

Didactics of physical education and sport at Primary School -Basics and Concepts-

Adel Dif *

Zian Achour university Djelfa (Algeria), adel.dif@univ-djelfa.dz

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Abstract:

Modern educational systems are distinguished by the innovation of their curricula and teaching methods. Observing educational institutions at various levels reveals that they focus increasingly on everything that contributes to raising the level of achievement and maximizing the benefit of the competencies and skills that the teaching materials aim to convey to the learner. Among these subjects is physical and sports education, which combines both theoretical and practical aspects. This duality has prompted educators to give significant attention to how it is taught, by employing pedagogical tools and selecting appropriate teaching strategies to fulfill the concept of teaching physical and sports education. This paper explores the foundations and concepts that contribute to formulating a comprehensive picture of the teaching of physical and sports education.

Keywords: Didactics; physical education and sports.

1. INTRODUCTION

The Algerian sector of Education is dedicated to improving the quality of education and its outcomes by mobilizing all resources for

* Corresponding author.

the development and positive preparation of individuals. Significant attention has been given to curricula and educational programs for various subjects across different educational stages, including the primary education phase, which has seen notable progress in recent years. One key development has been the introduction of physical and sports education, recognizing its importance for students at this stage of life. Despite these efforts, progress is still in its early stages, although Algeria has worked diligently to elevate the status of physical and sports education through various legal frameworks, such as the 1976 Physical and Sports Education Law and the 1976 National Charter. These frameworks emphasize that physical and sports education is essential for maintaining health, enhancing work capacity, and strengthening the nation's defensive capabilities. ⁽¹⁾ Furthermore, the 1981 physical and sports education program set three main objectives⁽²⁾:

1. Health acquisition.
2. Motor development.
3. Social education.

After observing a decline in the presence of physical and sports education in educational institutions, a joint session was held in 2010 between officials from the Ministry of Youth and Sports and the Ministry of Education. This meeting aimed to propose solutions for developing and addressing the state of sports in schools. The session stressed the need to renew sports facilities, address the noticeable lack of trained instructors, and revise curricula, as outlined in the 04/10 Physical and Sports Education Law. Since then, physical and sports education has received increased attention, culminating in its integration as a subject in primary school.⁽³⁾

(1) People's Democratic Republic of Algeria, Official Journal. Ordinance No. 81-76, concerning the Physical Education and Sports Law. dated October 23, 1976.

(2) Law No. 03-89 dated February 14, 1981, concerning the organization and development of the national system of physical education and sports.

(3) Law No. 04-10 concerning Physical Education and Sports. dated August 14, 2004.

2. Problematic:

Physical education and sports as a school subject stand out from others due to their broad impact on the educational process within the school, addressing the learner's health, physical, mental, and emotional needs. This highlights their effectiveness and significance in education in general and in developing a balanced personality in particular. This is evident from the attention given by specialists and researchers from various countries to physical education and sports in schools, considering them a cornerstone in building a balanced mind and body, stemming from the idea of a sound mind in a sound body.

Moreover, elementary schools are fertile ground for teaching various motor activities, as they form the basic foundation for learning fundamental motor skills. Studies confirm that the elementary stage is one of the most crucial phases in a person's life, where a child's abilities and talents develop, making them highly receptive to influence, guidance, shaping, and determining future directions. Through guided practices of basic skills and movements, they are categorized into three skills: locomotor, non-locomotor, and control and manipulation skills.

One of the most important aspects to be harnessed during childhood is movement and physical activity, as children develop essential skills such as walking, running, climbing, sliding, and balancing, forming the fundamental building blocks of a child's life.⁽⁴⁾

The elementary school phase is considered one of the most critical stages in a child's life. It plays a significant role in shaping their personality. Since children are inclined to play, they are always interested in physical education and sports classes, as a means of recreation and showcasing their physical abilities. These classes play a positive role in forming a well-balanced and emotionally and

(4) Kabouch, Bilal. The Impact of Practicing Physical Education and Sports in the Elementary Stage - Master's Thesis in Human Movement and Kinetics. University of Larbi Ben M'hidi, Oum El Bouaghi, Algeria. 2016. P 1.

physiologically stable personality. In addition, the role of the educator in bringing this lesson to life on the field is essential, as it strengthens the relationship between the child and the school. Given the child's increasing physical activity and love for games and various physical activities, we must consider framing these activities in an organized and directed manner through physical education and sports classes, to allow children to explore their skills and abilities and thus discover athletic talents.

