

ISSN: 2392-5442 ESSN : 2602-540X		<i>Sport system journal</i>
V/12 N/02 Year/2025		<i>International scientific journal published by: Ziane Achour – Djelfa- Algeria</i>
P 569 - 585		<i>Received: 2025-03-13 A ccepted: 2025-07-19</i>

The role of educational equivalent in the physical and sports education class in the prevention of sports injuries.

-Field study at the secondary stage of the djelfa State-

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Abstract:

This study aims to identify and reveal the importance and role of choosing educational attitudes by physical and sports education professors and how to embody them in the field in the right ways, in order to avoid and avoid sports injuries by knowing how to choose these attitudes from their aspects such as intensity and repetition as well as taking into account the individual differences and mathematical means used In this study, the study followed the descriptive curriculum, the statistical analysis of the spss22 programme was employed, the sample of which consisted of 44 physical and sports education professors in secondary schools of the State of Gulf, The study also relied on the questionnaire to obtain responses from members of the target sample.

Keywords: Educational attitudes, physical and sports education, sports injuries. School Environment.

. INTRODUCTION

The Ministry of National Education has initiated the inclusion of physical and sports education in the primary stage, which developed by specialists in this area to become the subject of study at all three stages, as it, It is one of the most important subjects taught in educational institutions because of its diverse cultural and recreational educational nature, which gives learners skill and intellectual dimensions and increases their develop ability, growth and greater assimilation to learning. It meets their desires and needs and provides the learner with more freedom to innovate and explore. It also works to develop social relations through the spirit of cooperation and integration into groups.

If we talk about physical and sports education, we are talking about the preparation of a healthy generation in all aspects of psychology, social and health. This is what we see today in our Algerian State when it included it in its curricula and curricula and harnessing all the possibilities and means necessary to raise its place among other subjects, which are of great importance in the educational system.

In order to teach physical and sports education, the teacher must use the curriculum scheduled by the Ministry of National Education, which is in many stages of objectives, content and evaluation. ", should be well planned by programming annual work into learning modules and transforming their general objectives into educational modules with special goals and procedural objectives; A successful and competent teacher seeks to achieve these goals through his good choice of educational attitudes that are the building block of physical education.

1. Study Problem:

In order to achieve the success of the Physical and Sports Education Course, the Professor of the Subject must select appropriate educational formations and attitudes that serve the procedural objective of the first degree quota and how to apply it on the ground while maintaining the students' safety standards.

- Is there a statistically significant link between educational attitudes in physical education and sports injury prevention?

Among the foregoing, we felt that we should ask the following questions:



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- Is there a statistically significant correlation between intensity and load in educational situations in the physical education quota and the prevention of pupils' sports injuries?
- Is there a statistically significant correlation between taking into account individual differences in educational attitudes in physical education and prevention of pupils' sports injuries?
- Is there a statistically significant correlation between the use of educational methods in educational situations and the prevention of pupils' sports injuries?

2-Hypotheses:

General premise:

- There is a strong statistically significant relationship between educational attitudes in the physical education quota and the prevention of sports injuries.

Partial hypotheses:

- There is a strong and statistically significant correlation between intensity and load in educational attitudes in pupils' physical education and sports injury prevention.
- There is a strong and statistically significant correlation between the consideration of individual differences in educational attitudes in physical education and the prevention of pupils' sports injuries.
- There is a strong and statistically significant correlation between the use of educational means in educational situations and the prevention of pupils' sports injuries.

3-Study Objectives:

This study aims to:

- Recognize the importance of educational attitudes in avoiding sports injuries.
- Recognize the degree of importance of taking into account individual differences in order to avoid sports injuries.
- Recognize the importance of using pedagogical educational tools and tools appropriately.
- Address how to reflect educational attitudes well on the ground in the physical and sports education class by adjusting the intensity of exercises and evaluating the load.

4-The importance of the study:

The importance of this study is to provide physical and sports education



professors with the necessary information to prevent sports injuries in educational situations in the physical education class, taking into account the severity and tolerance of educational attitudes and focusing on taking into account the individual differences in the importance of students in the class. Attention must also be paid to how educational methods are employed and used during sports activity properly and appropriately.

5-Definition of terminology:

- Educational attitudes:

"Educational attitude: that interactive relationship between the different parties in the educational process (professor, learner, subject of knowledge, administrative, educational, modalities, activism...) Emphasis is placed on the good performance of the learner according to the approach to competencies. " (*wataneya, 2006, p. 231*)

This definition is intended to mean the pedagogical learning relationship that occurs between a professor and a teacher within the framework of the so-called educational curriculum according to the new term of the educational system, namely the approach to competencies.

