

ARA	تحضير تلميذ المرحلة المتوسطة بين رعاية النمو واكتساب المهارات الرياضية في الرياضة المدرسية دراسة ميدانية على مستوى بعض متوسطات ولاية المسيلة
FRA	Préparation de l'élève de C.E.M entre le Prendre soin de la croissance et d'acquérir des compétences sportives dans le sport scolaire Une étude au niveau de certains C.E.Ms de wilaya de M'sila
ENG	Preparation of the middle school student between the care of growth and the acquisition of sport skills in school sports field study at the level of some averages of the state of M'sila

الهاتف: 0550285400 البريد الالكتروني: Nacer.zahoui..@univ- msila.dz	Author (1)*: <b>Dr/ zahoui nacer</b> University: <b>M'sila</b> Laboratory: /	المؤلف (1) *: د/ زهوي ناصر . الجامعة: المسيلة . مخبر الانتماء: /
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معلومات المقال : - تاريخ الاستلام : 29-09-2018 - تاريخ المراجعة : 29-01-2019 - تاريخ قبول النشر : 13-05-2019 - الصفحات : 477-449	<b>Abstract</b> The aim of this study was to find out the extent of the teacher's interest and to take care of the skill side in line with the pupil's growth when preparing for school sports whereas it works to set the first steps for the student to emerge from the educational center in order to build the national school teams and represent the nation in international forums. It helps to improve the physical performance of the student and acquire basic skills and increase his physical abilities. And thus lead to the development and activation of cognitive and sport mobility of students.
<b>Keywords :</b> -the teacher-	The selection of sport activities is not arbitrary, but according to some criteria, and this is done only by an efficient teacher who employs his

<p>School Sports Practitioners School Sports Intermediate stage: (early adolescence)</p>	<p>teaching skills in refining and maximizing the students who practice these activities while taking into account their mental, motor, physical and psychological development and sexual intercourse.</p> <p>In order to prepare for this class, the teacher must match his or her growth with the sporty skills that serve this kind of extracurricular activity, in line with The chronological age of them , to be also in line with their abilities and to be in line with their tendencies, desires and <b>readiness</b>.</p>
<p><b>Mots clés :</b> enseignant d'eps- les eleves pratiquants du sport scolaire -l'âge d'adolescence</p>	<p><b>RÉSUMÉ :</b></p> <p>Le but de cette étude était de déterminer au quel point l'enseignant peut s'occuper du côté technique en fonction de la croissance de l'élève lors de la préparation aux sports scolaires, Ou ce dernier aide à mettre en place les premières étapes de la parution de l'athlète étudiant à partir du centre éducatif pour la construction d'équipes scolaires nationales et la représentation de la patrie dans les forums internationaux, elle aide à améliorer la performance physique de l'élève et à acquérir des compétences de base et à améliorer ses capacités physiques , Et ainsi mène au développement et à l'activation de la mobilité cognitive et sportive des élèves.</p> <p>Cependant, le choix des activités sportives n'est pas arbitraire, mais selon certains critères, et cela n'est fait que par un enseignant compétent qui utilise ses compétences pédagogiques pour perfectionner les talents et transmettre des compétences aux élèves pratiquant ces activités en tenant compte de leur développement mental, moteur, physique, psychologique et sexuel.</p> <p>L'enseignant doit réussir à préparer ces élèves entre leur croissance et leur donner les compétences sportives nécessaires pour mener à bien ce type</p>

d'activités (sport scolaire) en fonction de leur âge et être en phase avec leurs tendances et leurs désirs et leur disponibilité.

### Introduction and problematic study:

Talented people need their own programs. These programs develop their abilities and talents and train them to adhere to the creative process , These programs are based on a philosophy that is based on meeting the needs of this group as well as the needs of the community. Planning special programs for gifted students is a difficult task and requires many efforts. The middle school stage plays a large role in communicating the student with sports activities, A level that may qualify in the future to be a pillar in the construction of national teams with high levels and the strengthening of competitive sports and national sports movement in general and this is only through school sports, which has become one of the main tools in the curricula of modern education in the Developed countries, where a budget has been allocated for its development and work to benefit from the results of scientific research in its field. School sports are of great importance within schools in all their stages in order to provide and improve sports skill , to select and direct the sports talent. It is at the school level that ensures the overall and balanced growth of the students by providing them with the greatest possible mobility. They are also interested in selecting talented students and directing them to sports disciplines according to their abilities and encouraging them to become future champions, but the link between this stage of learning and school sports is a teacher who is familiar with all components of this educational process, it must take into account the growth of this category and the development of sports skills. The question was asked: Does the teacher of physical education and sports reconcile

growth and acquisition Sports skills in preparation for students practicing school sports?

