

The educational curriculum and its related concepts in institutes of sciences and techniques of physical and sports activities -A theoretical study centered on the formative educational process-

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Abstract:

The educational curriculum and its related concepts represent a crucial pillar for the educational process. It has a pivotal role in the educational process as it is considered one of the basic topics in student formation programs. It is one of the components of educational preparation in international and local universities, including institutes of science and techniques of physical and sports activities, as it provides the learner with a cognitive Educational framework, through the formation offer applied at the institute, which is the course of designing and construction educational curriculum, the objectives and importance it includes and the axes it contains that address the subject in both its theoretical and applied parts.

KEY WORDS : Educational curriculum ; Related concepts ; Institute of Sciences and Techniques of Physical and Sports Activities.

المخلص:

المنهاج التربوي والمفاهيم المرتبطة به يمثل ركنا أساسيا من أركان العملية التعليمية له الدور المحوري في العملية التربوية حيث يعتبر من الموضوعات الأساسية في برامج تكوين الطالب ويعد احد مكونات الإعداد التربوي في الجامعات العالمية والمحلية ومنها معاهد علوم وتقنيات النشاطات البدنية والرياضية حيث يزود الدارس بإطار معرفي تربوي، من خلال عرض التكوين المعمول به في المعهد و المتمثل في مساق تصميم وبناء المنهاج التربوي، وما يتضمنه من أهداف وأهمية وما يحتويه من محاور تعالج الموضوع بشقيه النظري والتطبيقي.

الكلمات المفتاحية: المنهاج التربوي؛ المفاهيم المرتبطة؛ معهد علوم وتقنيات النشاطات البدنية والرياضية .

1-Introduction:

Since there is an unprecedented rapid development in various fields, it is necessary for the educational system to confront these developments in order to keep pace with them and even precede them, because experts have proven that education should precede development because it has the frameworks that undertake development and even plan for it. Therefore, the interest in the educational system was on the part of developed countries. Decisive and effective in order to improve its returns and put it in the service of development. (The Ministry of National Education, 2004: 11) This is because the educational system seeks to achieve the social adaptation of the individual. The educational system aims to shape the personality of the individual and the community simultaneously to achieve successful socialization. Therefore, it provides the individual with the ability to adapt to their social environment. Moreover, the educational system plays a crucial role in equipping the individual with essential skills, relying on its curricula and teaching methods used in the academic field. This is done to empower students with the full potential to perform skills that will benefit them in various aspects of life. Additionally, the educational system strives to enhance the quality of education and learning by continuously improving the levels of education and its quality through a series of procedures related to the curricula provided to students.

As the world is characterized by rapid development, the General Reference for Curricula mentioned that all educational systems are required to activate their curricula and strategies, in view of their basic, permanent and common tasks, which are: education, socialization, and rehabilitation. (National Curricula Committee, 2009: 7)

The educational curriculum occupies a sensitive and strategic position in the educational process when the educational planning is viewed from the perspective of quality, because it is the practical part of the goals, plans, and directions of education in every society. The best approach and the best

means for reforming and renewing education is to improve, renew, and develop the curricula in their comprehensive sense. Hence, studying, planning, and developing curricula has become an essential process that takes place in the side of philosophical, social, political, and cultural values derived from the community that the school

institution serves, from the aspirations and needs of the environment and the requirements for its development, and from the community's relationship with other communities and the world that has become a small village. Therefore, the developed and developing countries in the world have given great and special attention to curricula, and most of them have treated the curriculum as a partial system of the larger system, which is the educational system with its main components interacting with each other.

The general reference for curricula inserts that the new curricula are required to have a forward-looking, instrumental dimension, including in their educational objectives the development of the ability to think and have a spirit of criticism, the ability to make scientific reasoning and creativity, have a spirit of commitment, initiative and responsibility, and the ability to envision things in advance. All of these tools must be available to the graduate of the educational system so that he can confront all the problems that have become complex in nature. (National Curricula Committee, 2009: 15)

Educational curricula come from the essential elements and tools that educational systems use to help their children develop their energies to the fullest extent possible in order to be good citizens in society, productive, responsible contributors, interested in their society's affairs, issues, needs, concerns, and priorities, and preserving its fabric and preserving and highlighting its identity. Educational curricula are supposed to be the foundation and guiding force for achieving these specific goals. Thus, it builds learners in an integrated, comprehensive, constructive manner that keeps pace with the latest global developments. We must pay attention to an important point, which is the curricula work to achieve a balance between the needs of society and the needs and characteristics of the individual, hence, his personality grows and develops, and he takes his rights and enjoys them, and at the same time gives others and society the rights and duties they have, and bears his responsibilities towards his country, his society, his nation, and humanity as a whole.

