

The Role of Recreational Sports Activities in Developing Communication Dimensions among Middle School Students

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Abstract:

This study aimed to investigate the role of recreational sports activities in developing some dimensions of communication among middle school students. It also sought to determine if there were statistically significant differences among the sample individuals regarding their interests in communication dimensions and various skills. A descriptive approach was used with a random sample of 10 first-year intermediate school students, estimated at 100 students, as a study population. The statistical tools were percentages and the C-squared test. After data collection and analysis, the results indicated significant positive effects of recreational sports activities on the development of communication dimensions, such as verbal communication, non-verbal communication, effective listening skills. There were also statistically significant effects on skills, including writing articles, poems, or scripts about sports, delivering presentations on sports to an audience, and discussing feelings and ideas related to sports.

Keywords: Recreational Sports Activities; Communication Dimensions; Skills.

1. INTRODUCTION

Play is a vital aspect of children's lives, influencing various facets of their development, including physical, psychological, linguistic, emotional, and cognitive aspects⁽¹⁾. Games contribute to social skills, fostering communication and adaptability. Recreational sports activities play a crucial

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(1) Abdelkader Boukhalfa, "Proposal for a Program Using Mini-Games and Their Role in Improving Some Fundamental Motor Skills," Sports Creativity Journal, Volume 12, Issue 1, University of Tebessa, 2021, p. 19.

role in shaping individuals holistically, impacting physical, social, emotional, and psychological dimensions. These activities contribute to personal and community well-being, enhancing capacities and imparting sports-related knowledge. They are essential across different educational stages, supported by scientific frameworks and resources⁽¹⁾. Recreational sports serve as a key avenue for active relaxation, particularly in educational settings. The contemporary system of recreational sports aims to harness the instinct to play for educational and social objectives, with teachers using various methods aligned with students' characteristics to achieve these goals⁽²⁾.

1.1 Study problem

The problem of this study can be formulated in the following main question:

Does the proposed recreational program effectively contribute to the development of some fundamental motorskills in middle school students?

The following sub-questions fall under this problem:

- 1) Are there statistically significant effects of the proposed recreational program on the development of some dimensionsof communication among middle school students?
- 2) Are there statistically significant effects of the proposed recreational program on the skills of middle school students?

1.2 Study Hypothesis

This study proceeds from the following main hypotheses:

The proposed recreational program is effective in developing some fundamental motor skills in middle school students.

The following sub- hypotheses fall under this main hypothesis:

- 1) There are statistically significant effects of the proposed recreational program on the development of some dimensions of communication among middle school students, such as verbal

(1) Rabeh Sghiri, "The Role of Recreational Sports Activity in Reducing DrugAddiction Phenomenon," Sports Creativity Journal, Volume 02, Issue 01, 2011, p. 09.

(2) Samir Al-Sheikhani, "Psychological Stress," Arab Thought House for Printing and Publishing, 2003, p.14; Kadem Medhat, "Educational Activities Needed by the Child," Education Journal, Vol. 12, 2002.

communication, non-verbal communication, and effective listening skills.

2) There are statistically significant effects of the proposed recreational program on the skills of middle school students, including writing articles, poems, or scripts about sports, delivering presentations on sports to an audience, and discussing feelings and ideas related to sports.

1.3 Study Objectives

- To understand the contribution of recreational sports activities in developing some dimensions of communication among middle school students.

- To determine the extent of the contribution of recreational sports activities in reducing psychological stress among middle school students.

- To explore the current practice of recreational sports activities among students.

- To attempt to uncover prevailing mental and psychological capacities in educational institutions (anxiety, frustration, psychological stress).

1.4 Study importance

This study, situated in psychological and social studies, holds importance due to the sensitive nature of the addressed topic. Scientifically, it is highly significant, concentrating on the role of recreational sports activities in communication dimensions, a subject with considerable interest across disciplines. Yet, it remains underexplored, particularly in education. From a practical perspective, the study aims to raise awareness among educators about the importance of incorporating recreational sports activities in physical education classes.

2. The Study Keywords

2.1 Recreational Sports

2.1.1 Conceptual Definition

It is a program implemented by the school in conjunction with the educational program, accepted by the student willingly, and pursued with enthusiasm and natural inclination. The student engages in it based on his preferences, achieving educational goals that contribute to the growth of the student's experience⁽¹⁾.