**Sub-questions:**

- Does the teacher of physical education and sports reconciling mental development and acquiring sport skills in preparation for students practicing school sports?
- Does the teacher of physical education and sports reconcile between motor development and the acquisition of sport skills in preparation for students practicing sports school?

**General hypothesis:**

- teacher of physical education and sports reconciles the growth and acquisition of sports skills in preparation for students practicing sports school.

**Sub-hypothesis:**

- teacher of physical education and sports does not reconcile mental development and the acquisition of sport skills in preparation for students practicing sports school
- teacher of physical education and sports reconcile the growth of motor and the acquisition of sport skills in preparation for students practicing sports school

**Objectives of the study :**

- Recognize the extent to which teacher of physical education and sport is aware of the mental development of students who practice school sports and acquire sports skills
- Recognize the extent to which the teacher of physical and sports education is aware of the kinetic growth of the students who practice school sports and acquire sports skills.
- To know the extent to which the teacher of physical education and sports for the exercise of school sports, taking into account their growth and acquisition of sports skills.

### Defining concepts and terms:

#### the professor :

Language: is the practicerof education or art.

He is the faithful educator entrusted to the parents with confidence and trust on thier children and thier futur.1

Is the person who carries with it the culture and methods of teaching and attitudes towards the teaching profession and its relationship with students and encourage them and raise their motivation towards learning.

#### School Sports Practitioners:

They are the distinguished and creative students from the rest of their peers in some sports activities within the educational institution.

#### School Sports:

Is an educational organization whose objectives are to improve human performance through selected physical activities and also extracurricular activities outside the official time prescribed for the curriculum. 2 (Amine Anwar Alkholi et al., 1998, p.7)

#### Intermediate stage: (early adolescence):

Language: According to the word "adolescence" in terms of linguistic approach to the dream and thus confirms the scholars of philology this meaning in their words "exhausted" in the sense approached the dream.

Adolescence is derived from the Latin verb "Adolescere" which means approaching, growth and maturity of maturity and completeness. 3 (Al-BahiFouad Al-Sayed, 1975. p 275)

Convention: The adolescent in terms of terminology according to "Stanley Hall" is the period of time that lasts until the age of twenty-fifth and leads to adulthood, and see Mustafa Zidan in adolescence: "This period begins by puberty and end with the general cessation of growth, starting from childhood and ends in adulthood and take about 07

to 08 years, Up to 20 per cent of the average individual with significant differences in many cases 4 (Mohammad Mustafa Zaidan, 1995, p. 31)

### **Role of Professor in the Education of Creativity:**

The teacher is the most important elements of the educational process and the creative teacher in the process of education is working to raise creativity in a technical way based on his open personality to understand creativity and awareness of its dimensions and its ability to discover creators and follow them in the creative process.

By giving the creative person an opportunity to learn independently, he finds the problem and gathers the information and tries to reach the result While encouraging the attempt and experimentation and not to let the despair sneak into the creator when the failure of the attempt, and put free artistic activities through which the creator expresses his feelings freely and fluently , As well as a lot of open questions that give rise to reflection and show the capabilities of the creator: What happens when the power cuts for a week What happens when all oil wells in the world run out?

People need two conditions if they want to do creative work: psychological security and psychological freedom," says psychologist Karl Rogers. The child's sense of psychological security results from three interrelated processes:

1. Accepting the child as an individual of unconditional value, and believing in the child regardless of his present state.
2. Avoid external evaluation, support self-evaluation.
3. Sympathy with the child, trying to see the world from his point of view, understanding and acceptance "

The adult who instructs the child, whether a parent or teacher, can tell the child, "I do not like your behavior," but he should be cautious in using some of the same words as "you are bad, wrong, lazy". Although the difference between the two methods is accurate, and may not be noticed by some, but it is central to the environment of creativity, there is a difference between to evaluate or criticize the child's behavior, and

to criticize or evaluate it is the same, we have already stated that we must accept the child as it is without any conditions, the child's creative ability feeds on the positive and warm approval of important adults in his life. Children tend to create for those who love.

