

Evaluating the level of the didactic management of the educational positions of master's students

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Abstract :

Our current study aims to know the level of didactic management for planning educational learning situations in terms of their components, conditions, and the extent to which they are employed by master's students. We based in our study on a sample of 56 students applied on them an evaluation network composed of 18 rating indicators distributed on four axes according to the didactic operation. The researchers found that most of the second-year master's students specializing in school-based physical activity have an intermediate level in terms of principles of didactic management.

Keywords : Didactic Management - educational Positions

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1. Introduction

If pedagogy is a general theoretical discipline, which controls the relationship that exists between the teacher and the learner, then didactics is an applied practical discipline related to the teaching of a particular subject, as we say Arabic didactics, French didactics, didactics of mathematics, didactics of science. . . . In order to distinguish between pedagogy and didactics, the former is a general theory concerned with the upbringing of the child, while the latter is concerned with teaching, and takes a special character.

The teaching process is complex and includes many procedures and skills that work in a dynamic and intertwined manner at once, it is a human and social process based on the relations and a personal communication between an teacher and the learner, so it is a profession that has its origins, science that has its components, art that has its talents and an educational process which it is based on foundations, rules and theories that oblige its employees to know it in general and specialized scientific knowledge. And for the professor of physical and sports education to play his multiple roles at best, he needs to have a set of competencies that he can only acquire through a special training program that provides him with a set of experiences and in the field allows him to interact with them , which earns him knowledge and skills that enable him to perform his tasks effectively. The programs of preparing professors in the majority of educational systems consist of three main aspects, including the academic aspect, the cultural aspect and the educational professional side, and all these aspects include several theoretical and applied courses that enables him to prepare efficiently to achieve some teaching competencies.

In order to achieve some of the teaching competencies of the constituents, it is necessary to practice in directed or applied work to expand their circle of knowledge, the methodology of their thinking, and the ability to creativity and production in achievement, and this is to create good learning conditions in order to provoke a set of acquired knowledge among the formed master's student in the construction of educational units so as the leaners can have skills knowledge or behaviors to be achieved through the physical and sports education class; therefore, the master's students in the master should be familiar with the teaching skills to have the ability to urge the learner to participate and move from negative situations to positive situations, by developing the ability of the master's students to think, discover, solve problems and create.

From this point of view and from our observation during the formation of master's students in the oriented works in terms of teaching educational games and educational physical and sports activities, he comes our general question of study: What is the degree of control of master's students in didactical management in the achievement of the educational positions ?

And to know the level of control of the components of didactic management in the completion of the educational positions we sit the following partial questions

- What is the level of achievement of educational positions according to the principle of gradation among master's students?
- What is the level of achievement of educational positions according to the principle of permanence among master's students?
- What is the level of achievement of educational positions according to the principle of succession among master's students?
- What is the level of achievement of educational positions according to the principle of appreciation among master's students?

2- Objectives of the study: The objectives of the current study are determined in the following points:

- Identify the concept of educational physical and sports activities
- Identify the criteria for building and accomplishing the educational positions according to the didactic management.
- Identify the level of students' knowledge for the adequacy of planning according to the educational objectives.

3- Definition of keywords:

3-1 Didactic management, educational positions:

3-1-1- Management : being in control of an office, shop, team, etc

(<https://dictionary.cambridge.org/11/07/2022>)

A management — in terms — is a set of processes, techniques, mechanisms and procedural plans on which the mastermind relies to carry out activities, learnings and projects within a given space-time framework, based on specific competencies and objectives, as well as on a range of resources, methods and means, whether material or moral.

3-1-2 : Procedurally: It means the construction and organization of certain educational positions of a certain level of study and a specific time using different teaching methods and ways to achieve the educational objective.

