

The impact of game competitive sports on some physical variables, functional, and psychological for middle school students aged (13-14) years

Asst. Prof. Dr. Raad Abdul Amir Finjan¹, Dr. Saad Abbas Abed Al- Janabi², Zainab Hassan Fleih³

¹ College of Physical Education and Sports Sciences, University of Babylon, Iraq

* **Corresponding author, Email: phy.raad.finjan@uobabylon.edu.iq**

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Abstract

The study designed team-based competitive sports games to enhance physical and psychological development in middle school students. An experimental approach with control and experimental groups showed significant improvements in physical, functional, and psychological variables, with the experimental group achieving superior results. The research highlights the effectiveness of competitive sports in increasing motivation, skill development, and overall engagement in physical education. Competitive sports games improved students' motivation, physical and psychological well-being. Researchers recommend their use in physical education

Keywords:

Motivation, Physical variables. Middle school students



1- Definition of research:

1.1 Introduction and relevance of research

Sports has witnessed a remarkable development and this development was not the result of coincidence, but relied on the use of modern foundations in training and diversity in the use of teaching methods and learning methods because of their importance in developing the level of performance of learners and stimulate their motivations and cognitive, physical and skill needs. Since physical education is an important part of general education and a fundamental aspect of constructing it in the curriculum, it is an effective means in preparing the student and a successful treatment of delightful restrictions imposed by school life or put by the community. Therefore, it became necessary to be physical exercises, games and sports events appropriate to the requirements of the envelope and physical possibilities available.

Where the lesson of physical education is a popular lesson for students because of its importance and many benefits lie in the development of physical aspects, motor and recreation as well as the development of mental aspects and gain a sense of pleasure.

From this standpoint appeared methods and methods of teaching proved effective in the educational process and Asimavi studied physical education, including the use of competitive games as a method that can be used in the development of motor skills and motivate the student and can be performed individually or collectively in accordance with the purpose of that game, as "in competitive sports games Different areas help everyone to learn according to their own abilities and capabilities and according to their own tendencies and desires, and there is room for collective action when learners participate in the educational situation and cooperate in reaching a solution to the problem and in the games Sports Seah many of the activities that give rise to the desire to challenge the solution and the energies of the learner's potential in order to stand out and work so it is one of learning methods. "

Other educational methods that have also proven effective in the educational process are competition methods, which are one of the unconventional methods in which students are provided with a variety of movements in the form of competition. Which drive to do the most relative activity which shows that the learning process is on track".

Through the above lies the importance of research in the design of sports games using methods of team competition and know their impact on some of the physical and psychological variables of middle school students This is what the researchers called for conducting experimental research in order to address some problems and help the teacher in finding ways of successful teaching and provide students with teaching methods that match their desires and increase their

motivation towards the lesson in order to develop the educational process and improve the level of skill and creativity.

1.2 Research Problem:

Through the supervision of the students of the fourth stage students during the field application being teachers at the Faculty of Physical Education and Sports Science noticed that the lesson of physical education lacks the use of competitive sports by the teacher, which affects their motivation towards the lesson also noticed the use of competitive sports directly as well as The need of students to methods away from the traditional style away from boredom and increase their enthusiasm towards the lesson,

especially that the use of competitive sports allows students the right opportunity to express their thoughts, desires and preferences as well as the fun that is gained A through Mzawelthm them.

Therefore, the researchers considered the use of sports games using methods of group competition and know the impact of some physical and psychological variables for middle school students as a modest attempt to provide students with educational methods that instill the spirit of fun and boredom during the lesson of physical education and do more to develop their skill level.

1.3 Research Objectives:

1. The use of some competitive sports for middle school students age (13-14) years
2. Identify the impact of competitive sports on some physical, functional and psychological variables for school students ages (13-14) years

1.4 Imposition of research:

1. There are statistically significant differences between the pre and post tests of the control and experimental research groups in some physical variables for middle school students aged (13-14) years.
2. There are statistically significant differences between the pre and post tests of the control and experimental groups in some functional variables for middle school students aged (13-14) years.
3. There are statistically significant differences between the pre and post tests of the control and experimental research groups in some psychological variables for middle school students aged (13-14) years.

1.5 Research Areas:

1-5-1 Human field: Second grade students in the middle of the western boys in the province of the first Rusafa.

1-5-2 Time domain: Duration (20/2/2024) to (27/4/2024).