(1) Maher Ahmed Mustafa Al-Bazzam, The Role of Recreational Sports Activities in Developing the Values of Elementary Stage Students from the Perspective of Their Teachers, Master's Thesis, Gaza university, Gaza, 2020.

2.1.2 Operational Definition

These are free activities, ones that the learner engages in outside the classroom to shape or build experiences and basic skills. The learner participates in them through activity groups.

2.2 Definition of Communication Dimensions for Middle School Students

2.2.1 Conceptual Definition

Communication is defined as the process of exchanging information, ideas, and feelings among individuals or groups. It involves the use of spoken and written language, gestures, and non-verbal communication.

2.2.2 Operational Definition

Communication dimensions for middle school students refer to a set of skills and abilities that impact the student's ability to communicate effectively with others.

3. Previous Similar Studies

3.1 First Study

Maher Ahmed Mustafa Al-Bazzam's study, "The Role of Recreational Sports Activities in Developing Elementary Stage Students' Values: Teachers' Perspective," explores how such activities shape ethical, social, and national values in Gaza's elementary stage students. Utilizing a descriptive-analytical approach, the study finds that recreational activities play an effective role in developing the values of elementary stage students, as perceived by their teachers. Additionally, there were no statistically significant differences observed in ethical and social values based on gender or specialization⁽¹⁾.

3.2 Second Study

Aïchawi Salman's study, "The Role of Recreational Sports Activities in Developing Social Values among Middle School Students," investigates the significance of these activities in fostering social values. Employing a descriptive approach, the research assesses the contribution of recreational sports in building and developing social values among middle school students and gauges their interest in such activities. Key findings indicate that

(1) Aïchawi Salman, "The Role of Recreational Sports Activities in Developing Social Values among Middle School Students", Master's Thesis, Ouargla University, Ouargla, 2013.

recreational sports activities indeed play a role in developing social values, and middle school students express interest in engaging in these activities⁽¹⁾.

3.3. Third Study

Faradel Ali Hamoud's study explores the social and ethical values of secondary school students, utilizing a questionnaire covering both dimensions. Focused on public high schools in Damascus, the study selected ten schools per gender, with a 20% ratio representing the original community. Key findings include statistically significant gender-based differences in social and ethical values, favoring females in various aspects. Additionally, the study revealed non-significant differences in social values based on academic specialization, except for the value of equality, which favored the scientific specialization⁽²⁾.

3.4. Fourth Study

Najari Lakhdar's study investigates the impact of educational physical activity on the integration of middle school students into the community. Focusing on teacher-student relationships, the study assesses the influence on students' understanding, skills, and community involvement. It aims to improve behavior and reduce introversion through physical and educational activities, highlighting the positive role of school sports in fostering integration. Using a descriptive approach, the researcher administered questionnaires to 2000 students and 16 teachers, revealing positive outcomes such as improved peer interaction, enhanced understanding of social relationships, and the development of positive attitudes and responsibility⁽³⁾.

3.5 Commentary on Previous and Similar Studies

Various previous studies, while diverse in objectives and tasks, shared a common methodology of employing the descriptive approach and using questionnaires for data collection. This consistency guided the choice of the same approach and tool in the current study. The population and sample selection in previous studies varied, involving students, teachers, educators, and school principals across different educational levels. Unlike some

(1) Faradel Ali Hamoud, "The System of Social and Ethical Values among Secondary School Students", Ph.D. Thesis, University of Damascus, Damascus, 2011.

(2) Najari Lakhdar, "Study of the Reflections of Educational Physical Activity on Integration into the Community in the Middle School Stage", Master's Thesis, University of Chlef, Chlef, 2011.

(3) Mohsen Ali Aldelfi, The Development of Human Personality and Interpersonal Relations in Light of Education, Psychology, and Sociology, Dar Al-Furqan, Amman, Jordan. 2001, p. 38.

studies that combined different groups, the present study specifically focused on high school students, examining the role of promotional sports activities in developing ethical values. The theoretical framework of the current study drew insights from these prior investigations.

4. The Practical Aspect

4.1 Methodological Approaches

4.1.1 Survey Study

The practical aspect of the research is vital for establishing the credibility of the identified problem. In this study, the questionnaire serves as a key research tool. A survey visit was conducted at Ktifi El Shareef Middle School in the Rass El Oued district of Bordj Bou Arreridj province to familiarize with the field study sample. During the visit, the preliminary questionnaire was distributed to students, and interviews with teachers were conducted to identify any necessary modifications. This process helped assess the clarity of the questions and gather valuable feedback, reflecting the essential exploratory investigation required for any field study.

