

The role of practical education in improving communication skills

Students of the Department of Sciences and Techniques of Physical and Sports Activities

دور التربية العملية في تحسين المهارات الاتصالية

لدى طلبة قسم علوم وتقنيات الأنشطة البدنية والرياضية

Yahia benhaffaf¹, boutalbi hani bendjedou²

y.benhaffaf@univ-setif2.dz /University of Mohamed Lamine Dabbaghine Setif 2¹

boutalbi.hani@yahoo.fr /University of Mohamed Lamine Dabbaghine Setif 2²

¹ مخبر علوم الأنشطة البدنية والرياضية والصحة ال عمومية SAPSSP

² مخبر علوم الأنشطة البدنية والرياضية والصحة العمومية SAPSSP

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Abstract: This study aimed to detect the effectiveness and role of practical education in improving communication skills among students in the faculty of Science and Techniques of Physical and Sports Activities at Setif2 University. The researcher used the questionnaire on a sample of 74 students out of 233 participants studying in the Department of Science and Techniques of Physical and Sports Activities. The researchers concluded that practical education has a positive effect in students' acquisition of communication skills for the physical and sports education lesson.

Key words: Practical Education - Communication Skills - University Student.

المخلص: هدفت هذه الدراسة إلى معرفة فعالية ودور التربية العملية في تحسين المهارات الاتصالية لدى طلبة قسم علوم وتقنيات الأنشطة البدنية والرياضية بجامعة سطيف 2، حيث استخدم الباحث آداة الاستبيان على عينة متمثلة في 74 طالب من أصل 233 يدرسون في قسم علوم وتقنيات الأنشطة البدنية والرياضية وخلص الباحثان أن التربية العملية لها فعالية إيجابية في اكتساب طلبة للمهارات الاتصالية الخاصة بدرس التربية البدنية والرياضية. الكلمات المفتاحية: التربية العملية - المهارات الاتصالية - الطالب الجامعي.

- Introduction and the problem of the study:

The basis for the success of education depends mainly on the role played by the teacher because it is the most important component of the educational process. Therefore, it was necessary to pay attention to the training of teachers and educators in order to be more effective in the educational and pedagogical process. The good training of the teachers and their proper preparation that corresponds to the needs of society and the requirements of the educational system will certainly benefit the society as a whole. Mahasin Ibrahim Shamu says “the competent teacher is an essential pillar for the development of the educational process, and a tool for the advancement of civilization in society. Thus, the preparation of distinguished teachers is a priority in developed societies”. (Mahasin Ibrahim Shamu, 2001, p. 4)

Physical and sports education acquires various knowledge and teaching skills through practical education programs where it translates academic concepts and dimensions into applied skills. Communication is the basis of every situation, it is the interaction between the teacher and the student, as well as the center that surrounds him. It is a process aimed at conveying and exchanging ideas in order to bring about a change in the cognitive structure and motor-sensory skills of a student. These variables can be inferred by observing the behavioral changes that occur on all parties involved in this process.

Practical education is defined as a set of activities carried out by students of colleges and institutes to be teachers through their direct contact with pupils in schools chosen by their supervisors, where they train to acquire the skills necessary for the teaching profession (Said Mazroue, 2016 p. 159).

The process of learning and teaching is a form of communication between the teacher and his students, as the communication process consists mainly of four basic elements: the sender, the receiver, the message and the medium (transmitter channel). The teacher and the student exchange the role of the sender and the receiver. The role of the teacher is the sender

when he explains, clarifies and asks the students. While when the student is asked, he plays the role of the receiver. In order for the message to reach sound and correct between the sender and the receiver, the channel of communication should be free of any strange or extraneous stimuli (Salim Ibrahim Zubaydat, 2011, p.3). Communication is defined as a process in which the message is transmitted from a particular source to one or many receivers with the aim of changing behavior (Abdul Ghaffar Hanafi, 1995, p. 369).

The communication mechanism is an essential process of the community vitality. It should be known that proper communication is the product of understanding between team members. The success or failure of the communication process is not only based on the knowledge of the person in charge or the subject matter, but also on many considerations, including his experience in formulating ideas, using appropriate methods of communication for these ideas, and the efficiency of comprehending and receiving the behavior of the other receiving individual. As it is well known, practical education programs seek to improve communication skills and guarantee its success. (Walid bin Al Maatouk Mohammed, 2008, p.17)

In this regard, the researchers believe that there are many studies and research in the field of sports showing that practical education has a role in improving communication skills among students in the sciences and techniques of physical activities. Among the similar studies, we mention the study of Ahmed Shana entitled "Educational Communication in the class of physical and sports education for secondary school students". The sample consisted of 672 students and the researcher used the questionnaire as a tool to collect data in accordance with the descriptive approach. The findings concluded that educational communication has an active role in achieving the objectives of physical and sports education class through the absorption provided by the teacher.

