

THE ROLE OF PHYSICAL EDUCATION AND SPORTS IN THE SUPPORT AND DEVELOPMENT OF SKILLS AND SOCIAL ABILITIES OF SECONDARY SCHOOL PUPILS.

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Abstract:

The research aims to know the role of physical education and sports in the support and development of skills and social abilities of secondary school pupils. Where the descriptive approach was adopted for its suitability in this research on a sample of 544 male and female pupils' on wheelchairs through the 2013-2014 season, at the provinces of Mostaganem in Algeria. The used tool was a measure of skills and social abilities, which includes social mobility, response, conflict, organization, social control, social expression, and social relationship. A research tool was distributed to a sample of secondary school pupils. After statistical treatment of the raw results, the researchers concluded that the role of physical education came and sports in the support and development of these social skills of students.

Keywords: physical education and sports, skills and social abilities, Secondary school, pupils.

1. INTRODUCTION:

Physical education and sports science are considered like all other sciences have evolved, so has become an effective tool to achieve the purpose of the society is no longer as well as the concepts of organic is a set of motor skills, but it is consensual and adaptive to the individual process.

Education as a concept is the individual's interaction with the social environment in order to achieve compliance or adjustment between man and society depending on the degree of physical and spiritual development in it, and that the ultimate goal of education is a personal help for humanity to grow emotionally and socially sound, physical education and sports can develop voluntary qualities when human practice and have the moral habits that are in line with the general spirit of the community. (Badawi, 1987).

The physical education and sports as a means to achieve the purposes of the community and the idea of "sound mind in a sound body" assures us that physical education and sports are a full part of the public education and the field aims to form a decent citizen of physical, mental and emotional, as well as from the social point of view, and next to that, knowing the psychological foundations can give an analysis of the most important aspects of physical and sports activities and contribute to the careful analysis of the psychological processes of the individual. (Ben Kassed, 1998).

Individual also helps to cope with the group what to play, but a manifestation of social harmony and can brotherhood and friendship grow between people has human distinguish inclination to violence in situations of stability as they are able through activities that offer a lot to cover the needs of the individual, which represents cooperation and the sharing of love and intimacy and a sense of security within the frame work of the society in which he lives, and can achieve these needs and behaviors through play and recreation for this, the goal of physical education and sports is psychological, social and economic individual case largely service, contrary to what is thought a lot that the aim of the exercise is limited to time objects and strengthen the muscles automatically and independently In our time this is a sports activity social climate rich in terms of social development, which is one of the important and the main objectives of Physical Education and Sports, Valoncth sports are in abundance processes and social interactions, which would give the practice of sport and physical activity, a large number of social values and experiences unwanted and that develop social principles in character and help in socializing and adapt to the requirements of society and organized by social standards.

Which led educational institutions to take all this into account and make physical education and sports classes in decision-school, like the rest of the materials for deliberately making designed to facilitate the education and benefit from the process of educational curricula when you take a position in the field of school for the development of expertise engaged by students if the practical and

theoretical through their competencies and their share of physical education and sports are integrated with the rest of the material in the student service intent identifier and development to what is best.

Problematic:

The education and growth between the individual and society interaction process and through this interaction the individual benefit from the experience and expertise can or adjust his behavior and changing trends even fit with the community in which they live is the most important theoretical tendencies that are born by the individual, the tendency to play, which is a vital energy and show the latter what we call physical activity and motor sports, physical education and sports (salary, 1998).

Perhaps the consensus that physical education and sports in general are selected a number of physical activities aiming at the formation of the individual from the point of mental and emotional and social terms of activities an individual can learn the system, cooperation and courage and we can say that physical education and sports manifestation of Education and indisputable because this The kind of love for the individual species, we find a profound impact in the formation of social qualities, but in the normal profile of each individual composition because the individual is integrated module is a separate where the mind affects the body and vice versa cannot be separated from each other (Ahmed , 1991).

With this in mind and through all previous concepts proved to us that the share of physical education and sports a large impact on the social side of student service and that we decided in our search to find out the role and function of physical education and sports in highlighting and install basic social skills in the community, so ask the following formats:

* What is the role of physical education and sports in the support and development of social skills?

3. The objectives of the research:

The objectives of this research are as follows:

* highlight and identify social skills during sport practice at the high school students of both sexes male and female.

* Knowledge of the role of sports practice in the support and development of social skills for students of both sexes male and female.

2. RESEARCH METHODOLOGY:

The research methodology varies depending on the topics of research, and through the problem at hand has used the survey method.