In D ' Fayez Al-Saeed Al-Zahrani states that the educational position is an organized meeting between the teacher and students with a view to providing targeted educational content that includes formulating behavioral objectives, identifying students' experiences, identifying the elements of the lesson, the way in which the student is presented and evaluating through it, and preparing accompanying activities. (*Said Al-Zahrani, 2022, p. 109*). Through this concept, the writer alludes to individual differences in his statement identifying students' experiences, as well as to educational means and methods of presenting an educational position, he gives a comprehensive definition of it.

D ' Abdullah Al Amri's educational position is that the interaction between the teacher and his pupils takes place within the class in order to acquire the learner for educational experiences. (*Al Amri, 2009, p. 26*).

Through these concepts, we believe that the educational attitude in physical and sports education is a communication that connects the professor to the learner by giving him activities and exercises within the physical education course, which achieves procedural objectives and takes into account the intensity, repetition and load, as well as individual differences and means used under the perspective of the approach to competencies.

- Physical Education Class:



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"Physical education is a compulsory educational subject and an indivisible part of the official curriculum at all levels of education. It is a course of study that contributes through its activities to the development of learning qualifications and the achievement of motor efficiency individually and collectively" (*Ibrahim, 2018/2019, p. 32*).

By definition, the physical education class is framed by the professor of physical education during a certain period and is restricted by a scheme and by general, special and procedural objectives, interspersed with exercise and educational attitudes to discontinue the curriculum.

- Sports Injuries:

Injury: "Any damage that is worse was accompanied or unaccompanied by tissue degradation as a result of any external effect that was worse. (mechanically, organically or chemically) and this external effect is usually surprising and severe" (*Mahmoud, 2016, p. 9*). This definition is intended to expose the body's tissue to external bruises that alter its shape and nature.

Injury: "A word derived from Latin, meaning damage or disability, defined as exposing different body tissues to external or internal influences and factors leading to anatomical and physiological changes in the affected part which disrupt the work or function of that tissue temporarily or permanently according to the severity of the injury" (*Mohamed, 2008, p. 11*).

- Educational means:

"Educational methods are the various tools and methods used by the teacher in educational attitudes in order to achieve the pupil's specific behavioral goals" (*jlobe, 2017, p. 07*).

Through this definition, educational methods are one of the basic and necessary elements used by the professor in the share of physical education from the achievement of the desired goals.

6- Previous studies:

- Study of Musaab Samir Mohammed Rashid and Others (2020): "Diagnosis of the most common sports injuries and their causes among students of the Faculty of Sports Education at the National University of Success" This study aims to identify the most common and important causes of injury. The research sample consisted of 475 students. This study showed several important results. For example, one of the causes of sports injuries is the non-gradual increase in



exercise pregnancy by the professor by 44.2%, It is also due to the failure to take into account the individual differences between students in terms of physical level of 22.8% and the lack of validity of sports equipment used at 46.4%.

- Study of Belboul Mousa (2022): "The Reality and Causes of Sports Injuries in Secondary Pupils" This study aims to identify the causes of sports injuries occurring to secondary students in the physical education class. In this study, the study sample consisted of 25 physical education professors from the state of Ahras Market. The results showed that external factors such as sports structures and establishments, educational means and weather conditions caused by sports injuries, Internal factors such as warming and disregard for individual and other differences.... the professor has an important role in avoiding sports injuries.

7-Applied aspect:

Research curriculum:

The descriptive curriculum was used in this study and the survey method is the most appropriate for the problem and purpose of the study.

Research community and its appointment:

The study was conducted by secondary physical and sports education professors in the state of djelfa, where the sample included 44 of the 162 professors in the state, working in 30 of the 76 secondary schools.

Limits of study:

Spatial boundaries: This study was applied in the state of djelfa.

Time limits: This study took place in October 2024.

Information Form:

In this study we relied on the questionnaire and it was submitted to the sample and collected after a while with the help of some colleagues.

Question Type: Closed questions were relied upon. The questionnaire consists of three axes:

First focus: intensity and load in educational situations.

Theme II: Individual differences in educational attitudes.

The third theme: Educational methods in educational attitudes.