4.1.2 Study Areas

a. Spatial Area: The study was conducted at Ktifi El Shareef El Maki Middle School in the Rass El Oued district of the Bordj Bou Arreridj province.

b. Temporal Area: The study was carried out during the time period from May 5 to May 20, 2023.

4.1.3 Research Methodology

The researcher employed the descriptive research methodology in its survey form, as it is suitable for the nature of the subject.

4.1.4 Research Community and Sample

The research community for this study consisted of a group of students and teachers. The sample, which comprised 10 students, was randomly selected for the study.

4.1.5 Research Tools

a. Personal Interviews

b. Questionnaire Form

The questionnaire is a efficient tool for collecting facts, data, and

information. It involves presenting a form with questions to gather data, offering advantages such as time and effort efficiency. This method allows for quick data collection from samples while ensuring accuracy, reliability, and objectivity. Following review and construction, a group of experts validated the questionnaire directed at coaches. It focuses on assessing knowledge related to talent selection and determinants for young athletic talents in track and field, covering three main axes along with personal conditions.

4.1.6 Scientific Conditions for the Tool

For tests to be valid in their use and application, the following conditions must be considered:

a. Questionnaire Validity

According to (Baroomk J.), validity means the extent to which the test achieves its intended purpose, measuring what it is designed to measure.

b. Validity of Evaluators

The researchers surveyed the opinions of a number of professors and academics by presenting them with a questionnaire to express their opinions on the appropriateness of the tool for the research sample and its intended purpose.

c. Self-Validity

The researcher distributed and redistributed the questionnaire to ensure its stability. Afterward, the correlation coefficient was calculated between the results of the first and second distributions. The correlation coefficient result was $R = 0.71$, representing the stability coefficient of the tool. The self-validity coefficient is calculated by taking the square root ($\sqrt{}$) of the stability coefficient. Therefore, the self-validity coefficient result is 0.84, which is a high coefficient. Thus, the research tool can be judged to have both validity and stability.

4.1.6 Statistical Tools

The statistical study aims to acquire quantitative indicators for analysis, interpretation, and judgment. Researchers adopted a statistical approach, utilizing methods for classifying and organizing collected data. The chosen statistical method was percentage ratios, applied to analyze results by employing the percentage ratio law. This involved collecting frequencies for each question and point, allowing for an objective translation of questionnaire and survey results.

The calculation method for the percentage ratios, known as the "three-step method," is as follows:

$$Percentage = \frac{Total\ number\ of\ rsponses\ X\ 100}{Total\ sample\ size}$$

Presentation, Interpretation, and Discussion of Results

4.1.7 Presentation, Interpretation, and Discussion of the First Hypothesis

a. First Sub-Hypothesis

There are statistically significant effects of the proposedrecreational program on the development of some dimensions of communication among middle school students, such as verbal communication, non-verbal communication, and effective listening skills.

1) Question No. 01

How do students feel when recreational activities are notscheduled during the class?

Purpose of the question

To understand how students feel in a class where recreational activities are not scheduled.

Table 1. Represents students' responses regarding the feelings of students when recreational activities are not scheduled

Suggestions	R	%	C. Chi	T. Chi	α	df	S. Sig
Boredom	7	70%	6.2	5.99	0.05	2	Sig
Entertainment	1	10%					
Normal	2	20%					
Total	10	100%					

R= Replications, C. Chi = Calculated Chi-square (χ^2), T. Chi = Tabulated Chi-square (χ^2), α = Significance Level (α), df = Degrees of Freedom, S. Sig = StatisticalSignificance

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Based on Table No. 01, it is evident that 70% of students feel bored when recreational activities are not scheduled during the class, while 20% of students consider the feeling to be normal. Additionally, 10% of students

mentioned feeling entertained. This is confirmed by the calculated chi-square (χ^2) value at a significance level of 0.05 and degrees of freedom (df) equal to 2. The calculated χ^2 value of 6.20 is greater than the tabulated χ^2 value, which is 5.99. This indicates statistically significant differences.

