

Dimensions of the second generation curriculum for physical education and sports in
promoting the values of national identity for middle school students

"a descriptive study"

أبعاد منهاج الجيل الثاني للتربية البدنية و الرياضية في تعزيز قيم الهوية الوطنية لتلاميذ مرحلة

التعليم المتوسط "دراسة وصفية"

Medjralou Ahlem¹, Ben Harkat Mehammad Al-Saleh²

¹ University of Badji Mokhtar - Annaba, Laboratory of Social and Human Studies and Analysis of Physical and Sports Activities ESHAAPS, Algeria, ahmedjralou@gmail.com.

² University of Badji Mokhtar - Annaba, Laboratory of Social and Human Studies and Analysis of Physical and Sports Activities ESHAAPS, Algeria, mouhfm23barca@gmail.com.

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Abstract:

The current study aims to shed light on the educational reforms on the curriculum of physical and sports education in the intermediate education stage and its dimensions in preparing a good citizen in all respects, especially with regard to the educational and moral aspects, and its objectives aimed at consolidating the principles of national identity in the personality of the student as the nucleus society through its daily practices and life, and in our study we focused on the effectiveness of programmed sports activities in developing and consolidating national values based on the objectives of the second generation curriculum, which is a set of experiences that the school prepares for students in order to help them achieve balanced growth and a normal personality, and Behavior modification and work to achieve educational goals.

Keywords: physical education and sports curriculum; national identity values; Intermediate education stage.

ملخص:

تهدف الدراسة الحالية الى تسليط الضوء حول الإصلاحات التربوية على منهاج التربية البدنية والرياضية في مرحلة التعليم المتوسط و أبعاده في اعداد مواطن صالح من جميع النواحي لاسيما ما يتعلق بالجانب التربوي و القيمي، و أهدافه الرامية الى ترسيخ مبادئ الهوية الوطنية في شخصية التلميذ المتمدرس باعتباره نواة المجتمع من خلال ممارساته اليومية و الحياتية،

و في دراستنا هذه ركزنا على فاعلية الأنشطة الرياضية المبرمجة في تنمية و تثبيت القيم الوطنية انطلاقا من اهداف منهاج

Corresponding author: Medjralou Ahlem, e-mail: ahmedjralou@gmail.com

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الجيل الثاني الذي يعد مجموعة من الخبرات التي تهيؤها المدرسة للتلاميذ قصد مساعدتهم على تحقيق النمو المتوازن والشخصية السوية، و تعديل السلوك و العمل على تحقيق الأهداف التربوية.
الكلمات المفتاحية: منهاج التربية البدنية و الرياضية؛ قيم الهوية الوطنية؛ مرحلة التعليم المتوسط

I Introduction and problem of the study:

Contemporary societies in the middle of the twentieth century witnessed many transformations, some of them economic, or political, and others ideological. Citizenship has taken on a new meaning in it, reflected in the status that the citizen has become in modern democratic societies, where Bassiouni says, "Every creature in this world has a house... and a group of houses is a village or a city... and a group of villages and cities is a region." .. And the neighboring regions in one region constitute a state... And a person's house is his small homeland and his state is the big homeland, and therefore love for the small house is the same as love for the big house..." The physical and sports education class is the cornerstone for students to acquire these values from the beginning of their formation of their personality, as it includes activities that will stimulate movement and dynamism in the classroom, as it is one of the beloved materials in the hearts of students due to its distinctive sporting and recreational character, which makes it a prestige Great educational and formative in the educational, cultural and social system of different countries of the world... Hence, our study came to shed light on the essential roles of the share of physical and sports education and its objectives in consolidating, developing and strengthening the values of national identity among schoolchildren, and from here **the general question crystallizes:** Does the share of physical education and sports or sports in general have a role in developing and strengthening the values of national identity among students in the intermediate education stage? **General premise:** The physical and sports education class has an effective role in teaching, developing and consolidating the values of national identity and citizenship in general, inside and outside the school.

