explanation of the scale and its purpose and how to conduct it, identifying the sample members, controlling the variables, and determining the time of the test.

Scientific parameters of the scale: 6-1-4

Scale stability: Stability means the accuracy or consistency that a test measures in a trait. The test is based on its results –if it not repeated on the same samples, and it gives the same results if it is repeated on the same individuals and under the same conditions.

The stability of the scale can be calculated in several ways using Pearson's Correlation Coefficient:

- Re-application by the same source of information in two relatively close periods.
- The assessment of two or more examiners.
- Fragmentation.

In our research, we relied on the third method according to the Saberman and Brown equation by applying the scale to a sample of 10 visually impaired children considering the correlation coefficient.

In order to obtain the stability coefficient, we modified the prediction equation, and the results were as follows:

Table No. (08) Shows the stability coefficients and their significance for the social adaptation scale in the sensorimotor domain:

No.	Variables	Stability coefficient	Indication level at 0.01
01	Body and shape	0,95	indicative
02	Sight	0,86	indicative
03	Hearing	0,93	indicative
04	Body balance	0,96	indicative
05	Walking and running	0,91	indicative
06	Hand control	0,90	indicative
07	Slow movement	0,89	indicative
08	Understand the instructions	0,93	indicative
09	Perseverance	0,93	indicative
10	Number	0,95	indicative
11	Sensorimotor domain	0,92	indicative

Using the split-half method of Spearman and Brown, we note that the stability coefficients range between 0.86 in sight and 0.95 in the field of number, all of which are statistically significant at the indication level of 0.01. The stability of the total domain of the first part of the scale is 0.92, the sensorimotor side, which is significant at the 0.01 level.

As for the socio-emotive aspect, its stability coefficient are as follows:

Table No. (09): Shows the stability coefficients and their significance for the social adaptation scale in the socio-emotional domain.

No.	Variables	Stability coefficient	Indication level at 0.01
01	Polite and sociable	0,88	indicative
02	The initiative	0,92	indicative
03	Free time activities	0,78	indicative
04	Personal property	0,94	indicative
05	The responsibility	0,95	indicative
06	Cooperation	0,88	indicative
07	Considering the others	0,76	indicative
08	Social interaction	0,95	indicative
09	Participation in social activities	0,94	indicative
10	Selfishness	0,88	indicative
11	Socio-emotional domain	0,87	indicative

We note through this table the stability of the social adaptation scale in the social-emotional domain, as all the stability coefficients at 0.01 are statistically significant and rang between 0.76 in the area of consideration

of the others and between 0.95 in the area of responsibility. As for the social-emotional side as a whole, its stability rate was estimated at 0.87, which is statistically significant at the indication level 0.01.

And the scale as a whole reached it stability in 0.89, which is statistically significant at the indication level 0.01, which is good.

Veracity of scale: Veracity is the most important condition for a good test, which indicates the extent to which the objective is achieved. The test is considered genuine if it only measures what it was prepared to, but if it is intended to measure one behavior and another is measured, veracity does not apply to it.

In our research, we used the method of apparent veracity by presenting the scale to a group of specialists and experts in the field to consider the impact of physical education and sports on the social adaptation of visually impaired children. We also used in our research self-veracity as the most genuine experimental degrees with respect to the real degrees, which are measured by calculating the square root of the stability coefficient.

The following table shows the veracity coefficient of the scale in the sensorimotor aspect:

Table No. (10): Shows the calculation of the scale veracity coefficients in the sensorimotor domain.

No.	Variables	Stability coefficient	Indication level at 0.01
01	Body and shape	0,97	Indicative
02	Sight	0,92	Indicative
03	Hearing	0,96	Indicative
04	Body balance	0,97	Indicative
05	Walking and running	0,95	Indicative

06	Hand control	0,94	Indicative
07	Slow movement	0,96	Indicative
08	Understand the instructions	0,96	Indicative
09	Perseverance	0,96	Indicative
10	Number	0,97	Indicative
11	Sensorimotor domain	0,95	Indicative

the results are statistically significant in each variable item and in the sensorimotor aspect as a whole, which indicates the veracity of the scale in this aspect.

As for the socio-emotive aspect, the results were as follows:

No.	Variables	coefficient stability	Indication level at 0.01
01	Polite and sociable	0,93	indicative
02	The initiative	0,96	indicative
03	Free time activities	0,88	indicative
04	Personal property	0,96	indicative
05	The responsibility	0,97	indicative
06	Cooperation	0,93	indicative
07	Considering the others	0,87	indicative
08	Social interaction	0,97	indicative
09	Participation in social activities	0,96	indicative

10	Selfishness	0,93	indicative
11	Socio-emotional domain	0,93	indicative

Through the previous table, it shows to us the extent of the veracity of the scale in its socio-emotional aspect between each variable, item, or domain.

