

The Contribution of practical education (applied pedagogy) in acquiring teaching competencies by students at the Institute of Science and Technology of Physical and Sports Activities.

مساهمة التعليم العملي (علم أصول التدريس التطبيقي) في إكساب طلبة معهد علوم وتكنولوجيا الأنشطة البدنية والرياضية الكفايات التدريسية.

Amarouche Radhia*	Mimene Zakaria
University of Algiers3 - Algeria	University of Algiers3 – Algeria
amarouche.radhia@univ-alger3.dz	mimene.zakaria@univ-alger3.dz

Date of submission: 19/02/2024

Date of acceptance: 01/06/2024

Abstract

The study came to highlight the role of practical education (applied pedagogy) in students' acquisition of teaching competencies at the Institute of Science and Technology of Physical and Sports Activities. The researcher used the analytical descriptive approach. The study population reached 687 second-year master students, according to the statistics provided by the educational department of the Institute of Physical Education and Sports for the year (2022- 2023), a sample of 104 was randomly taken from it, and the researcher used the questionnaire as a tool for the study, and the current study concluded the following results: Practical education also affects the acquisition of executive competencies by the students of the Institute of Physical and Sports Education for teaching to a large extent.

Keywords: Practical education; applied pedagogy; teaching competencies; university students; physical education and sports.

الملخص

جاءت الدراسة لتسلط الضوء على دور التربية العملية (البيداغوجية التطبيقية) في اكتساب الطلبة لكفاءات التدريس بمعهد علوم وتقنيات النشاطات البدنية والرياضية وقد استخدمت الباحثة المنهج الوصفي التحليلي ، وقد بلغ مجتمع الدراسة 687 طالب السنة الثانية ماستر حسب الإحصائيات المقدمة من طرف قسم التربوي لمعهد التربية البدنية والرياضية لعام (2022- 2023)، أخذت منه عينة قوامها 104 بطريقة عشوائية، وقد استخدمت الباحثة الاستبيان كأداة للدراسة ، وقد خلصت الدراسة الحالية التي النتائج التالية: تبين لنا أن للتربية العملية دور في اكتساب طلبة معهد التربية البدنية والرياضية لكفاءات التخطيط للدرس بدرجة كبيرة. كما تؤثر

* Corresponding author Amarouche Radhia Email : amarouche.radhia@univ-alger3.dz

التربية العملية في اكتساب طلبة معهد التربية البدنية والرياضية للكفاءات التنفيذية للتدريس بدرجة كبيرة.

الكلمات المفتاحية: التربية العملية؛ البيداغوجية التطبيقية؛ الكفاءات التدريسية؛ الطلبة الجامعيون؛ التربية البدنية والرياضية.

Introduction

The field of education is considered one of the most sensitive areas in different countries around the world, regardless of their cultural differences and philosophies. The sensitivity of this field arises from its great importance in societies, as it forms the foundation for various sectors and components of modern communities. The prosperity and development of this field lead to the advancement and growth of other areas, as various human elements in other sectors are formed through educational system programs at different levels. Therefore, we see that different countries around the world give great importance to education in order to achieve progress and development in their societies.

The success of education depends primarily on the role of the teacher in this process, as they are considered the most important participants in the educational process, if not the most important. Therefore, there should be a focus on the training and preparation of teachers and educators to ensure greater effectiveness of the educational and pedagogical process. Properly equipping and training teachers in a way that aligns with the needs of society and the requirements of the educational system benefits the entire community. As Mahasin Ibrahim Shamo says, "Competent teachers are considered a fundamental pillar for the development of the educational process and a tool for societal progress. Therefore, preparing outstanding teachers takes priority in advanced societies. Teachers hold special importance in any educational system, as they are responsible for designing and creating educational environments that stimulate students to participate and engage in the learning process." (hashani, 2017/2018, p. 15)

Talking about the process of preparing and training teachers in institutes and colleges leads us to discuss practical education and its role in the formation and preparation of educators. It is the most important stage on which various universities and colleges around the world rely in the process of preparing future teachers. As Ahlam Mohamed Ibrahim Al-Faqhaawi says, "The teacher training program in the world includes specialized scientific aspects, general cultural aspects, and professional educational aspects in a balanced manner that is suitable for the educational stage and the nature of the specialization. The essence of this aspect is practical education, where the student teacher begins to practice the teaching profession under the guidance of a specialized supervisor, to translate scientific knowledge into teaching skills." (hashani, 2017/2018, p. 17)

