

The Role Of The Practical Pedagogy Module In the Acquisition Of The Teaching Competencies For Physical Education & Sports Students

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ملخص البحث:

هدفت هذه الدراسة إلى معرفة ما إذا كان للتربية العملية دور في إكساب الكفاءات التدريسية لطلبة التربية البدنية والرياضية؛ وأخيراً التأكد من تمتع أداة القياس المستخدمة بالخصائص السيكومترية اللازمة. وتكونت عينة الدراسة من (30) طالب سنة أولى "ماستر" بمعهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة محمد بوضياف بالمسيلة، وزع عليهم استبيان الكفاءات التدريسية؛ وتم استخدام المنهج الوصفي.

وتوصلت نتائج الدراسة الحالية إلى عدة نتائج أهمها:

- ☞ أن للتربية العملية دور في إكساب كفاءة تخطيط درس لطلبة التربية البدنية والرياضية.
 - ☞ أن للتربية العملية دور في إكساب كفاءة تنفيذ درس لطلبة التربية البدنية والرياضية.
 - ☞ أن للتربية العملية دور في إكساب كفاءة تقويم درس لطلبة التربية البدنية والرياضية.
- وعليه، وفي ضوء نتائج الدراسة الحالية، تفسيراتها، مناقشتها، يقدم الباحث جملة من الاقتراحات التالية:

- ☞ ضرورة الاهتمام و التركيز على التكوين العملي بشكل أكبر، وتزويد الطالب بالخبرات الواقعية والممارسات الفعلية للعملية التربوية التعليمية خلال فترة التكوين لإعداده بشكل جيد لمهنة المستقبل.
 - ☞ إعادة النظر في مدة فترة التربية العملية، وإعطائها نصيباً أكبر في تكوين الطلبة لأنها من الأساسيات والركائز التي ينبغي مراعاتها في برامج إعداد الطلبة.
 - ☞ إدراج موضوع الكفاءات التدريسية كقياس مستقل في مناهج طرائق التدريس.
- الكلمات الدالة:** التربية العملية - الكفاءات التدريسية - طلبة التربية البدنية والرياضية.

Abstract:

The Aim of this study is to determine if Practical Pedagogy plays a role in the Acquisition of Teaching Competencies for physical education and sports students, and to ensure that the measuring instrument used has the necessary psychometric characteristics.

The study sample included (30) students in the first year "Master" at the Institute of Science and Technology of Physical and Sports Activities at Mohamed Boudiaf_Msila University, The descriptive approach has been used. The results of the study found several results, including:

- practical pedagogy plays an important role in the acquisition of planning Competencies for physical education and sports sessions.
- practical pedagogy plays an important role in the acquisition of implementation Competencies for physical education and sports sessions.
- practical pedagogy plays an important role in the acquisition of evaluation Competencies for physical education and sports sessions.

In light of the results of the study, interpretation, discussion, the researcher suggests a number of suggestions:

- the need to pay attention and focus on more practical pedagogy, and provide students with real expertise and current educational practices of the educational process during the training period to properly prepare for a future career.
- reconsider the duration of the practical training period and give it a greater share in the training of students, because these are the bases and pillars that must be taken into account in the preparation of the students' programs.
- understand the subject of teaching skills as an independent module in teaching program methods.

Keywords: Practical Pedagogy - Teaching Competencies - Physical & Sports Education Students.

1. Introduction and problematic research:

Education to date and from time immemorial has aroused great interest at different levels and sectors of all segments of society, due to the sensitivity of the role played in the education of future generations, Particularly in effective supervision and guidance, is the laboratory in which students apply the principles and theories of pedagogy and practice in the real field, and thus the student realizes the link between the theory And practice (Kerdany and Sayeh, 2002, p13-15).

Teachers in the teaching process must possess a number of pedagogical skills that can employ them and apply them in real learning situations (bassem Ajrami, 2011),

In the process of education where the student moves from the learner's position to the teacher's position gradually under the auspices of a promoter has helped him develop his professional and assessment skills on the basis of Criteria and foundations that measures these teaching skills that are essential in effective teacher training, ultimately this research aims to identify the role of

practical pedagogy in acquiring the teaching competencies of students of the first Year master specialty learning engine of the department of physical and sports education, which invited us to ask the following question: -

- Does practical pedagogy play a role in the acquisition of teaching competencies for physical education and sports students?

According to this question, the following questions were asked:

- Does practical pedagogy play a role in the acquisition of planning competencies for physical education and sports students?
- Does practical pedagogy play a role in the acquisition of competencies in the implementation of physical education and sports students?
- Does practical pedagogy play a role in the acquisition of assessment competencies in physical education and sports students?

2. Research hypotheses:

2.1. General hypotheses:

Practical pedagogy plays an important role in the acquisition of pedagogical competencies for students of physical education and sports.

2.2. Partial hypotheses:

- practical pedagogy plays an important role in the acquisition of planning competencies for physical education and sports students.
- practical pedagogy plays an important role in the acquisition of implementation competencies for physical education students.
- Practical pedagogy plays an important role in the acquisition of evaluation competencies for physical education students.

3. Objectives of the research:

- ❖ Know the role of practical pedagogy in the acquisition of teaching skills for students of physical education and sports.
- ❖ whether the role of the education process in ensuring effective planning for students in physical education and sport.
- ❖ whether the role of the education process in the implementation of the effectiveness of students to give physical education and sports.
- ❖ whether the role of the educational process in the effectiveness of the calendar to give students physical education and sports.