There is also the study of Belwadah Shaker (2020) entitled "Oral communication and its relation to motor performance among juniors in handball". The sample was the juniors of AmalBouSaada handball team. The participants were randomly selected, in which the

researcher used the questionnaire according to the descriptive correlation approach. The researcher concluded: the need to help the coach and the trainee to know the right ways for positive communication, the impact of oral communication on learning different motor skills of handball regarding the junior category, and the extent to which trainers know about the aspects and the components of oral communication.

Concerning the previous studies, we mention the study of Mohammed Qataf entitled "The Reality of the Practical Education Unit and the impact of its programs on the development of teaching competence among students of physical and sports education institutes in Algeria". The sample represented in 397 male and female students (212 second-year students, 185 third-year bachelor's students) studying at the Institute of Sciences and Techniques of Physical and Sports Activities in Laghouat for the Academic Year (2013-2014). The researcher used two data collection tools: the first tool is a form that measures the teaching competencies of practical education students for a second year of bachelor's degree, and the second tool is a self-assessment form of teaching competencies for third-year field training students in accordance with the descriptive correlation approach. The researcher concluded that students acquired a considerable teaching competence. However, it is not enough, so students should be subjected to intensive and continuous training to bring about the desired change in their behavior based on modern sports educational techniques rather than relying on traditional methods.

Through the previous presentation of the theoretical background and similar studies, the general question of our research topic was asked as follows:

Does practical education improve the communication skills among Field Training students in the Department of Science and Techniques of Physical and Sports Activities at Setif 2 University?

Partial questions derived from the general question were formulated as follows:

Does practical education improve verbal communication among students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University?

Does practical education improve motor communication among students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University?

In the context of the preceding question, the general hypothesis was proposed:

- Practical education contributes to improving the communication skills among field training students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.

The following partial hypotheses were also suggested:

- Practical education contributes to improving verbal communication among field training students of Science and Techniques of Physical and Sports Activities at Setif2 University.

- Practical education contributes to improving motor communication among field training students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.

Through this study, we aim to achieve a range of objectives, the most important of which are:

- Learn about the role and contribution of practical education in improving communication skills among students of sciences and techniques of physical and sports activities.

- Learn about the role and contribution of practical education in improving verbal communication among students of sciences and techniques of physical and sports activities.

- Learn about the role and contribution of practical education in improving motor communication among students of sciences and techniques of physical and sports activities.

The educational and scientific importance of our study lies in the following points:

- To realize the effectiveness of practical education in the development of communication skills among students in the Department of Physical Education and Sports.

- To know the most important communication skills used by students in the practical

education session during group and individual games.

- To benefit from this study in clarifying the importance of practical education in improving students' communication skills.

1. Methodological procedures

1.1. Exploratory study

The first work we have done in our research is the exploratory study, which is of great importance in scientific research. It is the main pillar on which the researcher builds his initial perceptions of the study and the field of its application. The appropriate tool and approach are also chosen through the exploratory study.

The study was conducted from October 1, 2020 to December 10, 2020

1.2. Study method

The descriptive approach was adopted in our study in order to describe the phenomenon and try to come up with a general and exhaustive conclusion to the phenomenon studied. This is done through an analysis that will contribute to the detection of practical education role in improving the communication skills of students in the department of physical and sports activities. The descriptive approach is an accurate perception of the mutual relationships between society, orientations, tendencies, desires, and development so that it gives a picture of life reality, develops indicators, and builds future predictions (Bashir Bin Attia, 2019, p. 47).

2.2. Study population

The research community in our study is all the students (233 students) studying the module of practical education in the Department of Physical And Sports Activities at Setif 2 University. Third-year students (74 students) were selected as a sample of our study for being in charge of teaching physical and sports education, in which they are specialized in physical and pedagogical sports activity

2.3. Study sample

We distributed the forms on 100 students according to the simple random way from the

study community of 208 students. We retrieved 80 of them and cancelled 6 forms for objective reasons. Thus, the participants' number became 74.

3. Study tool

After studying this topic, looking at previous studies and previous relevant topics, and surveying a sample of specialists, we saw that the most appropriate tool for collecting information is the questionnaire. It is a tool for collecting information, data and facts. One of the advantages of this tool is that it contributes to collecting information from participants in the least effort and time.

We then prepared a questionnaire for our research according to the following:

Axis 1: dedicated to verbal communication skill and consists of 05 phrases.