For the scale as a whole, the coefficient was 0.94.

Presentation and analysis of the results:

1. The first partial hypothesis:

There are statistically significant differences between sports practicing children and non-practicing children in the sensorimotor domain of the social adaptation scale.

The members of the practicing group recorded percentages above the average in all items, except for sight in which the group recorded a percentage below the average with 17.33%, while in the sensory-motor domain, the group recorded a total percentage above the average estimated at 76.09%.

As for the non-practicing group, its members recorded above-average levels and percentages in the following items: hearing, body balance, walking and running, hand control, slow movement, understanding instructions, and perseverance.

As for the item of body and shape, as well as sight in which the non-practicing group members score below average levels.

As for the total domain, i.e. the sensorimotor, the non-practicing group recorded a total estimated at 63, 62%.

Statistical significance of the differences between the two groups in the sensorimotor domain of the social adaptation scale:

Table No. (13): Shows the statistical significance of the differences between the two groups in the sensorimotor domain of the social adaptation scale.

Group item	Arithmetic AverageA1	Standard Deviation A1	Arithmetic AverageA2	Standard Deviation A2	T	Indication level
Body and shape	4,56	0,50	3,20	0,86	6,66	indicative
Sight	0,76	0,43	0,40	0,57	2,56	non-indicative
Hearing	2,80	0,40	2,32	0,47	3,77	indicative
Body balance	3,80	0,40	2,56	0,76	7,00	indicative
Walking and running	4,64	0,48	3,44	0,21	4,81	indicative
Hand control	3,64	0,48	2,84	0,85	4,00	indicative
Slow movement	2,70	0,45	2,28	0,45	3,33	indicative
Understand the instructions	2,84	0,37	2,27	0,45	4,66	indicative
Perseverance	3,44	0,65	2,88	0,72	2,94	indicative

Number	3,76	0,43	3,48	0,50	2,15	non-indicative
Sensorimotor domain	32,72	1,94	25,36	1,76	4,30	indicative

Discussion:

In order to find out the differences significances, we determined the degree of freedom according to its law, and since we have two groups, one practicing physical education and sports, and the other non-exercise, as n 1 = 20, so the degree of freedom is according to its law. The above is equal to (2 n - 2), equal to 18, and by referring to the value of the calculated T, we find 2.88.

Referring to the results of Table (13) regarding the significance of the differences between two groups in the sensorimotor domain of the social adaptation scale, we find that there are statistically significant differences except for the sight and number items.

With regard to the item of sight, it shows the absence of statistically significant differences, as the calculated T was (2.65), which is a value less than the tabulated T (2.88). Despite that, there is some superiority for the practicing group, and the reason behind that is the suffering of the same two groups from visual impairment on varying degrees.

As for the item of number, it indicates that there are no statistically significant differences between the two groups, as the calculated T value was (2,15), which is less than the tabular one, but with that there is a difference in favor of the group practicing physical education and sports. From what we have noticed, the physical education and sports class gives lessons to remember arithmetic and mathematics.

Since the calculated T value for the sensorimotor field is greater than the tabulated T value, the results led to the presence of statistically significant differences, which proves and corroborates the veracity of the first partial hypothesis.

2. **The second partial hypothesis:** there are statistically significant differences between children practicing and non-practicing physical education and sports in the domain.

2.1 Display the results of the average scores for the two groups in the socio-emotional domain:

Through the table showing the results of the differences recorded between the average scores of the two groups in the socio-emotional domain of the social adaptation scale, an apparent superiority in various items seems in favor of the practicing group, except for the item of selfishness, and this appears through the two graphic curves.

For the non-practicing group, its members scored above average levels in the following items: personal property, consideration for others, social interaction, and group activities.

As for the remaining items and variables, this group recorded a percentage below the average, which are: free time, responsibility, cooperation, selfishness.

As for the socio-emotional domain as a whole, the non-practicing group recorded a total rate of 59.51%, which is greater than the average.

3. **Statistical significance of the differences recorder between the two groups in the socio-emotional domain of the social adaptation scale:**

Table No. (15): shows the significance of the statistical differences between the two groups in the socio-emotional domain of the social adaptation scale.