3-2-1 Didactic : An ancient terme, originating from the Greek word Didaktikos, meaning everything related to teaching, or educating. The term didactic appeared in the second half of the twentieth century. Through the definitions that were made for it in dictionaries, it meant the art of teaching or the art of educating. Since that time the term didactics has become associated with education, without an exact definition of its function intended to teach, especially in a way that is too determined or eager, and often fixed and unwilling to change. (<https://dictionary.cambridge.org/11/07/2022>)

In 1988, A. Laland considered it a branch of pedagogy, the subject of which was teaching (Abdellatif Al-Farabi , 1994, p. 68). . . . In general, researchers define didactics as "an educational strategy, which faces many problems: the problems of the learner, the problems of the material, or materials, their cognitive structure, the problems of methods, and the problems of teaching-learning positions " (Mohamed Meksi/Pedagogical Guide, 2003, p. 35).

Procedurally: It means an anticipation to organize the achievement of educational-learning positions at the educational stage according to the educational objective of the programmed physical and sports education lesson taking into account all the circumstances, needs and problems that will face the learner and the teacher to achieve the objective of the class.

3-3-1 Educational position:

Definition of educational status Language and terminology: It is mentioned in the tongue of the Arabs of Ibn Manzur to put the positions against the lifting and his situation puts him in a situation and a subject . I mean by the subject what he has included and did not speak and the lifter what he showed and spoke. It is said to put his hand in the food if he eats it, and the situation is also the subject and is called the source and has analogues, and it is good for the situation, that is, the situation. (Ibn Manzur, p. 396)

The educational positions is an attitude that enables the learner to acquire information through the projects that are prepared, and in addition to the competencies obtained from tribal experiences, it is "a set of circumstances that propose a cognitive challenge to the learner to treat the problem at hand and thus acquires competencies that enable him to build his knowledge, and each strategy requires the creation of a learning positions that is consistent with the stipulation of competence and includes a problem that enables the acquisition of cognitive elements or concepts chosed for the learning unit, the positions for

the learning unit suggests an important task or tasks to be accomplished from the Learner " (Academy for Social and Humanitarian Studies, 2018, pp. 51-58)

3-3-2 -Procedurally:

They are those positions in which the learner is in relation with the educational positions in the selected physical and sports activities and his teacher and that also include a set of pedagogical processes and actions that are planned based on objective, needs or problems.

4- The theoretical background of the study.

4-1- Didactic in physical and sports education :

It highlights to us the importance of education and its great role in the development of the teaching of physical and sports education and the search for the most effective methods and means, in order to reach the activities prescribed in the curriculum to learners in the best conditions (teaching methods, means and techniques used in the delivery of information to learners), and from it the teaching of physical and sports education is mainly based on the education of physical and sports activities, which are their the main pillar of them and their specificities:

- It aims to develop the physical and intellectual aspect of the learner, and raises in him the ability to control his body and surroundings.
- They instill in him the ability to focus on useful activity.
- It is the most educational and health activity subject to the regulated practice.
- It is based on biological and physiological foundations.
- They are associated with psychological conditions, accompanying the stages of development. (National Committee for Curricula, 2006, p. 11).

4-2- The concept of didactic management:

Didactical management relates to the management of the educational-learning process at the level of inputs objectives and competencies), processes (contents, methods and means of illustration), outputs (evaluation, processing, support), and not to forget also the management of learnings, the management of temperaments, the management of study spaces, the management of the observer's process, the didactic management is concerned with the construction of applied educational-learning positions in a certain period, and their management at a certain level of study, or within different levels of study of the Primary school levels, either within a single classroom or within a common classroom, depending on a set of official documents and programs, using forms of implementation according to various and different approaches, such as: creative approach, approach with contents, approach with objectives, approach with multiple intelligences, approach with faculties, approach with competencies. . . This means that didactic management is the construction of the lesson in the form of didactical and integrative modes, according to certain space and time sections, focusing on a set of activities carried out by the teacher and the learner together, according to certain pedagogical methods and didactical means, with specific criteria and indicators represented in the evaluation and treatment. (Abdelali Hamid, 2020, p. 9)

4-3- The importance of didactic management:

