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Curricula development for faculties and departments of physical education

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Abstract

The comprehension of the standards and recent advancements in their field of expertise is critical to the success of theoretical preparation and practical training for students pursuing a bachelor's degree in physical education. This is mostly based on sophisticated and objective academic courses delivered with an accurate and careful scientific approach. Curricula in the faculties of physical education and sports science must strive to adequately equip physical education instructors to fulfill their duties and identify their obligations after graduation. The research concern is that students in the college and departments of physical education and sports science may study subjects connected to certain specialties. They frequently graduate, and although having taken several courses, they are ineffective as sports instructors. As a result, professionals must assess preparatory curricula and decisions in order to stay up with the job market and the demands of mathematical advancements. The study sought to determine the curriculum of faculties and departments of physical education that students chose to study. As Well as assessing school curricula in order to play an essential role in the student's future performance as instructors of physical education and sports sciences. On a sample of fourth-year students in the College of Physical Education, University of Babylon 2022-2023, and the researcher employed the descriptive approach in the survey method. Their number is (188), and after analyzing the data with the SPSS statistical bag, the researcher came to the following conclusion:
1- Some research individuals had a high overall score and test intensity.
2- The majority of the courses received an appropriate exam score.
3- Students are interested to add more courses to their future curriculum.
4- Despite the fact that some courses are now being taught, students are dissatisfied with them.
The following suggestions were offered by the researcher:
1- The courses must be directly tied to the college's aims by translating their words into the students' habits, and behavioral and mathematical skills.
2- Evaluating the mandated curriculum and its objectives in light of the nature of the professional variables for physical education and sports teachers.
3- Providing the student with adequate academic and practical preparation, as well as keeping him informed after earning his certificate. The need to combine certain related themes and replace them with new ones.

Keywords: Theoretical preparation, physical training, statistical bag.

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1- Introduction and the importance of research

The curriculum is critical to the success of the educational system. This is impacted by politics, economics, socio-cultural factors, and historical practical impacts. It is vital to investigate these conditions and impacts and make choices based on perceptions and trends. The reality and destiny of the society for which we employees will be determined by this. Curricula are utilized by educational institutions to produce educational, cultural, social, sporting, and artistic experiences. To be a student who exhibits positive behavior and is capable of achieving his educational objectives thoroughly. Using a wide range of knowledge, facts, concepts, and techniques that are all intimately tied to pedagogical and educational objectives. As Well As by converting its terminology into particular habits and behavioral abilities.

The success of academic preparation and practical training for students obtaining a bachelor's degree in physical education and sports science is dependent on their awareness of the requirements and contemporary advancements in their field of specialization. This is mostly based on sophisticated and objective training delivered in a scientifically correct and careful manner. Physical education and sports sciences faculty courses should attempt to completely train physical education instructors. This is to ensure that they are able to execute their duties and decide their responsibilities upon graduation.

1.2 The research problem:

There is debate regarding what should be included in the curricula recommended in physical education colleges and departments. These curricula should rely mostly on curricula to assure the number of young specializations and to accelerate their preparation by employing the most recent current scientific approaches. By having the appropriate scientific knowledge, broad theories, and qualified specialists. College and physical education students, on the other hand, may study topics connected to specific expertise. They often graduate, and despite taking several courses, the majority of them do not achieve their goals as physical education and sports science instructors.

1.3 Research objectives

1-Identify the curricula of the faculties and departments of physical education and sports science preferred to be studied by students.

2-developing curricula to become an important part in the success of students ' future work as teachers of physical education and sports.

1.4 Study hypotheses:

1-there is a difference in the opinions of students about the quality of the curricula of the faculties of physical education and sports sciences.

2-the students ' failure to study some curricula did not give them the opportunity to choose them.

1.5 Research areas:

1 – 5 – 1 human Field: - fourth stage students / faculty of Physical Education, University of Babylon 2023 – 2022.

1 – 5 – 2 time domain:- 1/ 11 / 2022 – 30/1/2023.

1 – 5 – 3 spatial field: - classrooms at the Faculty of Physical Education, University of Babylon

2-research methodology and field procedures:

2.1 The methodology used:

The researcher used the descriptive approach with the survey method.

2.2 Community and research sample:

The research community consisted of fourth-stage students from the Faculty of physical education and Sports Sciences, University of Babylon –for the academic year 2023-2022, and the selection was randomly based on a sample of (80) students representing (42.55%) of the research community of (188).