1.5.3 Spatial area: Sports arenas in the western medium for boys.

1.6 Defining terms:

1 - Small Games: "These games are designed for teaching and fun and can be practiced by individuals to develop the skills used and enjoy the fun and pleasure at the same time."

2. Competition method:

"A method of learning that makes an individual in conflict with himself or with his colleague or with the group to reach a certain goal helps him in the process of development and development of his abilities by raising his motivation for practice to reach learning acquisition".

3 - The method of collective competition:

"It is one of the ways that puts students in a real game position (competition) as well as contributing a significant share of influence in the development of the individual's abilities away from boredom."

2- Theoretical and previous studies.

2.1 Theoretical studies

2.1.1 Concept and purposes of competitive sports.

Many researchers dealt with competitive sports in their definitions and despite their multiple views, they agreed that they are easy to learn games with flexible rules characterized by the fun character as well as the need for a few tools suitable for all stages of the age as they work to spread the spirit of competition among learners and lead to the development Motor skills and physical abilities.

There are many definitions of the concept of competitive sports games, Mr. Ibrahim Sayyed Hijab quoted (Abdul Hamid Sharaf, 1995) competitive sports games as "simple organized games characterized by ease in their performance accompanied by joy and pleasure and carry with it a competitive competition at the same time and does not contain complex motor skills and characterized Laws governed by ease, flexibility and simplicity.

The researchers believe that competitive sports is a dynamic activity or a means that can be invested in raising the motivations of learners to learn according to their wishes and tendencies through the organization and programming and this is reflected positively at the level of students.

Competitive sports games are practiced as an activity for all levels of age have the characteristics that make it an important subject in the program and chosen according to the purpose that the person aims to achieve, and has multiple purposes like all other activities that are practiced in the field of physical education and that the real criterion for judging the

commitment to this The objectives are related to the reality of the objectives of each of the competitive sports games and the most important of these purposes:

- 1- Physical growth.
- 2 - motor growth.
- 3 - mental development.
- 4 - the growth of human relations.
5. The growth of physical, mental and mental health.

2.1.1.1 The importance and uses of competitive sports.

Competitive sports games are one of the important means that characterizes the physical education lesson fun and relaxation of practitioners and flexibility in the rules of play, which makes them suitable for all ages and for both sexes. (They play an important role in the development of individual cognitive abilities as work requires accuracy, skill and ability to perform And control the movements of the body and they contribute significantly to the development of muscles and gain speed, flexibility and compatibility.

Competitive sports are characterized by advantages that must be available to ensure the achievement of educational and educational goals, including these advantages as mentioned (Effat 1983) what follows :

Characterized by many types, which makes opportunities to choose from what is consistent with the tendencies of students.

- Suitable for all ages and abilities of both sexes.
- Requires little preparation, processing and easy exercise in a small yard.
- Easy to learn and clear rules and that the exercise does not need to have high mental and physical abilities.
- Allow the participation of the largest number of individuals.
- It gives pleasure and comfort and inspires the spirit of enthusiasm and competition among learners.

Competitive sports games are used in the following areas:

A - The field of physical education lesson: The competitive sports games are one of the units that make up the physical education lesson and it varies from lesson to another and age to another and in terms of the degree of difficulty and intensity of pregnancy.

- 1 - used in the introduction to the lesson of physical education, as they compensate for warm-up, such as the tradition of the leader and reverse signal.

2 - used in place of formal exercises (special preparation exercises) to achieve the same goals and objectives and performed individually or with a colleague or with small groups using or without tools to develop the individual physically, intellectually and socially.

3 - used for the purpose of recreation when students feel bored and unwilling to continue to perform as it performs sudden movements.

4 - used in the second part of the lesson plan, especially in the application activity and take into account in the selection of the service of specific purposes such as mastering the basic skills of large games or serve as introductory games for large games.

5 - used in the final part of the lesson plan taking into account that the games are relatively quiet and work to achieve the purpose of the final part.

B - The field of extra-curricular activities (within the school).

The practice of competitive sports games has become a classroom activity, especially popular games in the case of the availability of material possibilities of spaces, tools and equipment, and used in sports training when the teacher training for sports teams of the school as well as used among learners as a recreational activity during the rest period between lessons.

C - The field of social activities: Small games have an impact on the individual and society, including popular games and used in the following areas:

1- In the student scout camps.

2 - social activities such as concerts Samar.

3- Excursions and excursions.