Mahmoud Hassan points out that with the advancement of civilizations and educational theories, educational curricula have become not just a collection of academic subjects, but rather an essential component of an educational strategy aimed at reforming the educational system. There is no doubt that reviewing educational curricula aims to improve their alignment with the pressing current and future changes of society.

If the modern educational process aims to build a curriculum that is characterized by creating a qualitative breakthrough in the learning outcomes for students and features that raise it to the level of competence in its construction, then this lies in construction a school curriculum through which every individual can learn to become a human being with the ability to adapt and rely between what is taught inside school and what is imposed by the requirements of life outside school. (Mahmoud Hassan, 2009: 13)

According to Al-Fatli, educational curricula nowadays occupy an important position in the educational process, and one of its main pillars is crucial means and tool in education since it helps in achieving its goals in accordance to the materials and the organized activities inside and outside the school, and everything that would contribute to reaching the individual to the fullest extent. It highlights the learner's energies, reveals his abilities, and develops his aptitudes and talents. (Al-Fatli, 2016: 15)

School curricula play a fundamental and important role in shaping personality at the individual and societal levels. Blame is often placed on school curricula, especially when deficiencies in educational outcomes appear. School curricula are looked to when talking about progress, modernization and development. It points to leadership in various fields of life, considering education the locomotive that leads society to development, progress and progress.

Academic institutions, including the institutes of sciences and techniques of physical and sports activities, are entrusted with introducing the curricula and the various concepts surrounding them and what is related to them. This means paying attention to the theoretical level and the applied level. Hence, it can be said that obligating the student of the institute of sciences and techniques of physical and sports activities to study a course on the curricula will benefit the student in many ways. Among them: (Al-Hawari & Qasim, 2016: 10)

- Forming a scientific vision about the curricula and related concepts.
- Adopting the broad, modern and contemporary concept of curricula and the concepts associated with them.
- Showing ways to deal with the curriculum and the concepts associated with it.
- Showing methods to deal with the learner as the backbone of the educational process.

- Being useful in striving to achieve society's ambitions and orientations, preserving identity, and preparing for future life.
- Enabling the student and teacher to be active parts of the process of developing and updating curricula since they are considered two basic poles of the pedagogical triangle and elements of the educational process (curricula, teacher, learner).

Education is a human process. It represents a social necessity and a fundamental task to the society in order to maintain its stability, progress and development. The curriculum is an educational tool and the school's means of educating young people. (Al-Sir, 2016: 1). It helps individuals, prepares them and develops their knowledge, skills and conscience, it is the door to build the cognitive, social, moral and physical aspects of the children of the future. Since the mission of education is based on preparing individuals for life, and as life knows no stagnation or stability, the curriculum, as means of education in achieving its mission, must rise to the level of development and complexity that occurs in all areas of life. The concept of education and the concept of educational curricula have evolved. It is no longer acceptable for the educational curriculum to remain centered on the academic subject and charge minds with it as an end in itself. Rather, it has become required of the curriculum to respond to life's changes and the requirements of qualifying individuals to lead life well and control its variables and innovations. (Attia, 2009: 15)

The curriculum guide stated that the curriculum is a coherent structure that recruits a set of elements arranged in a system, with clearly defined links and complementary relationships. Each curriculum should be based in its preparation on a logic that links the intended goals with the situations, contents and arrangements for achieving them, and the human, technical capabilities and means that should be recruited with the learner's abilities and the teacher's competencies. (National Curricula Committee, Methodological guide to preparing curricula, 2009: 6)

Ben Akila considers the curriculum a sub-system of the main system, that is to say the educational system, which in turn is considered a sub-system of the main mother system, that is to say the social system. Although societies differ in their presentation of the three directions of the curriculum, in terms of their view of the nature of knowledge (the first direction), the inclinations of the learner (the second direction), and the needs of society (the third direction), the construction of the curriculum in any society is not based on one of these aspects alone.