Group item	Arithmetic Average A1	Standard Deviation	Arithmetic Average A2	Standard Deviation	T	Indication level

		A1		**A2**		
Polite and sociable	2.72	0.45	2.28	0.45	3.33	indicative
The initiative	2.72	0.45	2.12	0.66	3.65	indicative
Free time activities	0.76	0.59	0.48	0.50	1.75	indicative
Personal property	2.72	0.45	2.28	0.45	3.33	indicative
The responsibility	2.52	0.50	1.48	0.50	7.12	indicative
Cooperation	1.84	0.37	1.36	0.48	3.84	indicative
Considering the others	3.64	0.48	2.96	0.84	3.63	indicative
Social interaction	2.92	0.27	2.44	0.50	4.10	indicative
Participation in social activities	2.88	0.33	2.36	0.48	4.33	indicative
Selfishness	1.84	0.74	1.88	0.78	0.18	non-indicative
Socio-emotional domain	24.56	1.50	19.64	1.73	3.28	indicative

Discussion

The results of Table No. (15) regarding the level of significance of the statistical differences in the social domain of the social adaptation scale for the group practicing physical education and sports and the non-practicing group indicate that there are statistically significant differences, except for the items of free time activities and selfishness.

As for the item of free time activities and selfishness, it indicates that there are no statistically significant differences, as the calculated T reached 1.75 less than the tabulated, but there is a slight difference between the two groups, and the reason, according to our opinion, is due to the limited intellectual capabilities of this category, as one of its characteristics is that it suffers From the problems of intellectual development, the inability to plan, as well as the independent behavior of free time activities.

As for the item on selfishness, there were no statistically significant differences between the two groups, as the calculated T reached 0.18, which is less than the tabulated, but there is a significant difference in favor of the group practicing physical education and sports, and according to our observation, the reason is due to the innate selfishness that characterizes children at this age, especially the blind. Sometimes they are characterized by self-love at the expense of others and do not develop a sense of self-confidence, and this is often related to the failure and failure that they find in their social situations.

Since the calculated T for the socio-emotional domain as a whole was 3.28, which is greater than the tabulated T. This indicates that there are statistically significant differences for the practicing group.

3.3 Statistical significance between the two groups for the sensory-motor and socio-emotional domains of the social adaptation scale:

Table No. (17): shows the statistical differences between the two groups in the social adaptation scale.

Group / Item	Practicing group		Non-practicing group		T	Indication
	1	1	2	2	4.30	Indicative
Sensorimotor Domain	32.72	1.94	25.36	1.76	4.30	Indicative
Socio-emotional domain	24.56	1.50	19.64	1.72	3.28	Indicative
The social Adaptation scale	28.64	1.73	22.50	1.25	3.83	Indicative

Discussion:

The results of Table No. (17) of the scale of social adaptation in the sensorimotor and social-emotional domains of the group that practice physical and sports education and the group that do not exercise, indicate

that there are statistically significant differences, as the calculated T reached 3.83, which is greater than the tabulated value.

Which confirms that there is a significant statistical difference between the two groups, and this indicates that physical education and sports have an impact on blind children at the level of the sensorimotor and social-emotional domain.

This shows the possibilities of blind children practicing physical education and sports., as this practice provides them a safe space to highlight their abilities and unload their energy, which leads to improving their sensorimotor and socio-emotional levels, and help them to adapt well socially.

conclusion:

THE Goal and The object of the study The sports education adapted visually handicapped children in educational medical centers.

The aim of this study is to know the role of sports education in order to achieve social and psychological adaptation .for visually handicapped children 09 years in center of the disabled which is commune El Achour (Algiers).

-At The level of social adjustment School .AND we say that the researcher concluded know the important role of sports education adapted carry Adaptation for visually impaired children from the comparison between a group who plays sports and does practice ever.

And directly from this study plan i Suggest and recommend**:**

Opening the largest possible number of schools for blind children, giving this disadvantaged group an opportunity to enroll, in a way that boarding at such a young age is not even an option, because children need the care and affection of their families.

- Preparing special programs through the media, including directions for parents and educators, to present the modern educational methods used in the care of disabled children in

general and blind children in particular, and directing them to schools and special centers.

- Rely on specialized educators who have higher degrees in the field of special education, who are aware of the formative characteristics and behavioral characteristics as well as the sensorimotor and social-emotional requirements of these children.
- Introducing educators and those responsible for these children in training courses to interact with each other and benefit from their experiences, and to identify the most important findings of modern scientific research in the field of psychological and social care for these children.
- Providing recreational and educational activities and using them in the education and training of children, as it is considered an effective means in developing their remaining healthy senses, and developing the sensorimotor and social-emotive aspects.
- Preparing a special program for physical education and sports prepared by specialists in the science of adapted physical activity, taking into account their formative characteristics, and abilities.
- Exploiting music as an educational tool to teach children about various skills, as the child develops through the sense of hearing and to identify and distinguish different sounds.