Psychological freedom reinforces creativity by allowing freedom of expression in children. Children must feel safe enough to experiment with new things and be given the freedom to do so within limits, so that their freedom is not an obstacle to the freedom of others and in a supportive environment of creativity. Adults and children are highly authentic and not in keeping with the ideas of others, and they also appreciate different ideas rather than similarities One of the practices that supports creativity is self-promotion that seeks to experiment and not self-seeking to protect itself. The words and phrases we say to children are important in weakening their self-confidence, destroying their self-esteem, or on the contrary supporting their creative thinking and supporting their self-confidence. 5

### **Objectives of Physical Education in the intermediate stage:**

#### **Objectives related to the health of the body and the strength and skill of movement:**

- Development of physical efficiency and maintenance.
- Develop useful physical skills in life.
- Exercise healthy and sound life.
- The opportunity for students to sport athletes to reach the ranks of the tournament.

#### **Objectives related to the development of mental adequacy:**

- Development of dialogue.
- Developing the ability to think.
- Development of sports culture

Goals related to true creation

- Development of the desired moral and social characteristics.
- Development of good leadership and good dependency.

As well as goals related to good leisure time<sup>6</sup>.

#### **Types of indoor sports activities:**

The internal sports activities vary according to the nature of the games, activities, goals and goals that are intended and presented to us by Nahed Mahmoud Saad, Nelly RamziFahim, 2004, p. 240 7 as follows:

- Competitions in various group games (football, volleyball, basketball, hand, ...) between classes and different school years.
- In social group activities "mini games" between the faculty, students and parents of students.
- Individual competitions (athletics, swimming, table tennis, ...) and individual competitions (judo, boxing, wrestling, ...).
- Intercontinental fitness competitions.
- Sports offers for exercises between different seasons.
- Festivals and school parties on the occasion of national and social holidays.

#### **Duties of the teacher towards the programs of internal sports activities in the school:**

The teacher is not confined to teaching physical education and sports from the preparation, implementation and delivery of lessons but has other duties towards internal sports activities provided by us (Muhsin Muhammad Homs, 1998, p. 34) 8 as follows:

- Organizing games and competitions of various activities between the school's classrooms.
- Organizing concerts and festivals in sporting events and days.
- Supervising the committees formed by students to manage the sports activity within the school.



- Arbitration of some games and competitions in the school.
- Supervising cultural and sports activities to spread sports awareness among students (such as wall magazines, school radio, articles, etc.).

### **Outdoor sports activities:**

Are many types of organized sports practices that are implemented within or outside the school after the end of the school day, with the largest number of students participating regardless of their level of sport in order to expand the base of sports activities and achieve the physical, mental and psychological development of pupils (MohiuddinTouq, 1986, p. 172). He adds (Amin Anwar al-Khuli et al., 1998, p. 156). That external activities are not limited to competitions and competitions that involve the school outside its roles, but any physical activity (sports) recreational trips outside the camp, such as trips, camps and sporting days with other schools.

The concept of external activity applies to the program of competitions between schools organized by the Department of Education or the local education district of the school.

NujiAbd al-Qader (2002) states that "the activities of the official school teams that represent the institution in the sports competitions of the State Association of Sports School, whether individual or group games, which allows the sports teams to develop psycho-social, in contact with other students of other schools". It is also possible that it can be called competitive public practice has a selection system that allows the best teams to participate in national championships after qualifying during the various stages of the state and the region.<sup>10</sup>

In this sense, the activities are complementary to the Physical Education curriculum. They are therefore competitive activities in which competitions are conducted according to predefined rules and conditions by the Ministry of National Education, provided that this does not conflict with the schedule of official school quotas (MuhyeddinTouq, 1986, p. 173).

(Mohsen Mohammed Homs, 1998, p. 115) The external sports activity is for the excellent students in sports performance and the teacher should consider the following:

- Determine the training times and matches in a manner that does not interfere with the study time.
- Coordination with schools and other bodies for the use of common playgrounds.
- Involvement of students in the activity management committees.
- The availability of conditions in the pupils involved.
- Follow-up students out of school behaviorally.

#### **Objectives of external sports activities:**

External sports activities as he sees them (Siouti Ahmad Siouti et al., 1989, p. 47):

- Provide students with the opportunity to learn and install laws according to practice.
- Sponsorship of young sports talents in the school in terms of refinement and development and then directed.
- Detecting excellent players sporty , dependable to form different sports teams.
- Improving the performance of excellent students.
- Discovering people with special talents and sports talents and providing them with training and preparation.

