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[Editors]

Physical Education in Primary School

Researches • Best Practices • Situation

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BEST PRACTICES

SITUATION

RESEARCHES

The effect of teaching by competences in the development of some basic skills for primary school children (from 6 to 7 years old)

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Abstract

This research deals with the use of basic principles in the light of education in order to develop the basic skills of a child where we can't just rely on the environment to sponsor this development also, it is a loss if we ignore the good educational circumstances and the socialization that the motor skills offer if they are developed in time. So, this study aimed at the use of teaching by competences for the development of basic motor skills of primary school children (from 6 to 7 years old). And to know the effectiveness of teaching by competences in the development of the basic motor skills of primary school children (from 6 to 7 years old).

For the sample population consists of 40 pupils (girls and boys), the researcher have found that first, the formation of goals within teaching by competences units in the form of skills are easy to be identified and distinguished with the use of a level of acceptance for the performance (efficiency indicators) second, the impact of teaching by competences units through different performances of the skills and the static kinetic conditions and dynamic ones in the improvement of the capacity to held up the Constancy of the body and the capacity to overcome the impact of gravitational forces for the experimental sample.

Key words: Teaching for competences, Motor skills, Children, Primary school.

The introduction and the statement of the problem

This study tend to clarify the new concept of teaching by competences and its effect on the development of the child's basic motor skills which expresses the progressive aspects in physical education and sport pedagogy during primary education through, first the reliance on basic movement abilities according to OussamaKamelRatib, et al. (1994) and second through using the latest theories of teaching which is teaching by competences depending on the idea of locomotors exploration where the child learns how and why he moves.

Previous studies that have dealt with this topic were not sufficient that's why the researcher choose to deal with this research, to shed light on the development of a child's basic motor skills by using teaching by competences technique before school by creating good conditions so that the child find it easy to try and show his movements. However the teacher should be aware of the way he acts with the child where he shouldn't act as a dictator but he should help the child rely on his imagination to show off their both innate and acquired abilities.

The reason why the researcher tries to deal with this topic is: first, it is original. Second, to show the amount of its scientific contribution in the construction of knowledge. In light of what is mentioned above, the researcher claimed the following question: does teaching by competences has an effect in the development of some basic skills for primary school children (from 6 to 7 years old)?

Research questions

First: does teaching by competences contribute in the development of the basic motor skills of primary school children (from 6 to 7 years old)?
Second: which of these samples (experimental or control) will achieve better results for the development of some basic motor skills of primary school children?
Main hypothesis:
Teaching by competences has an effect on the development of some basic motor skills of primary school children (from 6 to 7 years old).
Sub hypotheses:
The units of teaching by competences have an effect on the development of the basic motor skills of primary school children (from 6 to 7 years old).
There is a significant difference between the experimental samples and the control groups in all the applied post tests for the experimental sample.

Aims of the study:

First: the use of the units of teaching by competences for the development of the basic motor skills of primary school children (from 6 to 7 years old).

Second: to figure out the effectiveness of teaching by competences in the development of the basic motor skills of primary school children (from 6 to 7 years old).

Definition of key terms:

Teaching by competences: is teaching through involving the participation of the learner in the learning process where he takes part in the learning process. Its goal is to gain sensory physical skills, mental and emotional in form of problems.

Basic motor skills: are the innate skills of a person, it includes the natural movements such as (running, jumping, flinging and balance) and these movements are considered a basic requirement for most skills related to athletics. In fact, these skills may be developed by practice so that the child will gain other basic skills.

Childhood elementary school stage: the years before school refers to the years between 6 and 7 years old, where the child starts school according to their basis locomotors movements, which is considered the period when the child masters different movements, it is also called the main construction phase.

The used approach in this study:

In order to answer the research questions in a scientific way, the researchers have opted for the experimental approach.

The sample population:

The selected population includes 40 pupils (girls and boys), from Khira Ould Houssin primary school, who are being selected randomly, their ages get between 6 to 7 years old, the researchers have distributed a sample for an exploratory experience as follows:

Experimental sample: it includes 20 children (boys and girls).

Control sample: it includes 20 children (boys and girls).

Exploratory experiment sample: it includes 10 children (boys and girls).

Specifications of the used tests:

Running test 20 M:

Its purpose is: to measure the running speed.

Long jump test of fortitude:

Its purpose is: to measure the strength of the leg's muscles of the child.

Flinging test of fortitude:

Its purpose is: measure the child's capacity to throw.

Long jump running:

Its purpose is: to measure the capacity to combine between running and jumping.
Balance test:
Its purpose is: to measure the child's capacity to control his body.