According the above, we ask the following questions: What are the prospects for teaching physical education and sports at the primary school? And what are the fundamental concepts and basics that form the teaching of physical and sports education?

3. Physical Education and Sports lesson

A physical education and sports class can be Empirically defined as the physical activity provided to learners according to a designated curriculum, at a specific time and place within the school timetable, attended by the learners.

4. Primary School

Empirically, the primary school refers to the educational phase that follows the preparatory stage, attended by children whose age between the 6 to 11-years. This stage culminates in the transition of the child to the Middle school.

5. Objectives of the Physical Education and Sports Class

Based on various studies, research, and field observations, the objectives of physical education and sports classes can be categorized as follows:

5.1. Physical Fitness:

Physical fitness forms the foundation of physical education and sports and prepares individuals to participate in various physical activities, as well as for full life readiness. It relies on physical activity. As Charles Bucher states, physical education is an integral

part of general education, and its goal is to shape a fit citizen and develop the individual's abilities and growth.

5.2. Dynamic or Motor Objectives: These objectives are consistent with Simpson's taxonomy:

- Developing and strengthening the various body systems.
- Promoting good posture and protecting the body from deformities.
- Developing fundamental motor skills (walking, running, hopping, climbing, hanging, lifting, pushing, etc.).

5.3. Affective Objectives: These objectives are consistent with Krathwohl's taxonomy:

- Acquiring social skills that prepare the child for social adaptation.
- Providing the student with opportunities to express themselves and be creative, enabling natural psychological growth.
- Teaching the student to respect their peers and appreciate belonging to a group.
- Instilling healthy habits.⁽⁵⁾

5.4. Cognitive Objectives: These objectives are consistent with Bloom's taxonomy.:

- Teaching the child to follow safety and security rules.
- Developing motor understanding.
- Analyzing and studying the components of motor work.
- Understanding the basic elements of movement (awareness of space, body, and direction).
- Awareness of physical exertion.
- Understanding the relationship with tools and equipment.

(5) Otman, Afaf. *Modern Trends in Motor Education*, Dar Al-Wafaa for Printing and Publishing, Alexandria, Egypt. 2008, p 77.

Achieving these objectives is progressive from year to year, varying in scope and size, but consistent in essence, taking into account the growth characteristics and needs of each age group.

Teaching physical education and sports to learners at various stages is an important topic that helps foster a spirit of competition. It involves interaction between learners and the teacher through enjoyable discovery and play, where lessons are fun, and the learner feels they are having a good time at school.

Physical education and sports, like other academic subjects, contribute significantly to providing the means to understand various phenomena, their characteristics, and the composition of matter, as well as living organisms and their properties. This is achieved through:

- Exposing learners to a concrete understanding of effort in its broad sense, and the coordination of movements and their relationship to both quantitative and qualitative performance through physical and sports activities.
- Understanding the impact of physical activities on the body in general, and on vital organs and systems in particular, as well as the changes that occur as a result of such practices.
- Instilling health education values in learners by fostering habits of personal hygiene, clean clothing, and maintaining a healthy environment.
- Understanding how to use and manage body movements to perform precise and effective skills to achieve optimal performance required by a situation or task.
- Engaging in learning activities related to skills in situations that require both the student and teacher to apply them accurately, thus developing a sense of discipline and excellence in work. ⁽⁶⁾

(6) Ministry of National Education. Physical Education Curriculum, National Office for School Publications, Algeria. 2016.