#### **The duties of the teacher towards foreign sports activities:**

In addition to his duties towards internal activities, he also has duties towards the external sports activity, as stated by Muhsin Muhammad Homs, 1998, p. 35, as follows:

- Supervision of school sports teams in various activities and training.
- Exchange visits with neighboring schools and conduct periodic sports meetings with them.
- Design, train and supervise sports performances at the school level.
- Attention to scouting activity and the service of the local environment.

Early adolescence: It is also called the first adolescent name, starting from the age of 12 to the age of 14. This period extends from the onset of puberty beyond the clarity of the new physiological features by about a year, a period of multiple disorders, Psychological and emotional stability and anxiety and tension and sharp emotions and conflicting feelings, and the teenager views the parents and teachers in this period as a symbol of the authority of society, which makes them away from them and reject them, and push him to the direction of his companions and companions who accept their views and views, and imitate them in their behavior. This stage is a period of violent and sharp fluctuations accompanied by changes in the body's manifestations and functions, leading to a sense of imbalance and make it more difficult to appear emotional disorders associated with physiological changes and the clarity of secondary sexual characteristics and the pressures of sexual motives that the teenager does not know how to curb or control the wing.

#### **Characteristics of the age group (11-14) years:**

**Mental development:** The various mental functions that regulate the mental construction of the child is invaded by change and growth and so whenever the child progresses in various stages of life until he reaches adolescence and we find these changes are evident in this period in all mental functions and there is no doubt that the mental development of the adolescent is a determining factor in the estimation Mental abilities and helps to understand the adolescent himself or take advantage of what is organized personality of intelligence and abilities of a different mentality and personality traits and trends and tendencies ... etc.

The growth also helps the adolescent to raise up and has these personal possibilities and the most prominent manifestations of mental development in adolescence that the intelligence continues but does not appear the boom that is observed on the physical growth, but continues to grow for the mental construction of the teenager quietly 'and the intelligence to complete maturity Between the ages of 15 and 18 years, for the

majority of members of the society either superior or smart, their IQ depends on the age of 20\_21 years, but despite the fact that the IQ stopped at this age that this does not prevent the person from learning and acquisition is gaining new experiences throughout his life.

Mental capacity becomes more apparent in adolescence. These numerical abilities include the ability to visualize spatial, the ability to learn as well as the acquisition of motor and non-motor skills.

As the development of perception and attention and memory, imagination and thinking ... etc. It increases the ability to imagine and shows innovation, and the teenager tends to express his or her memory and record his memories in his own memoirs, as this seems to be his interest in various activities.

**Motor growth:** In the beginning of adolescence, the rapid growth of the "growth boom" is produced. This rapid and unbalanced growth leads to the adolescent's tendency to be lazy, inactive, and inactive. This stage is unlike the previous stage (late childhood) in which the child was characterized by a tendency to move and work Continuous and insensitive. This is because the growth during late childhood is in moderate steps. At the beginning of this stage, the adolescent is not very precise. The movements are characterized by inconsistency. The adolescent is often hit by objects that block him during his movements, often falling from his hands with the objects he holds. And helps to the instability of the motor physical changes and clear secondary sexual characteristics that came to him and the criticism of adults and their comments and carry many social responsibilities, causing him confusion and loss of balance, and when the adolescent maturity, the movements become more harmonious and harmonious, and increase activity and adolescents exercise exercises Trying to master some sport movements that need precision and motor synergy such as: playing musical instruments, some specialized sports, and writing. 11 (Magdy Ahmed Mohammed Abdullah.2003. 256)

### School Sports Goals:

Amin Al-Khuli provided a list of the goals of the school sports education and the opinions of the academic leaders of sports education were in the following order:

- Development of motor skills.
- Organic development.
- Leisure activities.
- Congenital development.
- Development of democratic values.
- Self-realization.
- Emotional stability.
- Social adequacy.
- Knowledge development.
- Development of aesthetic appreciation (Amin al-Khuli et al., Cairo, 1998, p. 27)

### Field study:

#### Methodology:

The methodology used in our study is the descriptive approach because it is the most appropriate and valid for studies that aim to describe aspects of the phenomenon and to diagnose and examine them, to collect data and facts while trying to explain them adequately.