It is noted that didactic management is of great importance, and this strategic importance is the rationalization of the teaching-learning process, linking planning to implementation, application and evaluation, the transformation of abstract representations into behavioral practical schemes, and the audacity of competencies and objectives set out in application and implementation. Management is also a necessary mechanism for achieving quantitative and qualitative quality, and an effective tool for getting rid of turbulence, randomness and spontaneity. In addition, the measure is an important mechanism for improving educational leadership and organizing the educational-learning process according to systematic scientific standards that are codified and objective. Thus, the measure is a comprehensive management of

all the processes defined by the didactical process from its beginning to its end . (Jamil Hamdawi, 2015, p. 18)

4-4- Objectives of didactic:

The objectives of didactics are the boldest competencies and objectives on the ground, by implementing them according to didactical positions embodied, in the form of detailed calligraphy, sectional fragments, executable and applicable. The didactical measure also aims to construct procedural and applied didactical modes, in the form of teaching-learning passages, encompassing the various activities of the teacher and learner, types of evaluation and processing, within a specific place and time. That is, the measure focuses on the organization of various didactical processes, in simple and complex problematic positions in primary school or other school sections either it in single classrooms or multiple and common classrooms. Often, the measure takes on the character of planning and organizing according to integrative positions that can be evaluated, processed, measured and certified, in the form of didactically and rhythmically specific passages. (Jamil Hamdawi, 2015 , p. 16)

4-4-1- Didactic transmission:

Didactical transmission works to transfer knowledge from its pure scientific space to the space of educational practice to suit the psychological specificities of learners and respond to their needs by adapting them to the educational-learning positions. And to achieve this , this process must pass they three stages.

- Selection and simplification of knowledge so that it is accessible to learners with the need to take into account individual differences.
- Choose a suitable for learners' levels.
- The process of displaying educational content, which should take into account:
- Moving from the known to the unknown.
- Adopting the principle of gradualism (from simple knowledge to complex and to complicated)

This didactical treatment allows the construction of knowledge on a tight gradation of the learning process and on an appropriate simplification that provides the learner with the opportunity to enrich and structure his experience while possessing the audacity of diligence and innovation, the process of didactical transfer seeks to integrate the concepts and knowledge in the field of school knowledge, but it should be taken into account reference practices of reference (needs, values. . . • Proposing educational activities emanating from the sociocultural environment of the target audience, the work of the teacher is limited to the transformation of the knowledge prepared for teaching into school knowledge parallel to the work of the learner and is thus required to analyze the knowledge to be taught. (Zahra Boukhtami, 2018, pp. 59-58)

4-4-2- Educational-learning positions in terms of instructional (didactic):

Processus means the teaching-learning activities associated with the contents, didactical means, teaching methods, classroom space management, organization of school rhythms, achievement of communication in both verbal and non-verbal types and that postures are of significance and meaning desired by the pupil through practice and its principles are :

Gradation: The class always begins with exercises or games characterized by minimal effort, with the lightest concentration and the easiest installation and here the instructional treatment of the activity dictates to us to adapt it to the level, gender, time and space required for implementation

Permanence: (Continuity) The exercises and games are continuous and are not separated by long rest periods resulting in the loss of the effect of the warm-up phase (heating).

Appreciation : The proposed difficulties are at the level of physical, behavioral and mental abilities of the pupils.

Succession: When relying on exercises or games that require high intensity, it is worth following them with others that are lighter effort and at the same time the exercises for muscle strength, flexibility and relaxation are alternated.

4-5- Educational situations according to the principles of the competency approach:

The pedagogy of the approach is based on competencies on a number of principles that are mentioned below :

- * The principle of construction: that is, the pupil retrieves his previous information, in order to link it to his new gains and save them in his long memory.
- * Principle of application: means the exercise of competence for the purpose of controlling it. For some, competencies are defined as the ability to act in a situation, where a pupil is active in their learning.
- * The principle of repetition: that is, assigning the learner the same integration tasks several times, in order to reach the suspended acquisition of competencies and contents.
- * The principle of inclusion: Integration allows the practice of competence when combined with another, and also allows the learner to distinguish between the components of competence and contents, to realize the purpose of his learning.
- * Principle of interdependence: This principle allows both the teacher and the learner to link teaching activities, learning activities and evaluation activities that quantitatively aim at developing competence.