4. The importance of research:

The importance of research drives the very subject of the study, as well as the preparation of teachers and the development of skills give it great scientific importance. Hence the importance of research and as follows:

- ❖ the results of this research should contribute to the construction and development of a program of practical pedagogy in the Department of Physical Education & Sports.
- ❖ the need to adopt a strategy to develop the quality of pupil education.
- ❖ to enrich the library of the Institute by this study.
- ❖ This research may open up other pedagogical studies seeking to deal with competencies that are not covered by it.

5. Concepts and research terms:

5/1. Practical pedagogy: A training program of educational institutions based on the preparation of the student to practice the profession of education in the last year to obtain their diploma of the faculties of education, in order to acquire Experience and improve their teaching skills at different stages of education (George Brown, 2005, p.140).

5/2. Competence: is "the ability to apply basic principles and techniques in a particular field in practical situations" (Suhaila Fatlawi, 2003, p28), as well as the ability to achieve maximum in different circumstances and with Minimum of time and effort.

5/3. Teaching Competencies: a range of qualities and abilities that educators aspire to see in their students, these abilities can be observed and measured, and make the teacher able to achieve educational goals in a better image (Douiri, 2013, p125)

5/4. Planning competence: "The process planned according to the scientific study of thought and measurement, which aims to achieve the achievement of certain development goals already identified in light of the needs of the future and the possibilities of the present" (bassem Ajrami, 2011, p66)

5/5. Implementation competence: This means the teacher's behavior in the classroom, which aims to achieve a number of goals among students, and the practical implementation of the teacher's ability skill test To its success in the profession (al azrak, 2000, p27)

5/6. Evaluation Competence: "It is a diagnostic process to determine the extent of the student's progress in learning educational goals to help them grow and achieve those goals in light of Process of evaluation" (bassem Ajrami, 2011, p82)

5/7. Students of physical education and sports: it is the graduating student of the last years who makes his practical training at the level of one of the educational institutions under the supervision of specialists, in order to practice and apply the theoretical information In the field in order to acquire the necessary pedagogical skills for a future career.

6. previous studies:

6/1. Study of Ben Bothainah Ben alia (2014): teaching skills required in the physical education and sports sessions of students of the second year of the Master Institute steps; And the impact of selected variables at the University of Mohamed boudiaf m'sila, Algeria, 2013-2014.

The study aimed to determine the importance and role of field placement in the pedagogical skills of student development trainees, and if trainee students possess skills planning, implementation, as well as the real one, was composed Of the student survey sample a second year Master's Degree (27 students), Department of Physical Education at the Institut steps of M'sila University and teachers of physical and sports education of the wilaya of M'Sila (20 teachers) field supervisors, the descriptive approach is used, the questionnaire as a data collection tool (questionnaire for students and another for teachers), the researcher concluded the following results:

- that students have the adequacy of trainees planning, implementation and college diploma assessment, from their point of view.
- that the students have the adequacy of the trainees planning, implementation and college diploma assessment of the attention of the teachers of supervisors.
- there is no statistically significant difference in the possession of teaching skills due to varying age, education, age and education combined.

6/2. study of Abdel Baqi et al (2010): pedagogical skills for teachers of physical education in the provinces of the Middle Euphrates, Iraq, 2010.

The study aimed to determine the pedagogical skills of physical education teachers for the intermediate level and to determine the relative importance of each, the researchers used the descriptive manner of the inquiry into the relevance of nature Of the problem, teachers of the population combined study of physical education for the college scene in the Middle Euphrates provinces, was selected as a random sample of the community of origin (120) and I School sports education in the provinces mentioned, the researchers constructed a questionnaire for the study, which contained (50) questions, distributed on (5) axes; The descriptive approach was used, the most important results of the study confirmed that the pedagogical competences of the teachers of the intermediate stage of physical education are: the competences of objectives; Physical education course skills, organizational skills, implementation skills, competencies in teaching methods and assessment skills.

The study came out with a number of conclusions:

- intensifying training courses by specialists, applied educators as models to develop the skills of teachers and teachers.
- specialists urged educators to academic and professional development of its own importance and its relationship with the professional growth of teachers.
- activate the system of teacher training and in-service teachers to develop teaching skills.

6/3. Study of Wael salama (2008): Self-assessment of the skills of student teachers in the exercise of teaching skills in extreme physical education-Gaza, University of Palestine, 2008.

The study aimed to identify the level of pupil teachers in the exercise of physical education teaching skills through the self-assessment of these skills; To do so, the study was conducted on volunteer students from the Faculty of the Al-Aqsa Physical Education & Sports University sample where the number reached 75 students (32 students and 43 students), and the researcher Used the descriptive survey, to achieve it, he used the list of vocational preparation objectives for physical education designed by Fatima Awad Jaber, the study resulted in a number of results is the most important :

- a large capacity of students of teachers to perform good teaching skills.
- the proportion of teaching competences for the achievement of all vocational preparation objectives for quality education.

6/4. Study Abdul Karim Abu Dalbough (2005): The Role of the Practical Pedagogy Program in the Preparation of Teacher-Student at the Faculty of Physical Education, Yarmouk University, Jordan, 2005.

The study aimed to reveal the opinion of students' teachers to the role of practical education in the teacher at the Faculty of Physical Education Yarmouk preparation of students of the University, the researcher used the method of analysis Descriptive in this study, also used the questionnaire as a tool to collect data from the selected sample study method available and numbered 70 students, the most important results of the study:

- the need to recognize the associate teacher for his role as the direction of practical education of students in the briefing on developments in the field of physical education.
- With respect to supervisor perception of practical education for its role as the direction of the process of training students should focus on supervisory visits and the number of predetermined dates, and training in the analysis process The content of physical education programs and assistance in sports newsletters designed to prepare.

