

Analysis of some teaching (verbal interaction) practices in the physical and sports education lesson for group and individual sports at the high school.

Baazi Ahmed¹; Atallah Ahmed²; Guezgouz Mohamed³

^{1,2} IEPS, Labopaps Mostaganem, UMB, ³ CU, Elbayadh

¹ahmed.baazi.etu@univ-mosta.dz ; ²ahmed.atallah@univ-mosta.dz ; ³m.guezgouz@cu-elbayadh.dz

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Corresponding author: Baazi
Ahmed,

e-mail: ahmed.baazi.etu@univ-mosta.dz

Abstract

The study aimed to analyze some teaching practices in the physical education and sports lesson for group and individual sports, the researcher has used the descriptive analytical comparative method by direct and recorded classroom observation and the research community consists of secondary education teachers as well as secondary education students, where the study community consists of 70 teachers distributed to 31 secondary schools and students from the state of Tismilet, the study sample was chosen in the intentional way due to the facilities available by the administration, where it consisted of 6 teachers distributed to 3 secondary schools and 210 students., After the statistical treatment, the results were as follows : - The pattern of verbal interaction prevailing in the physical education and sports lesson for individual sports between the teacher and the student is the direct pattern.

- The interactive pattern prevailing in the physical education and sports lesson for group sports between the teacher and the student is the indirect pattern.

I. Introduction

The teaching process is a purposeful process in which interaction takes place between the teacher, the learner, and knowledge and its environment, effective teaching is based on the positive participation between all parties of the learning educational process, therefore, the basis of classroom interaction is the teacher and the learner. The student is not satisfied with the role of the recipient, but must be active in the teaching and learning process and participate positively in creating the educational process. Step by step under the supervision and guidance of the teacher, Who is considered the leader of the educational process, and teaching activities are the process of shaping purposeful teaching and learning, positive achievement of educational foundations, and teaching subjects at all educational levels, such as physical education and sports, which contributes to the development of personal aspects in obtaining information, forming attitudes about societal values, developing abilities and skills, and forming moral qualities. Therefore, teaching played an important role in the educational process, and sports were also used in other civilizations as an educational means. . (Al-Kholy, 1996)

In this context, the evaluation of physical education and sports lessons is the basic element in the educational process. It is considered a systematic process aimed at providing information that helps in making decisions or judging the extent of implementation of educational programs, as defined by "Fouad Abu Hatab" and "Sayyid Othman:" It is to judge the extent to which desired goals are achieved through the way in which those goals are determined, and through the factors and circumstances that help or hinder the achievement of those goals. (Ibrahim, 1999)

Since teaching has an important and prominent role in the educational process, it also seeks to achieve the desired goal as a process of forming education, purposeful learning and positive achievement of educational and pedagogical foundations, as it contributes to the development of personal aspects of information acquisition and the formation of convictions about

the values of society and the development of abilities and skills, and in this regard, says Essam and the desired directions, or are the approaches The teacher's method in facilitating the curriculum content to the learner easily and conveniently. (Badawi, 2006)

Also, the youth segment is the first building block for the manufacture of a sports champion from school until he becomes a champion, the transition of the individual from family life to social life, and increasing mixing with the other world, so the school must develop the student mentally and physically, maintain the student's behavior and develop a sound social upbringing that serves himself and society, which is consistent with the results of the study of all who thanked Mahmoud Saeed Al-Mawla "that physical education and sports teachers in institutions must have a sufficient amount of teaching competencies to teach physical education and sports at the primary level after their graduation. (Audigier.Francois, 2000)

Thus, it contributes to the development of society's national aesthetic values, and physical education and sports can be a field for the exercise of equality, freedom and empowerment of body control during exercise, where we find women and girls, people with disabilities or those living in areas of intense conflict or people recovering from various diseases, and it is practiced by all races, ages and peoples, as Dr. adegar France: "Citizenship education through physical and sporting activities is an effort to develop knowledge and competencies, which enables learners to develop their social abilities such as teamwork, solidarity, tolerance and sportsmanship in a multicultural framework as well as creating a society that balances intellectual and physical activities during the educational process in support of sports within school activities.". (Mawla, 2005)

The success of the educational process depends on several factors, including the good selection of curricula and their construction in accordance with the culture of society, the use of appropriate teaching methods and assessment methods, the use of teaching aids and educational