Despite the differences in organization of the school curricula, they are based in their construction on these three aspects, which together constitute the sources of the curriculum, and represent its fundamentals that influence its goals, determine its content, and shape its organization. And if the traditional treatment of the curriculum is based on educational theory that places knowledge at the focus attention, the modern treatment of the curriculum is based on educational theory that places the learner at the focus of attention, and within the framework of the modern educational system that goes beyond rigid knowledge to define the problems of current life in the world of development, application in reality, and success in solving problems and overcoming difficulties, (Ben Akila, 2007-2008:15-16)

All educational systems agree that the teacher, the student (the learner), and the curriculum are the basic elements of the educational process. Without them, no educational system can achieve its desired goals. With the massive explosion of knowledge and the world entering the era of globalization, communications, and high technology, there has become an urgent need for a teacher, a student and a constantly evolving curriculum in line with the spirit of the times in order to create an educated, conscious and creative thinking generation. It meets the needs of the individual, society, nation and humanity. (Damas, 2011: 16-17)

Therefore, the curriculum represents an essential pillar of the educational process. Since the curriculum played such a pivotal role in the educational process, it was the backbone of study and discussion, and the result of this was the development of the concept of the curriculum and its theories.

The educational curriculum is considered one of the basic topics in student and teacher formation programs and is one of the components of the educational preparation for the student and the teacher in international and local universities (including institutes of sciences and techniques of physical and sports activities). This topic is of particular importance, as it provides the student with an educational cognitive framework.

The importance of studying the subject of curricula (for the teacher and the student) lies in the active role in the field of curriculum planning, construction, development, implementation, and evaluation. Unless the teacher and student are aware of the meaning of the curriculum, its elements, the nature of the relationships between them,

its foundations, and its operations, he will not be able to carry out this role effectively and efficiently. .

Based on this, the educational curriculum course was an important and fundamental course in formation programs to prepare students in universities and institutes, including the institute of sciences and techniques of physical and sports activities

Therefore, the current study titled the educational curriculum and its related concepts at the institute of sciences and techniques of physical and sports activities Came,

In this context, this study comes to provide a clear vision of the educational curriculum and the concepts related with it, and contributes to familiarity with the subject of the study and to answer **the problem of the study**, which is represented in the following:

Why is there a need for an educational curriculum and related concepts at the institutes of sciences and techniques of physical and sports activities?

2- General objective of the study:

- Trying to form a scientific vision about the curricula and concepts associated with them.
- Calling for the adoption of the broad, modern and contemporary concept of curricula and the concepts associated with them.
- Calling for ways to deal with the school curriculum and the concepts associated with it (theoretically and practically).
- Calling for giving importance to the standard of designing and construction the educational curriculum in teaching it and enriching its educational knowledge content.

The study is objectively limited by its focus on the course of designing and construction the educational curriculum prescribed to students of institutes of science and techniques of physical and sports activities, first level, Master at the University of Kasdi Merbah Ouargla, (Institute of Sciences and technniques of physical and sports activities, 2015-2016: 19)

Master's title: School sports' physical activity

Hexagram: the first

Unit name: basic

Course name: Design and construction of the educational curriculum

Balance:5

Coefficient:2

Course content: The content covers the following topics:

The first axis: The meaning of the curriculum linguistically and terminologically.

The second axis: The concept of curriculum design.

The third axis: approaches to designing educational curricula. (Approach by content. Approach by objectives. Approach by competencies).

Fourth axis: Foundations of construction the curriculum.

The fifth axis: Components (elements) of the educational curriculum.

Sixth axis: Steps for construction educational curricula.

The seventh axis: Types of curricula.

The eighth axis: Evaluation of the educational curriculum.

The ninth axis: developing the educational curriculum.

2. The curriculum, the concepts and terminology associated with it:

The course on curriculum design and development is offered at the institute of sciences and techniques for physical and sports activities. This course covers the course components (concepts and relevant terminology related to each axis) according to the following teaching approach:

The first axis: The meaning of the curriculum linguistically and terminologically.