-There was no statistically significant difference at the level (0.05) due to gender and place of residence,
 -and no statistically significant differences due to the achievement level for teachers of pupils entering the achievement level levels (68-75.9).

6/5. Comment on previous studies:

Examination of the results of previous studies show that it had a follow-up of the teachers' teaching skills of students in the education phase, but they varied according to the disciplines studied and the objectives, study of (Ben Bothainah 2014) Competencies required for trainee students (skill planning, implementation, as well as evaluation) also discussed some variables that included the practical education that is the subject of our study, and the study (Abu Dalbough 2005) on the role of the educational process in the teacher in the Faculty of Physical Education Preparation in general in terms of competencies, and the role of teacher collaborator and supervisor of practical teaching in Institute, study (2007 Abdelbagi modar) pedagogical skills for teachers of physical education, and therefore the interest of this study and similar studies earlier.

7. Research Methodology and Procedures:

7/1. Exploratory study: it is a work to clarify the researcher's ideas on the nature of the subject and the field studied and the objective of this step and to obtain a set of objectives that can be identified as follows:

- study psychometric characteristics (validity, reliability and objectivity) of the instrument.
- verification that the questionnaire is appropriate, and that the sample includes its paragraphs.
- determine time, to answer the questionnaire.

7/2. Research Methodology:

In order to achieve the objectives of the study, the researcher used the descriptive method; The descriptive approach is suitable for the present study to know the role of practical pedagogy in the acquisition of teaching skills for students of physical education and sports.

7/3. Population and study sample:

7/3/1. The study population: The study population consists of first-year students specialized in motor learning at the Institute of Science and Technology of Physical and Sports Activities at the University of Mohamed Boudiaf m'sila, registered in the program of the Pedagogy for the school year (2015-2016), for a total of 40 students.

7.3.2. The study sample:

A) the exploratory sample: randomly selected 10 students from the research population, where the researcher applied the study tool to verify its validity by calculating validity and reliability.

B) Basic sample: consists of 30 first-year students at the STAPS Institute at the University of Mohamed Boudiaf m'sila, registered in the practical pedagogy program for the school year (2016-2017).

7/4. The study tool:

The construction of a special questionnaire with the students of the first year specializing in motor learning contains (29) questions divided into three dimensions (planning, implementation and evaluation), to know the role of practical pedagogy, Education in the acquisition of pedagogical competencies.

Table (01) represents the dimensions of the study tool.

| Dimensions | Teaching competencies | Number of phrases |
|------------|-----------------------|-------------------|
| 1 | Planning | 07 |
| 2 | Implementation | 15 |
| 3 | Evaluation | 07 |

With a proposition of answers to three alternatives (always, sometimes, never) and the points are given in the following order: Always three points, sometimes two points, and never a point.

7/4/1.a Description of the preliminary list of competences:

Based on specific strategies for the preparation of teachers and previous studies related to the field of study, in addition to what has been presented in the theoretical framework, as well as soliciting the views of a group of university professors And experienced doctors, the initial list of competences of teachers was born, where the following points were taken into account:

- ❖ skills in drafting a procedural form of behavior, and in the form of educational outings to facilitate observation and measurement.
- ❖ facilitate the formulation of competence and its clarity in a realistic manner.
- ❖ Comprehensive skills to include cognitive and emotional and socio-affective aspects
- ❖ identify the competences that belong to pupil teachers, taking into account the general competences essential to each teacher.

As a result the researcher has reached (42) competence, have been classified into three main dimensions (planning, implementation and evaluation).

7/4/2. Psychometric conditions:

7/4/2/1. Validity:

A) validity of the referees: In order to guarantee the authenticity of the questionnaire was presented to a group of referees with expertise and skills at the Institute of Science and Technology of physical and sports activities of the University of Mohamed Boudiaf, And asked them to study the questionnaire and express an opinion on the clarity of the paragraphs, the affiliation of the paragraphs to the appropriate axes, the language of the paragraphs and other comments they deemed appropriate.

B) Self-validity: This means the internal integrity of the test, measured by the square root of the tool's reliability coefficient (Nasr al-Din Radwan, 2006, p216), and that the questionnaire reliability coefficient is Equal to $a = 0866$, the coefficient of self-validity = 0.93, and this result is quite acceptable.

C) constructive validity: By extracting the correlation coefficient (Pearson) between the paragraphs and the axes that belongs to him and between each axis of competences with the teaching questionnaire, the researcher will remove all Paragraphs or related dimension to which it is too weak or statistically insignificant; The results in the table.

Table (02): the correlation coefficients between the sentences of the questionnaire of the teaching competencies and the degree of dimension to which it belongs. (N = 10)

| Planning | | | Evaluation | | | Implementation | | | | | |
|----------|------|------|-----------------------------|------|------|----------------|------|------|---|------|------|
| 0 | ,074 | dele | 0 | ,518 | | 0 | ,571 | | 1 | ,482 | |
| 0 | ,572 | | 0 | ,714 | | 0 | ,741 | | 1 | ,418 | |
| 0 | ,490 | | 0 | ,549 | | 0 | ,429 | | 1 | ,416 | |
| 0 | ,662 | | 0 | ,543 | | 0 | ,390 | dele | 1 | ,683 | |
| 0 | ,401 | | 0 | ,416 | | 0 | ,309 | dele | 1 | ,524 | |
| 0 | ,321 | dele | 0 | ,567 | | 0 | ,262 | dele | 1 | ,460 | |
| 0 | ,331 | dele | 0 | ,338 | dele | 0 | ,398 | dele | 1 | ,360 | dele |
| 0 | ,405 | | 0 | ,461 | | 0 | ,430 | | 1 | ,690 | |
| 0 | ,300 | dele | 0 | ,343 | dele | 0 | ,556 | | 1 | ,538 | |
| 1 | ,085 | dele | 1 | ,375 | dele | 1 | ,420 | | 2 | ,630 | |
| 1 | ,470 | | *Significance at level 0.05 | | | | | | | | |
| 1 | ,678 | | | | | | | | | | |

The results of the table show that: (02) the degree of correlation coefficients of most sentences and of the three axes are statistically significant at 0.01. Moreover, the correlation results between sentences and Axes to give the presence of some weak binding phrases (10 paragraph) and sentences not

associated with dimensions (03 paragraph); And consequently the researcher has definitely deleted from the questionnaire (13) sentences.