Conclusion

Students' express boredom in classes without scheduled recreational activities. Recreational sports activities hold societal significance, contributing to multiple objectives:

- **Disseminating sports awareness:** These activities promote sports awareness, encouraging community engagement and educating individuals about its health, psychological, and social benefits.

- **Developing sports skills:** Recreational sports contribute to the physical, social, and managerial skill development of individuals.

- **Enhancing social relationships:** These activities strengthen social bonds within the community, fostering collaboration and understanding.

- **Stimulating tourism:** Recreational sports can attract tourists globally, contributing to tourism stimulation.

2) Question No. 02

Do you think that recreational sports activities alone are sufficient for developing some dimensions of communication among middle school students?

Purpose of the question

To determine whether recreational sports activities alone are sufficient for developing some dimensions of communication among middle school students.

Table 2. The students' responses regarding whether recreational sports activities alone are sufficient for developing some dimensions of communication among middle school students

Suggestions	R	%	C. Chi	T. Chi	α	df	Sig
<u>Yes</u>	8	80%					
<u>No</u>	2	20%	5	3.84	0.05	1	Sig
Total	10	100%					

R= Replications, C. Chi = Calculated Chi-square (χ^2), T. Chi = Tabulated Chi-square (χ^2), α = Significance Level (α), df = Degrees of

Freedom, S. Sig = Statistical Significance

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 02, it is evident that 10% of the students responded that recreational sports activities alone are sufficient for developing some dimensions of communication among middle school students. Meanwhile, 90% of the students believe that recreational sports activities alone are not sufficient for developing some dimensions of communication among middle school students. This is confirmed by the chi-square value at a significance level of 0.05, with a degree of freedom of 01. The calculated chi-square value of 5.00 is greater than the tabulated chi-square value of 3.84, indicating statistically significant differences.

Conclusion

Recreational sports activities alone are insufficient for developing certain communication dimensions among middle school students. These activities do not contribute to the development of writing skills, as they rarely involve writing. Similarly, they do not enhance public speaking skills, as participants are not required to speak in front of an audience. Emotional communication skills are also not typically addressed in recreational sports activities, limiting their impact on this aspect of communication development.

3) Question No. 03

In your opinion, are there specific types of recreational sports activities that help in developing some dimensions of communication among middle school students?

Purpose of the question

To determine whether there are specific types of recreational sports activities that contribute to the development of certain dimensions of communication among middle school students.

Table 3. Represents the responses regarding the existence of specific types of recreational sports activities that help in developing some dimensions of communication among middle school students.

Suggestions R	%	C. Chi	T. Chi	α	df	Sig
<u>Yes</u>	8 80%					
<u>No</u>	2 20%	5	3.84	0.05	1	Sig
Total	10100%					

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 03, it is evident that 80% of the respondents answered affirmatively, stating that there are specific types of recreational sports activities that help in developing some dimensions of communication among middle school students. On the contrary, 20% responded negatively. This is supported by the chi-square value at a significance level of 0.05, with one degree of freedom. The calculated chi-square value, 5, is greater than the tabulated chi-square value of 3.84, indicating statistically significant differences.

Conclusion

From the above, we conclude that there are specific types of recreational sports activities that aid in the development of some dimensions of communication among middle school students. Most teachers agree that enjoyable group competitive sports are suitable for fostering certain dimensions of communication.

4) Question No. 04

In your opinion, do recreational sports activities help in developing some dimensions of communication among middle school students?

Purpose of the question

To determine whether recreational sports activities contribute to the development of certain communication dimensions among middle school students.

Table 4. Represents responses regarding the knowledge that recreational sports activities help in developing some dimensions of communication among middle school students

Suggestions	R	%	C.	Chi	T. Chi	A	df	Sig.
Yes	9	90%						
No	1	10%	6.4	3.84	0.05	1		Sig
Total	10	100%						

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 04, it is evident that 90% of the respondents answered affirmatively, stating that recreational sports activities help in developing some dimensions of communication among middle school students.

Conversely, 10% responded negatively. This is further supported by the chi-square value at a significance level of 0.05, with one degree of freedom. The calculated chi-square value, 6.40, is greater than the tabulated chi-square value of 3.84, indicating statistically significant differences.

Conclusion

From the above, we conclude that recreational sports activities contribute to the development of some dimensions of communication among middle school students. These activities play a crucial role in creating an enthusiastic atmosphere during the session, which can aid in the development of certain communication dimensions.