Sample: Sample was selected at random and to disseminate the results of this, and included 544 male and female pupils’ distributors at different rates and are described in the following schedule:

The number of pupil’s levels / secondary school year

Table 01 shows the distribution of students according to how high schools

The number of pupils levels secondary school year	LEVEL 1	LEVEL 2	LEVEL 3	ALLS
AIN TEDLESS	35	24	19	78
KHEIR EDDINE	37	33	40	110
5 JUILLET	37	32	31	100
DJEBLI MED	36	33	42	115
MESRA	27	19	22	68
BOUGUIRAT	29	25	23	77
ALL SCHOOLS	201	166	177	544

The time domain: Embarked on a theoretical study of the search starting from November 06th, 2013 where they were gathering news article for research and arranged.

As for the field study was initiated a questionnaire and interview with students in high schools, starting on Sunday, January 21, 2014 to on Tuesday, March 13, 2014, and then we moved to the analysis and discussion to end up setting the conclusion and finish the research in the May 22, 2014.

Display and analysis of the results:

1. Social mobility:

Table 02: represents ratios for answers skillfully social mobility

LEVELS	Yes	No	Middle	All
LEVEL 1	66.50	10.61	22.89	% 100
LEVEL 2	61.24	21.48	17.28	% 100
LEVEL 3	53.11	19.40	27.49	% 100

From Table 2 we note that the majority of pupils and their lineage, which was as follows 66.50% the first year, second year, 61.24%, 53.11% the third year, that share of physical education and sports contribute to the strengthening of mobility inside and outside the institution, and this, in their view to see that some of them highlight its capabilities and its importance among his colleagues during this share.

The other category of students, which were accounted for, respectively, according to levels: 22.88%, 17.27%, 27.49% believe that the share of physical education and sports somewhat to strengthen the skill mobility have contributed the remaining category, which accounted for respectively: 10.60%, 21.48%, 19.40%, see the reverse first category where the share physical education and sport do not contribute to the development of mobility skill to have. This is due to the fact that in their opinion the share entertainment no more. Ammar Bouhuth, Mohamed Mahmoud Dnibat (1995). Abdul Rahman (1992). And conclude by the results recorded in Table 02 that the share of physical education and sports contribute to the support and improvement of skill mobility among secondary.

2. Response:

Table 03: represents relations for answers skillfully respond

LEVELS	Yes	No	Middle	All
LEVEL 1	71.97	8.62	19.41	% 100
LEVEL 2	80.32	7.84	11.84	% 100
LEVEL 3	77.03	7.91	15.06	% 100

From Table 03 we note that the percentages answers about skill response was as follows: 71.97% for the first year, second year 80.32% and the third year 77.03% proof that students find it easier to respond through share physical education and sports, and they see that this share will contribute to improving the skill to respond to have that in their view it is the only portion in which the professor involved and colleagues to express their opinions.

Another class of pupils and their lineage, respectively: 19.40%, 11.84%, 15.06% believe that the share physical education and sport the ease of response is simple.

The remaining group of students and their lineage was respectively 8.62%, 7.83%, 7.90% to respond in other materials are easily compared with the share of physical education and sports.

By analyzing the results of Table 03 concludes that the share physical education and sport role in improving the skill to respond to the students. Tarif Shawki Mohammed Faraj (2003) and Abbas Mahmoud Awad (1995).

3. Conflict:

Table 04: represents relations for answers skillfully conflict

LEVELS	Yes	No	Middle	All
LEVEL 1	71.14	11.61	17.25	% 100
LEVEL 2	70.28	13.46	16.26	% 100
LEVEL 3	72.31	13.38	14.31	% 100

Note from Table 04 that the vast majority of students who were parentage as follows: The first year of 71.14%, the second year 70.28%, the third year of 72.31% think that the share of physical education and sports cultivate some sort of ability to overcome obstacles and send them the courage and the will to overcome the others, and this according to them due to the fact that the share of physical education and sports contain exercises and games require them to the spirit of competition with colleagues.

Some students who were parentage respectively by levels: 17.25%, 16.26%, 14.31% believe that the share of physical education and sports contribute to some extent in the win over the courage and the will and the ability to overcome obstacles. Saher Ahmed Kamal (2001), and Saad Jalal (1987). The remaining students and their lineage, respectively: 11.61%, 13.45%, 13.38%, saw sharp contrast with the previous two categories because according to them seeking to share a very small size to achieve these results.

And from it we can deduct from Table 04 analysis that share physical education and sports have an impact in improving and developing the skill of the conflict.