4. Beaches and swimming pools.

2.1.2 Concept of Competition

Mathematical competition is the basic form of field life, a method of learning that leads to educational achievement on the one hand and to get the learner to double his efforts to compete with himself or others on the other hand, competition is a reinforcing element that shows its effects in learning and behavior. One of the methods that increase the motivation of the learner is an important principle that makes the practice of motor skills better enough in the lesson.

Competition is defined as "a conflict between two or more individuals who are fighting for a goal that one of them can accomplish."

(Hassan Moawad, 1974) asserts that "the conditions for successful learning of basic skills are that training should be in the form of a competition as much as possible and that it is entertaining in which change and expression are not repeated in the same way and form. Natural change has an impact on students' appetite for learning."

Some believe that the competition of sports, if properly invested in the natural limits away from professionalism and commitment to educational ethics and fair play and non-vanity and humility, it becomes one of the most important forces that motivate individuals to engage in sports activity.

The method of competition is one of the educational methods that enhance the learner's performance and behavior and increase his motivation for learning and that makes him in multiple competitive positions in line with the goal of the learning process.

One of the roles of the teacher in the educational process is to provide a suitable environment for learners to learn to compete and control their performance in accordance with the rules of play and strategies and to be competing with peers of the same level of skills and physical capabilities, and the use of competition method gives learners the opportunity to make their own decisions without ignoring their commitment Play rules.

Mathematical competition requires the learner to possess a set of abilities and cognitive skills such as the ability to deal with information and remember the appropriate amounts of information such as the rules of sports and skill technique and play plans or aspects of the plan played by the competitor, in addition to the individual's awareness that the performance results in terms of gain or loss due to interaction Many factors such as physical skill, preparation, training, effort, difficulty of duties and luck.

The method of competitions increases the motivation of the learner towards education and reach it to a better level of education through the learner's knowledge of the level of performance as the learner's knowledge of the results of his performance is one of the strongest motivations of learning, and can learn the results of learning in two ways are: -

- 1 - measure the progress of the learner compared to himself.
- 2 - measure the progress of the learner compared to his colleagues.

The purpose of the learner's knowledge of the results of his performance is: -

1. Help the learner to correct his wrong responses and to repeat successful responses.
- 2 - make the work more interesting.
- 3 - The learner's knowledge of the extent of his progression to compete with himself or others, while ignorance of the results of learning may be thrilled in the learner that he has reached the peak does not make an effort for progress and improvement, or cast in the magnificence that he does not progress Vifter enthusiasm and attention.

2.1.2.1 Group Competition Method

It is one of the methods of competition that enables an individual to evaluate the members of his or her group from the performance of other groups that participate in the same work.

When teaching skills in a group competition method, individuals need to be organized into groups and each group interacts with each other to compete with another group. In this method, students realize that they are associated with their peers in a group that cannot succeed unless their peers in the group succeed.

The peer group has an important role in the social development of the individual, through which the individual is trained to compete, cooperate, teamwork and take responsibility, which will have a positive impact on his future life.

Therefore, collective competition offers opportunities to interact with others and that "the best number of positive interaction within the group in the teaching of physical education ranges between (4-6) individuals because the fewer the group the more frequent the performance of the skill.

2.2 Previous Studies:

1-Study ((Faek Younis Al-Sabawi 2006))

- Title of the research: the effect of a proposed program for small games in some of the basic movements and functional variables of second grade primary students.

- research aims:

1 - The impact of a program of small games in the development of some of the basic movements of second grade students.

2 - The impact of the program of small games in the development of some functional variables of second grade students.

The researchers used the experimental method, and the research sample reached (40) pupils of the first competency school for boys were selected by deliberate method divided into two experimental and control groups (20) pupils for each group, and the proposed program was applied with the experimental group for (8) weeks by 2) Unit of education in the week and the researchers concluded that the proposed competitive sports program had a role in the development of all the basic movements and functional variables under study, which is better than the method used for the study of physical education in terms of its impact on the development of some movements (jumping, throwing, partridge and licking) and Functional variables under study.

3- Research methodology and field procedures

3.1 Research Methodology

The nature of the problem and the objectives and hypotheses of the research determines the appropriate research methodology.

Therefore, the researchers used the experimental approach as "experimentation is a deliberate and controlled change to the specific conditions of an event and to observe and explain the changes resulting from the event itself".

The researchers adopted the experimental design with the design of the two control groups as it is the most suitable scientific designs to solve the problem of research and because it searches in more than one variable and gives accurate results as "the use of experimental design suitable for experimental research is very important because it helps in obtaining answers to research questions and helps to control Demo.