The great responsibility placed on physical education and sports in shaping individuals who enjoy physical, mental, and psychological health, as well as its role in facilitating academic achievement for other disciplines, has led those in charge, such as

researchers, inspectors, and advisors, to make great efforts to enhance its role through the development of curricula and objectives, as well as various planned activities. However, these efforts cannot be translated into reality without competent teachers capable of translating knowledge, motor skills, physical activities, and sports into practice. Therefore, the process of training and preparing physical education and sports teachers must receive the same level of importance as that given to curricula and educational objectives.

The process of preparing physical education and sports teachers and the development of teacher training programs now focus on the concept of educational competencies and teaching skills as the most important behaviors that teachers should possess, as indicated by various research studies. Teaching competencies have become one of the most important modern trends in teacher training and development. (khalal , 2011, p. 16)

Based on this perspective, and through our research, we have decided to attempt to demonstrate the role that practical education plays in acquiring teaching competencies in institutes of physical education and sports sciences as one of the fields worthy of research and study.

1. Research problem

The teacher and educator play a significant role in educational institutions in terms of the scientific and cultural formation of their students, as well as the ethical and behavioral shaping of their personalities. Therefore, the issue of preparing teachers and educators in general, and physical education teachers in particular, has currently become a top priority through the establishment of numerous departments and institutes of physical education and sports. A well-prepared and comprehensive teacher is capable of imparting knowledge, skills, and ethical values to students, nurturing innovation, creativity, and initiative, which significantly influence students' complete and continuous awareness and their responsibilities towards the educational process and its goals. The processes of teaching and learning are among the most important issues in the modern age. With the advancement of educational, psychological, and social research and studies, and the dissemination of scientific results, societies' perceptions of the role of the teacher have changed, leading to the diversification of roles performed within the context of rapid progress, especially at present, as emphasized by Saad Zaghloul Mustafa El-Sayeh (2004) in his work "Increasing Interest in Teachers, Their Development, and Preparation in Light of the Aspirations and Goals Pursued by Societies in the Age of Scientific Progress" . (mahmoud & saad , 2004, p. 14)

The importance of preparing and retraining teachers and educators in our present era is highlighted due to the explosive growth of knowledge and the use of modern technology in education and teaching, which has been accompanied by the utilization of scientific research in this field. Therefore, the process of teacher preparation is not a simple matter that we can leave to chance or allow misguided efforts to determine its fate. Regardless of the educational system's objectives in any country, they generally aim to improve the performance of teachers, leading to the achievement of the set

objectives, as stated by Al-Rubaani (1990): "The practical education unit is the main program in the process of academic preparation and training of student teachers within universities".

The term "practical education" is the most commonly used term in teacher preparation programs and holds great importance as it is one of the key factors in preparing teachers before they enter the teaching profession. This is due to the opportunities it provides for student teachers to receive actual training in the essential tasks of teaching, acquire teaching skills, and develop teaching attitudes, while bridging the gap between theoretical knowledge and practical applications in the educational process. Based on the above, the problem of study can be summarized as follows:

1.1 The general question

- Does practical education play a role in acquiring teaching competencies for students at the Institute of Physical Education and Sports Sciences?.

1.2 Partial questions

- Does practical education play a role in helping students at the Institute of Physical Education and Sports Sciences acquire the competency to plan lessons effectively?
- Does practical education impact the acquisition of teaching execution competencies for students at the Institute of Physical Education and Sports Sciences?

2. General Hypothesis

Practical education plays a role in acquiring teaching competencies for students at the Institute of Physical Education and Sports Sciences.

2.1 Specific Hypotheses

- Practical education plays a role in acquiring teaching competencies for students at the Institute of Physical Education and Sports Sciences in lesson planning.
- Practical education impacts the acquisition of teaching execution competencies for students at the Institute of Physical Education and Sports Sciences.