Validity of the questionnaire: The preliminary picture of the questionnaire was presented to a number of professors in order to give the opinion in its axis, its relevance and the appropriate phrases in the study by adding, modifying or deleting the phrases. The observations were taken into account as some appropriate adjustments were made.



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Questionnaire stability: It is intended to give the same result if the questionnaire is distributed more than once under the same conditions. The stability of the instrument has been verified by the alpha-cronbach persistence coefficient and binding coefficient which gave the following results:

Table 1: Alpha Kronbach Coefficient Value and Correlation Coefficient for Study Questions

Axes	num ber	phrases	correlation coefficient	Alpha
(intensity, load)	01	Take care of the intensity of exercises and attitudes commensurate with pupils' physical abilities	0.893**	0.969
	02	Assess the workout load of pupils appropriately	0.909**	0.971
	03	I follow the methods of grading the intensity of exercises safely and gradually	0.904**	0.969
	04	I have difficulties in severely controlling exercises to avoid stress and fatigue	0.890**	0.973
	05	I have suggestions to adjust exercise intensity and load appropriately to reduce injuries	0.803**	0.972
individual differences	06	Take account of individual differences between pupils during educational attitudes	0.875**	0.971
	07	I have difficulties dealing with individual differences between pupils	0.840**	0.972
	08	Adapt exercises and activities to take account of individual differences among pupils	0.960**	0.969
	09	In dealing with individual differences, I am always good at pupils' safety.	0.939**	0.968
	10	I have suggestions to take account of individual differences between pupils more effectively and safely	0.799**	0.974
teaching aids	11	Misuse of educational methods leads to sports injuries	0.842**	0.972
	12	The diversity of educational methods in educational situations avoids injuries	0.915**	0.969
	13	Lack of pedagogical means in educational situations may lead to sports injuries	0.914**	0.970
	14	I have difficulties using educational methods efficiently and effectively	0.978**	0.968
	15	I have suggestions for the best use of educational methods to avoid injuries.	0.948**	0.970

Note from the table above that the Alpha Cronbach coefficient in all questionnaire questions is higher than the 0.9 value which indicates that the

question values are constant, high and strong, It shows us from the table that Pearson's coefficient of association between different phrases in the first axis of intensity and load in the educational situation that there is a strong and positive statistically significant correlation at 0.01, indicating that the different phrases are highly related to each other and supporting the coherence of the axis and the coherence of its phrases, In the second axis on individual differences in educational attitude, we note that there is a strong and positive statistically significant correlation at the 0.01 level, which indicates that different phrases are highly related to each other and supports the consistency of the second axis and the coherence of its phrases We note in the third axis on educational means the same result, that there is a very positive and strong statistically significant correlation at the level of 0.01 and supports the axis's consistency.

Table 2 shows the value of the Alpha Cronbach coefficient for the three axes and for all questionnaire questions

<i>Axes</i>	<i>Alpha Cronbach</i>
First axis (severity, load and injuries)	0.915
Second axis (individual differences and injuries)	0.911
Second axis (individual differences and injuries)	0.939
All questionnaire questions	0.972

From table 2: Note that the value of alpha-krombach for the three axes came very high The total value of Lava Kronbach for all questionnaire questions is 0.972. It is fixed, high and acceptable. This makes us fully confident in the validity and validity of the questionnaire in order to analyse and interpret the study's findings and test their hypotheses. It should be noted that the alpha-kronbach coefficient as it approaches the value of one indicates a high stability of the instrument.

Presentation, analysis and discussion of the first hypothesis:

Showing the results of statistical tables for the first hypothesis:

First hypothesis: There is a strong statistically significant relationship in the level of prevention of sports injuries attributable to severity and load in educational situations in the physical education quota.



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Table 3 shows the values of k^2 (Chi-square) and the values of Kramer's coefficient of intensity and load in educational situations

phrases							N	k ² (Chi-square)	a	df	sig	decision	Coefficient Kramerv	Decision
	agreed		Sometimes		Disagreed									
1	34	77.3%	2	4.5%	8	18.2%	44	39.455 ^a	0.05	2	0.000	connotation	0.670	Strong
2	26	59.1%	16	36.4%	2	4.5%	44	19.818 ^a		2	0.000	connotation	0.475	Strong
3	26	59.1%	10	22.7%	8	18.2%	44	13.273 ^a		2	0.001	connotation	0.388	Average
4	22	50%	4	9.1%	18	40.9%	44	12.182 ^a		2	0.002	connotation	0.372	Average
5	36	81.8%	6	13.7%	2	4.5%	44	47.091 ^a		2	0.000	connotation	0.732	Very strong
													0.527	strong