3.2 Research community and sample:

The researchers randomly selected the research community, which was represented by the second-grade middle school students in the western medium for boys based in Baghdad / Bab al-Muadham / Al-Rusafa district for the first academic year (2023-2024).

The sample of the research was chosen randomly from lots (B). The sample number was (20) students with an average of (10) students representing the experimental group and (10) students representing the control group. The control group was given a systematic decision to study physical education. For the nature of the sample followed, the researchers considered the homogeneity on the heart rate index at rest as an important functional indicators to indicate the level of health status as the results of the coefficient of variation on the homogeneity of the sample.

3.3 Means of information collection:

1. Arab and foreign sources and references.
2. World wide web.
3. Questionnaire of experts and specialists on the validity of selected competitive sports
4. Interview
5. Questionnaire
6. Measurements and tests

3.3.2 Devices used in research

1. Electronic timing clocks type DIMOND (OM3-060) Japanese-made number 2
2. Medical scale with a ruler to measure the length, Italian-made.
3. Electronic pulse and pressure measuring device. German-made.
4. Caliper (Caliper) to measure the thickness of skin folds (grease).
5. wooden boxes with a height of 40,30,20,10, cm and dimensions of 40x 40 cm.
6. Measuring tape.
7. Resistance training devices, medical balls, rackets and various sports equipment.

8. a variety of recording and music tapes.

3.4.2 Identify and test physical, functional and psychological variables

In order to determine the most important physical, functional and psychological abilities and tests, researchers have prepared three forms. The first included the physical abilities distributed to professors and experts. The researchers relied on measurements and abilities that obtained an agreement rate of 80% and above

3.4.3 Measurements and tests adopted in the research

3.4.3.1 Physical tests

Flexibility Test

- Name of the test / bend the trunk forward from the long sitting position
- Test purpose / measure the elasticity of the back and thigh in the flexion movements forward from the long sitting position.
- Unit of measurement / cm.
- Tools used / numbered ruler installed on a wooden box known as the device (Wales and Dillon for measuring flexibility).
- Performance Instructions / The student sits long with the straightness of the back and hands to the side touching the ground, trying to extend the arms in front of their righteousness with bending the trunk forward to reach as far as possible.
- Calculate the grades / measured distance to the extent that you can reach the trainee fingertips, and record the results of the best figures from three successive attempts, either in the negative or positive.
- The scientific conditions and bases of the test / Because the test is one of the standardized tests, the researchers extracted the coefficient of stability on a random sample from outside the sample. Of the tabular score of (0.644) below the level of significance (0.05) and the degree of freedom (9), which indicates the availability of stability factor and stability in the test.

Muscle Strength Test

- Test name / grip strength test (1):
- Test purpose / measure the strength of the muscles of the fist (flexor muscles of the fingers).
- Unit of measurement / kg.
- Tools used / Dynamo Meter.
- Performance Instructions / The student holds the dynamometer with its right grip and the arm is stretched without any bending in the elbow joint and away from the body.
- Calculation of grades / Student presses the fist on the dynamometer to try to bring out the maximum force possible and given to each student two attempts record the best.

- Scientific conditions and bases of the test / Because the test is one of the standardized tests, the researchers extracted the coefficient of stability on a random sample from outside the sample reached (10) and after (7 days) were re-test and extracted a simple correlation coefficient, which amounted to (0.898) This is higher than A score of (0.668) below the level of significance (0.05) and a degree of freedom (9), which indicates the availability of stability factor and stability in the test.

B - sit test from lying with bending the knees and arms in front of the chest:

- Test purpose / measure the muscular endurance of the abdomen.
- Unit of measurement / number of times.
- Performance Instructions / The student takes the lying position on the back with bent knees and fixing the feet on the ground with the ankles away from the pelvis by a distance (20-25 cm) and the arms crossed on the chest and shoulders touching the shoulders.
- Calculate the grades / Begin bending the torso to get into the sitting position while keeping hands on the chest and chin inward, the elbows are touched on the thighs and count the number of times until the trainee stopped and the inability to reach the elbows. The student is given one try.
- Scientific conditions and bases of the test / Because the test is one of the standardized tests, the researchers extracted the coefficient of stability on a random sample from outside the sample reached (10) and after (7 days) was re-test and extracted a simple correlation coefficient, which amounted to (0.894) This is higher than The spreadsheet score (0.632) is below the significance level (0.05) and the degree of freedom (9), which indicates the availability of stability factor and stability in the test.