3. Study Objectives

Through this study, aimed at understanding the role and impact of practical education in acquiring teaching competencies, we seek to achieve the following objectives:

- To understand the role of practical education in helping students at the Institute of Physical Education and Sports Sciences acquire competency in lesson planning.
- To understand the impact of practical education on the acquisition of teaching execution competencies for students at the Institute of Physical Education and Sports Sciences.

4. Reasons for choosing the topic

We have undertaken this research, addressing an important topic for the following reasons:

- The scientific value of the research topic, which lies in the relationship between practical education and teaching competencies.
- Highlighting the importance of practical education as one of the most critical components in preparing physical education teachers.

- Understanding the extent to which practical education influences the acquisition of teaching competencies by students.
- The importance of practical field education sessions in training physical education teachers, as they are considered fundamental units in their training.
- Exploring the students' ability to utilize teaching competencies during practical education.
- The scarcity of studies related to the importance of practical education, despite efforts in this direction.
- The desire to enrich and support studies on practical education and shed light on physical education students who have not received adequate attention in research and studies, despite the growing interest in this field.

5. Importance of the Study

- Understanding the extent of students' participation in practical education programs.
- Evaluating the level of preparedness of students at the Institute of Physical Education and Sports Sciences regarding the teaching competencies needed for practical education.
- Assessing the effectiveness of practical education in developing and enhancing the proposed teaching competencies among students in the Department of Physical Education and Sports Sciences.
- Utilizing the findings of the practical education study and opening the door for other researchers to address the remaining aspects.

6. Terms of study

6.1 The definition of practical education: "Tawfiq Marai" and "Sherif Moustafa" defined it as "the sum of activities and experiences organized within the framework of teacher education programs, aimed at helping the student teacher acquire the professional competencies needed to perform his educational tasks". (Marai & sharif, 2000, p. 8)

"Jardat" and his colleagues defined it as: "The educational and organized process aimed at providing opportunities for student teachers to apply most of the educational concepts, principles, and theories in a practical and field-based manner, which is the school as a means, leading to the acquisition of educational competencies required by the nature of the multiple and changing roles of the teacher". (hashani, 2017/2018, p. 26)

Practical education is a set of activities, skills, and knowledge that must be possessed by a physical education teacher and should be applied in the field. This process aims to help the student teacher acquire the competencies and skills needed to perform their educational tasks.

6.2 Teaching competencies: Mustafa Al-Sayeh Mohammed defined them as: "The sum of the teacher's actions and behaviors, which include knowledge, attitudes, and skills when performing a task characterized by efficiency and effectiveness." He also defined them as: "The sum of the actions and behaviors of the physical education teacher, which include knowledge, attitudes, and skills during the educational situation, and this behavior is characterized by a high level of accuracy." By teaching

competencies, we mean the method or approach used by the educator in the teaching process as a result of their training and experience in planning, implementing, and evaluating the lesson. (Mostafa al-Sayah, 2001, p. 83)

The definition of physical education and sports: "Wuest & Busher" define physical education as: "The educational process aimed at improving human performance through selected physical activities to achieve this." "Kopecky & Kozlik" define it as: "Physical education is part of general education, aiming to develop the individual physically, mentally, emotionally, and socially through various forms of selected physical activity to achieve this goal.", "Robert Bobin" also defines it as: "Those selected physical activities to meet the individual's physical, mental, and emotional needs, aiming to achieve the holistic growth of the individual". (Al-khawly, 1998, p. 35)

Physical education and sports are the process through which individuals acquire the best motor, mental, social, and fitness skills through physical activity.

6.3 The definition of a university student: A university student is a person whose academic qualifications allow them to move from secondary school or vocational training to the university, based on their specialized certificate or diploma. The university student is a scholar and is considered one of the components of the university, where they are allowed to transition from secondary education to university based on several criteria such as their high school GPA. They have the freedom to choose their desired major according to their interests and preferences, as well as many other aspects related to this freedom. They seek to acquire knowledge in one of the fields they wish to choose. (Nihad, 2014/2016, p. 61)