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2.3 Means of information collection:

- References and scientific sources, personal interviews, tests and measurement.
- The curricula prescribed in the colleges and departments of physical education in Iraq

2.4 Research procedures:

For the purpose of preparing a questionnaire for the curricula that students prefer to study in the researchers followed the following steps:

2.4.1 Purpose of the questionnaire:

One of the objectives of the research is to develop the curricula of colleges and departments of physical education and Sports Sciences in order to become an important part in the preparation of students and the success of their future work as teachers of physical education and sports.

2.4.2 Identification of questionnaire areas:

After the researcher identified through reviewing the curricula in the colleges and departments of physical education in Iraq and the Arab world and studied the relevant scientific sources and references and indicators required to prepare students, the researchers came to a set of 74 courses.

2.4.3 Scale Adjustment

As shown in Table (1), the researcher used the Lekart method and after collecting the questionnaire forms, the answer was corrected (for the research sample) and the researcher used a five-way correction key, which is the tool with which he discovers the result of the answer indicating the variables being measured (Mohamed Abdel Salam, 1981, p.114).

Table (1): The used Five-Point Rating Scale.

Courses	Weak	medium	Good	Very good	Excellent
	1	2	3	4	5

The questionnaire form was designed on the basis of (74) courses after the grades for the responses to the paragraphs were given, and in order to extract the total score, the researcher collected the scores obtained from the respondents, and thus the highest score can be obtained is (370), the lowest score is (74), and the degree of neutrality is (222), which can be obtained through the following equation (al-Yasiri and Marwan, 2002). 2=222 when the highest score is added to the lowest score.

2.4.4 Experiential learning:

On 12/11/2022, a survey experiment was carried out on a sample of (10) students from the fourth stage at the Faculty of Physical Education, University of Babylon.

2.4.5 Questionnaire application:

On Sunday, November 27, 2022, the questionnaire was administered to a sample of (80) students.

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Table (2) : Illustrates the questionnaire findings and the severity of the test for the research sample.

No. after the test	Subjects Proposed	Weak	medium	Good	Very good	Excellent	Total grades obtained by the course	Test result
		1	2	3	4	5		
1	foot	5	5	7	16	40	300	**81.1**
2	airplane	4	6	18	21	26	284	**76.8**
3	Square and Square	8	9	10	21	28	280	**75.7**
4	Teaching methods	4	7	16	30	18	276	**74.6**
5	Training Science	4	21	12	7	32	270	**72.9**
6	basket	3	19	8	25	21	270	**72.9**
7	Learn kinetic	3	11	17	25	18	266	**71.9**
8	Anatomy	6	10	17	21	21	266	**71.9**
9	Mathematical tests	7	9	22	12	25	264	**71.4**
10	Handball	5	13	17	18	22	264	**71.4**
11	Mathematical statistics	6	19	15	11	25	258	**69.7**
12	Biomechanical	2	18	17	26	12	253	**68.4**
13	Computer	14	11	14	7	29	251	**67.8**
14	Sports Medicine	10	20	6	12	27	251	**67.8**
15	Scientific research	4	20	16	17	18	250	**67.6**
16	Sports Massage	10	16	12	16	21	247	66.8
17	Sports Injuries	10	13	17	15	20	247	66.8
18	Physical exercises	6	11	25	16	16	247	66.8
19	tennis	6	18	16	19	16	246	66.5
20	Sport in our lives	10	11	16	20	17	245	66.2
21	Sports Psychology	6	10	23	13	18	237	64.1
22	Sports Nutrition	9	7	26	16	14	235	63.5
23	Sports Equipment	13	12	14	14	20	235	63.5
24	Sports Management	7	15	25	14	13	233	62.9
25	Practicality	11	15	19	16	14	232	62.7
26	Mathematical terms	8	13	23	16	13	232	62.7
27	Physiology	17	14	10	10	23	230	62.2
28	Recreation	8	16	22	18	10	228	61.6
29	English	17	11	15	16	16	228	61.6
30	Fitness	15	11	10	19	17	228	61.6
31	Duel	9	21	16	18	11	226	61.1