3.4.3.3 Functional Tests

First: resting heart rate test

- Test purpose / measure heart rate at rest.
- Unit of measurement / strike / min.
- Instrument / electronic medical device to measure heart rate.
- Instructions / the student lies for (10-15 minutes), after which the device is attached to the wrist of the left arm and press the power button.
- Recording / recording reading shown on the device screen.

In the same way the heart rate is measured after the effort without taking a rest.

Second: blood pressure test

- Test / systolic and diastolic blood pressure at rest.
- Unit of measurement / mm Hg.

- The instrument / electronic medical device that measures heart rate, systolic and diastolic blood pressure.
 - Instructions / the student lies for (10-15 minutes), after which the device is attached to the wrist of the left arm and press the power button.
 - Recording / recording reading shown on the device screen.
- ((In the same way is measured systolic and diastolic blood pressure after the effort without taking a break)).
- The scientific conditions and bases of the test / Because the test is one of the standardized tests, the researchers extracted the coefficient of stability on a random sample from outside the sample reached (10) and after (7 days) was re-test and extracted a simple correlation coefficient, which amounted to (0.902) This is higher than A score of (0.644) below the level of significance (0.05) and a degree of freedom (9), which indicates the availability of stability and stability factors in the test.

3-4-3-4 Psychological tests

3.4.1 Psychological Alienation Scale:

The researchers used the measure of psychological alienation and built by (Kamel Aboud Hussein:

2008) and codified the Iraqi environment and consists of (48) paragraph, and the areas of the scale (6) areas are (social isolation, insurgency, disability, aim, non-normative, cultural alienation The scale is answered according to a five-point scale (strongly agree, agree, sometimes agree, disagree, strongly disagree), positive scores (5, 4, 3, 2, 1) are given for respectively paragraphs, negative scores are given (1, 2, 3, 4, 5), the highest score for the scale (240), and the lowest score for the scale is (48) The hypothetical mean was (144), The final score collects the sum of the scores of the paragraphs, and then the researchers collect the scores of participants to identify the average scores of participants in the psychological alienation felt, where the greater the arithmetic average the less the individual feeling of alienation, and the less the value of the arithmetic mean the greater the psychological alienation, table (2) Shows the positive and negative paragraphs of the axes of the scale.

Table 1

Shows the positive and negative paragraphs of the scale of psychological alienation

Total	H. mean	Negative Item	Positive Item	the Domain	ت
9	27	4 ,3 ,2 ,1	9 ,8 ,7 ,6 ,5	Social isolation	1
9	27	18 ,16 ,15 ,12 ,11	17 ,14 ,13 ,10	Rebellion	2
6	18	24 ,23 ,21 ,19	22 ,20	Impotence	3
10	30	34 ,33 ,29 ,26 ,25	32 ,31 ,30 ,28 ,27	The aimless	4
10	30	41 ,40 ,37 ,36 ,35	44 ,43 ,42 ,39 ,38	Non-normative	5
4	12	47 ,46	48 ,45	Cultural alienation	6
48	144	Total			

4.2 Psychological Energy Scale

Dependence on scientific sources and psychological energy scale of (Amal Abbas), which consists of (73) paragraph answered by the laboratory has presented the scale to a group of experts and specialists

* They expressed their opinion on the suitability of the scale with some minor adjustments and appeared in its final form as in the annex (1).

In order to extract the total score of the scale, the scores obtained by the participant in his answer are collected on the paragraphs of the scale (73), so the highest score can be obtained (365) and the lowest score is (73). Table (3) shows the weights of the responses to the positive and negative paragraphs of the scale.

Table (2):

Shows the weights of the responses to the positive and negative scales

The degrees of positive paragraphs	A degree of negative paragraphs	Alternatives	N
1	5	Not applicable at all	1
2	4	Apply to a small degree	2
3	3	Apply to medium degree	3
4	2	Apply to highly	4
5	1	Apply to a very large degree	5

Table (3)

Shows the number of positive and negative paragraphs of the scale

No. of Item	Negative Item	Positive Item	the field	٢
14	4	10	Self-assurance	1
13	8	5	Face anxiety	2
12	8	4	Focus attention	3
12	1	11	Control and control	4
8	1	7	perseverance	5
14	1	13	Enjoy	6
73	23	50	Total	

5. Scientific bases of the scale:

Honesty:

"It means honesty is a test that measures what the test situation is in order to measure it. It is important that the test be honest because we want to measure a certain phenomenon and not another phenomenon" There are several ways to measure the truthfulness of the tests, including the content of the questionnaire Experts and specialists in the field measured by the test, and can rely on their opinions on the validity and validity of the test, which is the method used by researchers to find the validity of the tests used where the psychological alienation scale obtained the approval rate of 80% and the psychological energy scale to the approval rate of 83% a For scientific research.