7. Previous studies

7.1 The first study, titled "The Reality of Practical Education Unit and the Impact of its Programs on Developing the Teaching Competence of Students in Institutes of Physical Education and Sports in Algeria - A Field Study at the Institute of Physical Education and Sports Sciences at the University of Agwadat," was prepared by the student "Qutaf Mohammed" under the supervision of "Dr. Hariti Hakim" as part of his doctoral thesis for the academic year 2014/2015. The study posed the following research question: "Do practical education programs affect the acquisition and development of teaching competencies for students at the Institute of Physical Education and Sports Sciences at the University of Agwadat in light of contemporary educational trends?" The study used a descriptive and correlational research methodology, considering it most suitable for the nature of the subject. The research was conducted on a sample of 212 second-year undergraduate students and 185 third-year undergraduate students at the University of Agwadat, utilizing a questionnaire as the research tool. The study yielded several key findings, including:

1. The study concluded that students had acquired a degree of teaching competence, but it was insufficient. Therefore, students should undergo intensive and continuous training to bring about the desired changes in their behavior, relying on modern educational sports techniques instead of traditional methods.

2. The researcher found through the field study that the opinions of the student interns largely agreed on the application of the practical education supervisor's many responsibilities, but some of these responsibilities were not implemented.
3. There was a lack of modern teaching programs adopted to train students on various teaching competencies at the institute before conducting field internships.
4. There were some differences between the teaching methods and techniques used in practical education classes and those used in field internships.
5. There was a significant relationship between practical education programs and the acquisition of proposed teaching competencies by the students in the study.
6. There was a significant relationship between practical education programs and the acquisition of planning competence for physical education and sports lessons for the study sample.
7. There was a significant relationship between practical education programs and the acquisition of communication and classroom interaction competence for physical education and sports lessons for the study sample.
8. There was a significant relationship between practical education programs and the acquisition of explanation and presentation competence for physical education and sports lessons for the study sample. (Qataf, 2014/2015, p. 31)

7.2 The second study, titled "The Impact of the Competence of the Intern Teacher on the Conduct of Physical Education Classes - A Field Study in Some Secondary Schools in Eastern Algeria," was prepared by student "Belhout Abdelrazak" under the supervision of Dr. Mahour Basha Sabira. The study was part of the requirements for obtaining a Master's degree for the academic year 2015/2016. The research problem was posed as follows: "Does the competence of the intern teacher have an impact on the conduct of physical education classes?"

The researcher formulated a general hypothesis as an initial answer to the general question, stating: "The competence of the intern teacher has an impact on the conduct of physical education classes." Several specific hypotheses fell under this general hypothesis.

The researcher reached several important results, including:

- The competence related to the cognitive aspect of the teacher helps in dealing with students.
- The personal competence of the teacher helps in dealing with the negative behavior of adolescent students.
- The criteria and methods applied by the teacher to address adolescent behavior vary.
- This study focused on personal competence while neglecting an important aspect, which is the aspect of training and experience. (Belhout, 2015/2016)

7.3 The third study, titled "The Importance of Practical Education in Improving the Competence of Third-Year University Students," was prepared by student "Shabira Mohamed Amin" under the supervision of Dr. "Othmani Abdelkader." The study was part of the requirements for obtaining a Master's degree at the University of Biskra for the academic year 2016/2017. The research problem was posed as follows: "What role does the practical education program (applied pedagogy) play in improving the

competence of third-year students in the Institutes of Physical Education and Sports Sciences?"

The researcher formulated a general hypothesis as an initial answer to the general question, stating: "The practical education program (applied pedagogy) plays a positive and important role in improving the competence of third-year students in the Institutes of Physical Education and Sports Sciences." To answer the study's questions, a descriptive method was used as the most suitable for the nature of the topic. The study was conducted on a random sample of 120 students studying in the Institute specializing in physical education and sports coaching, and the questionnaire was used as a tool.

The researcher found:

- The supervising teacher plays a significant role in developing the teaching competencies of the student intern at the intermediate level.
- The supervising teacher effectively develops the planning, execution, and assessment competence of the student intern during physical education and sports lessons at the intermediate level.
- Field internships play a significant role in developing and enhancing the competence of the student intern during physical education and sports lessons at the intermediate level.
- The student intern gradually grows and develops his level during practical education sessions, and the field internship plays a significant role in that during physical education and sports lessons at the intermediate level.
- The students play a significant role in improving the workflow with the student intern and increasing his self-confidence through their interaction with him during the field internship at the intermediate level. (Shbira , 2016/2017)

8. Research methodology and field procedures

8.1 The methodology followed

The methodology we followed to study the topic is the descriptive approach, which is considered to be the study of supporting facts related to a specific phenomenon, entity, group of individuals, set of events, or specific conditions.