4. Organization:

Table 05: represents relations for answers skillfully organization

LEVELS	Yes	No	Middle	All
LEVEL 1	61.11	16.91	21.90	% 100
LEVEL 2	66.47	15.26	18.27	% 100
LEVEL 3	65.36	11.67	12.97	% 100

Note from Table 05 that most of the students who were parentage as follows: The first year of 61.19%, the second year 66.46%, the third year of 68.35% think that they have learned some of the order of the day through the share of physical education and sports and embody this organization in their interactions in the community and that the fact that the share physical education and sport contain games collectively and individually and mathematics require them to system to the fact that this organization games and other category of students and their lineage, respectively: 21.89%, 18.27%, 12.97% believe that they are sometimes only embody a organization that is in the share physical education and sport in the outside community, and that they did not learn a little something to the system of share physical education and sport the remainder of the pupils and their parentage and category respectively: 16.91%, 15.26%, 11.67%, they did not learn of any share physical education and sport system and this, in their view, the system is acquired from the environment in which they live (family, neighborhood) and not of the share physical education and sport

After analyzing the results of Table 05, we conclude that the share sport have a role in supporting and developing the skill system with high school students. Jabara the gift of a powerful (1996). Hamid Abdul Salam Zahran (1995).

5. Appreciation

Table 06: a special skill ratios answers appreciation

LEVELS	Yes	No	Middle	All
LEVEL 1	26.03	51.41	22.56	% 100
LEVEL 2	30.53	56.22	13.25	% 100
LEVEL 3	25.61	55.56	18.83	% 100

Note from Table 06 that most of the students who were parentage as follows: The first year of 51.41%, the second year 56.22%, the third year of 55.56%, do not have the ability to lead their colleagues and take responsibility if assigned to decide whether, they can not stay calm despite harassment by others and this to the fact that this group of students have appreciated a negative other category of students have the ability to harass others to them, and their lineage, respectively: 26.03%, 30.53%, 25.61%, and this group of students to have a positive estimate.

The third category of pupils and their lineage, respectively: 22.56%, 13.25%, 18.83% only sometimes can lead the friends and share responsibility through physical education and sports.

Through our analysis of the results of Table 06, we conclude that the share of physical education and sports do not contribute to support and develop the skill of appreciation among students in the secondary.

6. Social Control:

Table 07: represents ratios for answers skillfully social control

LEVELS	Yes	No	Middle	All
Level 1	61.52	15.25	23.23	% 100
Level 2	59.04	20.88	20.08	% 100

Level 3	73.82	13.18	13.00	% 100
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Note from Table 07 that most of the students who were parentage as follows: The first year of 61.52%, the second year 59.03%, the third year of 73.82%, they can control their behaviors verbal and motor control their emotions toward their colleagues and in control of their behaviors despite provocation or inconvenience their colleagues to them and that the fact that this group has the ability to control his emotions towards others whatever harassment face.

Other class of students do not have the ability to control their behaviors verbal and motor or control their emotions toward their colleagues when harassment and provocation of others to them and their lineage respectively 15.25%, 20.88%, 13.18%, and the third group was their lineage as follows: 23.21%, 20.08%, 13.00 % can only control verbal behavior and motor and even emotions towards their colleagues, despite the provocation which may face them.

7. Social expression:

Table 08: represents relations for answers skillfully social expression

LEVELS	Yes	No	Middle	All
Level 1	73.47	13.9	13.44	% 100
Level 2	69.48	18.08	12.44	% 100
Level 3	68.36	11.30	20.34	% 100

Note from Table 09 that most of the students who were attributed their answer is as follows: the first year 73.47%, the second year 69.48%, the third year of 68.36%, they can communicate their ideas to the professor and colleagues in the share of physical education and sports, as well as express verbally about their feelings toward their colleagues and can through share knowledge expressions suggestive of others, and this by saying that they only share other class of students was attributed their answer respectively 13.44% - 12.44% - 20.34% sometimes they can communicate their ideas to the professor and express verbally about their feelings and sometimes only able to see the expressions suggestive of colleagues. Khaireddin Ali Aweys, Essam al-Hilali (1997).Zakaria El-Sherbini, Misseriya honest (2000) and Saher Ahmed Kamal (2001).

The remaining group of students who have the opposite and this according to them to see that their ideas are not taken into account it is difficult for them to see the expressions suggestive of others and hiding their feelings towards their colleagues share during physical education and sports. Youcef harchaoui (1998). And conclude from our analysis of Table 09, the share of physical education and sports have a role in supporting and developing the skill of social expression at various levels.