Stability (replay method): -

Steadily means "the test is to give the same results if it is repeated on the same individuals in the same circumstances".

The researchers conducted a test on a sample of (10) students from the original research community and outside the sample on 22/3/2024 and was re-tested on them after (7) days and this was confirmed by (Zobaie and others) about the time period for re-testing because it is a week To two weeks since it is a standard duration for retesting. The Pearson simple correlation coefficient was used to find the stability coefficient of the tests. The psychological alienation scale obtained the stability coefficient of 88% and the psychological energy scale 84%, which are high reliability values.

Objectivity:

The researchers took into account the objectivity of the two scales by explaining the paragraphs of the scale to the students and clearly to resort to impartiality in helping participants to answer the paragraphs, as well as giving the sample time to answer the paragraphs, which ensures the researchers objectivity of the scale.

3.6 Exploratory Experience

The researchers conducted a pilot experiment on a group of students on 25/1/2024 and their number (105) students were distributed forms of psychological alienation and psychological energy, and the goal of this experiment is to:

- 1 - Identify the difficulties that may face researchers in the performance of tests
- 2 - to identify the extent of acceptance of the sample in the answer to the paragraphs of measures of psychological alienation and psychological energy.

Identify the time required to answer the form.

For the purpose of directing the work, the researchers divided the measurements and tests adopted in the research on two days after the installation of equipment and equipment and training of the working team. The exploratory experience was twofold:

First: The first part of the exploratory experiment was conducted on Tuesday, 5/3/2024.

The following measurements and tests were included:

- 1- Psychological tests.
- 2 - heart rate and blood pressure.

Second: The second part of the exploratory experiment was conducted on Wednesday 6/3/2024.

The tests included the following:

- 1- Flexibility test.
- 2 - muscle strength test.
- 3- Maximum test of relative oxygen consumption.

The results of the survey showed that:

Validity of the instruments used in the measurement.

Determine the time required to perform measurements and tests.

3.4.5 Pre- tests

The pre-measurements and tests of the research sample were conducted in the western medium for boys on Tuesday and Wednesday corresponding to 1/3/2023 - 2/3/2024.

3.6 Identification of small games:

The researchers quoted some sports * from one of the similar research and distributed to experts and specialists (5) experts through a questionnaire *** prepared by the researchers to show the validity of these games and the researchers relied on games that got an agreement rate higher than (75%) .

According to the results of the pre-test tests of the research sample, the researchers, taking advantage of the modern scientific sources and the opinions of experts in the field of sports

psychology and physical fitness to build a curriculum that includes some competitive sports has been taking sound observations for them in the construction of the curriculum and adjusted according to scientific opinions put forward Finalized to be as follows:

- 1- The curriculum was built for (8 weeks) by two training units per week to be the total number of training units (16 units).
- 2 - The duration of the training unit in the main section ranged from (20 minutes to 25 minutes) and the principle of graduation.
3. The principle of individual and individual differences has been introduced.
4. The diversity of methods used in the curriculum to:
 - A - Method of training Vartelk to develop muscular and aerobic endurance.
 - B - some competitive sports.
 - D. Free and targeted activities
 - Relaxation exercises
 - Tips and instructions.

For the nature of the research sample and the purpose of the research has been determined the appropriate intensity and gradient from (light to moderate to moderate and large) and a severity ranging between 60% to 80% of the maximum intensity.

3.4.7 Post-tests

The measurements and post-tests of the research sample were conducted in the same school where the pre-measurements and tests were conducted on Monday and Tuesday corresponding to 10/3/2024/11/3/2024 and in the same order of stations that followed and the researchers sought to try to control the extraneous variables that may affect the results of the research. .

3.7 Main experience:

The researchers distributed the psychological alienation form and the psychological energy form to the students of the western middle of the boycott of the Rusafa district in Baghdad and with the help of the assistant team they applied the main experiment (20) (control and experimental) and after the distribution of the forms collected after the confirmation of the participants to answer the paragraphs of each scale without leaving Any paragraph, and extracted the arithmetic mean of the scale of psychological alienation and psychological energy.