The concept of the educational curriculum:

Curriculum is an important educational term, and it is one of the basic educational terms. It is related to the educational process of planning, implementation, and evaluation. Although it is a purely educational term, it is one of the terms to which multiple visions are related.

Definition of the curriculum in language, the concept of the educational curriculum, the narrow concept of the curriculum (the traditional concept of the curriculum),

The broad concept of the curriculum (the modern concept of the curriculum), the curriculum as a system, the formal curriculum, the realistic curriculum,

The hidden curriculum.

The second axis: The concept of curriculum design.

Curriculum design and organization:

Curriculum design concept:

Establishing an intellectual framework for the curriculum to organize all its elements and components (objectives, content, methods and media, activities, and evaluation), and placing them in one integrated

structure whose implementation leads to achieving the general objectives of the curriculum.

In designing curricula and organizing their elements, the following design concepts must be taken into account:

Horizontal design, vertical design, psychological organization and logical organization.

This covers several important topics related to these foundations: curriculum and experience, curriculum and culture, curriculum and growth, curriculum and thinking.

There are four processes that the educational curriculum goes through, which are characterized by integration, overlap, and mutual influence. These processes are:

- Curriculum design,
- Implementation of the curriculum,
- Curriculum evaluation,
- Curriculum development.

The organization of the curriculum means that:

The process of arranging curriculum experiences, including topics, information, etc., so that they help to reach and achieve educational goals

The third axis: approaches to designing educational curricula. (Approach by content. Approach by objectives. Approach by competencies).

The concept of the approach, the content approach, the objectives approach and the competency approach.

The Fourth axis: Foundations of construction the curriculum.

The educational curriculum is the core of the educational process and the most important input to the educational system. It is the hope of achieving the goals and attaining the goals. It is the means of education to achieve its goals, and since it is of this degree of importance, it must be based on a set of foundations that constitute the basis on which it is focused.

The most prominent foundations upon which the educational curriculum is based are the following:

First: The philosophical foundations of the method.

Second: The cognitive foundations of the curriculum.

Third: The psychological foundations of the curriculum.

Fourth: The social and cultural foundations of the curriculum.

The fifth axis: Components (elements) of the educational curriculum.

The curriculum consists of four main elements that are organically linked to each other. These four elements are:

educational objectives,
Curriculum content,
Teaching methods and learning activities,
Evaluation.

The Sixth axis: Steps for construction educational curricula.

Steps for construction (designing) the curriculum, trends in curriculum design, models of curriculum design and different types of curriculum designs

The seventh axis: Types (organizations) of curricula.

Curriculum organizations:

There are many educational schools regarding the divisions and types of curriculum organizations and designs, which leads the follower to find different types of curricula.

There are four main curricular organizations:

First: Curriculum organizations based on academic subjects: These are:

- Separate knowledge curriculum.
- Curriculum of interconnected subjects.
- Integrated curriculum.
- Broad field approach.

Second: Curriculum organizations based on learners' needs and interests

Which are:

- Activity curriculum.
- Technological approach.
- Educational games curriculum.

Third: Community-centered curriculum organizations. They are:

- Areas of life curriculum.
- Activity approach to social problems.

Fourth: Organizations of the curriculum based on the axes, which is:

- The core curriculum.

The eighth axis: Evaluation of the educational curriculum.

The importance of the evaluation process is evident in its availability of information about the effectiveness of the curriculum elements, its design and its implementation's procedures in achieving the goals for which it was developed.

Conditions for evaluating the curriculum, ethics of evaluation, areas of evaluation in the curriculum, purposes of evaluation, stages of evaluation and models of curriculum evaluation.

The ninth axis: developing the educational curriculum.

The development process is one of the requirements of the curriculum in accordance to the processes of change and development that human life is witnessing in all its fields.

The concept of development is linked to the concept of the curriculum itself and the view on it. Development includes all the elements of the curriculum. Development is a comprehensive process because it addresses all aspects and factors that are related to the curriculum and influence it as they are affected by it.

The concept of development and the need for development, the foundations of curriculum development, methods of curriculum development, steps for curriculum development, conditions necessary for the curriculum development process, areas of development, and obstacles to development.

3. The importance of educational curricula in the university setting (and in institutes of sciences and techniques for physical and sports activities):

Institutes of higher education, including universities and institutes of sciences and techniques for physical and sports activities, serve as knowledge incubators. They aim to prepare individuals who are academically, technically, pedagogically, and professionally qualified to contribute to the construction, development, preservation, and sustainability of society.