The Pearson correlation coefficient was then calculated between the three subcomponents of the total questionnaire score, and the correlation coefficient between the questionnaire dimensions varied from 0.76 to 0.93, and all The correlation coefficients are significant at the level of 0.01, which indicates the homogeneity (internal consistency) of the questionnaire, and the dimensions of the tool to measure the pedagogical skills acquired by practical pedagogy, and that all values of internal coherence (Coefficients of correlation between the dimensions of the questionnaire and the total score) are statistically significant.

Table (03): the internal consistency between the dimensions of the questionnaire and the total score. (N = 10)

| n | Dimensions | questionnaire | **Significanc e at level |
|---|----------------|---------------|-----------------------------|
| 1 | Planning | ,862** | |
| 2 | Implementation | ,930** | |
| 3 | Evaluation | ,769** | |

7/4/2/2. reliability:

This means that the scores obtained are accurate and error-free, it also means that if you apply the same measurement tool (questionnaire) on the same individual a number of times in the same way and conditions, we will have the same value at Each time, and after having verified the validity of the questionnaire and the exclusion of 13 sentences from it.

The Cronbach alpha equation (∞) calculates the internal consistency of the search tool for each axis of the tool and the total score of the tool and the results as represented by the following table.

Table (04): Reliability coefficient of the competency questionnaire & its three dimensions.

| Dimensions | (∞) alpha | Number of phrases |
|----------------|--------------------|-------------------|
| Planning | ,660 | 07 |
| Implementation | ,825 | 15 |
| Evaluation | ,651 | 07 |
| questionnaire | ,866 | 29 |

Using the reliability coefficients, the results varied between 0.65 to 0.82 for each axis of the study tool, and the total competency score of the questionnaire, which reached 0.86 Can say that the tool is characterized by a good degree of stability.

And bitter psychometric study results of the questionnaire of teaching skills (validity, reliability) have modified the questionnaire in the initial image, to contain in its final form that (29) sentences; Is, the table below shows all the changes.

Table (05): Phrases and dimensions of the questionnaire of teaching competencies in its final form.

| Dimensions | delete | After delete | Number of delete |
|----------------|-----------|--------------|------------------|
| Planning | 12 | 07 | 05 |
| Implementation | 20 | 15 | 05 |
| Evaluation | 10 | 07 | 03 |
| tot | 42 | 29 | 13 |

The study of the coefficients of validity and reliability (validity was between 0.76 to 0.93 and reliability between 0.65-0.82) concluded that the questionnaire is characterized by an acceptable degree Stability, and therefore we judged that the questionnaire has an acceptable degree of validity and reliability, which confirms the possibility of relying on this tool to measure the pedagogical competencies acquired through practical pedagogy.

7/5. Limits and areas of research:

7/5/1. Time domain: This study was carried out during the school year 2016/2017.

7/5/2. Space field: This study was conducted at the Institute of Science and Technology of Physical and Sports Activities at the University of Mohamed Boudiaf.

7/5/3. The human field: The sample of the study and composed of students first year master of the department of physical and sports education specializing in motor learning.

7/6. Methods of analysis and statistical processing:

We adopted the following statistical methods in our research:

- the arithmetic mean and the standard deviation.
- Alpha-Cronbach range and reliability coefficient.
- skweness coefficient and coefficient of flattening.
- K^2 and the Pearson correlation coefficient.

8 / Statistical properties of the research sample:

Table (06) shows the statistical characteristics of the data distribution of the questionnaire, thus it is apparent from the table that the median is greater than the arithmetic mean, and the coefficients sprained and flattened are distant from zero; Indicating the absence of normal distributions.

Table (06): normality test of the dimensions of the questionnaire on teaching competencies.(N = 30)

| N | stat dimension | Statistiques Descriptive | | | | | |
|---------------|-------------------|--------------------------|--------------|------|-----------------------|--------------|--------------|
| | | mean | Médiat or | mode | Standard déviation | skwen ess | curtos is |
| 1 | Planning | 17.47 | 18.00 | 20 | 3.11 | -0.93 | 0.53 |
| 2 | Implementation | 37.77 | 38.50 | 43 | 6.48 | -1.78 | 4.33 |
| 3 | Evaluation | 17.27 | 18.00 | 19 | 3.24 | -0.68 | 0.21 |
| questionnaire | | 72.50 | 73.50 | 74 | 10.64 | -1.70 | 5.54 |

It appears from the table that the distribution of the questionnaire data is non-normal and this means that it has a free distribution which therefore requires the use of nonparametric statistics to test the hypotheses of the study.

9 / presentation and analysis of the results of the hypotheses:

To validate the assumptions have converted the data, from the level of distances to a level of categories, by the following equation: Range = Max value - Min value

Then we divide the result by the number of categories, which is three (03); High role, medium role, & weak role of practical pedagogy for the acquisition of planning competence.