6. Importance of Physical Education and Sports in School:

The physical education class is a crucial component in the development of young students, as it contributes to the growth of various aspects of their personality, learning motor skills, and instilling healthy and social habits. It serves as the fundamental unit of the school sports education curriculum. Therefore, it must receive significant attention in the educational process within the school. However, based on repeated observations in the field, it appears that there is a lack of proper use of teaching methods included in educational curricula. Additionally, there is limited training for teachers, especially in elementary education, in this area, which affects their performance towards learners. As Al-Samarrai and Al-Samarrai point out, "The teacher must possess a good set of teaching methods that align with the nature of the learners, the environment, and other surrounding conditions, instead of relying on one monotonous method in their class. This will inevitably lead to student boredom and disengagement, and failure to achieve the required educational objectives".⁽⁷⁾

7. Contribution of Physical Education and Sports in School:

Physical education, like all academic subjects, plays a significant role in providing tools for understanding various phenomena, their characteristics, the composition of matter, and living organisms and their properties through the following:

- Presenting learners with a concrete understanding of effort in its broad sense and the coordination and harmony of movements, and their relationship with performance both quantitatively and qualitatively through physical and sports activities.
- Understanding the impact of physical activities on the body in

(7) Al-Samarrai, Abbas Saleh, Al-Samarrai, Abdul Karim Mahmoud. Teaching Competencies in Methods of Teaching Physical Education, University of Baghdad, Iraq. 1991, p 17.

general, and vital organs in particular, as well as the changes that occur due to these practices.

- Instilling health education values in learners by fostering habits of body hygiene, clean clothing, and maintaining a clean environment.
- Understanding how to utilize and manage body movements to perform precise and effective skills, aimed at achieving the best performance required by the situation or task.
- Engaging in learning activities related to skills in situations that compel both the student and teacher to apply them accurately, which fosters and develops a sense of discipline and excellence in work. ⁽⁸⁾

8. Organizing the Educational Process in Physical and Sports Activities:

8.1. Teacher-Learner Relationship in Physical Activities:

8.1.1. Characteristics of the Educational Relationship in Physical Activities:

It is well known that the teacher is one of the most important elements of the educational process, and the learner is the raw material through which successful investment can be made, leading to desired outcomes. Therefore, the relationship between both parties must be one of connection, integration, and closeness. Through dynamic physical activity, the learner is allowed to exhibit free natural behavior and unique physical expression.

Physical exercises respond to the deep needs and interests of learners, highlighting their physical and mental abilities (strength, flexibility, concentration, etc.). The more energetic and serious the teacher is in their work and attentive to their students, the more they become a positive role model for the learner. In addition, learners often confide their problems to such teachers. This way, the teacher

(8) Al-Hamami, Mohammed Mohammed. The Development of Educational Thought in the Field of Physical Education, Markaz Al-Kitab Publishing, Cairo. 1999, p 28.

fulfills their role as an educator, not only through preparing and delivering lessons effectively but also through their human and ethical behavior. Given the teacher's important position, they can observe, understand, and guide learners, helping them assess difficulties and make objective decisions regarding them.

8.1.2. The Teacher's Role in Managing Learning and Discipline:

The teacher aims to train and educate learners in the organization and discipline of physical and sports activities, holding them responsible for gradual learning. It is challenging to adopt a specific method for managing the lesson, as factors such as the teacher's personality, maturity, competence, and the learners' characteristics and social environment play a role in managing the learning process. A coercive, authoritarian approach can push learners back to a childlike state, especially when adolescents need opportunities for self-expression and asserting themselves. Conversely, treating them in a friendly and equal manner gives them an adult status they have not yet achieved. Therefore, the relationship between the teacher and the learner must be based on respect, cooperation, and mutual trust, allowing learners to become self-reliant. They also learn cooperation through organizing and managing their group, under the teacher's supervision and corrections, while taking on different roles and competing with respect for sportsmanship. This approach helps prepare them for adulthood and taking responsibility.

8.1.3. Organizing the Class:

Organizing physical and sports activities is often characterized by group-based activities, offering learners the opportunity to take on concrete roles (attacker, defender, referee, etc.). Given these specific features of physical activities, they should be used to develop the learner in motor, social, emotional, and affective domains. To achieve goals efficiently and with minimal effort, the teacher organizes the class by applying the following principles:

- Establishing fixed working groups with varying levels throughout the school year, respecting these levels in each session.
- Creating teams of the same level within these varying groups, based on the activities scheduled for each session.