8.2 Study Population

Our study community consists of students from the Institute of Physical Education and Sports Sciences, Department of Education, at the University of Algiers 03 – Daly braham, which includes 687 students from the second year of the educational master's programIn the academic year 2022-2023.

8.3 Study Sample

In order to conduct our study, we selected the study sample randomly, and the study included 104 students from the Institute of Physical Education and Sports Sciences, Department of Education, at the University of Algiers 03 - Daly brahamIn the academic year 2022-2023.

8.4 Exploratory study

A process conducted by the researcher to test the research methods for their validity and reliability to ensure the accuracy and objectivity of the results obtained in the end.

This pilot study precedes the fieldwork and aims to measure the level of the objective and stability of the tools used in the field study (closed questionnaire). It also helps the researcher understand the conditions surrounding the implementation process. Based on this, before starting the field study, we conducted a pilot study with the following objectives:

- To identify the size of the original population and its characteristics and features.
- To confirm the validity of the study tools (questionnaire).

8.4 Study Tool

We relied on what is known as a questionnaire form, which is considered one of the many methods to obtain data. It is a tool of scientific research to gather facts, understand reality, identify conditions and circumstances, study facilities, attitudes, and opinions. It consists of a set of systematically arranged questions placed in a form to be sent or handed to the individuals selected for the study topic to record their answers that serve the objectives sought to be achieved regarding the questions asked. The responses are then returned to the researcher. It is essential that the questions are clear, unbiased, and that the wording and language used in the questions are simple and easy to understand. The questionnaire form for our study included 7 questions for each of the first and second axes.

9. Presentation and discussion of results

9.1 Presentation, analysis and discussion of the results of the first partial hypothesis

Question 01: Do you know how to prepare a learning unit?

The objective of question 01: To determine whether the student is proficient in preparing a learning unit.

Table 01: Represents frequencies, percentages, and Chi-square values for question 01.

Suggestions	Frequency	Percentage	Computed Chi-square	Tabulated Chi-square	Degrees of Freedom	Significance Level
Yes	81	78%	100.53	5,991	2	0,05
No	23	22%				
Sometimes	00	00%				
Total	104	100%				

Source: preparation of researchers, 2023.

Through the results of the table showing the response percentages regarding question 01, it is evident that a large percentage, 78% of the study sample, answered that they know how to prepare a learning unit. This is supported by the Chi-square value at a significance level of 0.05 and degrees of freedom of 2, where the tabulated Chi-square value was 5.991, which is smaller than the computed Chi-square value of 100.53. This indicates that there are statistically significant differences in the responses of the sample individuals.

Conclusion of question 01: We conclude that the students know how to prepare a learning unit.

Question 02: Do you have the ability to prepare the annual distribution?

The objective of question 02: To determine whether the student has the ability to prepare the annual distribution.

Table 02: Represents frequencies, percentages, and Chi-square values for question 02.

Suggestions	Frequency	Percentage	Computed Chi-square	Tabulated Chi-square	Degrees of Freedom	Significance Level
yes	30	29%	79.93	5,991	2	0,05
no	74	71%				
Sometimes	00	00%				
Total	104	100%				

Source: preparation of researchers, 2023.

Through the results of the table showing the response percentages regarding question 02, it is evident that a large percentage, 71% of the study sample, answered that they do not have the ability to prepare the annual distribution. This is supported by the Chi-square value at a significance level of 0.05 and degrees of freedom of 2, where the tabulated Chi-square value was 5.991, which is smaller than the computed Chi-square value of 79.93. This indicates that there are statistically significant differences in the responses of the sample individuals.

Conclusion of question 02 : We conclude that the student does not have the ability to prepare the annual distribution.

9.2 Presentation, analysis and discussion of the results of the second partial hypothesis:

Question 01: Do you have the appropriate methods to deal with learners in order to modify their undesirable behaviors?

The objective of question 01: To determine whether the student has the appropriate methods to deal with learners in order to modify their undesirable behaviors.