II – Define concepts and terms

1- Physical Education and Sports Curriculum

1-1- The Curriculum Linguistically: the origin of the word is a methodology and a methodology in the sense of; The obvious way. And from it also followed the man in the sense of a wire, and it was said to seek the approach, i.e. the clear path. And it was mentioned in the Holy Qur'an in Surat Al-Ma'idah verse 48, "For each of you we have appointed a law and a way," meaning the clear path that has no ambiguity or ambiguity. As for the word platform in Greek, it means the way that the individual follows until he reaches a certain goal. In English, the word Curriculum corresponds, and it is a word derived from a Latin root, meaning the racetrack. (Bassiouny, Mohamed Ibrahim, (2007), p.32)

1-2- Idiomatically: The curriculum has been defined by many different definitions according to its philosophical premises. From one definition that focuses on the academic subject, another on the needs and

values of society, to a third that focuses on the student and his needs, tendencies, and attitudes, to a fourth that tries to integrate all of the above. These definitions indicate that: The total educational experiences and educational activities provided by the school for students to interact with inside and outside it under its supervision with the aim of changing the student's behavior for the better in all life situations. It is the sum of the planned educational experiences that the school provides to students inside and outside it. With the aim of modifying their behavior and helping them to develop in a comprehensive and integrated manner according to a specific and distinct framework. It was said that it is the constitution that the educational plan is going on. Or it is "a general plan that organizes the teaching process, and it includes the study, the inputs, the outputs, and the basic educational processes between them that cannot be dispensed with. In the Philosophical Lexicon of Jamil Saliba, it is the study plan for a set of academic resources and practical experiences designed to achieve educational goals. It includes two basic groups The information derived from the cultural heritage for its objective value, and the total experiences that the child exercises on his own. The curriculum is the educational and cognitive options offered by the school to students within or outside its borders in order to help them develop their personality in its various aspects in a manner consistent with the established objectives (De Landscher). And "it is all that the school offers to its students to achieve their comprehensive growth, spiritually, mentally, physically, psychologically and socially in integration and balance" (L'DHAINANT)) Or it is "an official pedagogical document issued by the Ministry of National Education to specify the compulsory framework for teaching a subject." Procedurally: the curriculum is represented in the total experiences that prepare the learners in order to help them in the comprehensive and integrated growth in order to be more able to adapt with themselves and with others, or a set of activities planned in a way that makes the students achieve as much as their capabilities and preparations known and specific goals.

1-3- Curriculum of physical education and sports

It is an official pedagogical document issued by the Ministry of National Education to define the compulsory framework for teaching a subject. When starting to implement the curriculum, it should be taken into account that it is an integrated unit, and care must be taken to respect horizontal and vertical harmony, and to seek the help of the accompanying document to understand the curriculum and its good implementation.

1 -4- Some of the structured concepts in the new physical education and sports curriculum (second generation)

New concepts appeared in the new curriculum that pertain to the second generation of curricula, including:

A- Efficiency

Competence is defined as the ability to use an organized set of knowledge, skills and attitudes that enable the implementation of a number of tasks, or it is the ability to act based on the recruitment and use of

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resources effectively (acquired knowledge, skills, values, intellectual abilities, personal attitudes). To solve significant problem situations.

B- Graduation qualification:

It is a concept adopted by the curricula of the new generation, which was not present in the previous curricula. This new concept translates the objectives of the Algerian school in the form of knowledge, skills and behaviors, and the features of graduation came in the program introductions as long-term goals, or as a contractual school educational project that provides the learner with competencies that enable him to actively participate in social life and adapt to changes, and to be a son His time is able to face fluctuations in the sense that the graduation profile is the sum of the comprehensive competencies of the subjects and the comprehensive competencies of subjects are extracted after defining the graduation profile is the detailed translation in the form of comprehensive competencies (a formative product) of the qualitative characteristics defined by the directive law, and it is organized in a manner that makes the curricula and study paths It adheres to the strategic and methodological principles that make it more applicable, and is characterized by internal harmony, in a general sense that is the sum of the comprehensive competencies of subjects if it is related to graduation from the stage and the sum of final competencies if it is related to a single subject. (Abdel Kafi, Ismail Abdel Fattah, (2003), p.59)

C- Field:

In the previous curricula, it is called the axis, meaning the structured and organized part of the subject for the purpose of learning, and the number of fields in the subject determines the number of final competencies that are included in the graduation profile, and this overall procedure is guaranteed by the knowledge of the subject in the graduation features. The field, then, is the fields of one subject. For example, physical education and sports include the individual field and includes the activity of fast running, jumping, and throwing, and the collective field and includes group activities such as basketball, handball, volleyball, and the gymnastic field and includes various ground activities for sport gymnastics.