Table (07): Areas of the three dimensions of the total score of the questionnaire. (N = 30)

| N | Stat dimension | highest value | Lowest value | range | The length of the class | Category 1 domain)Low role(| Category 1 domain)Average role(| Category 1 domain)High role(|
|---------------|-------------------|------------------|-----------------|-------|----------------------------|---------------------------------------|---|--|
| | | | | | | 01 | Planning | 21 |
| 02 | Implementation | 45 | 15 | 30 | 10 | 25 - 15 | 35 – 25.01 | 45 – 35.01 |
| 03 | Evaluation | 21 | 09 | 12 | 04 | 13 - 09 | 17 - 13.01 | 21 – 17.01 |
| questionnaire | | 87 | 33 | 54 | 18 | 51 - 33 | 69 - 51.01 | 87 – 69.01 |

9/1. Presentation and analysis of the results of the first hypothesis:

"Practical pedagogy plays an important role in the acquisition of planning competencies for physical education and sports students"

Once the Data Forms are dumped into the computer and statistically processed by the SPSS version 22 program, we have acquired the following results, and validate the first assumption and as there are observed frequency and

frequency expected we have used In this hypothesis the chi-square test (K^2) to indicate the differences between the frequencies.

The calculation of the repetition and the frequency of the responses of the study sample on the competence axis of the planning, then calculation of (K^2) to indicate the differences between the frequency of the role, That the term (1) "allows me to treat education to identify the special educational objectives of the general objectives" came to the top of the ranking by repeating a value of 25 answers of the total sample and that pedagogy Practice plays a high role in this sub-competence, while the term (3 & 6) "allows me to add educational objectives of behavior to cognitive and emotional domains" and "improve the skills of the preparation of the quarterly plan and School subjects "came to the end of the classification by repeating a value of 15 of the responses of the total sample and that practical pedagogy plays a high role in these sub-competencies.

Table (08): K^2 values for the role of the competence of planning (n = 30, D.f = 02)

| N | phrases | fréquence | role | | | K^2 | Statistical significance |
|--|------------------------------------|-----------|------|---------|------|--------|--------------------------|
| | | | low | average | high | | |
| 01 | Practical education | observed | 1 | 4 | 25 | 34,200 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 02 | I was able to set up a daily class | observed | 2 | 7 | 21 | 19,400 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 03 | I am able to add behavioral | observed | 5 | 10 | 15 | 5,000 | ,082 |
| | | expected | 10 | 10 | 10 | | |
| 04 | It enables me to set achievable | observed | 6 | 7 | 17 | 7,400 | ,025* |
| | | expected | 10 | 10 | 10 | | |
| 05 | Help me choose activities | observed | 4 | 2 | 24 | 29,600 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 06 | Improve the skill of preparing a | observed | 8 | 7 | 15 | 3,800 | ,150 |
| | | expected | 10 | 10 | 10 | | |
| 07 | I was able to take account of | observed | 7 | 3 | 20 | 15,800 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| Planning competencies | | observed | 3 | 10 | 17 | 9,800 | ,007** |
| | | expected | 10 | 10 | 10 | | |
| The total score of the teaching competence | | observed | 1 | 9 | 20 | 18,200 | ,000** |
| | | expected | 10 | 10 | 10 | | |

** signification level at 0.01; * signification level at 0.05

- It is also clear from table (08) that the role of "planning skill axis" is elevated by a (17) observed repetition of the total frequency of the responses in the sample, it is also clear that The role of "total teaching skills" is high by a value of (20) repetition of the total sample responses.

- The application of the test (K^2) on the sentences axis of the planning competence shows that most of them were statistically significant, as was the value of (K^2) calculated for sentences (1 (9.21) at the level of the degree of freedom (2) is greater than the value of (K^2) table (9, 21) And the level of significance of 0.01; Therefore, there is a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of the sub-skills of planning.

- It is also apparent from the application of the test (K^2) on sentence number (4) that it is statistically significant, since the calculated value (K^2) (7,40) is greater than the value Of (K^2) table provided (5.99) at degree of freedom (2) and level of significance 0.05; Therefore there is a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of this sub-competence of planning.

- the application of the test (K^2) on sentences (3, 6) was not statistically significant, since the value of (K^2) calculated respectively (5,00, 3,80) is lower To the value of (K^2) array (5.99) at the degree of freedom (2) and the level of significance 0.05: and thus there is no statistically significant difference between the frequencies seen and expected in this sentence.

- the total score of the planning skill "the test of (K^2) shows that there is a statistically significant difference, since the value of (K^2) calculated (9,80) is greater than a its array value (9, 21) to the degree of freedom (2) and the level of significance of 0.01; Therefore, there are statistically significant differences between the observed frequencies and excepting in favor of the higher frequency observed which parallels the high role of practical pedagogy in the acquisition of "planning competence".

- the application of the test (K^2) on the total score of the questionnaire of "teaching skills" shows, which it is statistically significant, since the value of (K^2) calculated (18,20) is greater than the value Table (9,21) with the degree of freedom (2) and the level of significance of 0,01; Consequently there are significant differences between the observed and expected frequencies in favor

of the highest frequency observed, which parallels the high role of practical pedagogy in the acquisition of "teaching competences".

Consequently, and from the above table of results, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1) the existence of significant differences between the observed and expected frequencies in favor of the largest Which highlights the role of practical pedagogy in the acquisition of "planning competencies".

Thus the first hypothesis "Practical pedagogy plays an important role in the acquisition of planning skills for students of physical education & sports" is validated.