A table that shows some of the applied tests:

Statistical studies test	The sample's size	Degree of freedom	Level of significance	Tabular value	Reability coefficient	Honesty coefficient
Running test 20M	10	09	0.05	0.38	**0,99**	**0.99**
Long jump test of fortitude					**0,96**	**0.97**
Flinging test of fortitude					**0,98**	**0.98**
Long jump running					**0,98**	**0.98**
Dynamicequilibrium					**0,83**	**0,91**
Static equilibrium					**0,83**	**0,91**

In order to develop the basic motor skills, the researchers suggested a series of kinetic exercises within the educational units that are based on teaching by competences, where 28units have been used, two units were used for pre and post tests, rate of two units per week while the experimental research samples have used the educational units that are based on teaching by competences and for the control group it relied on the normal program.

The researchers have suggested a series of teaching by competences units in order to develop the basic motor skills of primary school children through the use of different teaching methods.

The table represents the time-volume and percentage for a single session:

stages		Time (minutes)		Percentage (%)	
preparatory	***Administrative part***	**1.5**	**12.5**	**3**	**25**
	Warm up part	**11**		**22**	
main		**32.5**		***65***	
final		**5**		***10***	

The table represents the time-volume and percentage for 24 sessions:

Stages		Time (minutes)		Percentage (%)	
Preparatory	*Administrative part*	36	250	3	25
	Warm up part	300		22	
main		780		65	
final		120		10	

The table illustrates the results of both the pre and post tests for control and experimental samples:

tests	Research samples	Pre-test		Post test		tcalculated	ttabular	sample	Degree of freedom	Level of significance	Statistical significance
running20 m	experimental	$\overline{x}$	s	$\overline{x}$	s	3.06	1.72	20	19	0.05	ddl
		4.92	0.46	4.10	0.57						ddl
	control	5.28	0.49	5.26	0.64	1.81					ddl
Long jump of fortitude	experimental	1.19	0.23	1.21	0.25	4.73					ddl
	control	1.11	0.17	1.12	0.18	3.70					ddl
Flinging for fortitude	experimental	3.40	0.52	3.43	0.47	8.33					ddl
	control	2.95	0.44	3.01	0.61	6.99					ddl
Long jump running	experimental	1.53	0.30	1.55	0.29	5.62					ddl
	control	1.38	0.32	1.39	0.37	2.58					ddl
Dynamicequilibrium	experimental	1.35	0.58	1.65	0.58	7.03					ddl
	control	1.20	0.61	1.30	0.57	4.87					ddl
Static equilibrium	Experimental	1.35	0.58	1.51	0.51	6.66					ddl
	control	1.05	0.51	1.15	0.48	4.87					ddl

Conclusions

Teaching by competences units had a positive effect on all the basic motor skills for the experimental sample through using multiple kinetic patterns to build up a certain competences in sequence and flow.

The formation of goals within teaching by competences units in the form of skills that are easy to be identified and distinguished with the use of a level of acceptance for the performance (efficiency indicators) have a great influence in the development of the basic motor skills for the experimental sample.

The impact of teaching by competences units through different performances of the skills and the static kinetic conditions and dynamic ones in the improvement of the capacity to held up the Constancy of the body and the capacity to overcome the impact of gravitational forces for the experimental sample.

The positive impact of using teaching by competences units for the experimental sample in the development of the eye- hand compatibility also in the manual dexterity that is reflected in throwing test.

The good results that the experimental sample has gained attribute to the effect of teaching by competences units and reject the effect of growth or the normal program.

Although the equivalence of the results of both the experimental sample and the control group, the attainment value was better for the experimental sample.

Recommendations

The necessity to take care of pre-school children for being the most fertile stage of life for learning, building concepts, acquiring skills and enriching life experiences.

Put an educational program that aims to achieve intellectual and physical development for pre-school children through the use of the latest teaching theories which is teaching by competences.

The need to include programs for the development of the motor basic skills into the physical education and sport curricula for primary stage.

When teaching by competence, there should be a focus on the formation of attitudes that evoke a child where it constitute a challenge for their abilities so that he/she develops their basic motor sources.

Reliance on teaching by competences units that are presented by the researcher which encourage the development of the basic motor skills for this category.

Condensation on researches and studies that deal with impact of physical education and sport programs on this category.

Conclusion

Teaching by competences is important for primary school children, and also it is important in the physical education and sport session regarding the child's complex personality where it is not an easy task to teach the child sports movement and the basic motor skills, where he/ she gets bored easily while practicing sport in the physical education and sport session, it's obvious that playing plays a major role in the development of the child's basic motor skills. Thus teaching by competences helps to develop the basic motor skills, on the other hand it is of a promotional, educational and competitive nature that is to say; it helps the child to during their primary education to lift their spirits and their basic skills which leads the child to vitality during physical education and sport session, by which the child will be motivated to develop their basic motors skills without feeling bored.

Recommended readings

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