#### Identification of the community and study sample:

**Study Society:** Our research community and our applied study are represented by students in the field of school sports at the level of the state of m'sila.

#### The study sample:

The sample of the study consisted of students who practiced school sports. The sample was random and randomly selected. The sample consisted of 45% of the total number of students practicing school sports at the level of the averages of the state of m'sila, where 35 questionnaires were distributed.

**field of study :**

**Time domain:**

We started our research in January 2018. The questionnaire was prepared in March 2018.

The questionnaires were distributed between 20/04/2018 and 26/04/2018. The results were analyzed and sorted between 29/04/2018 and 09/05/2018.

**Sphere:**

The study was conducted on the students of the school sports in the average of the intermediate stage educational institutions at the level of the province of the state of M'sila distributed as follows:

Places (middle schools)	SidiAissa	Bouassaada	Ain el Hjal	Wanougha
The sample	14	8	4	4

Table 1: Distribution of sample members by institutions and their location

**Psychometric properties of measuring instrument:**

**Validation of the tool:** In order to verify the validity of the tool, we have followed the following methods to codify the validity of the questionnaire as follows:

**Virtual honesty:** The selected questionnaire was drawn from scientific references, studies and previous research in the field of teaching and sports training, which are highly statistically significant in terms of honesty and consistency, which made us expect logically that this measure is true, as this kind of honesty indicates whether The questionnaire seemed to measure or not measure what was put in order to measure it; this kind of honesty indicates the general appearance of the questionna.

**Tools used in the study:** A questionnaire consisting of two axes with closed questions was constructed.

**Data Display Tool:** In order to display the data collected, simple tables were used to select hypothesis variables and the relationship between them. Ire as a means of measurement.

**Statistical Methods:**

After collecting all the forms, the questionnaires were sorted and emptied. This process was calculated by counting the number of repetitions of the answers for each question and calculating the percentage based on the three-way method:

**Statistical equation:**

As I mentioned previously that the method relied on in the discharge of the questionnaire is the percentage through the three-way method which is as follows:

Q: percentage, p: frequency, n: sample number

And the coefficient of K2 "K quadrature"

Presentation and analysis of the responses of the sample members to the questions of the first axis: Professor of physical education and sports for the integration of mental development and acquisition of sport skills in preparation for the student of the intermediate stage in school sports.

**Question 1:** Do you understand the teacher's instructions during the training sessions?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expecte d	watchin g		Calculate d	Schedule d			
Scarcely	10	27	90.1	48.60	5.99	0.05	2	Indicate
Sometim es	10	2	6.6					
Always	10	1	3.3					
Total		30	100					

Table 1 shows that the responses of sample members were rarely in favor of 27 and 90.10, while the rest of the sample were sometimes favoring 2, ie 6.66, and always favoring 1 and 3.33.

The calculated Ka 2 is 48.60, which is greater than Ka2, which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always 90.10.

**Conclusion:** Through these results, students who practice school sports have a good understanding of the teacher's instructions during the training sessions. This is evidence that the teacher of physical education and sports does not explain well the meanings of sports skills during the implementation of sports activities.

**Question 2:** Do you absorb the sport skills provided by the teacher quickly during training?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	20	66.67	15.20	5.99	0.05	2	Indicate
Sometimes	10	6	20.00					
Always	10	4	13.33					
Total		30	100					

Table 2 shows that the responses of the sample members were rarely in favor of 20 and 66.67, while the rest of the sample was in favor of viewing values of 6, ie 20, and always in favor of viewing values 4 and 13.33.



The calculated  $Ka_2$  is 15.20, which is greater than  $Ka_2$ , which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always at 66.67.

**Conclusion:** Through these results, students who practice school sports do not absorb the sport skills provided by the teacher quickly during training. This indicates that this class does not have the ability to absorb the information quickly, but requires time to absorb.

**Question 3:** Do you have difficulties in implementing the sport skills proposed by the teacher?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Drege of freedom	Conclus ion
	Expect ed	watchi ng		Calcula ted	Schedu led			
Scarcely	10	20	66.67	18.20	5.99	0.05	2	Indicate
Someti mes	10	9	30.00					
Always	10	1	3.33					
Total		30	100					

Table 3 shows that the responses of sample members were rarely in favor of 20 and 66.67, while the rest of the respondents were sometimes favoring the values of 9, ie 30, and always in favor of 1 and 3.33.