9/2. Presentation and analysis of the results of the second hypothesis:

"Practical pedagogy plays an important role in the acquisition of implementation competencies for physical education and sports students"

Once the Data Forms are dumped into the computer and the statistical processing by the SPSS program version 22, we have acquired the following results and validate the second hypothesis and as there are observed frequency and frequency excepted we used In this hypothesis the chi-square test (K^2) to indicate the differences between the frequencies.

Table (09): K^2 values for the role of the competence of the implementation (n = 30, D.f = 02)

| N | phrases | fréquence | role | | | K^2 | Statistical significance |
|---|-----------------------------|-----------|------|---------|------|--------|--------------------------|
| | | | low | average | high | | |
| 1 | I was able to present the | observed | 4 | 9 | 17 | 8,600 | ,014* |
| | | expected | 10 | 10 | 10 | | |
| 2 | I was able to train to take | observed | 4 | 6 | 20 | 15,200 | ,001** |
| | | expected | 10 | 10 | 10 | | |
| 3 | Allows me to use | observed | 2 | 2 | 26 | 38,400 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 4 | Training helps me to | observed | 8 | 5 | 17 | 7,800 | ,020* |
| | | expected | 10 | 10 | 10 | | |
| 5 | I was able to gain the | observed | 1 | 10 | 19 | 16,200 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 6 | I was able to take good | observed | 3 | 2 | 25 | 33,800 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 7 | Training in the use of | observed | 8 | 2 | 20 | 16,800 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 8 | Gives me the opportunity | observed | 3 | 6 | 21 | 18,600 | ,000** |
| | | expected | 10 | 10 | 10 | | |

| | | | | | | | |
|---------------------------------|--------------------------|----------|----|----|----|--------|--------|
| 9 | I have been able to use | observed | 2 | 11 | 17 | 11,400 | ,003** |
| | | expected | 10 | 10 | 10 | | |
| 10 | Help me to diversify | observed | 5 | 5 | 20 | 15,000 | ,001** |
| | | expected | 10 | 10 | 10 | | |
| 11 | I was able to use the | observed | 8 | 8 | 14 | 2,400 | ,301 |
| | | expected | 10 | 10 | 10 | | |
| 12 | I am able to use the | observed | 9 | 6 | 15 | 4,200 | ,122 |
| | | expected | 10 | 10 | 10 | | |
| 13 | I am able to use methods | observed | 2 | 5 | 23 | 25,800 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| 14 | I am able to use methods | observed | 4 | 4 | 22 | 21,600 | ,000** |
| | | observed | 10 | 10 | 10 | | |
| 15 | Allows me to use the | expected | 3 | 4 | 23 | 25,400 | ,000** |
| | | observed | 10 | 10 | 10 | | |
| Implementation competencies | | observed | 2 | 5 | 23 | 25,800 | ,000** |
| | | expected | 10 | 10 | 10 | | |
| The total score of the teaching | | observed | 1 | 9 | 20 | 18.200 | ,000** |
| | | expected | 10 | 10 | 10 | | |

** signification level at 0.01; * signification level at 0.05

The calculation of the repetition and the frequency of the responses of the study sample on the axis of competence of the implementation, then calculation of (K^2) to indicate the differences between the frequency of the role. It appears from Table (09) that sentence (03) "allows me to use appropriate teaching methods for students" came to the top of the ranking by repeating a value of 26 of the responses in the sample And that practical pedagogy plays a high role in this sub-competence, whereas sentence (11) "allows me to use methods that allow students to express their opinions freely". Repetition of a value of 14 of the responses of the total sample and that practical pedagogy plays a high role in this sub-competence.

- It is also clear from table (08) that the role of "implementation skill axis" is high by an observed (23) repetition of the total frequency of the sample responses, it is also Clear that the role of "total teaching skills" is high by a value of (20) repetition of the total responses in the sample.

- The application of the test (K^2) on the sentence axis of the implementation skill showed that most of them were statistically significant, as was the value of (K^2) calculated for sentences (38.40, 33.80, 25.80, 25.40, 21.60, 18.60, 16.80, 16.20, 15.20, 15.00, 11.40) is greater than The value of (K^2) table (9,21) at the degree of freedom (2) and the level of significance of 0,01; Therefore, there is

a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of the sub- competence of implementation.

It is also apparent from the application of the test (K^2) on the sentence number (1; 4) that it is statistically significant, since the calculated (K^2) value (8.60, 7.80) is greater than The value of (K^2) expected table (5.99) at degree of freedom (2) and level of significance 0.05; Therefore there is a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of this sub-competence of implementation.

- the application of the test (K^2) on sentences (11; 12) was not statistically significant, since the value of (K^2) calculated respectively (2.40, 4.20) is lower To the value of (K^2) array (5.99) at degree of freedom (2) and level of significance 0.05: and thus there is no statistically significant difference between the frequencies seen and expected in this sentence.

- the total competence score for the implementation "the (K^2) test shows that there is a statistically significant difference, since the value of (K^2) calculated (25, 80) is greater than a its array value 9.21) to the degree of freedom (2) and the level of significance of 0.01; Therefore, there are statistically significant differences between the observed frequencies and excepting in favor of the greater frequency observed, which parallels the high role of practical pedagogy in the acquisition of the "competence implemented".

- the application of the test (K^2) on the total score of the questionnaire of "teaching skills" shows, which it is statistically significant, since the value of (K^2) calculated (18,20) is greater than the value Table (9,21) with the degree of freedom (2) and the level of significance of 0,01; Consequently there are significant differences between the observed and expected frequencies in favor of the highest frequency observed, which parallels the high role of practical pedagogy in the acquisition of "teaching competences".