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technology, as well as the availability of appropriate school buildings, and the provision of successful school administration, but the most important of all these factors is a good teacher with teaching skills who is able to do his job in an effective and meaningful way. Modern education seeks to develop the skills of learners to think, investigate, research and creativity, and this has increased the need to employ various modern educational methods and methods, in order to bring about compatibility between the needs of learners and the professional competencies of the teacher, in order to keep pace with rapid cultural changes. In light of the above, we summarize the most important roles of the teacher in the modern educational process as follows: "the main role of the teacher or teacher is to be a facilitator, given the dependence of future education on self-learning, the use of computer in obtaining knowledge, and doing certain things with Group Education. So in order to be expected, the teacher or teacher will conduct the dialogue sessions, determine the assignments that the student makes and discuss what they might come up with... In addition to the humanitarian management of the classroom, continuous self-education, and in various fields, as well as following up on what is happening in the local community and others, and supervising one or more areas of educational activities, the teacher or teacher is responsible for the evaluation". In light of the above, the idea of the study came to shed light on some of the classroom interactions prevailing in the physical education and sports lesson.

The physical and sports education lesson as one of the components of general education must have controls that control and restrict it for the good output of the physical and sports education lesson, and therefore affects the quality of the educational learning process and the goals to be achieved, and the fact that the physical and sports education lesson must go through three stages, namely planning, implementation and evaluation the researcher wanted to highlight the part that is no less important than the rest, which is the implementation of the lesson and the evaluation of some teaching practices to help achieve the educational goals, and the teaching practices are meant to be that the classroom interaction that prevails between the teacher and the student and the study were limited to interaction From here

came the researcher's question about the nature of the verbal classroom interaction prevailing between the teacher and the student in the physical education and sports lesson .

From here came the research question as follows :

- ✓ What is the nature of the verbal interaction between the teacher and the student in the physical education and sports lesson.

Aime of research:

- ✓ Analyze and shed light on the teaching practices prevailing in the physical education and sports lesson
- ✓ Identify the interactive behavior prevailing in the physical education and sports lesson
- ✓ Identify the nature of the verbal interaction of individual sports in the physical education and sports lesson
- ✓ Identify the nature of verbal interaction of Group sports in the physical education and sports lesson.

II. Method

2.1. Method:

2.2. The student-researcher used the descriptive approach with the survey design of the research sample.

2.3. research community:

The research community is represented by teachers of physical education and sports for secondary education in the state of tismeslet, whose number reached (70) teachers, including (65) permanently ordained teachers, and (05) teachers on a temporary basis, during the academic year 2022/2023.

2.4. Sample research:

The research sample was selected in a regular random way from the original research community, and the research sample was represented by teachers of physical education and sports, which numbered (06) teachers, distributed among (03) high schools in the city of tisemsilt

2.5. Research areas:

- ✓ the human sphere: represented by the students and teachers of the state of tismuslet
- ✓ spatial domain: represented in:

Table No (01): To clarify the spatial scope of the study

number	Establishment
01	Mohamed Bounaama secondary school.- Tissemsilet
02	Mohamed Serrai secobdary school- Lardjem Tissemsilet
03	Elmossalaha secondary school-Tissemsilet

2.6. Time domain:

- ✓ The student-researcher started this study since the beginning of November 2022.
- ✓ for the survey study, observation and re-observation in the period:
- ✓ The observation is from 28/03/2023 to 01/04/2023.
- ✓ Return the note from 11/04/2023 to 15/04/2023.
- ✓ As for the basic study 18/04/2023 to 06/05/2023.

2.7. Research tools:

The researchers used observation card for evaluating the teaching practices of physical education and sports teachers at the secondary level. Verbal interaction of Flanders

III. Results

III.1. Presentation, analysis and discussion of the results of the first question: What is the pattern of verbal classroom interaction prevailing between the teacher and the student for individual sports in the physical education and sports lesson.

Table No. (2) shows the nature of the verbal interaction prevailing between the teacher and the student for individual sports in the physical education and sports lesson

	Not directly				Directly			Learner's speech		Calm or chaos
	Accept learners' feelings and encourage	Estimates	Accept the learners' point of	Asking questions to learners	the explanation	Advice and orders	Criticism and the use of power	Learner response	Learner initiative	
	1	2	3	4	5	6	7	8	9	10
1										
2		7	5	3	2	4	3	7		
3		1	8	1	9		3	5		
4				5	4	1	3	11		
5			4	9	6		4	5	3	2
6		3				4	4	4		
7		2	2		7	1	18	16		4
8		18	8	5	13	4	11	92		1
9					3					
10				1		1	4		1	3

total	0	05	05	06	07	06	08	07	02	04
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Table No. (3) shows the percentages of the verbal interaction prevailing between the teacher and the student for individual sports in the physical education and sports lesson

x	Teacher's speech	Learner's speech	Calm or chaos	Indirect effect	Direct effect	Learner response	Learner initiative
Percentage s	74%	18%	08%	32%	40%	14%	04%

- ✓ From the solution of Table No (3) we note that the pattern of the process of verbal interaction came as follows:
- ✓ The percentage of the teacher's speech is 74% the ratios of direct and indirect speech were collected
- ✓ The student's or learner's speech ratios 18%
- ✓ The percentage of calm or chaos 08 %

III.2. Presentation, analysis and discussion of the results of the second question: What is the pattern of verbal classroom interaction prevailing between the teacher and the student for group sports in the physical education and sports lesson.