The calculated  $Ka_2$  is 18.20, which is greater than  $Ka_2$ , which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always at 66.67.

**Conclusion:** Through these results, students who practice school sports find it difficult to implement the sport skills proposed by the teacher, that is, they do not have the ability to absorb the information and this is what distinguishes this age group.

**Question 4:** Does the teacher share the satisfaction skills that are included during the training session?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degrée of freedom	Conclus ion
	Expect ed	watchi ng		Calcula ted	Schedu led			
Scarcely	10	12	40.00	10.40	5.99	0.05	2	Indicate
Someti mes	10	16	53.33					
Always	10	2	6.67					
Total		30	100					

Table 4 shows that the responses of the sample members were rarely in favor of 12 and 40.00, while the rest of the respondents were sometimes favoring 16, ie 53.33, and always favoring 2 and 6.67.

The calculated  $Ka_2$  is 10.40, which is greater than  $Ka_2$ , which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always 53.33.

**Conclusion:** Through these results, the teacher divides the composite skills of his students because the students of this stage can not think deeply and dismantle skills quickly.

**Question 5:** Is there a hierarchy in the acquisition of sporty skills for sports activities proposed by the teacher?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	14	46.67	3.20	5.99	0.05	2	No Indicate
Sometimes	10	10	33.33					
Always	10	6	20.00					
Total		30	100					

Table 5 shows that the responses of the sample members were rarely in favor of 14 and 46.67, while the rest of the sample was sometimes favoring the values of 10, ie 33.33, and always favoring the values of 6 and 20.00.

The calculated  $Ka_2$  is 3.20 and is smaller than the  $Ka_2$ , which is 5.99 at the 0.05 level and the freedom level 2, ie, there is no statistical significance for the most frequent value: always at 66.67.

**Conclusion:** Through these results, it was found that there is a hierarchy in the acquisition of sport skills for sports activities proposed by the teacher.

View and analyze the responses of the sample members to the questions of the second axis: teacher of physical education and sports reconcile between the motor development and the acquisition of sporty skills in preparation for the middle school student in school sports.

**Question 6:** Are the sports activities provided by the teacher easy and practicable?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	5	16.67	6.20	5.99	0.05	2	Indicate
Sometimes	10	9	6.66					
Always	10	16	53.33					
Total		30	100					

Table 6 shows that the responses of the sample members were rarely in favor of viewing values 5 and 16.67, while the rest of the sample was sometimes in favor of viewing values 9 or 6.66 and always favoring 16 and 53.33 values.

The calculated Ka2 is 6.20, which is greater than Ka2, which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always at 53.33.

**Conclusion:** Through these results, it was found that the sports activities provided by the teacher are easy and applicable, indicating that the professor takes into consideration the kinetic compatibility that characterizes this category.

**Question 7:** Are the sports activities proposed by the teacher interspersed with breaks?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	1	3.3	23.40	5.99	0.05	2	Indicate

			3					
Sometimes	10	7	23.3					
Always	10	22	73.3					
Total		30	100					

Table 7 shows that respondents' responses were rarely in favor of viewing values 1 and 3.33, while the rest of the sample was sometimes favoring 7, ie 23.3, always favoring 22 and 73.3.

The calculated K2 is 23.40, which is larger than the Ka 2, which is 5.99 at the significance level 0.05 and the freedom level 2, ie, there is statistical significance for the most frequent value: always 73.3%.

**Conclusion:** Through these results, it was found that the sports activities proposed by teacherQatratRaha, indicating that the professor is a great degree of awareness in the implementation and regulation of sports activities (control of intensity and size).

**Question 8:** Do you feel tired during the implementation of sports skills in the training sessions?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	6	20.00	25.80	5.99	0.05	2	Indicate
Sometimes	10	2	6.66					
Always	10	22	73.3					

			33					
Total		30	100					

Table 8 shows that the responses of sample members were rarely in favor of viewing values 6 and 20.00, while the rest of the sample was sometimes favoring the values of 2, ie 6.66, always favoring 22 and 73.3.

The calculated  $Ka_2$  is 25.80, which is greater than  $Ka_2$ , which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always 73.3.

**CONCLUSION:** These results show that students are tired during exercise of sports skills. This indicates that students of this stage are characterized by physical changes that affect their motor stability.