Axis 2: dedicated to motor communication skill and consists of 04 phrases.

4.1. Scientific conditions of the tool (psychometric characteristics)

4.2. Validity tool

- Some previous studies, references and measures on this subject were initially reviewed.
- An attempt to extract and develop as many sentences as possible to measure the communication skills that we are studying through the quotation process.
- Arbitration process (the integrity of the arbitrators).

At this point, the questionnaire was judged by experts in order to measure its apparent sincerity by presenting it to a group of teachers specialized in the field of physical education and sports sciences at The University of Laghouat.

We presented the questionnaire to a number of faculty members, (04) teachers from the Department of Physical Education and Sports at The University of Laghouat.

The findings have given rise to some of the observations that we have taken into account, and some appropriate adjustments have been made.

Table (03): List of arbitrators at the Institute of Physical and Sports Science and Techniques

Name	Rank	University
Hizoum Mohammed	Lecturer"A"	University of Laghouat (Institute of Science and Techniques of Physical and Sports Activities)
Mohammed Makhanath	Lecturer"A"	University of Laghouat (Institute of Science and Techniques of Physical and Sports Activities)
Qataf Mohammed	Lecturer"A"	University of Laghouat (Institute of Science and Techniques of Physical and Sports Activities)
Bait Aissa	Lecturer"A"	University of Laghouat (Institute of Science and Techniques of Physical and Sports Activities)

4.3. The honesty of the content

Calculating the internal consistency of the form axes

Axes	Correlation value	Significance
Verbal communication axis	0.80	Significant
Motor communication axis	0.84	Significant

4.5. The stability of the tool

From the results in the above table, we note that the value of the correlation coefficient is

strong and statistically significant.

Calculating the stability coefficient:

The researcher calculated the stability coefficient by applying the Alpha Cronbach Way one time.

$$R_{\alpha} = 0,956$$

The number of participants	Alpha Cronbach
74	0.822

5. The statistical means and methods

After the preliminary study data were collected through the participants' responses to the form sentences, it was processed using the Statistical Program (SPSS) "Statistical Package for Social Sciences"

We conducted the statistical treatment using:

- Repetitions and Percentages.
- Arithmetic mean.
- Standard deviation.
- Stability coefficient Alpha Cronbach.

6. Presenting, interpreting and discussing the results

6.1. Discussing the results in the light of the first hypothesis

To verify the text of the hypothesis stating that:

Practical education contributes to improving verbal communication among field training students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.

Table (09): Repetitions, percentages, arithmetic averages, standard deviations and total scores for first axis verbal communication phrases.

Phrases	Weights						Standard deviation	Arithmetic mean	Total score
	Always		Often		Rare				
	Repetition	Percentage	Repetition	Percentage	Repetition	Percentage			
Phrase 01	58	78.4	16	21.6	0	0	40.41	2.76	206
Phrase 02	65	87.8	7	9.5	2	2.7	0.428	2.88	211
Phrase 03	47	63.5	27	36.5	0	0	0.485	2.64	195
Phrase 04	42	56.8	30	40.5	2	2.7	0.554	2.54	188
Phrase 05	61	82.4	6	8.1	7	9.5	0.626	2.73	202
Phrase 06	52	70.3	18	24.3	4	5.4	0.584	2.65	196

From the table we note that the value of repetition ranges from 2 to 65 and the percentage ranges from 2.7 to 87.8. We also note that the standard deviation ranges from 0.485 to 4.85,

while the arithmetic mean ranges from 2.45 to 2.88.

In general, verbal communication includes all types of communication, in which the word is used as a means of conveying a message from the source to the recipient. The word is spoken, and the recipient realizes it with a sense of hearing. On the other hand, scholars specialized in communication considered that the linguistic models consist of a series of phrases that try to determine the intention of the participants in the communication process or their goal, as it tries to describe the nature of communication between individuals.

This type is based on pronunciation or words where it includes the language of speech, conversations, writings and unwritten language. Examples of written means include notes, reports, books, daily newspapers and magazines. Whereas the unwritten means are lecture, seminar, debate, conference, discussion sessions, and interviews of all kinds. (Khairi Khalil Al-Jumaily, 1997, p. 47)

Based on the above, the researcher believes that the first hypothesis stating that: practical education contributes to improving verbal communication among field training students in the department of science and techniques of physical and sports activities at The University of Setif 2 has been achieved.

6.2. Discussing the results in the light of the second hypothesis

To verify the text of the hypothesis stating that:

- Practical education contributes to improving motor communication among students of field training in the Department of Physical and Sports Activities Science and Techniques at Setif 2 University.