D- transverse efficiency (horizontal)

It is the ability to effectively use an integrated set of knowledge, skills, and behaviors common to all learnings and activities, to face a new or familiar situation and adapt to it, and it consists of values, attitudes, and intellectual and methodological endeavors common to the various materials that should be acquired and used. While building the various knowledge, skills, and values that we seek to develop, the more casual competencies are employed and transferred to various subjects, the greater their growth. The link between material competencies and incidental competencies contributes to dismantling the isolation of the subject and to strengthening integration activities.

E- Comprehensive efficiency

A goal that we seek to achieve at the end of a specific study period according to the academic track system, so we find comprehensive competence at the end of the stage, comprehensive competence at the end of each phase, and comprehensive competence at the end of each year, and it is divided in harmony and integration into comprehensive competence for each subject and The graduation profile is translated extensively. The final competence and its components should be formulated in a way that makes it evaluable. This comprehensive competence aims to teach the student how to live on his own and to deal with the situations of daily life through the inclusion of his comprehensive knowledge in daily work. (Hegazy, Ahmed Magdy, (2010), p.172)

F- final efficiency

It is a competency linked to one of the structured fields of activity, and is expressed in the form of disposition (control of resources and their good use, integration and transformation), as is expected from the student at the end of his study period in one of the structured fields of the subject.

G- Subject competencies

They are the competencies that the learner acquires in one of the academic subjects, and it aims to control knowledge and enable him to have the necessary resources to solve problem situations.

S- Efficiency vehicles

It is extremely important and aims at detailing and fragmenting the final competence so that it becomes more practical in the learning process. There are three compounds of final competence (a vehicle for the cognitive aspect, a vehicle for employing cognitive resources, and a vehicle for values).

i- Knowledge resources

It is the contents to be established to achieve efficiency and derived from the matrix of concepts.

J- educational situations

It is a group of simple and sequential situations, or they are suggested patterns of educational situations, that enable the control and use of knowledge, and include all compounds of competence, patterns of integrative situations, the method of dealing with the presentation of the situation, the role of each of the teacher and the learner, as well as a method Employment within the positions presented during the activity.

K- Inclusion learning situations

A complex problem situation that provides the opportunity for the learner to train on integrating resources (accidental and material competencies, estimative, procedural, conditional knowledge, attitudes and behaviors) in order to link the knowledge that was fragmented at the beginning. (Badawi, Ahmed Zaki, (1982), p.89)

L - partial learning situation

It aims to gain partial resources achieved through learning activities.

M- The annual learning plan

A general plan for a study program within an educational project that leads to achieving comprehensive competence for one of the educational levels, based on the final competency of the fields and builds on a set of complete educational sections, or it is the plan that is defined in the broad lines of what is programmed during an academic year, and is in tabular form. It includes the general process of implementing the curriculum starting from the field - to the final competence - to the components of competence - to the starting problem situation, to the integration learning situations - to the integration of the components situation - to the assessment situation to the pedagogical treatment.