Analysis and discussion of the first hypothesis:

Through Table 3, we find the values of 2. (Chi-square) and probability values (sig) in all phrases have statistically significant results at the indicative level of 0.05 and indicating statistically significant differences in the responses of physical and sports education professors, After presenting the results obtained in table (3) from the first to the fifth phrase, which concerns the first axis In the first sentence, 77.3% of teachers of physical education agreed to take into account the severity of exercises and attitudes commensurate with pupils' physical abilities. This demonstrates a clear understanding of the importance of taking into account the severity of the educational situation commensurate with pupils' physical abilities to prevent sports injuries. In the second sentence, 59.1% of physical education professors agreed with their work to adequately assess and control the workload of pupils so that they are not susceptible to injuries, indicating that there is recognition of the importance of evaluating the workload and activities for pupils to reduce injuries. In the third sentence, 59.1% of physical education teachers agreed to follow gradual methods of exercise intensity safely and gradually ", which demonstrates the importance of safe and sequential progression in increasing the severity of educational attitudes to prevent sports injuries, In the fourth sentence, 50% of PE professors agree to face difficulties in severely controlling exercises to avoid stress and fatigue. ", indicating and emphasizing that there are difficulties and challenges for teachers in controlling the load and severity of the situation to avoid fatigue and physical effort in order to avoid

sports injuries, In the fifth sentence, 81.8% of physical education professors agreed that they had suggestions to control the severity of exercise and load appropriately education ", which shows and emphasizes the existence of observations and recommendations by physical and sports education professors in order to better control the severity and load factors and repetition of educational attitudes in order to avoid sports injuries.

By examining the values of C2 and the value of probability (sig) for all phrases of the first axis and comparing them to the level of connotation (0.05), the value of the level of connotation is greater than the value of moral probability and based on Kramer's coefficient which gave three very strong and strong phrases and two medium relationship phrases, And by average Kramer coefficient values for all axis phrases = $v0.527$ that gave a strong relationship In general, we can say that there is a strong statistically significant relationship in the level of prevention of sports injuries attributable to severity and load in educated attitudes in the physical education quota.

The bottom line, through the results, highlights the importance of taking into account the severity of the situation and its load on students and the need to adequately assess these factors ". In addition, there are observations and recommendations to better control them, while facing challenges to control the severity of exercises and activities to avoid fatigue and fatigue in order to prevent sports injuries. These terms were statistically significant s education and sports, and the need to manage them appropriately and properly to avoid injuries in pupils.

Presentation, analysis and discussion of the second hypothesis:

Showing the results of statistical tables of the second hypothesis:

Second hypothesis: There is a strong statistically significant relationship in the level of prevention of sports injuries attributable to individual differences in educational attitudes in the physical education quota.



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Table 4 shows the value of k^2 (Chi-square) and Kramer's coefficient values for the axis of individual differences in educational attitudes

phrases							N	k ² (Chi-square)	a	df	sig	decision	Coefficient Kramer v	decision
	agreed		Sometimes		Disagreed									
6	34	77.3%	10	22.7%	0	0	44	13.091 ^a	0.05	1	0.000	connotation	0.545	Strong
7	16	36.4%	24	54.5%	4	9.1%	44	13.818 ^b		2	0.001	connotation	0.397	Average
8	32	72.7%	8	18.2%	4	9.1%	44	31.273 ^b		2	0.000	connotation	0.597	Strong
9	28	63.6%	10	22.8%	6	13.6%	44	18.727 ^b		2	0.000	connotation	0.462	Strong
10	40	90.9%	4	9.1%	0	0	44	29.455 ^a		1	0.000	connotation	0.818	Very strong
													0.564	strong

Analysis and discussion of the second hypothesis

Through Table No. (4) we find that the values of k^2 (Chi-square) The probability values (sig) in all phrases have statistically significant results at an indicative level of 0.05 and indicating statistically significant differences in the responses of physical and sports education professors, In the sixth sentence, 77.3% of physical and sports education professors agree that they take account of individual differences between pupils during educational situations. This indicates that the majority of physical education professors follow the need to take into account individual differences in physical and sports education classes and their important role in avoiding sports injuries. In the seventh sentence, the majority answered: "Sometimes" 54.5% physical and sports education professors and 36.4% agreed that they had difficulties dealing with individual differences.