Consequently, and from the above table of results, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1) the existence of significant differences between the observed and expected frequencies in favor of the larger Frequency of observation which compares the high role of practical pedagogy in the acquisition of "implementation skills". Thus, the second hypothesis "practical pedagogy plays an important role in acquiring

implementation competencies for The students of physical education & sports "is validate.

9/3. Presentation and analysis of the results of the third hypothesis:

"Practical pedagogy plays an important role in the acquisition of evaluation competencies for physical education and sport students"

Once the data forms were dumped into the computer and the statistical processing by the SPSS program version 22, we acquired the following results and validated the third hypothesis and as there are observed frequency and frequency excepted we used In this hypothesis the chi-square test (K^2) to indicate the differences between the frequencies.

Table (10): K^2 values for the role of the evaluation competence (N = 30, D. I = 02)

| N | phrases | fréquenc e | role | | | K^2 | Statistical significan ce |
|----|---------------------------------|---------------|---------|-------------|------|--------|---------------------------------|
| | | | lo w | averag e | high | | |
| 01 | I was able to take into | observe | 4 | 10 | 16 | 7,200 | ,027* |
| | | expecte | 10 | 10 | 10 | | |
| 02 | Allow me to apply | observe | 8 | 10 | 12 | ,800 | ,670 |
| | | expecte | 10 | 10 | 10 | | |
| 03 | It enables me to | observe | 4 | 6 | 20 | 15,200 | ,001** |
| | | expecte | 10 | 10 | 10 | | |
| 04 | Allow me to use | observe | 6 | 3 | 21 | 18,600 | ,000** |
| | | expecte | 10 | 10 | 10 | | |
| 05 | Help me to prepare a | observe | 4 | 7 | 19 | 12,600 | ,002** |
| | | expecte | 10 | 10 | 10 | | |
| 06 | Allow me to take into | observe | 3 | 7 | 20 | 15,800 | ,000** |
| | | expecte | 10 | 10 | 10 | | |
| 07 | Let me use the closing | observe | 2 | 7 | 21 | 19,400 | ,000** |
| | | expecte | 10 | 10 | 10 | | |
| | Evaluation competencies | observe | 3 | 11 | 16 | 8,600 | ,014* |
| | | expecte | 10 | 10 | 10 | | |
| | The total score of the teaching | observe | 1 | 9 | 20 | 18,200 | ,000** |
| | | expecte | 10 | 10 | 10 | | |

** signification level at 0.01; * signification level at 0.05

The calculation of the repetition and the frequency of the responses of the study sample on the axis of the evaluation competence, then calculation of (K^2) to indicate the differences between the frequency of the role.

It appears from table (10) that sentence (04) "allows me the opportunity to use standardized tests and specific skills and fitness" and sentence number (7) "gives me the opportunity to use the The final evaluation which is at the end of each position of teacher "came to the top of the ranking by repeating a value of 21 answers of the total sample and that the practical pedagogy plays a high role in this sub- Competence, while sentence (02) "allows me the possibility of applying appropriate evaluation methods to measure the achievement of objectives" came at the end of the ranking by repeating a value of 12 of the answers And that practical pedagogy plays a high role in this sub-competence.

- It is also clear from table (10) that the role of "evaluation skill axis" is high by an observed (16) repetition of the total frequency of the sample responses, it is also clear That the role of "total teaching skills" is high by a value of (20) repetition of the total responses in the sample.

- Applying the test (K^2) on the sentences axis of the evaluation competency shows that most of them were statistically significant, as was the calculated K^2 value for sentences (7, 4, 6, 3, 5) is greater than the value of (K^2) table (9, 21) at the degree of freedom (2) Of significance of 0.01; Therefore, there is a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of the sub-competence of evaluation.

It is also apparent from the application of the test (K^2) on sentence number (01) that it is statistically significant, since the calculated (K^2) value (7.20) is greater than the value of (K^2) table provided (5.99) to degree of freedom (2) and level of significance 0.05; Therefore there is a statistically significant difference between the observed frequencies and excepting to the benefit of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of this sub-competence of evaluation.

- the application of the test (K^2) on the sentences (02) was not statistically significant, since the value of (K^2) calculated respectively (0.80) is less than the value of (K^2) table (5.99) at degree of freedom (2) and level of significance 0.05: and therefore there is no statistically significant difference between the frequencies seen and expected in this sentence.

- the total score of the evaluation competency "the test of (K^2) shows that there is a statistically significant difference, since the value of (K^2) calculated (8,60) is greater than a its table value , 21) to the degree of freedom (2) and the level of significance of 0.01; Therefore there are statistically significant differences

between observed frequencies and excepting in favor of the greater frequency observed which parallels the high role of practical pedagogy in the acquisition of "evaluation competence".

- the application of the test (K^2) on the total score of the questionnaire of "teaching skills" shows, which it is statistically significant, since the value of (K^2) calculated (18,20) is greater than the value Table (9,21) with the degree of freedom (2) and the level of significance of 0,01; Consequently there are significant differences between the observed and expected frequencies in favor of the highest frequency observed, which parallels the high role of practical pedagogy in the acquisition of "teaching competences".

Consequently, and from the table of the above results, we reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1) the existence of significant differences in The observed and expected frequencies in favor of the greater frequency observed, which parallels the high role of practical pedagogy in the acquisition of "evaluation competences". Thus, the third hypothesis "practical pedagogy plays an important role in The acquisition of assessment skills for students of physical education & sports "is validated.

9/4. Presentation and analysis of the results of the general hypothesis:

From the above presentation of the results of the three partial hypotheses (table n ° 08,09,10) is recognized as the general validity of the hypothesis that practical pedagogy plays an important role in the acquisition of pedagogical skills for Physical education & sports students.