N- The learning section

It is an ordered and interconnected set of activities and tasks characterized by the existence of relationships linking its various sequential parts in a spiral gradient, which ensures reference to prior learnings to diagnose and fix them, in order to establish new resources among the learners in order to contribute to the development of comprehensive competence, and it is built according to specific steps. (Baalbaki, Ahmed and others, (2013), p.228)

Q- The conceptual matrix

It is the general outline of the subject, its purpose is to comprehensively identify the resources necessary to build the target competencies, and these resources consist of subject knowledge, incidental competencies, and values, and include the skills and behaviors necessary to build these latter, i.e.: identify subject concepts that have an integrative effect and show horizontal harmony And the vertical of the contents of the subject, as it serves as the guide that we follow in preparing the problem situations dedicated to controlling the basic knowledge, methods, endeavors and procedures necessary to build the final competencies and from it, if the conceptual matrix collects the basic knowledge of the subject, then learning should aim at controlling the resources and methods And endeavors and procedures, as this work requires reconciliation between the cognitive contents that are required by the components of final competence and the structuring of the article within the fields.

Z- Establishing resources

It is a summary of the students' learnings.

Z- Evaluation of resources

Situations to evaluate the resources gained in this learning situation.

D – pointer

It is the knowledge, skills and attitudes that can be observed and measured through the achievements of the students, and it is a sign inferred by the acquisition of competence or not.

1-4- Establishing a curriculum for physical education and sports

The physical education and sports curriculum is based on a number of important considerations that serve as basic pillars for its construction and design, which we can summarize as follows:

A- Recreational and healthy physical culture: The curriculum undertakes to convey the cultural heritage of humanity in general, and of the nation in particular. Sports such as gymnastics, exercises and games.

B - The reality of contemporary society and its requirements: The curriculum must comply with the requirements of contemporary reality in society, and there are models of the curriculum and programs that exaggerate their ambitions and goals and are indifferent to the social and economic reality of society. In the case of physical education, the curriculum must take into account conditions of deficiency. Facilities, lack of tools, weak budgets, as well as negative trends.

C - Characteristics of children's development: A good curriculum is one that succeeds in meeting the needs of students in terms of growth, maturity and interests, and takes into account the capabilities of these students.

D - The nature and content of the material: Physical education differs from other educational materials in the school program, as it is of a physical, kinetic, active and effective nature, rather than a material that targets the cognitive and emotional aspects, although it gives them great consideration from the school curriculum. What is in a next stage, or the unit is repeated in more than half of the semester, depending on the level of the students and their physical and mental abilities, and therefore the content is related to the level, preparations and abilities of the students.

E - Objectives and Purposes: The physical education curriculum is distinguished by a number of physical, kinetic and recreational goals that are not available in this amount and intensity in all other educational materials, including educational activities such as scouting, agricultural education, and artistic educational education such as age, maturity. , growth rate, sex..." and the requirements and needs of each stage. While the primary stage is based on considerations of growth and stimulation of maturity, the middle stage is concerned with motor skills, while the secondary stage is concerned with physical fitness and recreational activities. (Al-Issawy, Abd al-Rahman, (1997), p.125)

The importance of teaching physical education and sports

Physical education contributes to the development and further progress of societies, as it is one of the colors of education. It is a link in a chain of factors influencing the consolidation of the values of the state, as it is not limited to school only, but rather it goes beyond that, as it provides appropriate growth opportunities to prepare young people in a sound and integrated manner from the physical, mental, psychological, and educational aspects... It is an important element in You worked on growth and development to produce a conscious generation that was mentally, physically, psychologically, and socially balanced.

Objectives of physical education and sports

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Similar to all programs for different academic subjects, physical education and sports must, of course, include substantial objectives that confirm the effective roles played by this class in achieving the integrated growth of students, enhancing their acquisitions and producing a good generation in accordance with the criteria specified in the curriculum prepared for that. Which are:

1- Physiological goals: which address the body. Physical and sports education helps improve the student's morphological, physiological, and motor abilities, and enables him to acquire and maintain physical fitness, and renew his vitality and activity. It gives him many skills in this field, such as walking and movement of all kinds, throwing and carrying, ... and various forms of activity used in daily life. Where the latter reflects positively on his psyche and his intellectual and academic productivity, and helps protect him from various diseases as a preventive method required in modern medicine.