**Question 9:** Does the teacher improve the sports skills of all practitioners?

the answers	Duplicates		0/0	Chi square x2		Level of significance	Degree of freedom	Conclusion
	Expected	watching		Calculated	Scheduled			
Scarcely	10	2	6.67	14.60	5.99	0.05	2	Indicate
Sometimes	10	9	30.00					
Always	10	19	63.33					
Total		30	100					

Table 9 shows that respondents' responses were rarely in favor of viewing values 2 and 6.67, while the rest of the sample was sometimes favored by viewing values 9, ie 30.00 and always favoring the values of 19 and 63.33.

The calculated  $Ka_2$  is 14.60, which is greater than  $Ka_2$ , which is 5.99 at the 0.05 level, and the freedom level is 2, meaning that there is statistical significance for the most frequent value: always at 63.33.

**CONCLUSION:** Through these results, the teacher is determined to improve the sports skills of all practitioners in the belief that the certainty of the performance of skills well leads to improved performance and the skill is installed well.

**Question 10:** Do competitive activities help you acquire athletic skills?

the answer s	Duplicates		0/0	Chi square x2		Level of signifi cance	Dre gre eof freedo m	Conclus ion
	Expect ed	watchi ng		Calcula ted	Schedu led			
Scarcel y	10	1	3.3	48.60	5.99	0.05	2	Indicate
Someti mes	10	1	3.3					
Always	10	28	93.33					
Total		30	100					

Table 10 shows that the responses of the sample were rarely in favor of 1 and 3.33, while the rest of the sample was in favor of viewing values 1, ie 3.33, and always favoring the values of 28 and 93.33.

The calculated  $Ka_2$  is 48.60, which is greater than the  $Ka_2$ , which is 5.99 at the 0.05 level and the freedom level 2, ie, there is statistical significance for the most frequent value: Always 93.33.

**CONCLUSION:** Through these results, competitive activities have been shown to help students acquire sports skills due to repeated contact with peers and learning from mistakes through these competitions.

### Discussion and Explanation of Hypotheses:

**Discussion of the first hypothesis and its interpretation:** From the above, through the results of the tables of the first axis, it became clear that most of the research sample have agreed that the teacher does not take into account their mental development and acquisition of sports skills because of its emphasis on the physical side of the students and practitioners and the extent of their association with the sports competitions for school sports as the professor sees this category innovators in their field, There is no doubt that the teacher is the most important elements of the educational process, the creative teacher in the process of education is the one who works to raise creativity in a technical way based on his open personality to understand creativity and awareness of its dimensions and its ability to discover creators and follow them in the creative process, By giving the creative person an opportunity to learn independently, he finds the problem and gathers the information and tries to reach the result, while encouraging the attempt and experimentation and not letting go of the same creative when the failure of the attempt, and put free artistic activities through which the creator expresses his feelings freely and fluently, Raising thought and showing the abilities of the creator, says psychologist Karl Rogers: People need two conditions if they want to do creative work: psychological security, psychological freedom.

In view of the importance of these two stages, the students of the school sport must have the general mental ability, the specialized academic ability, the speed of the obviousness, the multiplicity of ideas and answers, the high ability to analyze, structure and evaluate, the use of evidence and evidence in decision making, Including the development and activation of cognitive and sports knowledge of the students and the development of their abilities to think and develop their sports culture.



Therefore, the results confirm the validity of the first hypothesis that teacherLaerai between mental development and the acquisition of sports skills in preparation for middle school students of school sport.

**Discussion of the second hypothesis and its interpretation:** Through the results of the tables of the second axis, it turned out that most of the research sample have agreed that the teacher reconcile their motor development and acquisition of sports skills that the teacher pays great attention to the dynamic growth of school sports practitioners because of their physical needs of these sports activities.

Nahed Mahmoud Saad, Nelly RamziFahim, 2004, p. 22) The basic experiences of sports activities provide the student with pleasure through the movements performed in competitions and exercises conducted through the cooperation of the student with others or solo. Skills that are trained without the use of tools, simple small tools, or large devices lead to the acquisition of skills that make a student feel strong.

It also reminds us that physical education and sports are a vital process in schools in different stages and have a key role in the development of physical fitness for students and therefore increasing the training sessions is important to establish a healthy life for students gives them the opportunity to practice all sports activities. to me :

Activities that help to discover and test solutions that contribute to proper motor performance.

Activities that help to raise competition both individually and collectively.

Activities that contribute to the promotion of sound scientific thinking.