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32	Mass sports	10	15	18	19	11	225	60.8
33	Badminton	12	14	21	18	10	225	60.8
34	Physical Education Curricula	14	14	16	17	13	223	60.3
35	Kinetic analysis	12	17	20	18	9	223	60.3
36	Sports Media	16	13	14	11	19	223	60.3
37	education	11	16	22	11	14	223	60.3
38	Philosophy of Physical Education	12	16	18	23	6	220	59.5
39	Educational Psychology	12	13	21	12	14	219	59.2
40	Scouts and Guides	22	11	14	15	14	216	58.4
41	Swimming & Diving	20	16	8	16	15	215	58.1
42	Measurement and evaluation	16	15	16	20	8	214	57.8
43	Training and psychoanalysis	13	20	15	15	11	213	57.6
44	History of physical education	12	15	22	15	9	213	57.6
45	Research Project	8	21	22	10	11	211	57.0
46	Sociology of sports	14	16	25	12	8	209	56.5
47	Arabic language	17	18	16	13	11	208	56.2
48	Gymnastics Devices	24	12	13	14	13	208	56.2
49	Education and doping	21	15	13	15	11	205	55.4
50	Sports Planning	17	20	12	15	10	203	54.9
51	Health Education	11	12	14	13	14	199	53.8
52	Side table	22	16	11	18	8	199	53.8
53	Olympic Movement	13	25	16	13	7	198	53.5
54	Sports rhythm	22	14	15	12	11	198	53.5
55	Bicycle	18	17	20	11	8	196	52.9
56	boxing	24	18	11	15	8	193	52.2
57	Environmental Sciences	14	25	19	10	6	191	51.6
58	Aerobic exercise	9	21	20	10	8	191	51.6
59	Sports Shows	13	23	25	7	5	187	50.5
60	Weights	25	15	13	19	3	185	50.0
61	Shooting	27	14	16	14	5	184	49.7

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62	physics	25	16	14	10	9	184	49.7
63	Mini Games	26	20	9	11	9	182	49.2
64	Life Sciences	26	20	10	10	9	181	48.9
65	Special education for the disabled	25	22	12	8	8	177	47.8
66	Wrestling	25	18	16	10	4	169	45.7
67	Bow and arrow	31	21	10	7	7	166	44.9
68	Racquetball	36	12	10	10	7	165	44.6
69	Rhythmic gymnastics	31	12	10	7	10	163	44.1
70	Biochemistry	33	20	9	6	7	159	42.9
71	Taekwondo	38	15	6	9	7	157	42.4
72	Cartier	41	17	5	6	7	149	40.3
73	judo	39	19	6	7	5	148	40.0
74	hockey	43	16	5	8	2	132	35.7

Table (2) reveals that there were (6) research subjects who earned grades ranging from (270-300) to (370) with a test intensity of (0.608 -0.676). That is, while establishing curriculum for colleges and departments of physical education and sports sciences, these resources are important and vital. According to fourth-stage pupils who all studied them according to the specified curriculum. Academic topics with grades ranging from (223-266) and test intensity ranging from (0.502 - 0.599) totaled to (31) academic courses. The study explains this to the fact that the majority of these courses are already taught at Iraqi institutions and departments of physical education and sports science.

As a result, students asked that they be included in their classes. Sports massage, sports injuries, physical exercises, tennis, sports in our lives, sports nutrition, sports equipment, sports terminology, recreation, mass sports, badminton, sports media are the disciplines that were not studied in Iraq and that students recommended to study. According to the study, this is due to students' willingness to add new courses, which totaled (12) twelve studies. As a result, future curriculum writers should consider this issue.

Some of these disciplines have been implicitly included into courses such as (sports massage and sports injuries) within the subject of sports medicine, physiology, and anatomy, while tennis and badminton are studied within the subject of (racquet games). Some mathematical vocabulary is examined within philosophy and the history of physical education, as well as a lot of vocabulary in our everyday lives and mass sports, while mathematical concepts are discussed in English language classes. Given the importance of sports nutrition, sports equipment, and sports media, which are not included in the approved curriculum, they should be covered in future courses or study materials. Table No. (2) Additionally reveals that (27) participants obtained totals ranging from (181 - 220) and test intensities varying from (0.408 - 0.495).

This shows that the students believe that the subjects they are currently studying are not as important as the subjects they want to study, which include (Philosophy of Education, Scouts and guides, swimming and diving, history of physical education, research project, Arabic language, gymnastics equipment, Boxing, Weights). This, according to the researcher, is due to the potential of combining (philosophy and history) into a single course, as is the case in other nations for scouting, guides, swimming, and diving. They are not convinced since the two courses require practical instruction to understand their utility.

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However, they are only examined theoretically and are hence worthless. As a result, Scout camps and winter sports pools were needed to offer courses a practical application. This inspires a desire to learn more about them.

In terms of the research project, which is very basic for students and is considered graduation research for the student, he did not receive a high degree because he did not take its scope correctly scientifically and was not applied properly, as other countries consider it the basis for the student's graduation from college and without it, the student cannot obtain a bachelor's degree. As a result, brilliant research professors should take the subject seriously, conduct scientific evaluations of the study, and ensure that each student is recognized for his or her degree.