5- Didactical and pedagogical management of teaching/learning positions:

That is, to make the student able to crystallize learning modes in various situations (ordinary sections: overcrowded sections, multi-level sections), the development of this competence passes through enabling the student to achieve a set of interactive objectives in the formation of the experience necessary to build the intended competence, objectives that include knowledge, abilities, values, skills, procedures and techniques that enabled students to build their professional competence in the field of didactical and pedagogical management of educational-learning positions. These objectives are defined as follows:

- Control theoretical and procedural perceptions of learning management:
- Control of didactical management procedures for learning.
- Control the procedures of pedagogical management of learning. (Ahmed Dakar et al. , Without a Year)

6- Previous and similar studies:

The study of Mohamed Boualak (1999): The title of the study "The problem of distinguishing between educational objectives and the difficulty of formulating the procedural objective among teachers of the first and second stages of the basic school", the aim of the study is to identify the didactical reasons that lie behind the inability of the Algerian teacher to formulating his procedural objective s as good and complete. In his study, the researcher used the descriptive approach, on a sample estimated at 130 teachers practicing their educational tasks in the first and second stages of basic education, to conduct the study, the researcher built a questionnaire consisting of three axes and five paragraphs and each paragraph consists of 16 items .The researcher concluded that the teachers who graduated from the technological institutes of education in the eighties don't differ from the teachers who were hired immediately before or after that period, in terms of the ability to distinguish between educational objectives either through specifications or in terms of levels and fields, Therefore, these teachers are currently unable to practise teaching by objectives, considering that they are different from the most important feature of the meaningful teacher which is the hint of the ability to formulate the procedural objective as good and complete, as this ability is a condition of meaningful teaching.

7- Methodological procedures of the study: The methodological procedures of the study were represented in both the curriculum and data collection techniques and we will review each element separately:

7-1- Study Methodology: Scientific research requires a correct approach followed by the researcher to reach his desired objective in all fields of knowledge, especially in the social sciences and humanities, which require skill and experience to reach the truth and know the causes of phenomena and therefore requires the completion of this study using the descriptive analytical method.

7-2 -Community and Research Sample: Our research community is represented by the students of the second year Master L. M. D. (specialization of school sports physical activity) at the Institute of Science and Techniques of Physical and Sports Activities at the University of Algiers³ for the academic year 2020/2021, where the research sample was estimated at 56 students from different cohorts specializing in the scale of works directed to education physical and sports activities.

Temporal Domain: The network was implemented in late November of the first hexagon of the academic year 2020.

Spatial field: Institute of Physical Education and Sports at the University of Algiers 3 for master's students second year

Human field: It was applied to a sample estimated at 56 students.

7-3- Stage of preparation of an evaluation network:

The researchers came up with the design of a card for the purpose of evaluating the level of use of the knowledge acquired by the master's students in the achievement and construction of educational positions according to the principles and components of the didactic management of the educational objective, where this step included the construction of axes and sub-skills (indicators) that show us the extent of the student's control over them, and the researchers have referred to the curriculum of physical and sports education for secondary education in addition to the document attached to the curriculum to design it, and the researchers also conducted a number of personal interviews with professors and specialized experts, They could prepare an evaluation network consisting of 4 axes, each of which includes sub-skills on which didactical management is built:

These include the principle of gradient (5) phrases - the principle of permanence(5) phrases - the principle of appreciation(4) phrases - the principle of succession(4) phrases.