These institutions provide academic curricula in the form of an integrated system, with its key elements being the professor, the student, and the curriculum within the educational learning environment. The curriculum, as the means of communication between the professor and the student, is considered one of the most important elements. Therefore, the development of academic curricula will greatly contribute to the enhancement of the academic program. (Al-Jaafari & Alyan, 2018: 96-97)

The researcher, who is a teacher at the institute of sciences and techniques for physical and sports activities specializing in physical education and sports pedagogy and is interested in educational matters, has taught a course on curriculum design and development. He believes that educational curricula play a significant and prominent role in the lives of individuals. They are the effective tools used by

societies to build and shape the personalities of their members according to their philosophies, cultures, and beliefs.

It is well-known that educational curricula reflect the aspirations and ambitions of these societies and their hopes for future generations. They also reflect the reality in which these societies live. Modern societies have realized the crucial role of educational curricula in nurturing generations of learners and equipping them with the skills and knowledge that help them in their holistic personal development. Furthermore, these curricula contribute to the advancement of their communities, fostering growth and development.

The educational curriculum is the mirror that reflects the reality of society, its philosophy, culture, needs, aspirations, and it is the image through which a country's policies are implemented in all its political, social, cultural, educational, and economic dimensions.

Society is considered the primary and fundamental reference upon which any educational curriculum relies, as educational curricula are closely linked to the social and political systems. The prevailing social system in a country has a direct impact on educational curricula, and schools, as social institutions, have the greatest influence on social change. The school curriculum serves as a tool through which the school achieves its goals of preserving heritage and facilitating social change.

Curricula play a significant role in the educational process, as they serve as a fertile source that provides students with information and knowledge while instilling values and positive attitudes in them. Curricula are among the most critical foundations of the educational process, upon which the upbringing of future generations, the construction of identity, and the formation of the collective consciousness of society depend. This is why experts in educational and academic curricula, concepts, and associated terminology have shown great interest in this field.

Educational curricula hold significance in the life of a university student, as they make an effective contribution to shaping their personality, molding their thinking, and enhancing their potential. Additionally, curricula assist students in performing and improving their job functions. The study of educational curricula enables students to comprehend the philosophy of development, its methods, and the processes required for curriculum development, review, and modification. Moreover, it helps them recognize the sources from which educational curriculum materials are derived, including their

principles and content. It also teaches them how to plan and organize curricula.

The student is the foundation of the educational process. Without the student, no curriculum, no matter how well-organized, designed, or content-rich, can fulfill its intended role and purpose. The success of the educational process relies heavily on the type of preparation and study the student undergoes before graduation (during the formation period) and the method of this preparation. Any shortcomings in this regard can hinder the achievement of educational goals. Therefore, student preparation curricula in institutes of sciences and techniques for physical and sports activities should equip them to comprehend and apply the concepts of curriculum materials and how to utilize them.

The educational curriculum is of paramount importance to both teachers and learners alike. On one hand, it assists teachers in organizing the learning process and providing the appropriate conditions for its success. On the other hand, it helps learners in their pursuit of educational objectives.

The course of educational curricula is considered one of the essential courses in student preparation curricula at universities and institutes, including institutes of sciences and techniques for physical and sports activities. It provides students with an educational knowledge field directly related to their educational mission and roles. This course equips them with a contemporary understanding of the curriculum concept, through an exploration of the evolution of this concept.

This contemporary understanding of the school curriculum concept contributes to enhancing the performance of the educational learning process. Moreover, knowledge of the curriculum engineering process, its construction, development, and evaluation, enables students to actively contribute to the improvement of school curricula. Additionally, the course of educational curricula provides future students with a new educational field that deepens their understanding, broadens their horizons, and enriches their culture, ultimately developing their personalities.

For all these reasons, teaching this course is considered essential. It addresses curriculum topics, issues, processes, and content at the minimum required level for students.

In the educational and school environment, the educational curriculum (including teaching and academic curriculum) is considered the essence of the educational process, the heart of the educational

institution, and the focal point of academic content. It is not confined to the traditional subjects taught in classrooms but encompasses all the experiences that learners acquire through various activities they engage in at school. The curriculum represents the entirety of school life, encompassing the entire intentional teaching and learning process that occurs inside or outside the classroom.