2- Social and cultural goals: The physical and sports education class is of great importance in the social and cultural field, as it is a modern way to introduce the cultures of peoples (customs - traditions of societies through various sports competitions), in addition to the social qualities that he acquires as a result of his participation with his colleagues in sports activities. ...Cooperation, respect for work, innovation, the ability to control emotions, and good leadership are among the most important qualities that an individual acquires during his practice of sporting activity, which automatically transfer with the individual to the public life that he lives, meaning that sports activity is a realistic school for teaching qualities virtuous social.

3- Recreational goals: There are a lot of motor skills that open the way for the student to get rid of his emotions, and overcome the psychological conflicts and deviations that he lives in his daily life, especially with adolescence. It also develops in him self-confidence, gives him psychological comfort, and fulfills his desires to play by practicing various activities that satisfy his inclinations.

4- Aesthetic goals: The physical and sports education class provides a great deal of fun and joy, and it also provides opportunities for aesthetic tasting and outstanding motor performance in various forms of kinetic subjects of sports and folk arts, and aesthetic performances of exercises such as dance and gymnastics...etc.

5- Cognitive objectives: The practice of sports helps the student to acquire methods of realistic thinking through the development of knowledge, understanding, analysis and synthesis. Learning the motor skill depends in its initial stages on the cognitive and perceptual aspects to develop his sports culture later, which benefits him in thinking and taking action. decisions.

Values of national identity Idiomatically:

They are all material, spiritual, intellectual and emotional characteristics that characterize a particular society or social group. They represent arts, literature and ways of life. They also include basic human rights, value systems, traditions and beliefs. Culture is what gives man the ability to think for himself.

Procedurally: it is a specific composition that characterizes the members of one country and distinguishes them from other peoples. It is a stable system that preserves and fences in meaning. The elements of

national identity are represented in the national language, local dialects, religious values, customs, traditions and norms, and the history of struggle. Which the people woven to preserve their land, existence and culture. Identity is not an entity that is given at once and forever, it is a fact that is born, grows, is formed, changes, falters, and suffers from existential crises and alienation. The concept of identity is determined based on the linguistic, philosophical, sociological and historical significance of this term, and the term Arab identity is said. And it is of Latin origin and means the same thing or the thing that it is, that is, the thing has the same nature as the other thing, as this term means in French: the set of specifications that make a person what he is, a known or specific person. Identity in the Arabic language is an artificial source compounded from (he) the third-person singular pronoun defined by the definite article (the), and from the suffix represented by the stressed (j) and the feminine sign, i.e. (a), and in French, English and Latin it means the pronoun of the sign For the absent in the sense of himself, and this pronoun is sometimes used to denote brevity and non-repetition when raising a specific thing. Identity is derived from: who is he? It is a process that distinguishes the individual for himself from other than his features, and the clear identity is the identity of the passport that determines the nationality of an individual and his religion. (McChilely, Alex translated by Watfa, Ali, (1993), p.77)

Citizenship: Dustin, 1999 knows that there are two concepts of citizenship. The first is the enjoyment of rights, opportunities, and duties as citizens. While the second meaning relates to membership in society and what it requires of the necessity of behavior according to the duties, obligations and rights enjoyed by the citizen. The first meaning continued from the time of the Greeks until the French Revolution, and the second meaning still exists from that date until now. As for the British sociologist Marshall, in his famous lecture (Citizenship and Social Class Gitizenship and Social Class in 1950), which Segal, 1999 refers to, and defines it as "the status granted to those who enjoy full membership in the group, and all those who enjoy this status are equal in rights and duties."

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The starting points for activating citizenship education and examples thereof (Al-Maamari, Al-Gharibiya, 2012, p. 126)