4.1.8 Presentation, Interpretation, and Discussion of the second Hypothesis

a. Second Sub-Hypothesis

There are statistically significant effects of the proposed recreational program on the skills of middle school students, including writing articles, poems, or scripts about sports, delivering presentations on sports to an audience, and discussing feelings and ideas related to sports.

1) Question No. 05

Do recreational sports activities increase students' activity during the class?

Purpose of the question

To determine whether recreational sports activities increase students' activity during the class.

Table 5. Represents responses regarding whether recreational sports activities increase students' activity during the class

Suggestions	R	%	C.	Chi	T. Chi	α	df	Sig.
Yes	10	100%						
No	0	0%	10	3.84	0.05	1		Sig
Total	10	100%						

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 05, it is evident that 100% of the respondents answered affirmatively, stating that recreational sports activities contribute to the development of self-confidence among students. This is further supported

by the chi-square value at a significance level of 0.05, with one degree of freedom. The calculated chi-square value, 10, is greater than the tabulated chi-square value of 3.84, indicating statistically significant differences.

Conclusion

Recreational sports activities boost students' engagement during classes by providing enjoyment and freedom, thereby creating a more relaxed atmosphere compared to authoritarian methods. The competitive nature of these games energizes students, fostering enthusiasm and encouraging them to exert effort without worrying about fatigue. The importance of recreation is emphasized as a fundamental human right, contributing to psychological, social, and mental balance, as well as the development of various capabilities, including mental, artistic, and sports skills, ultimately promoting thinking and creativity.

2) Question No. 06

What are the most achieved goals through recreational sports activities in developing some dimensions of communication for middle school students?

Purpose of the question

To identify the most achieved goals through recreational sports activities in developing some dimensions of communication for middle school students.

Table 6. Represents responses regarding the most achieved goals through recreational sports activities in developing some dimensions of communication for middle school students

Suggestions	R	%	C. Chi	T. Chi	α	df	Sig
Verbal Communication	2	20%					
Non-verbal Communication	7	70%	6.2	5.99	0.05	2	Sig
Effective Listening Skills	1	10%					
Total	10	100%					

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 06, it is evident that 70% of respondents indicated that

the most achieved goals through recreational sports activities in developing some dimensions of communication for middle school students are related to the development of non-verbal communication. Meanwhile, 20% believe that the development of verbal communication is the most achieved goal, while 10% see the development of effective listening skills as the most achieved. This is supported by the chi-square value at a significance level of 0.05, with two degrees of freedom. The calculated chi-square value, 6.20, is greater than the tabulated chi-square value of 5.99, indicating statistically significant differences.

Conclusion

In summary, recreational sports activities contribute to the development of certain communication dimensions, including verbal communication, as they stimulate participants to exchange information and discuss ideas. These activities also encourage non-verbal communication through the use of body signals, facial expressions, and visual communication. Additionally, effective listening skills are promoted as participants are prompted to pay attention to others, understand their perspectives, and respond appropriately.

3) Question No. 07

What skills do recreational sports activities develop for middle school students?

Purpose of the question

To identify the skills developed by recreational sports activities for middle school students.

Table 7. Represents the skills developed by recreational sports activities for middle school students.

Suggestions	R	%	C. Chi	T. Chi	α	Df	S. Sig
Writing articles, poems, or scenarios about sports.	3	30%					
Presenting presentations about sports to the audience.	3	30%	6.4	3.84	0.05	1	Sig
Discussing feelings and ideas related to sports.	4	40%					
Total	10	100%					

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 07, it is evident that 40% of respondents indicated that recreational sports activities contribute to discussing feelings and ideas related to sports. Meanwhile, 30% responded that these activities help in writing articles, poems, or scenarios about sports and delivering presentations about sports to an audience. This is supported by the chi-square value at a significance level of 0.05, with one degree of freedom. The calculated chi-square value, 8, is greater than the tabulated chi-square value of 3.84, indicating statistically significant differences.

Conclusion

In conclusion, to foster the development of all communication dimensions, recreational activities should incorporate specific skill-building exercises. These may involve activities such as writing articles, poems, or scenarios about sports, delivering presentations to an audience, and engaging in discussions about feelings and ideas related to sports. Integrating these activities into recreational sports programs can contribute to the comprehensive development of communication skills in students.