8. Social relationship:

Table 09: represents relations for answers skillfully social relationship

LEVELS	Yes	No	Middle	All
Level 1	85.58	5.97	8.45	% 100
Level 2	76.5	11.74	11.71	% 100
Level 3	81.35	8.49	10.45	% 100

Note from Table 10 that most of the students who were parentage as follows: the first year 85.57%, the second year of 76.5% and the third year of 81.35%, believe that the share of Physical Education and Sports has developed and grown their relationships with colleagues class and they have contributed to improving relations with the community to which they belong This is the fact that this group is able to form a relationship with others and other category of the view that the share of physical education and sports have not developed or develop relationships with colleagues or even improve their relationships with the community to which they belong and their lineage, respectively: 5.97%, 11.74%, 8.47%, and this group of students they do not have the ability to create or improve their relationships with others and their love of isolation and loneliness. Chaalal Abdul Majeed (1998). Saleh Ahmed Mrahhab (1989).

The third category of pupils and their lineage, respectively: 8.45% - 11.74% - 10.45% only sometimes or somewhat share physical education and sports in the development and improvement and development of relationships with colleagues and the community to which they belong contributed.

3. CONCLUSIONS:

Through the results obtained by researchers at the prompt for high school students concluded the questionnaire:

- * Practice of physical education and sports play an important role in the social aspect of student development.
- * Physical education and sports contribute to the support and development of the majority of social skills.
- * Courier despite meager share of physical education and sports, but they had great love and tendencies by students as they consider a way out of the theoretical lessons for the rest of pressure-sized materials.
- * Educational process to share the good physical education and sports will inevitably lead to learning a very important social attitudes among students.
- * Physical education and sport are considered fertile ground for the preparation of young people socially and educationally.
- * share of Physical Education and Sports is working to highlight and support positive behaviors compared with other academic subjects for students.
- * Love and tendencies of students to practice physical education and sports reflect a realistic picture of the social, especially in the field of sport socialization.
- * not check appreciation skills and ability to control the self-social role reflects an important aspect as we look in the preparation of young people in the area of personal (psychological area).
- * Roles of the professor and the students show us the educational and social processes nested inside educational institutions.

General Conclusion

The physical education and sports in general an important role in supporting social skills in general and almost two differ in that among the objectives of physical education and sports, social and emotional field, a field which is our intention to search because we see a great importance in highlighting the social image of the sport.

The physical education and sports as a social and as a social systems may appear to be more pronounced in the present age be associated with the cultural aspect and my values and social There is no doubt that they have a direct impact on the psychological and social status of individuals. The sport can also provide fertile ground for the upbringing of individuals socially and mathematically, and this effect may be direct by strengthening social skills or indirectly, through the trends and personal preparations for the students showed through several research and studies the health of the physical education and sports are considered as one of the determinants of socialization In leadership, the effects of the different working groups within the school environment because the sponsor provides adequate support for students to acquire many of the social skills in physical education and sports classes and mention here that physical education and sports are also considered as a factor of dynamic groups of factors.

So through this study we came to know the importance and the role of physical education and sports in the support and development of social skills when pupils class so positively on social development of skills and social abilities in schools particularly affect more than the development of the social processes, or in other words, basic social skills this without forgetting cognitive abilities and Development side kinesthetic.

Given the physical activity that the appearance of the important aspects of public education is physical and athletic and containing movements and group games and individual makes a positive impact on the social situation of the pupil aims also to create a spirit of cooperation and strengthening the relationship between the students and facilitate communication, responsiveness and preparation decent student in aspects social and unique advantage of alleviating internal conflicts particular is on the outskirts of adolescence and demonstrate the student respect and social flexibility and system and empathy trait and also contribute to the consolidation of the positive behaviors among students and works to claim for social mobility inside and outside the institution, and cultivate expression skills and settings and social assertion.

Hence the inevitability of the practice of physical activity, which has become a necessity that should be within the educational institution as a rule imposed itself as the rest of the other academic subjects they are somehow contributing to the composition of the student socially and cognitively and physically has been reached to prove it to highlight and identify social skills during sports practice and to know the role of physical education came and sports in the support and development of these social skills of students.

4. RECOMMENDATIONS:

1. Attention to social and psychological aspect of the students at this stage is important seriously.
2. Instill basic social principles and presented and discussed during physical education and sports classes.
3. Understand the social role of sport in general.

4. Work to educate students by holding lectures and seminars in educational institutions to highlight and demonstrate the role of sport in social terms.
5. Give the true image of the party professors of physical education and sports in the educational institutions that educate students and the extent of their importance and to clarify its objectives in the community.
6. Give great importance of physical education and sports by the educational system and the lifting of this article coefficient and lift the Courier her size because two hours a week is not sufficient to achieve its objectives in the adolescent well.
7. Practice in a scientific way and pedagogical non-random, and the development of physical and theoretical possibilities in the hands of Mr. Hassan and harnessed for the benefit of the student.
8. Development of school sports and this activates sports sessions to achieve more cooperation, love and integration into the community.
9. We recommend future installments students to continue research on the subject of the social role of irrigation

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