3.8 Statistical means:

The researchers used parametric statistics using a ready-made statistical package (SPSS) to extract the results

The spss system was used to find the following statistical methods: -

- Arithmetic mean
- standard deviation
- T correlation coefficient for two samples
- Pearson correlation coefficient
- percentage .
- Torsion coefficient.

Part 4 (Presentation, Analysis and Discussion of Results)

4.1.1 Presentation and analysis of physical tests

After the researchers completed their pre-tests and the implementation of the research experiment and the completion of post-tests, the researchers dealt with the results of physical tests using the appropriate statistical methods and presented in Table (4).

Table (4)

It shows the results of the pre- and post-tests of physical tests and the calculated and tabulated T value and the differences indication of the control group.

P	T. test	Post		Pre		N	Unit	S.P
		H \pm	G	H \pm	G			Phy. T
Function morally	4.50	2.917	5.987	1.700	3,09	10	cm	Flaxable T.
D. Moral	5.22	3.594	13.592	3.714	10.681	10	The number of times	Sit test from lying position

(*) The value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (9).

It is clear from Table (4) that the differences were significant for all tests

Table (5)

It shows the results of the pre- and post-tests of physical tests, the calculated and tabulated T value and the significance of differences for the experimental group

P	T. test	Post		Pre		N	Unit	S.P
		H \pm	G	H \pm	G			Phy. T
Function morally	7.32	3.911	7.900	1.985	3,59	10	cm	Flaxable T.
D. Moral	5.93	4.576	17.522	2.884	9.621	10	The number of times	Sit test from lying position

(*) The

value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (9).

It is clear from Table (5) that the differences were significant and for all tests for the experimental group

4.1.2 Presentation and analysis of functional tests

After the researchers completed their pretest tests, carried out the research experiment, and completed the post-tests of the control group, he processed the results of the functional tests using the appropriate statistical methods and presented in Table (5).

Table 5

Results of functional tests using appropriate statistical methods a.

P	T. test	Post		Pre		N	Unit	S.P
		H \pm	G	H \pm	G			Phy. T
Function morally	5.665	1.603	82.090	2.363	83.181	9	Strike / minute	Resting heart rate
Function morally	5.843	2.271	138.727	6.732	139.321	9	Mm / Hg	Systolic blood pressure
Function morally	5.309	2.728	86.202	5.850	87.343	9	Mm / Hg	Diastolic blood pressure

(*) The value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (9).

It is clear from Table (5) that all functional tests were significant for the control group

4.3.1 Presentation and analysis of functional tests of the experimental group

After the researchers completed their pretest tests, carried out the research experiment and completed the post-test tests of the experimental group, he processed the results of the functional tests using the appropriate statistical methods and presented in Table (6).

P	T. test	Post		Pre		N	Unit	S.P
		H \pm	G	H \pm	G			Phy. T
Function morally	6.665	3.998	80.090	2.321	83.155	9	Strike / minute	Resting heart rate
Function morally	7.843	4.232	12,722	5.776	138.001	9	Mm / Hg	Systolic blood pressure
Function morally	8.309	5.793	82.209	5.850	87.343	9	Mm / Hg	Diastolic blood pressure

(*) The value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (9).

It is clear from Table (6) that all functional tests were significant for the experimental group

4.1.3 Presentation and analysis of psychological tests

After the researchers completed their pre-tests and the implementation of the research experiment and the completion of the post-tests, I proceeded to address the results of psychological tests using the appropriate statistical methods and presented in Table (7).

Table (7)

It shows the results of the pre- and post-tests of psychological tests and the calculated T and tab value and the significance of differences

T value		Post		Pre		M
		S. D.	S. mean	S. D.	S. Mean	
Significance	Calculated					
random	1,09	4,09	104	5,98	111	Sy. L
random	1,98	11.98	95	5,9	88	Power

Significance level (0.05), degree of freedom (9) and the value of (t) tabular (2,86)

(*) The value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (7).

It is clear from Table 7 that the results of psychological tests were randomized to the control group

It shows the results of the pre- and post-tests of psychological tests and the calculated T and tab value and the significance of differences

Presentation of the results of the arithmetic mean and the standard deviation of the pre and post tests of the experimental group of psychological tests

Table (8)

Arithmetic mean and standard deviation of the pre and post tests of the experimental group of psychological variables of the research sample.

T value		Post		Pre		M
Significance	Calculated	S. D.	S. mean	S. D.	S. Mean	
random	5,89	7,19	126	6,99	109	Sy. L
random	6,66	9.91	101	7,32	87	Power

(*) The value of T tabular (2.86) below the level of significance (0.05) and the degree of freedom (9).