A. Roles in Group Work:

Group work helps students take on various roles in both organization and practice, such as:

- Assigning at least one leader for each group (a captain for each team), delegating responsibilities without hindering the activity with unnecessary bureaucratic tasks, and giving importance to the following concrete roles: observation, assistance, support, refereeing, coordination, signal starting, exercise judging, etc.
- Emphasizing practical roles during drills and competitions (attacking, defending, playing the role of a "pacemaker" in a race, monitoring the group's rhythm, etc.).

B. Effectiveness of Dynamic or Motor Learning:

Group organization helps enhance the effectiveness of motor learning depending on the pedagogical situations and the nature of the activities (individual or team sports, gymnastics, handball, etc.) and the type of session (training or competition). Work can be organized into mixed groups or teams.

- Competition between groups of the same level during team sports competitions allows for practical application of cooperation among learners during the learning stages.

8.2. Lesson Planning:

The teacher's ability to design an educational plan is a key aspect of the educational process, and it can be outlined in long-term, medium-term, and short-term formats depending on the learners' levels. This includes:

- The annual distribution of activities.

- Periodic programming for each activity.
- Preparation of weekly sessions.

Planning follows a specific strategy, which includes the following:

8.2.1. Annual Distribution:

This involves key and important points, including:

- Selecting appropriate activities for each grade level.
 - Distributing these activities throughout the school year in the form of instructional cycles.
 - Preparing this planning based on the following principles:
- ✓ Assessing available physical resources and sports facilities and utilizing them efficiently (a facilities plan and a list of sports equipment are important references for programming).
 - ✓ Utilizing the two weekly hours allocated for each class in two different activities (e.g., athletics like sprinting and a team sport like soccer).
 - ✓ Ensuring that each cycle contains no fewer than 6 or 7 sessions.
 - ✓ Structuring the roles progressively, starting with a variety of activities in the first year and gradually focusing on longer, more specialized roles in the third year.
 - ✓ Respecting the learners' levels and preferences when programming lessons.

8.2.2. Periodic Distribution: For example, in a sprinting cycle, it includes:

- Defining objectives for the end of the cycle in the form of competencies.
- Creating an educational distribution with specific instructional goals.
- Preparing a schedule of evaluations and tests.

The teacher should focus on the nature of the sessions and their sequence, as well as on making the best use of the weekly time allocated for physical education. The training sessions can be organized as follows:

A. Initial Competition of the Cycle:

This is the first competition or the initial level of the first cycle for all students. It should be utilized at the beginning of the year through two activities from the first cycle with the aim of gathering as much information as possible about the students. However, these assessments should not come at the expense of instructional sessions, so a maximum of two sessions can be allotted for introduction, organization, and initial evaluation at the beginning of the year. As the academic year progresses and roles alternate, the initial evaluation can be programmed into just one session for active students or skipped entirely if the teacher deems it unnecessary.

B. Mid-Cycle Competitions (Interim Sessions):

These training sessions rely on active methods used in teaching physical activities and employ competitive formats, helping the teacher continuously assess the students and their learning methods. This reduces the need for mid-cycle assessments, though for longer cycles, these competitions can be programmed while respecting the principle of at least three training sessions before the competition.

C. End-of-Cycle Competition:

This session is in the form of a final competition for the cycle, used to evaluate the overall performance of the students. After completing a series of training sessions in a specific discipline, the teacher can assess how well the objectives for the cycle have been achieved and identify the competencies the students have acquired.

D. Theoretical Sessions:

Some theoretical lessons can be conducted in physical education but should be kept brief and not replace practical sessions. It is

preferable to conduct these in exceptional cases, such as unfavorable weather conditions. They can also be provided as printed and simplified lessons at the beginning or end of each session.

E. Sports Activities:

This involves organizing competitions between different classes. These are prohibited during actual training hours, and after the final evaluation of the cycle, the teacher moves directly into the new program, whether it is the proposed one or the official school curriculum.

F. Lesson Preparation: Lesson preparation revolves around the following elements:

- Competency-based teaching approach.
- Specific instructional objectives.
- Choosing appropriate learning situations, exercises, and activities to achieve the objectives.
- Clarifying the methods and strategies for evaluation.