Among pupils, this indicates and confirms the teachers' consensus that there are challenges in dealing with the individual differences of their diversity (physically, skillfully, mediocre, physically...). In order to avoid sports injuries, in the eighth sentence 72.7% of physical and sports education professors agree that they work and adapt exercises and activities to take account of individual differences among pupils. This indicates the urgent need to adapt these exercises and activities to suit the individual differences of pupils to reduce sports injuries. In the ninth sentence, 58.3% of physical education professors who deal with individual differences always agree with the students' safety. And this indicates their keenness to seriously observe individual differences in pupils' safety. In the tenth sentence,

99.9% of physical and sports education teachers have suggestions to take into account individual differences among pupils more effectively to prevent sports injuries.

In summary, these findings indicate that taking into account the individual differences of pupils is a major challenge for physical and sports education professors in the physical education class, and this is its important and sensitive role in the prevention of sports injuries and this is unanimously done by teachers, and by looking at the values of K^2 and the value of probability (sig) For all phrases of the second axis and compared to the level of indication (0.05) the value of the level of indication is greater than the value of moral probability and based on Kramer's coefficient, which gave four very strong and powerful phrases and medium-related phrases, And by average Kramer coefficient values for all second axis phrases = 0.564 that gave a strong relationship And this shows that the second hypothesis has been achieved, we can accept the second hypothesis, which states that there is a strong and statistically significant relationship in the level of prevention of sports injuries attributable to the consideration of individual differences in educational attitudes in the physical education quota.

Presentation, analysis and discussion of the third hypothesis:

Showing the results of statistical tables of the third hypothesis:

Third hypothesis: There is a strong statistically significant relationship in the level of prevention of sports injuries attributable to educational means in educational attitudes in the physical education quota.

Table 5 shows the value of Chi-square and Kramer's coefficient of educational methods in educational situations

phrases	N							k ² (Chi-square)	a	df	sig	Decision	Coefficient Kramer v	decision
	agreed		Sometimes		Disagreed									
11	36	81.8%	8	%18.2	0	0	44	17.818 ^a	0.05	1	0.000	connotation	0.636	Strong
12	34	77.3%	4	9.1%	6	13.6%	44	38.364 ^b		2	0.000	connotation	0.661	Strong
13	26	59.1%	4	9.1%	14	31.8%	44	16.545 ^b		2	0.000	connotation	0.434	Average
14	30	68.2%	4	9.1%	10	22.7%	44	25.273 ^b		2	0.000	connotation	0.536	Strong
15	32	72.7%	10	22.7%	2	4.5%	44	32.909 ^b		2	0.000	connotation	0.612	Strong
													0.576	Strong



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Analysis and discussion of the third hypothesis

Through Table No. (5) we find that the values of k^2 (Chi-square) The probability values (sig) in all phrases have statistically significant results at an indicative level of 0.05, indicating that there are statistically significant differences in the answers of physical and sports education professors, as we note in the phrase (11) 81.8% of physical and sports education professors agree that the misuse of educational means in educational situations leads to sports injuries and this indicates the importance and need for good and better use of educational means in order to avoid sports injuries, but in the phrase (12) 77.3% of physical and sports education professors agreed that the diversity of educational methods in the institution indicates the preference of the diversity of educational methods that work to avoid sports injuries, and in the phrase (13) 59.1% of physical and sports education professors agree that lack of educational means may lead to injuries.

This indicates the teachers' belief that the lack of pedagogical tools does not reduce sports injuries, either in the phrase (14) which stipulates that they face difficulties in using educational means efficiently and effectively. 68.2% of professors agree to this proposition, indicating that there are challenges faced by teachers in using educational means better and effectively to prevent sports injuries, and in the phrase (15) 72.7% of physical and sports education professors agreed to have suggestions for the best use of educational methods to prevent injuries.

In summary, these results demonstrate the importance of using educational means and their diversity to facilitate and clarify performance of educational attitude and the prevention of sports injuries. The majority of teachers also believe that poor and lack of educational means may lead to injuries in the educational situation but at the same time face difficulties in using these means better and effectively All these factors are a great challenge for physical and sports education professors, This is a pivotal and key role played by educational means in the prevention of sports injuries and this is unanimously by professors, and by looking at the values of 2 and the values of probability (sig) For all third axis phrases and compared to the indicative level (0.05), the value of the indicator level is greater than the value of the moral probability and based on the Kramer



coefficient, which gave four very strong and powerful phrases and the phrase "13 medium to strong relationships". And by average Kramer coefficient values for all the third axis phrases = $\sqrt{0.576}$ that gave a strong relationship, This indicates that the third hypothesis has been achieved, so we can accept the third hypothesis, which provides for a strong relationship of statistical significance in the level of prevention of sports injuries attributable to educational means in educational attitudes in the physical education quota.