Table (1) :Represents the axes of didactical management for the achievement of educational positions

Number of indicators	Principles of Educational Position
5	The principle of gradation
5	The principle of permanence
4	The principle of consequence
4	Principle of appreciation

Components of didactic magement	
It takes into account the learners'abilities accordingto the proposed level.	gradation
It takes into account the basic competence in determining the positions.	
Focuses on the educational objective of the educational unit.	
Ranging the form of the groups cording to the degree of difficulty of the educational positions.	
Shows appropriate methods according to the proposed positions	permanence
Connects the relationship between the proposed positions according to the educational objective	
It takes into account the timing of each proposed educational positions	
Scales easily from one educational position to another	
The time of the proposed is divided rationally into the learning stage	appreciation
He excels in choosing positions according to level, means and space	
It clearly states the partial procedural objectives of the proposed positions	
Suggests appropriate positions from the cognitive point of view and the level of students	
Suggests suitable positions for the physical and the level of the students	suceSSION
Suggests appropriate situations in terms of behavior and the level of students	
Respects the principle of effort and comfort in positions	
Choose exercises according to the muscular strength of the students	
Plans motivational games according to the objective of the class	
Maintains continuity between the positions objective depending on the objective	

7-3-1-Virtual Honesty:

After the completion of the design of the network, the researchers presented the initial image to a group of specialists to verify the extent to which each paragraph measured the target that was set to measure it, and to see if the indicators measure what was done to measure it. In addition to this, the researchers modified some of the sub-skills in the network in the light of the suggestions and modifications indicated by some arbitrators, to make the number of paragraphs in the final image of the network (18) partial skills distributed over 4 areas.

7-3-2-Degrees of evaluating the network rating :

The coefficient of stability was calculated: coefficient of stability = number of times of agreement between observers / number of times of agreement + number of times of variation = result * 100
 $17/18/18*100= 94.44\%$

Ratings of Network Rating:

To determine the estimate of the results of the sample, the highest score minus the lowest score was calculated on the highest score with the arithmetic average:

Weak=1-1,66, Medium=1,66-2,33, Good= 2,98-3,64

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How to apply the network:

The researchers provided a set of instructions to facilitate the understanding of students, after which he activated workshops for oriented work in the educational scale of physical and sports activities for second-year master's students by distributing proposed educational objectives by following the following instructions:

Instruction 1: Determine at least two learning modes according to the sports activity and the proposed educational objective

Instruction 2: Determine success criteria for each procedural objective of the proposed observational and measurable positions.

Instruction 3: Adherence to the means, spaces and number of pupils proposed.

Instruction 4: Adherence to the target competence and the level of pupils proposed.

8- Methods of statistical analysis and processing:

In our research, we adopted the following statistical methods:

- Percentages and repetitions.
- Arithmetic average.
- Presentation, interpretation and discussion of the results:

Table (1): Results of Student Assessment Scores in the Didactic Management Evaluation Network

Components of didactic management		Degree of control		
		classification	percentage	The total
It takes into account the learners'abilities according to the proposed level	graduation	11	45,53%	102
It takes into account the basic competence in determining the positions		17	39,28%	88
Focuses on the educational objective of the educational unit		7	49,55%	111
Ranging the form of the groups according to the degree of difficulty of the educational positions		3	55,80%	125
Shows appropriate methods according to the proposed positions		10	47,32%	106
Connects the relationship between the proposed positions according to the educational objective	permanence	15	0,17%	90
It takes into account the timing of each proposed educational position		1	65,62%	147
Scales easily from one educational position to another		6	39,73%	89
The time of the proposed is divided rationally into the learning stage		2	59,37%	133
He excels in choosing positions according to level, means and space		3	42,85%	96
It clearly states the partial procedural objectives of the proposed position	appreciation	6	50,89%	114
Suggests appropriate situations from the cognitive point of view and the level of students		18	32,58%	73
Suggests suitable positions for the physical and the level of the students		4	53,57%	120
Suggests appropriate position in terms of behavior and the level of students		14	41,51%	93
Respects the principle of effort and comfort in positions		8	49,55%	111
Choose exercises according to the muscular strength of the students	succession	9	49,55%	111
Plans motivational games according to the objective of the class		5	53,12%	119
Maintains continuity between the positions depending on the objective		12	43,30%	97
The total			40,81%	1925

Through table (1) we see the total frequency of the sample on the statements of the axes of the network and the percentages of each phrase on the axis and the order of the phrases according to the relative weight, where the highest percentage obtained by the sample 65. 62% is a phrase that takes into account the time zone of all the proposed positions and is the highest rank on the overall order of the network and the lowest percentage is 32. 58% in the 18th ranking, which is a phrase that suggests appropriate positions in terms of knowledge and level of pupils.