Therefore, advanced societies continually review educational and pedagogical curricula periodically. They adapt teaching methods, resources, goals, and content to keep pace with the changing times and the evolving dynamics of life.

The developments and changes occurring in the social and cultural spheres have compelled the educational system to reconsider its educational inventory, particularly in terms of how well the academic curricula align with the reforms and developments within the educational system. This alignment should also consider its suitability for the national social, cultural, and economic fabric. The goal is to restore emphasis on citizenship issues, environmental education, human rights, personal development of learners, and their preparation for work and life. Learners should acquire scientific and technological knowledge as a gateway to engaging with the outside world.

This anticipated transformation in education aims to shift from a paradigm of rote learning and memorization to one of self-directed learning and creative interaction between learners and educators. It forms the basis of an educational process focused on fostering citizenship, language acquisition, knowledge acquisition, competencies, values, and the development of a positive and constructive critical thinking capacity.

Based on the above foresight vision, the focus on the quality of education and the advancement of schools is driven by an emphasis on key areas such as educational and academic curricula, educational resources, guidance, and evaluation.

In the face of global transformations and the developments in scientific, technological, information, and communication revolutions, education has had to identify areas of renewal and pillars of change while striving for greater alignment between the educational system and the economic environment. This is achieved by empowering schools to carry out their various functions in integration and collaboration, particularly in the fields of education, learning, education, research, innovation, and facilitating economic, social, and cultural integration.

In the face of these profound and rapidly evolving transformations occurring in the world around us, and in response to the educational system's adaptation to the challenges of globalization and meeting the needs of contemporary individuals within a changing reality, it was necessary to review and enhance educational curricula. This would enable them to accommodate new developments while sharing the same commitment to change and innovation. The goal is to achieve greater alignment in learning and formation, ensuring that the qualifications of graduates match the needs of both individuals and society.

Based on the importance of educational curricula and in order to achieve their objectives and move towards improving the quality of education, it was necessary to focus on the development of educational curricula. This aims to bring about real reform and qualitative development in the educational system. This process relies on the construction and design of educational curricula that explicitly address the following:

- Placing the learner at the center of attention in the educational learning process.
- Transitioning from the superficial teaching process to a deeper focus on learning.
- Shifting from a content-centered pedagogy to a competency-centered pedagogy, which is a pedagogical approach that relies on the learner's active engagement under the guidance of the teacher. It enables the learner to actively participate in construction their knowledge and skills, considering the learner as a central focus in the educational process.
- Developing the use of technology in the educational field (utilizing educational technology).
- The necessity for schools to engage with the knowledge economy and society through the introduction of information and communication technologies.
- Adopting contemporary educational theories and curricula, especially those that leverage knowledge, scientific, and technological tools and mechanisms capable of influencing an individual's personality. This helps them grow in a way that integrates with contemporary life and society.

Educational curricula should serve both individuals and society, acting as a catalyst for the actual development and qualitative advancement of individuals and communities. Teachers, students, and stakeholders

in the educational and academic sector should also be actively engaged in the decision-making process related to curricula.

Conclusion:

The development of the concept of curriculum has been linked to the development of the concept of education and the development of its purposes. The development of the concept of education has been linked to the development and progress of societies, influenced by several factors, including: cognitive development, technological development, the prevailing philosophy in society and the needs of society, psychological and educational concepts and theories related to human nature and methods of teaching and learning development in social and educational concepts, and the efforts of researchers in curriculum science.

Educational curricula have become not just a collection of academic subjects, but rather an essential component of an educational strategy aiming at reforming the educational system. There is no doubt that reviewing educational curricula aims to improve their alignment with the pressing current and future changes of society.

The modern educational process aims at construction a school curriculum through which every individual can learn in to become a human being who has the ability to harmonize what is taught inside school with what the requirements of life outside school impose.

The current study attempted to clarify the subject of the educational curriculum and the concepts associated with it and its place in the educational and formative process. This is through the theoretical presentation of the literature on the subject and the formative educational presentation of the course of designing and construction an educational curriculum at the institutes of sciences and techniques of physical and sports activities.

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