The field	implementation	The mechanism of dealing with it
nature of citizenship	Determined in the light of the basic system, and the identity of the community. The state's internal and external orientations, and in the context that defines the political, civil, and social rights of citizens. It also defines his responsibilities towards society, and the ways through which he can express his true citizenship, and this vision becomes the reference from which educational applications for the development of citizenship stem.	Treated as a major part of the educational policy, and distributed to the competent directorates, and to the educational community.
Assessment of the status quo of citizenship education	Analyzing different aspects of the educational system in the light of the inputs and dimensions of citizenship education: such as the curriculum and the role of its various subjects in developing citizenship, and students and their perceptions of citizenship. And the school environment and the extent to which it stimulates the growth of citizenship.	The results obtained are used along with what has been reached about the nature of citizenship in the country to be a ground upon which the country's needs for citizenship education and its main goals that focus on are built.
citizenship studies	A study of the perceptions of curriculum preparers, teachers, supervisors, students and parents about citizenship and strategies for its upbringing. Studying the use of current curriculum materials with citizenship. Case studies on the application of citizenship in a group of Omani schools, which helps to classify schools into grades according to the multiple approaches in the application of citizenship. A survey of the perceptions of students and teachers of schools affiliated with UNESCO about some concepts of citizenship and its universal values.	The results of these studies are used to build a vision for the development of citizenship in the light of existing practices. These studies are published in a periodical and in international journals so that they are accessible to the local, Arab and international educational community, as well as in independent books. These studies constitute the nucleus of the sources of citizenship and its education in school libraries, which helps workers in the educational field to understand the nature of citizenship and its applications.
Determine the entrances to the development of citizenship	The school curriculum in general (identifying its relevant components or incubating applications) A specific subject or course	It serves as the vessel in which citizenship education is presented. And it is possible to follow up its application annually to monitor the situation and who needs support.

Ratings of Citizenship Values

Although the values of citizenship are an intertwined system in building the individual and society, it is difficult to fragment them and find a unified classification for them because their classification is closely related to their concept, which led to the difficulty of classifying them as a result of the varying requirements of the concepts of intellectual and linguistic values of citizenship, and this made most of the previous studies mention them. In the form of values linked by a common characteristic represented in citizenship without dividing it into fields because defining them is an urgent matter to facilitate their understanding, study and determination of their locations... The values of citizenship were defined as follows:

- The values of participation that express interaction and concerted efforts to achieve preventive security, such as participation in decision-making, participation in shouldering responsibility, and participation in preserving the country's reputation at home and abroad.

- The value of the system, which expresses adherence to regulations and instructions. According to another classification, we find the values of citizenship consisting of patriotism, freedom, belonging, compassion, honesty and love, friendship and cooperation, justice and preserving the environment and work, good neighborliness and honesty, loyalty and courage, sincerity, self-confidence, organization, Tolerance, self-reliance, knowledge related to religion and belief, knowledge related to science and its applications, and organized thinking. Among the most prominent values of citizenship that the national education curricula are interested in developing are:

- Belonging to the homeland
- Preserving property and gains
- Defending the country's soil and its sanctities Respect leaders and follow their directions
- Pride in national identity Cooperation for the common good
- Rejection of violence and combating terrorism and deviant ideology
- Identifying and preserving tourist places

- The values of citizenship were identified as another classification, as follows:

- The value of equality: which is reflected in many rights such as the right to education and work, nationality, equal treatment before the law, and resorting to the law to resolve disputes.

- The value of freedom: which is reflected in many rights such as freedom of belief and religious practice, freedom of movement within the country, freedom of expression, freedom to support or protest an issue, position or policy, and freedom to participate in conferences and meetings of interest. Social and political character.

- The value of participation: which includes many rights such as the right to participate in all community activities, and to participate in community events. Moral values: These values include good morals when dealing with others and the emergence of these morals in behaviors that support citizenship.

- The value of tolerance: It includes tolerance with others and getting close to them.

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- Affiliation: It is an internal feeling that makes the citizen work with enthusiasm and sincerity to advance his homeland, and to ensure its safety.

- The value of respecting public property: It is represented in preserving public money and respecting the public interest and prioritizing it over the private interest.

- The value of the love of national unity: it is represented in the love of all segments of society with all their affiliations without fanaticism.

- The value of social responsibility: It includes many duties such as the duty to pay taxes, perform military service, and respect the freedom and privacy of others. The role of the Algerian educational system in promoting the values of citizenship Since its independence, Algeria has sought to achieve comprehensive development by devoting efforts to achieve economic and social development, to form the Algerian citizen, and to promote him socially, politically and culturally.