Table No. (4) shows the nature of the verbal interaction prevailing between the teacher and the student for team sports in the physical education and sports lesson

	Not directly				Directly			Learner's speech		Calm or chaos
	Accept learners' feelings	Estimates and encourage	Accept the learners' point of	Asking questions to learners	the explanation	Advice and orders	Criticism and the use of power	Learner response	Learner initiative	
	1	2	3	4	5	6	7	8	9	10
1	3		8		1	3		6	3	1
2		1					5		1	
3		1		3			6		2	2
4	2			5		1	3			1
5			4			8			6	
6	6	3		5		4	6	4		3
7		2		1	7			9		2
8		1	8			4		6		
9	3			5	1		9		8	6
10	9	1		4		3		2	8	

total	23	9	20	23	9	23	29	27	28	15
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Table No. (4) shows the percentages of the verbal interaction prevailing between the teacher and the student for team sports in the physical education and sports lesson

x	Teacher's speech	Learner's speech	Calm or chaos	Indirect effect	Direct effect	Learner response	Learner initiative
Percentage s	66.67%	21.57%	11.76%	39.22%	27.45%	9.80%	11.76%

According to table No (04), which shows the process of verbal interaction in team sports in the physical education and sports lesson, it was as follows:

- ✓ The percentage of the teacher's speech = 66.67% (the percentage of indirect speech is 39.22%, the percentage of direct speech is 27.45%)
- ✓ Students 'speech rate = 21.57% (students' response = 9.8% and students ' initiative =11.76%)
- ✓ The percentage of silence and chaos = 11.76 %

IV. Discussion

According to Flanders, the direct style facilitates learning when the learners ' perceptions of the goals are clearly defined and the teacher's interventions take an authoritarian character and are established in light of the requirements of the tasks required of the learner so that his guidance is required, necessary and useful. the researcher explains the overcoming of this interactive style that the teacher is many directives and there is a lot of movement and excessive activity, which is reflected in some disciplinary matters. The interactive style is also affected by the large number and overcrowding of the classrooms with students in particular. with narrow playground spaces, it is difficult for the teacher to control his students.

As for the verbal interaction that prevails between teacher and student in team sports, we note that the pattern of classroom interaction prevailing in team sports was indirect, according to Flanders, because the educational goals are vague and the tasks required of the student to accomplish are ambiguous, it is necessary to give the learner the opportunity for analysis

and clear perception that enables him to reach the desired goals.

The reason is that when a student participates in clarifying educational goals and pays attention to the requirements to be achieved by him, He relatively gets rid of the authority of the teacher, who forces him to blindly submit to directives and orders without realizing their usefulness. These results indicate that:

- ✓ The dominant mode of interaction and communication in team sports is the direct (democratic) mode
- ✓ High teacher responsiveness to pupils ' thoughts and feelings.
- ✓ High percentage of Student Initiative.

V. Conclusion

The teacher is the basis of the teaching process. He is an honest educator who is entrusted by parents with confidence and reassurance to ensure the future of their children, and with a broad hope that he will work very hard and sincerely, in order to prepare young people well . A successful teaching process occurs as a result of harmony between the desired goal, and what actually happens during the physical education and sports lesson . For the purpose of reaching a state of harmony, compatibility the teacher must possess the ability to direct, manage a number of factors that can lead to the strengthening of this state. And with this study, we have observed some behaviours of teachers during their performance of the teaching process, in order to ensure that the level and teaching performance of physical education and sports teachers is of good efficiency. And we have noticed through our study that most of the teachers, with their different ages, as well as with different genders (female and male), and with different professional experience, that their performance was good during the teaching process, and each teacher had his own touch that makes the physical education and Sports Lesson A beloved subject in the souls of the students, and this was also observed in the eyes of the students and their behaviors that expressed their love for the physical education and sports lesson, through work, perseverance, interaction with the teachers and responding to them, and this is due to it was noticed that all the teachers of physical education and sports at the White City high schools had this level. On the one hand, an interview It can be said that the latter matched the results of the research . Therefore, it can also be said that the research hypotheses have been fulfilled.

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