9-1- Presentation, interpretation and discussion of the results of the first hypothesis:

Table (2) shows the degree of control of the sample members in the axis of gradation

Axis	Sample	Total scores of individuals	Arithmétique averal	Percentage	The level of control
Gradation	56	532	1,9	49,47%	Average

From the results obtained from Table No. (2), it is clear that the total scores of individuals were estimated at (532) with an arithmetic average of (1, 9) and a relative weight of 49, 47%, and therefore the results of the level of students in the principle of gradation with an average estimate during the exercise of directed work in the education of physical and sports activities, and this by 39, 28% for a phrase that takes into account the basic efficiency of determining educational positions, where it came in 17th place for the network as a whole, and the highest percentage in the axis is a phrase that graduates In the degree of difficulty in building educational positions by 55. 80%, as for the overall ranking it is ranked 3, and based on the results obtained from this axis, the researchers see that the student does not take into account and does not adjust the learning modes with socio-educational conditions, such as the psychological specificities of the pupils, individual differences in the application of differential pedagogy,

9-2-Presentation, discussion and interpretation of the result of the second hypothesis:

Table (3) : Shows the degree of control of the sample members in the axis of permanence

Axis	Sample	Total scores of individuals	Arithmétique averal	Percentage	The level of control
Permanence	56	555	1,98	40,97%	Average

Through Table (1) we see that the highest percentage obtained by the sample in the axis of permanence is 65. 63% for the second axis, which is a phrase that proposes appropriate postures according to the physical level of the learners, and is in fourth place on the total ranking of the network, while the lowest percentage is 39. 73% and came in 16th place, which is a phrase that graduates from one position to another easily, while from the results obtained from table (3) it is clear that the axis of the principle of permanence in didactic management with an average calculation of (1,98) and a relative weight of 40,97%. The results of the level of control of students in the principle of permanence in didactics management are average while practicing oriented work in the education of physical and sports activities average for the axis as a whole.

9-3- Presentation, discussion and interpretation of the result of the third hypothesis:

Table (4) : Showing the degree of control of the sample members in the axis of appreciation

Axis	Sample	Total scores of individuals	Arithmétique averal	Percentage	The level of control
Appreciation	56	400	1,42	35, 71%	low

Through Table (1) we see that the highest percentage obtained by the sample in the appreciation axis is 53, 57% for the third axis, which is the phrase that proposes appropriate postures according to the physical level of the learners, and is in fourth place on the total ranking of the network, while the lowest percentage is 32, 58% and came in last the place, which is a phrase that proposes cognitive positions suitable from the cognitive point of view of the pupils, while from the results obtained from table (4) it is clear that the level of control in the principle of permanence in didactic management with an average calculation of (1,42) and a relative weight of 35, 71%, therefore, the results of the level of control of students in the principle of appreciation in didactical management are low in the practice of directed work in the education of physical and sports activities and in this area Jamil Hamdawi (2015) says that the didactics is to know in its educational-learning practical components is based on a set of methodological that can be limited to the activities of the teacher and the activities of the learner that are presented through a set of study sections (introductory section, formative section, and final section), starting from a set of underlined objectives and competencies, determining the space of management, focusing on the temporal rhythm of diagnosis, formation and processing, monitoring of didactical and integrative postures, organizing them in the form of a note for a lesson in planning, application and implementation, and choosing types of pedagogical methods and didactical methods that help the teacher and learner together in dealing with efficient postures, and other types of positions offered. (Jamil Hamdawi, 2015, p. 17),

9-4- Presentation, discussion and interpretation of the result of the fourth hypothesis:

Table (5) : Shows the degree of control of the sample members in the axis of succession