Table 03: Represents frequencies, percentages, and Chi-square values for question 01.

Suggestions	Frequency	Percentage	Computed Chi-square	Tabulated Chi-square	Degrees of Freedom	Significance Level
Yes	37	36%	0.58	5,991	2	0,05
No	31	29%				
Sometimes	36	35%				
Total	104	100%				

Source: preparation of researchers, 2023.

Based on the results of the table showing the response percentages regarding question 01, it is evident that a moderate percentage, 36% of the study sample, answered that they have the appropriate methods to deal with learners in order to modify their undesirable behaviors. This is supported by the Chi-square value at a significance level of 0.05 and degrees of freedom of 2, where the tabulated Chi-square value was 5.991, which is greater than the computed Chi-square value of 0.58. This indicates that there are no statistically significant differences in the responses of the sample individuals.

Conclusion of question 01: We conclude that most students have the appropriate methods to deal with learners in order to modify their undesirable behaviors.

Question 02: Do you invest in the learners' experiences in learning the skill and performing a skill model?

The objective of question 02: To determine whether the student invests in the learners' experiences in learning the skill and performing a skill model.

Table 04: Represents frequencies, percentages, and Chi-square values for question 04.

Suggestions	Frequency	Percentage	Computed Chi-square	Tabulated Chi-square	Degrees of Freedom	Significance Level
yes	52	50%	13.91	5,991	2	0,05
no	22	21%				
Sometimes	30	29%				
Total	104	100%				

Source: preparation of researchers, 2023.

Through the results of the table showing the response percentages regarding question number 02, it is evident that a large percentage, 50% of the study sample, answered that they invest in the learners' experiences in learning the skill and performing a skill model. This is supported by the Chi-square value at a significance level of 0.05 and degrees of freedom of 2, where the tabulated Chi-square value was 5.991, which is smaller than the computed Chi-square value of 13.91. This indicates that there are statistically significant differences in the responses of the sample individuals.

Conclusion of question 02: We conclude that the student invests in the learners' experiences in learning the skill and performing a skill model.

General Conclusion:

After delving into the theoretical aspect and attempting to summarize the most important information and knowledge related to practical education and teaching competencies, the study variables, then addressing the practical aspect through the results extracted from the study sample, and after statistical analysis, presentation and analysis of the results, and discussing the hypotheses, we have come to prove the validity and accuracy of the hypotheses we posed at the beginning of the study. Therefore, the following results were concluded:

- It became clear to us that practical education plays a role in acquiring planning competencies for lesson planning by students of the Institute of Physical Education and Sports Sciences to a great extent, as confirmed by the results obtained and the achievement of the first hypothesis "Practical education plays a role in acquiring planning competencies for lesson planning by students of the Institute of Physical Education and Sports Sciences."
- Practical education significantly influences the acquisition of executive teaching competencies by students of the Institute of Physical Education and Sports Sciences, as confirmed by the results obtained and the achievement of the second hypothesis "Practical education influences the acquisition of executive teaching competencies by students of the Institute of Physical Education and Sports Sciences."
- As for the general hypothesis stating that "Practical education plays a role in acquiring teaching competencies for students of the Institute of Physical Education and Sports Sciences," it was achieved through the partial hypotheses.

11. Recommendations

Based on the results of the study, the researcher identified a set of recommendations to be presented to those responsible for practical education training.

- There should be a comprehensive review of the practical education program, and the establishment of a special committee at the institute level consisting of university professors to supervise the practical education program, clearly define objectives, and monitor the progress of set goals.
- Create a practical education guide containing the program and objectives, highlighting key milestones of the program throughout the various years of university study.
- Embrace modern methods used in practical education, especially in the applied pedagogy scale such as the mini-teaching method.
- Review field training institutions and identify a specific list of these institutions that meet certain criteria (suitable work environment, abundance of pedagogical resources, experienced cooperating teachers, etc.).

12. Suggestions

Based on the above, the researcher suggests conducting the following future studies:

- Conduct a study on the various problems and difficulties faced by students in the practical education program.
- Conduct evaluative studies of the practical education program and analyze the different roles of those in charge.
- Conduct a study on the roles of the academic supervisor and cooperating teacher in the practical education program.

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