In the eyes of the Algerian state, the citizen is the goal of development and the conditions for its success, so it exploited education to develop his civic sense and restore consideration to the values of work, discipline, solidarity and social solidarity, by notifying the citizen of his duty towards society, which is at the same time responsible for securing his basic needs through State structures responsible for everyone (the state of right and law). Algeria, as one of the countries that, after gaining national independence, embarked on a democratic political system, as it highlighted throughout its long history the rights and duties according to its development plans. The second quartet 1974-1977).

The Algerian system also seeks to train the citizen and provide him with the capabilities and competencies that qualify him to build the country in the context of national directives and the requirements of the times, which aims to:

- Raising young people in a sound light and aspiring to the values of truth, goodness and beauty.

- Developing education for the sake of the homeland and citizenship by strengthening national education and national history.

- Formation of an integrated and balanced Algerian person who cherishes his cultural and spiritual affiliation, interacts with the values of his society, keeps pace with his era, and trusts in his ability to change.

- The rooting of education and making it linked to the issues of the homeland and self-fulfilling, and a way to achieve its aspirations and a tool to support national unity on the one hand and deepen civilizational belonging on the other hand.

- Developing the educational institution and making it keep pace with the community process and play the role assigned to it.

- Consolidating Arab and Islamic values in the hearts of learners and taking them as a principle upon which educating the citizen in thought, belief and behavior is based, because the basic requirement to be achieved

is the formation of a good citizen who is imbued with the morals of Islam and who believes in its sublime values and is proud of its history.

- Developing the national and religious sense and belief in the values in which society believes, to make the Algerian individual (citizen) able to invest his intellectual and emotional potential, and thus be able to carry out his responsibility to defend the country in all circumstances.

- This is indicated by several noble Algerian documents, such as the decree of April 16, 1976, which stipulates in some of its articles the national orientation of the educational policy that Algeria produced within the framework of citizenship formation, starting with the educational institution. (Othman, Afaf. Rashad Daoud, Nadia and others, (2007), p.107)

The order also included several texts that seek to prepare the Algerian citizen who is conscious and adaptable to the society in which he lives, including providing historical, political, moral and religious information, which aims to educate students about their pivotal roles, the mission of the Algerian nation, the revolution and its message. And the laws governing social development, which all contribute to the formation of civic sense and instilling the spirit of citizenship, and this is done by relying on school activities in addition to social materials.

The role of sport in developing and enhancing the values of citizenship among middle school students

Sport and physical education play an important role at the individual, community, national and global levels. At the individual level, sport enhances the individual's abilities and general knowledge. On the national level, it contributes to economic and social growth, the development of public health and rapprochement between various societies. Globally, if used properly, sport can have a long-term positive role in development, public health, peace and the environment. Participation in sports also provides the opportunity to practice the social and moral integration of peoples or marginalization due to cultural, social and religious barriers that stand behind the type of gender, disability and other forms of discrimination. Sport and physical education can be an area for the exercise of equality, freedom and empowerment. Freedom and control over one's body during exercise are also very important for women and girls, people with disabilities, people living in high-conflict areas, or people recovering from illnesses. Education for citizenship is not only knowledge, but a practice that must be taught to students to interact and live together through concrete actions that allow them to build citizenship spaces.

V - Conclusion

The development, consolidation and promotion of the values of national identity and citizenship as a whole has become an urgent necessity in our present time, and one of the goals that nations and societies aspire to, especially in light of the decline of some societal values due to the psychological, social, economic, ideological and international conflicts the world is going through. . Therefore, the state has attached great

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importance to the formation of a good individual in all aspects of its institutions, especially the educational ones, due to its effective roles in forming and preparing important segments of society that adhere to its historical origins, its societal values, and its national principles that have been established since time immemorial, and this is through the goals that have been revised. And adjusting it in the curriculum of the second generation of the physical and sports education class as one of the most important materials that contribute to the achievement of the integrated development of the child due to its multiple interests, whether at the motor, psychological, social or even value levels through the roles that the child or the student embodies in the class and the goals that are embodied The professor educator seeks to teach him.

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