10 / discussion of the hypotheses in the light of the results obtained:

10/1. Discussion of the results of the first hypothesis:

Practical pedagogy plays an important role in the acquisition of planning competencies for physical education and sports students.

The results in Table (08) show that the roles of all sentences in the planning competence were all high and statistically significant with the exception of (03) "allows me to add educational objectives of behavior to cognitive domains And emotional "and paragraph (06)" improve the skills of the preparation of the quarterly and annual plan governing the school subject "and which are not statistically significant, the researcher thinks with regard to paragraph (03) Identification and addition of behavioral objectives to the cognitive and emotional domains must be clear and precise and a precise description of the desired learning outcome to obtain the learner in the form of observable and measurable behavior, which is more complicated than this Skill requires skill mastery to consciously mature with flying colors and practice and training

Intensive, so students have gaps in this skill, which is consistent with the results of the study of (Ben Bothainah 2014, and Salah Ahmed naka 2010).

- With regard to sentence (06) "improve the skills of the preparation of the quarterly and annual plan governing the subject" the researcher admits that students have gaps in this skill because the student interns of the Department of Physical Education & Are oriented towards the institutions of application that in the last semester of the Study of the Formation, then they do not have the opportunity to prepare the whole plan of study for the school year they have to prepare the quarterly study plan to accomplish what is required of them in this period.

The role of planning competence is statistically significant, and we can say that practical pedagogy plays a role in the acquisition of planning competence for student-teachers. This is consistent with the results of the study by Ammar Abdullah (2011), who believes that practical pedagogy contribute to the acquisition of planning competence for student trainees at the Faculty of Ajloun.

The researcher sees in light of these findings that the role played by practical pedagogy in the acquisition of planning competence is effective significantly, because it provided students the opportunity to monitor and analyze the various models of teaching the Of physical education carried out by the supervising teacher of the practical training course in the implementing institutions.

In the stage of practice, the student teacher is exposed to evaluation by the supervisor who is supposed to possess sufficient experience to lead and criticize objectively, all of these steps, which is to go through the student during the period of Practical pedagogy make it an effective planning of eps lessons, Practical education means providing all the requirements of the practice of theoretical information received by the student during his / her training, which improves his practical abilities in This area and help him succeed in his future career.

10/2. Discussion of the results of the second hypothesis:

Practical pedagogy plays an important role in the acquisition of implementation competencies for physical education and sports students.

The results in Table (09) show that the roles of all sentences in the implementation competence were all high and statistically significant except for (11) "allows me to use methods that allow students to Freely express their opinions "and paragraph (12)" allows me to use methods which give the

greatest possible direct and indirect results "and which are not statistically significant, it can be attributed to the lack of experience of the students In addition to the methods and levels of ability of students to achieve direct and indirect results, which requires a great deal of professional experience, The results of this hypothesis are consistent with the results of the study (Ahmed Salah al-naka 2010).

The role of implementation competence is statistically significant, and we can say that practical pedagogy plays a role in the acquisition of the competence of implementation in the student-teacher; The results of this study are consistent with the findings of Ben Bothainah (2014) and Ammar Abdullah (2011); This can be attributed to the training received by students during their careers by their Formative Institute through their study of the theoretical modules related to the implementation of the lesson and acquire notions and perceptions on this skill. In addition to the role played By the mini-teaching module that allows student-teachers to acquire the competence of the implementation of the program of practical pedagogy.

10/2. Discussion of the results of the third hypothesis:

Practical pedagogy plays an important role in the acquisition of evaluation competencies for physical education and sports students.

The results in Table (10) show that the roles of all sentences in the evaluation competence were all high and statistically significant with the exception of (02) "gives me the opportunity to apply evaluation methods The results of this study are in agreement with the findings of Ben Bothainah's study (2014), which shows that the research sample of trainee students does not have this can be attributed to the lack of practical pedagogical sessions in the curriculum of the training of institutes; Doing a one-time practical pedagogy session is not enough in a three-year course; Even in the institutions of application, where the students of the Institute direct to carry out practical education that in the last semester, students did not even practice it twice during this semester; Thus, the student will not have the appropriate opportunity to experiment with different assessment methods, to diagnose the most appropriate methods for him to measure the achievement of these goals.

Thus, in the absence of giving sufficient weight to practical pedagogy, the student has deficiencies in the development of teaching skills; The results of this study are consistent with the results of the study (Ahmed Salah al-naka 2010), who believes there is a lack of assessment skills among student-teaching.

The role of the evaluation competency of the lesson is statistically significant, and it can be said that practical pedagogy plays a role in the acquisition of the competence of evaluation in the student-teacher; This is consistent with the results of the Ammar Abdullah study (2011), this role can be attributed to training; Theoretical knowledge; To the micro-teaching program, in addition to the role played by practical pedagogy in this acquisition of competence.

10 / General conclusions and suggestions:

10/1. General conclusions:

- The practical education role in providing the efficiency of lesson planning for students of physical education and sports.
- The practical education role in providing the efficiency of the implementation of the lesson for students of physical education and sports.
- The practical education role in providing the efficiency of the assessment of the lesson for students of physical education and sports.
- Practical education has a role in providing students with teaching skills for students of physical education and sports.

10/2. suggestions:

- need to pay attention and focus on more practical training, and eliminate the gap between theory and practice.
- reconsider the duration of the period of practical pedagogy, and give it a greater share in the training of students.
- in the course of physical education training propose alternatives and options for evaluation methods.
- study non-target teaching skills in this study.

10/3. Future prospects:

- Conduct a similar study covering all teaching competencies not covered in the current study.
- study the differences in teaching competencies according to other variables such as age, experience, type, etc.

11 / List of references in the study:

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