Analysis and discussion of the general premise:

Through the results of the first partial hypothesis, taking into account the severity and load control in educational situations in the physical education class according to the pupils' physical abilities appropriately, sequentially, gradually and securely presents a major challenge for physical and sports education professors to prevent sports injuries. as many professors have experienced difficulties and obstacles in adjusting intensity and evaluating payload in field reality, We have also ascertained the hypothesis that there is a strong and statistically significant correlation between intensity and cargo in educational attitudes in physical education and the prevention of pupils' sports injuries.

On the other hand, the results of the second partial hypothesis show that taking into account individual differences in educational attitudes has a significant role to play in the prevention of pupils' sports injuries. The results showed that the majority of physical and sports education professors adapt exercises and sports activities to the individual differential factor in order to better manage the quota and achieve the goals and for the safety of the pupils, We have also ascertained the hypothesis that there is a strong and statistically significant relationship between taking into account individual differences in educational attitudes in physical education and prevention of pupils' sports injuries.

The results of the third hypothesis also gave that the appropriate use of educational means has a significant role to play in the prevention of pupils' sports injuries. In the view of the majority of professors, the diversity of pedagogical means and their appropriate use in the educational situation reduces injuries, Their shortage and misuse may lead to injuries in the quota and we have confirmed the hypothesis that there is a strong and statistically significant relationship between the use of educational means in educational attitudes and the prevention of pupils' sports injuries.



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Finally, these results support the general premise, so we can say that there is a strong and statistically significant relationship between educational attitudes in physical education and sports injury prevention.

These findings indicate that there is an urgent and necessary need to take into account the severity and load control of the educational situation, as well as to take into account pupils' individual differences and the good use and choice of educational methods in attitudes.

By studying these elements (taking into account the severity and load in attitudes, taking into account individual differences, using appropriate means), we can prevent sports injuries in educational situations in pupils, thereby contributing to the success of the physical and sports education quota and achieving its objectives. The ultimate goal is for the pupil to enter the quota in a healthy and healthy manner.

Linking hypotheses to previous studies:

The first hypothesis is related to the study of Mosaab Samir Mohammed Rashid and others (2020), which showed that one of the causes of sports injuries is the non-graduation of exercise pregnancy.

The second and third hypothesis, which states that individual differences and educational means in educational attitudes have a role in sports injuries, is consistent with the study of Musaab Samir Mohammed Rashid and others (2020), which indicated that one of the causes of sports injuries was the failure to take into account individual differences and the misuse of educational means, as well as in line with the study of Belboul Mousa (2022), which emphasized the existence of external factors, mentioned by educational means, internal factors and cited individual differences, and that these factors are causes of pupils' sports injuries.

Conclusion:

Educational attitudes play an important role in building a physical and sports education lesson where they contribute significantly to the achievement of its objectives and choosing appropriate educational attitudes helps professors to make the physical education class a success, In order for physical education to succeed and achieve its objectives, pupils' safety must be maintained through the prevention of sports injuries. As a result, we wanted to address in this study the role of educational attitudes in physical and sports education in the prevention of



sports injuries among physical education professors in the secondary school, As well as through the hypotheses we made, they were validated in the applied side, which assured us that taking into account the severity, load, individual differences and educational means have a great role in avoiding sports injuries. And this is what we sought in this study, and for educational attitudes in the physical education class to be more effective and efficient and to avoid injuries, we make some appropriate suggestions and recommendations:

- Graduation in intensity and load of low intensity and gradually increase it according to pupils' abilities.
- Diversify activities to avoid overloading on the same joints or muscles resulting in injuries.
- Identify a load for each educational situation so that it is balanced so that it does not cause physical effort.
- Provide sufficient breaks between educational situations to avoid fatigue and fatigue.
- Continuous assessment to learn about each pupil's abilities and needs through physical and skill tests.
- Pupils are not forced to perform educational attitudes beyond their abilities.
- Use safe pedagogical means made of safe and appropriate materials for attitude and age.
- Provide a barrier-free environment to avoid friction, tripping and collision.
- Relying on a variety of means, depending on the pupils' abilities.



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