Axis	Sample	Total scores of individuals	Arithmétique averal	Percentage	The level of control
Succession	56	438	1,56	39, 10%	Average

Through table (1) we see that the lowest percentage obtained by the sample in the axis of succession is 43,30% for the fourth axis, and it maintains continuity between the positions according to the objective of the share, and is ranked in the 12th in the total order of the network, while the highest percentage is 53. 12% and came session in the 2nd place, which is a phrase that maintains, plans of motivational games according to the educational objective, while through the results obtained from table (5) is shown in the principle of succession in didactic management with an average my calculation amounted to (1, 56) and a relative weight of 39,10%. So the results of the level of control of students in the principle of appreciation are low while practicing oriented work in the education of physical and sports activities. So says Jamil Hamdawi (2015),we conclude that didactical management is to identify the techniques of activation and communication, to prepare didactical aids appropriate to the section, to adapt the various revitalizing and communicative techniques to the specificities of the department, while diversifying communication techniques with the centering of the learner, and to arouse his competent and integrative abilities. This is

based on theories of learning during management and lesson building, such as behavioral theory or Gestalt theory, It is necessary to identify a positions -appropriate method of delivery, i. e, monitoring the various evaluation criteria, identifying its indicators, and developing hypothetical plans for support, treatment and correction ,to help the student teacher to form his own style.. (Jamil Hamdawi, 2015, p. 18).

9-5- Presentation, discussion and interpretation of the result of the general hypothesis:

Table (6) : Showing the degree of control of the sample members in the didactical management

Axis	Sample	Total scores of individuals	Arithmétique averal	Percentage	The level of control
Didactical management	56	1925	1,56	40, 81%	Average

Through Table 1, we see that the highest percentage obtained by the sample in the all axis is 65, 62% for the network as a whole, which is a phrase that takes into account the time zone of all the proposed positions of the class, and is ranked 1 in the total order of the network, while the lowest percentage is 32, 58% and came in the 18th place, which is a phrase that proposes appropriate positions in terms of knowledge and the level of students. From the results obtained from Table 6, it is clear that the level of didactic management with an average calculation of (1, 71) and a relative weight of 40, 81%, and therefore the results of the level of control of students in didactic management are average in their practice of oriented work in the education of physical and sports activities.

From this the researchers conclude within the theoretical background of the study that the student makes the professor able to crystallize the learning positions in various modes (ordinary sections: overcrowded sections, multi-level sections). Also the development of this sufficiency passes through enabling the student professor to reach various interactive objectives in shaping the necessary expertise . This objectives contain knowledge , abilities, values , skills, procedures and techniques enabling the formed students for building their professionnall sufficiency in the field of didactic and pedagogical of teaching , learning positions .(Ahmad Dakar et without year).

The training process in didactic management also constitutes the feedback of the student professor about the theoretical study and the knowledge gained theoretically, where he sees the relevance of the theoretical materials he studied to the training competencies, which generates in the student the teacher from facing various educational situations and identifying them through applied practice and directed by the framers.

10- General conclusion:

The present study aimed to search for the degree of the level of second-year master's students in didactic management in the oriented works of teaching physical and sports activities, where the study sought to reveal in each of the principles of didactic management and the extent to which it is controlled in the achievement of educational-learning positions.

Through the results and statistical treatment in the previous tables, it is shown that the degree of control of master's students in the principle of gradation and succession is average, while in the principle of permanence and low estimation, we also conclude that the directed and applied work in physical and sports activities, especially those related to the development of teaching skills, did not meet the cognitive needs from the applied side that give a perception about planning for the achievement of educational positions.

The field study has proven that the degree of control of master's students for the second year of the division of physical activity is average so we propose:

- Develop tight programs to qualify students professionally to provide them with knowledge and applied skills in the teaching of physical activities.
- Obliging students to the courses and curricula of physical education in their academic formation
- Practice the identification and organization of didactical positions in oriented in theory and practice.
- Include formative assessment courses in order to diagnose and address the difficulties of educated students in directed work.

References & Resources translated in arabic language:

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