4) Question No. 08

Do you notice a change in the students' psychological state between enthusiasm and indifference when recreational sports activities are not used during the class?

Purpose of the question

To determine whether there is a change in the students' psychological state when recreational sports activities are not utilized.

Table 8. Represents responses regarding the observation of changes in the students' psychological state when recreational sports activities are not used.

Suggestions	R	%	C. Chi	T. Chi	α	df	Sig
Yes	10	100%					
No	0	0%	10	3.84	0.05	1	Sig
Total	10	100%					

Source: Prepared by the researcher based on the SPSS program

Analysis and Discussion of Results

Through Table 8, it is evident that 100% of respondents indicated that there is a change in the students' psychological state when recreational sports activities are not used. Additionally, the chi-square value at a significance level of 0.05, with one degree of freedom, indicates statistically significant differences. The calculated chi-square value, 10, is greater than the tabulated chi-square value of 3.84.

Conclusion

From the above, we conclude that the disturbances occurring in the students' psychological state and behaviors are attributed to the decrease in the spirit of competition and freedom found in recreational sports activities. These activities make the students' mood more stable in an atmosphere of activity and vitality during play.

4.2 Discussion and Interpretation of Results Based on Hypotheses

4.2.1 Comparison of Results of Axis One Statements with the First Hypothesis

The results from Tables (01), (02), (03), (04), and percentage ratios (70%, 90%, 80%, 90%), along with statistically significant differences (chi-square test), indicate the role of recreational sports activities in developing communication dimensions among middle school students. Supported by related studies, including Barusch and Andreola's exploration of games in achieving emotional harmony and Amastre's confirmation of games aiding in stress relief and subconscious tool interaction, the proposed recreational program is shown to contribute to communication development among middle school students⁽¹⁾.

4.2.2 Comparison of the results of the second axis statements with the second hypothesis

The second partial hypothesis posits that the proposed recreational program significantly affects various skills of middle school students, such as writing about sports, presenting to the public, and discussing sports-related feelings. The results, supported by Chi-square tests, demonstrate statistically significant differences, indicating an impact on thinking, dialogue, and listening skills. This aligns with related studies, including Richard Derman's agreement with Freud on the stress-relieving and skill-enhancing aspects of play and sports activities. Promotional sports activities contribute to students' morale, offering psychological comfort, happiness,

⁽¹⁾ Mohsen Ali Aldelfi, op.cit, p.38.

joy, and satisfaction.

4.3 Conclusions and Recommendations

After studying the role of recreational sports activities in developing some dimensions of communication among middle school students and conducting a field study in the middle school of Katfi Al-Sharif in the Ras El Wadi district, relying on theoretical aspects and using research tools (questionnaires), we reached the following conclusions:

4.3.1 Conclusions

- **Development of verbal communication skills:** Recreational sports activities require communication among students, whether during play or training, through giving commands and instructions, exchanging information, and expressing feelings and ideas.

- **Development of non-verbal communication skills:** Recreational sports activities also rely on non-verbal communication, such as body language, gestures, and looks, to understand the feelings and thoughts of other players and coordinate efforts to achieve common goals.

- **Building self-confidence:** Recreational sports activities help build self-confidence in players through experiencing success and victory, facing challenges, and acquiring new skills.

- **Developing teamwork skills:** Recreational sports activities require teamwork among players to achieve common goals, helping to develop the ability to collaborate and coordinate with others.

Examples of recreational sports activities that can contribute to the development of communication dimensions in middle school students include:

- Team sports such as football, basketball, and volleyball
- Individual sports such as swimming, track and field, and shooting
- Recreational sports activities, such as sports competitions, sports festivals, and sports exhibitions

4.3.2 Recommendations

- **Increasing Awareness:** Recreational activities can help increase brand awareness among the target audience, leading to higher sales and attracting more customers.

- **Building Relationships:** Recreational activities can aid in building

relational connections with students, leading to enhanced communication skills and promoting values and goals.

5. CONCLUSION

Recreational and sports activities are vital for developing communication skills among middle school students. The proposed program targets improvements in oral, written, and social communication skills, promoting effective listening, clear speaking, writing expression, language editing, teamwork, conflict resolution, and empathy. Overall, these activities positively impact the personal development of middle school students by enhancing their communication dimensions. The study suggests that providing necessary conditions and means can contribute to changing students' approaches to developing communication skills.

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