The activities give students ample opportunity to discover all their creative abilities and abilities.

Therefore, the results confirm the validity of the second hypothesis that the professor reconciled the dynamic development and the acquisition of mathematical skills in preparation for middle school students of school sports.

## CONCLUSIONS:

The teacher must take into account and match between growth in all its forms and the correctness of the sport skills of the students who practice school sport, and clarify the role of the teacher in developing the student's creativity.

The teacher must draw close to the pupils with great understanding, aiming to reduce their mistakes and reward their efforts.

The teacher should not only be a teaching tool and the student should not be a recording tool that will receive information.

Develop the desire to work for learning (self-learning).

Developing pupils' ability to think (developing creative thinking skills).

The Practitioner Practitioner prepares thinking development sessions beginning with basic skills and then more complex skills.

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#### ملخص :

عنوان الدراسة: تحضير تلميذ المرحلة المتوسطة بين رعاية النمو واكتساب المهارات الرياضية في الرياضة المدرسية

دراسة ميدانية على مستوى بعض متوسطات ولاية المسيلة

أهداف الدراسة :

-معرفة مدى مراعاة وتوفيق أستاذ التربية البدنية والرياضية للنمو العقلي للتلاميذ الممارسين للرياضة المدرسية واكتسابهم للمهارات الرياضية .

-معرفة مدى مراعاة وتوفيق أستاذ التربية البدنية والرياضية للنمو الحركي للتلاميذ الممارسين للرياضة المدرسية واكتسابهم للمهارات الرياضية .

-معرفة مدى تحضير أستاذ التربية البدنية والرياضية للممارسين للرياضة المدرسية بين مراعاته لنموهم واكتسابهم للمهارات الرياضية .

مشكلة الدراسة :

هل أستاذ التربية البدنية والرياضية يوفق بين النمو واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية ؟

التساؤلات الفرعية :

- هل أستاذ التربية البدنية والرياضية يوفق بين النمو العقلي واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية ؟

- هل أستاذ التربية البدنية والرياضية يوفق بين النمو الحركي واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية ؟  
الفرضية العامة :

-أستاذ التربية البدنية والرياضية يوفق بين النمو واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية .  
الفرضيات الفرعية :

-أستاذ التربية البدنية والرياضية لا يوفق بين النمو العقلي واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية  
-أستاذ التربية البدنية والرياضية يوفق بين النمو الحركي واكتساب المهارات الرياضية في تحضيره للتلاميذ الممارسين للرياضة المدرسية.  
عينة الدراسة:

تتمثل عينة الدراسة في التلاميذ الممارسين للرياضة المدرسية بالمتوسطات كانت العينة عرضية، و قد تم اختيارهم بطريقة عشوائية و تتكون العينة ب45% من مجموع التلاميذ الممارسين للرياضة المدرسية على مستوى المتوسطات لولاية المسيلة ، حيث تم توزيع 35 استبيان استرجعنا منه 30.  
المنهج المتبع :

المنهج المتبع في دراستنا هو المنهج الوصفي لأنه الأنسب و الأصلاح للدراسات التي ترمي إلى وصف جوانب الظاهرة و التشخيص و التدقيق فيها، بجمع البيانات والحقائق مع محاولة تفسيرها تفسيراً كافياً .

الأدوات المستعملة في الدراسة: تم بناء أداة استبيان يضم محورين يحتوي كل منهما على أسئلة مغلقة .

#### الاستنتاجات :

يجب على الاستاذ أن يراعي ويوفق بين النمو بجميع أشكاله وصقال مالمهارات الرياضي للتلاميذ الممارسين للرياضة المدرسية . توضيح دور الاستاذ في تنمية الإبداع لدى الطالب .  
على الاستاذ أن يتقرب من التلاميذ بتفهم كبير ، هادفاً إلى تقليل أخطائهم، ومكافأة جهودهم .  
يجب على الاستاذ أن لا يكون أداة تلقين وحسب والتلميذ يجب أن لا يكون أداة تسجيل تتلقن المعلومات .

تنمية الرغبة في العمل للتعلم ( التعلم الذاتي ).

تنمية قدرة التلاميذ على التفكير (تنمية مهارات التفكير الإبداعي).  
يقوم الأستاذ برعاية الممارسين بإعداد جلسات تنمية التفكير مبتدئاً بالمهارات الأساسية ثم المهارات الأكثر تعقيداً .