9. Analysis of the Educational Process

9.1. The Educational Process:

It refers to any interaction that occurs between individuals aimed at changing the way the other person operates. The intended influence is one that works to bring about changes in the other person through reasonable conceptual means, in a way that makes things and events meaningful.

9.2. Analysis of the Educational Process:

Analyzing the educational process involves conducting an analytical study aimed at understanding and explaining the phenomena of education within schools. The study focuses on attempting to dismantling a specific phenomenon from the core of the school reality, which is the process during the lesson execution.

9.3. Stages of the Educational Process: The educational process is confined to four stages:

1. **Organizing Stage:** In this stage, general and specific goals are defined, and suitable means are chosen to help understand the lessons and achieve a high level of comprehension.
2. **Intervention Stage:** This involves applying strategies and implementing educational techniques within the classroom.
3. **Measurement Tools Stage:** Tools are identified to measure the results and analyze the processes.
4. **Evaluation Stage:** This stage involves assessing all the stages by examining the alignment of the objectives and the effectiveness of the educational activity.

10. Components of the Educational Process:

10.1. Objectives: These are the fundamental element, representing the starting point for the other components, and they continually guide the process of education. Objectives are also useful in assessing how well learners are responding to what has been presented to them in the various lessons.

10.2. The Teacher: The teacher serves as a guide for learners and is a source of knowledge. A successful teacher is characterized by sound judgment, self-control, enthusiasm, attractiveness, adaptability, flexibility, and foresight.

10.3. The Learner: The learner is the core and focus of the educational process. Based on the learner, the other components are determined in a scientific manner. To activate and ensure the success of the process, the teacher must pay attention to all aspects of the learner's personality.

10.4. The Method: This refers to the various activities or organized steps that follow consistent psychological principles and respond to a specific goal. One can only speak of a "method" when there is a

certain level of alignment between objectives, principles, plans, and techniques.

10.5. The Medium: It is a mistake to refer to them merely as "teaching aids" They are an integral part of the educational process. They help clarify concepts and demonstrate facts, add vitality to the subject matter, make it more practical and effective, and easier to apply. They assist the learner in understanding and analyzing the material, solidifying information in their memory, and linking it to their imagination.

10.6. Content: This encompasses all facts and ideas that constitute the prevailing culture of a society at a given time. It includes all scientific, literary, and other achievements that make up civilization and the richness of cultures around the world. In educational systems, these are categorized into subjects such as language, mathematics, history, etc. The selection of one subject over another or portions of a subject is based on the intended objectives and goals.

10.7. Communication: This measures the interaction between the teacher and the learner. Many studies have demonstrated the importance of the relationship between teacher and student as a crucial variable in determining the style and method of teaching.

11. Difficulties in Analyzing the Educational Process:

The difficulties in analyzing the educational process are linked to the objectives set for the class group. When society entrusts young people to the school, it does not only expect the school to prepare them to be good citizens. These difficulties are also related to the content of education, its resources, and the technology available and used in the classroom, as well as the psychological conditions surrounding the school. Moreover, different organizational structures and examination systems add complexity to the classroom environment, where various intertwined factors and highly diverse variables interact and merge.

12. How to Build and Implement a Learning Unit

12.1. Definition of a Learning Unit: A learning unit is a plan that includes a series of educational/learning sessions (lessons) aimed at achieving a specific learning objective in a particular activity (individual or group).

12. 2. Methodological Steps:

Step 1: Diagnostic Evaluation

- Identify the elements to be evaluated, based on the criteria of the learning objective.
- Determine the content through which the evaluation will be conducted.
- Define the methodology for applying the content.
- Analyze the results (identify and prioritize deficiencies) in line with the selected activity.

Step 2: Building and Implementing the Learning Unit

- Formulate session objectives based on identified deficiencies (criteria) and distribute them across the timeline (according to the number of sessions).
- Define content (learning situations) for each objective.
- Use formative assessment as a guiding and regulating tool throughout the learning process (in all sessions).
- Implement the educational/learning units (lessons) with the learners.

Step 3: Summative Evaluation

- Subject the indicators (deficiencies) identified at the beginning of the learning unit to evaluation.
- Define content that responds to the indicators intended for evaluation.
- Determine the means and methodology of assessment (self-assessment, group, individual, etc.).