Table (10): Repetitions, percentages, arithmetic averages, standard deviations and total scores for second axis motor communication phrases.

Phrases	Weights						Standard deviation	Arithmetic mean	Total score
	Always		Often		Rare				
	Repetition	Percentage	Repetition	Percentage	Repetition	Percentage			
Phrase 07	30	40.5	40	54.1	4	5.4	0.584	2.35	174
Phrase 08	60	81.1	14	18.9	0	0	0.394	2.81	208
Phrase 09	57	77	15	20.3	2	2.7	0.498	2.74	203
Phrase 10	32	43.2	34	45.9	8	10.8	0.664	2.32	172
Phrase 11	61	82.4	11	14.9	2	2.7	0.468	2.80	207
Phrase 12	41	55.4	28	37.8	5	6.8	0.625	2.49	184
Phrase 13	22	29.7	50	67.6	2	2.7	0.505	2.27	168
Phrase 14	39	52.7	33	44.6	2	2.7	0.555	2.50	185

From the table we note that the value of repetition ranges from 2 to 61 and the percentage ranges from 2.7 to 82.4. We also note that the standard deviation ranges from 0.39 to 0.78, while the arithmetic mean ranges from 2.22 to 2.80.

When the teacher uses organs of his body, joints and muscles to perform certain movements with a specific meaning (so that the learners acquire some practical skills such as what happens in physical and sports classes), he may perform some skills in basketball, handball and swimming in front of learners. He may also perform motor signs with hands to highlight certain components of skilled performance or provide clear instructions and warnings. Motor signs with the hands are one of the most prominent elements of the communication process where it contributes to increasing disguise.

The senses of sight and hearing are the most significant senses that have sovereignty over the other senses. When it comes to human communication, the eye comes on top of the organs, especially in the light of non-verbal language. Through physical and sports education class, the teacher may use his gazes and direct them to some learners during the performance of some exercise or some skills. It is intended as a specific concept or for observation to emphasize the importance of follow-up. (Hassan Imad Al-Makawi and Laila Hussein Al Sayed, 2018 p. 18)

Based on the above, the researcher considers that the second hypothesis: practical education contributes to improve motor communication among field training students at the Institute of Science and Techniques of Physical and Sports Activities at The University of Setif has been achieved.

Main results: In the light of the research and based on its results and discussion, and within the limits of the research sample, the researchers were able to reach a set of results:

The two researchers started from the problem: does practical education contribute to

improving the communication skills of field training students in the department of science and techniques of physical and sports activities at The University of Setif 2. The study concluded several results in which the validation of the hypotheses put forward for this study are as follows:

- Practical education contributes to the improvement of verbal communication among students of field training in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.
- Practical education contributes to improving motor communication among field training students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.

Based on the certainty of partial hypotheses, the general hypothesis was necessarily confirmed:

- Practical education contributes to improving the communication skills of field training students in the Department of Science and Techniques of Physical and Sports Activities at Setif2 University.

7. Conclusion

Field practical education is a practical program executed in accordance with the teaching methods based on the direct practical experience of the students and teachers. They are trained in various teaching scenarios which play a major role in the development of communication skills among students of the Institute of Physical Education and Sports, and are very effective in the process of acquiring these skills and increasing their efficiency. Hence, we conclude that the practical education session has a significant and essential role in

acquiring and improving the communication skills of students enrolled in the department of science and techniques of physical and sports activities. These skills include verbal and motor communication skills, through which students learn and practice these skills and increase their performance and efficiency.

In light of the current research results and in line with the recent orientations concerning the preparation and formation of teachers with communication skills that correspond to the requirements of the teaching profession and raise the level of education in our society, we recommend the following:

8. Recommendations

1. Adopt a comprehensive and integrated program, and determine the communication skills through the level of their performance by specialists in the field, so that they can be evaluated and measured at the end of the practice in practical education.
2. This program should be based on "master performance" or "professional competence", in which the student demands the teacher to prove during the training that he is capable of performing all the communication skills, abilities and events as a part of the professional responsibilities required by his job after graduation.
3. Modern models should be used in practical education such as scientific model, professional model, and research-based model.
4. Developing observation methods, where research has shown the need to describe, record and classify the behavior.
5. Adopt modern models in education, learning, and acquisition of communication and

teaching skills.

6. The strict selection of supervisors over the practical education in accordance with strict scientific simulations. The supervisors have high university degrees in the field of education and are experienced with teaching methods and communication techniques.

7. The creation of a body consisting of faculty members of practical education teaching. Its mission is to follow up the progress of practical education programs and the extent to which communication skills are achieved.

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