Concerning the remaining subjects, the researcher attributes this to the teachers' lack of seriousness in giving their right to the theoretical or practical side, or the lack of the necessary capabilities to implement the courses correctly, which did not generate conviction among students to give them the appropriate grade, despite its importance to them.

Returning to Table (2), we see that there are research subjects with grades ranging from (132-177) out of a total grade of (370) and test intensities varying from (0.297 - 0.399) up to (10) individuals.

These courses may be primarily unappealing to them, despite the fact that they are part of the existing curriculum, notably (wrestling) and (rhythmic gymnastics for females), while the remaining eight topics they did not study and knew nothing about, so they did not specify them. As a result, the researcher advises incorporating some of them into the regularly planned subjects, such as (squash) inside the racquet games, or introducing a new study subject to the courses called (martial arts), which includes (karate, judo, taekwondo). In addition to introducing a topic of physical education for the disabled because it is critical, or teaching it within the curriculum (movement sciences).

Students have little understanding of hockey, and it has not been practiced in Iraq, and there is no sports association to disseminate and grow the game, despite the fact that it was formerly practiced and popular in Iraq. It is conceivable to develop a new topic called (natural sciences) that encompasses (life sciences, biochemistry, and physics), especially because the faculties of physical education and sports sciences are now listed among the scientific faculties rather than the Humanities in Iraq.

3.2 Results discussion:

Through our observation of the results shown in Table (2), we note that the curricula of the College of physical education and its departments in Iraq have been subjected to a lack of care. This is similar to some Arab countries, despite similar educational systems, most due to different cultural factors. These countries have been busy finding new pedagogical methods and methods for it concerns the educational content of students and youth and the provision of information and education for all in order to achieve the continuous development of the community (al-Rubaie, Mahmud2006, P. 260)

The function of the curricula of the colleges of physical education is to create educational, cultural, social, technical, and mathematical experiences for the student to grow comprehensively and modify his behavior and develop his abilities, abilities and mathematical abilities through understandable information, facts, and judgments that he studies in the form of a course or a study subject. This assumes that the curricula are closely related to colleges' goals in preparing physical education teachers. This is done by translating their vocabulary into habits and the behavioral and cognitive skills of students.

The success of the theoretical preparation and practical training of students wishing to obtain a bachelor's degree in physical education and sports science is due to their understanding of the requirements and modern developments in their field of specialization, which mainly depend on advanced curricula and subject in a scientifically accurate and thoughtful manner. Therefore, the prescribed curricula should strive to fully prepare the teacher to perform his duties and assume his responsibilities after graduation.

Most specialists and curriculum experts have demonstrated that there is a constant need to analyze the academic content in physical education college curricula according to what is required to provide them with qualified information for the success of their specialized work and evaluate the goals for each course in the curriculum prepared and scheduled for study, taking into account changes in the teaching

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profession, and emphasizing the basic requirements and characteristics. After receiving his diploma, he should be well-prepared theoretically and practically.

4. Conclusions and recommendations

4.1 Conclusions

1 - The prepared questionnaire is capable of developing curricula for colleges and departments of physical education in Iraq
2 - There are study subjects that have obtained total scores and high test intensity.
3-most of the courses have achieved an acceptable test percentage.
4-students want to add new courses for future curricula
5-students are not convinced to study some subjects, although some of them are currently studying
6-the lack of opportunities to teach some subjects affected the choice of them as basic subjects.
7-the lack of seriousness of some teachers in teaching some subjects affected the students ' non-acceptance of studying them.
8 - The students ' choice of new subjects is very important to them, despite the fact that they were not included in the current courses, evidence of their awareness of their importance.

4.2 Recommendations

1. The need to include in the curricula of the faculties and departments of physical education for the subjects that have received high Test totals and intensity because they are essential for preparing students well.
2. Providing the necessary capabilities, devices and tools for the success of the course that it needs when applied in practice.
3. The development of curricula should be closely related to the goals of colleges by translating their vocabulary into habits and behavioral and mathematical skills of students.
4. Taking into account the changing teaching profession when preparing the curriculum and curriculum
5. Prepare the student well theoretically and practically and be well-informed since receiving his certificate
6. The need to merge some similar subjects and replace them with new ones.
7. The need to introduce the subject of physical education curricula for new school courses
8. To work seriously on the choice of a study system in line with modern developments in all disciplines in similar colleges in developed countries in order to make room for the absorption of materials in line with future developments

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