- Analyze the results to assess the extent to which the objectives have been achieved, and thus the level of competency gained.

12.3. Foundations for Building and Implementing a Learning Unit: There are two key foundations in constructing and applying any learning unit: preparation and implementation, as highlighted by the National Curriculum Committee.

12.3.1. Preparation Phase:

- Derive the specific objective from the learning unit.
- Analyze the specific objective (related to the session) and determine its procedural principles.
- Identify the content (situations that most effectively achieve the objective), considering learners' levels, resources, environmental conditions, etc.
- Determine the format of the learning process (workshops, groups, individual activities, etc.).
- Specify the duration for each learning situation.
- Define the tasks and roles for learners, and anticipate solutions to potential difficulties they may face.

12.3. 2. Implementation Phase: This phase consists of several principles, as follows:

A. Principles for Managing the Lesson: Once the educational/learning unit is prepared, the teacher's role shifts to facilitating the lesson and managing its stages in practice. This requires applying principles such as:

- Explaining and demonstrating movements personally or through a learner.
- Announcing the beginning and end of the activity with clear signals.
- Correcting learners individually and in groups, and assessing their work.
- Guiding and adjusting the learning process.

- Engaging, encouraging, and motivating learners, while providing reassurance and assistance.

B. Principles for Warm-Up: Warm-up is one of the most important stages in a physical education session. It ensures the body can handle the intensity of the session. The teacher should focus on:

- Gradual increase in exercise difficulty.
- Adjusting the work duration and selecting exercises based on the nature of the activity and weather conditions.
- Respecting the work-rest principle.

C. Principles for the Learning Phase (Main Part): The main part of the session is crucial for achieving the intended objective. The teacher's contribution in this phase includes:

- Proposing content in the form of challenges.
- Facilitating group work.
- Monitoring learners to find appropriate solutions through:
 - ✓ Oral interventions with brief, clear, and simplified explanations.
 - ✓ Providing timely guidance.
 - ✓ Using clear, audible speech, as well as physical demonstrations using gestures and movements (hands, body, tools), combined with vocal instructions when necessary.
 - ✓ Moving between workshops, observing work, and offering both individual and group corrections.

D. Principles for Assessment (Cool-Down):

- This phase is often neglected, but it is essential as it serves as a period for evaluating learners' work during the learning phase.
- It may involve calm exercises or announcing results if a competition took place, and preparing for the next session.⁽⁹⁾

(9) National Curriculum Committee. *Accompanying Document for Physical Education in the Elementary Education Stage*, National Office for School Publications, Algeria. 2015, pp 59-60.

CONCLUSION

Physical education is considered an awakening subject for elementary school students due to the suitability and harmony of its activities with the characteristics and features of children at this stage of their lives. It helps them find balance through positive engagement with their excess energy.

Therefore, it is time to put the practice of physical education in elementary schools on the right track by providing sports facilities and infrastructures within educational institutions. If this is not possible, the agreement between the Ministry of Youth and Sports and the Ministry of National Education should be implemented, aiming to utilize sports facilities and provide the necessary pedagogical tools for all activities. Additionally, graduates from various physical education institutes across the country should be employed, with the necessary political will to promote sports in our primary schools. This will enable us to provide adequate care for our children at different stages of their development, significantly contributing to social stability and peace, and saving the state considerable funds and efforts in combating various social issues.

According to the above, we can see that despite its great importance, physical education is practiced in our educational institutions under very difficult conditions. Most of the fields are unsafe, consisting of hard and dangerous surfaces, and there is a lack of pedagogical tools for the subject. There is also a complete absence of a budget allocated for physical and sports activities to motivate both students and teachers. Additionally, teachers supervising physical and sports activities have not received any prior training in this specialization. Therefore, we see the necessity of proposing some methods and techniques that can be beneficial in teaching physical education in elementary education, including:

- Interactive Learning This approach focuses on encouraging students to actively participate in exercises, think, express themselves,

and communicate.

- Reflective Learning This method promotes critical thinking, creativity, and systematic thinking in students.
- Sensory Learning This method emphasizes teaching children good listening skills, developing their sensory awareness, and enhancing the sensory aspects of learning.

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