It is clear from Table (5) that all psychological tests were significant for the experimental group in the post-test

4.4.2 Discussion of the results:

After reviewing Table (2-3) and what was presented and analyzed for the results of physical tests, the results showed significant differences for the control and experimental groups in the post-test, despite the superiority of the experimental group. This is obtained through the values of the arithmetic circles between the pre and post tests and in the interest of the post test.

The researchers attribute this difference to the nature of the use of competitive games among students led to the emergence of these differences in the curriculum dedicated to the study of physical education and this is due to the nature of exercises received by students in the curriculum of competitive games and the content of competitive games interesting and diverse gave the student the opportunity to develop physical aspects in the form of appropriate motor programs with his abilities, inclinations and desires as each (WajihMahjoub and Ahmed Badri) that the development of motor skills is influenced by many factors, including repetition and perception and comparison and mental abilities and previous motor experiences as well as the thrill factor and excitement and path And progression of skills easy to hard.

The graduation in the difficulty of competitive games when moving from one game to another commensurate with the age and cognitive level of the research sample helped to develop

the physical characteristics of the research sample in addition to the commitment of the research sample in the implementation of the vocabulary of the competitive games curriculum on a regular basis and continuous and not to drop out of the educational units. The tools used in the games increased the motivation of students and instilled in them the spirit of enthusiasm towards playing the games, as "the preparation of tools and the availability of them is one of the most important means of thrill for the lesson and the most important factors of success and achieve its goals and objectives."

After reviewing Table (3) and what was presented and analyzed the results of the functional tests. It is clear that the heart rate tests showed a significant difference between the pre and post tests and in favor of the post test.

The researchers attribute this difference to the adaptation of the heart muscle as a result of regular responses gained through regularity in the curriculum using competitive games, which required the heart to pump blood according to the needs of the muscles of the body during the exercise of the games, resulting in an increase in cardiac capacity accompanied by a decrease in resting heart rate, this fact demonstrates the success of the approach to improving cardiovascular fitness. The heart rate is an objective physiological standard and a valid indicator of the intensity of the effort and the degree of conditioning.

The diastolic blood pressure test and the systolic blood pressure showed a significant difference between the pre and post tests and in favor of the post test. Although the results of the tests were within the normal limits compared to the age of students, the use of competitive games within the share of physical education had a positive impact in reducing rates of diastolic and systolic blood pressure.

The researchers attribute the difference to two main factors: low heart rate and a slight decrease in diastolic and systolic blood pressure. Although the results of the sample in the tests before and after the tests were within the normal limits according to the ratings of this indicator, but the improvement in this indicator confirms the integrity of the heart to meet the requirements of exercise, especially competitive games. "The most important factors in the prevention of heart disease is the practice of sports and various physical games, especially Aerobic exercises regularly."

Thus, the researchers achieve their second hypothesis in the presence of statistically significant differences between the pre- and post-tests in functional capabilities.

The inclusion of the small games curriculum on the methods of competition where it was implemented using competition in performance, which increased the desire of the students and their impulse to make the utmost effort to practice these games and repeatedly to achieve

success or win, whether the individual competition with himself or with colleague or with the group as a result The level of performance of the research sample has evolved. "Competition is an essential feature that gives sport a

social character, because sport is a cultural product of the competitive nature of the human being," he said.

In sum, the curriculum of sports has been specific to the introduction of methods of competing purposeful and provide motor skills in the form of competitive games and competitions characterized by delight and pleasure and competition in performance and then move away from the method or style followed in the performance as well as the use of the method of diversification and innovation in the games and investment time lesson Good by increasing the number of repetitions, which in turn helped to develop the level of students' performance of motor skills and creative thinking.

This helped to develop the psychological energy and reduced the factors of alienation, which is "one of the manifestations that the individual moves away from the outside environment and the unwillingness to mix with others and form an inner world for them instead of a larger world than theirs or a larger circle than the individual circle in which they live.).This indicates that the curriculum used in competitive games and the opportunity for students to play games in the main part of the lesson has given them a sense of reassurance by taking the opportunity in the emotional discharge of repressed feelings resulting from social life as well as the pressure of other scientific lessons. Fear or the need for security is the first need for reassurance after the satisfaction of basic biological needs, if the human does not meet his needs for security, the world turned to a world of fear and threat and will not be able to fulfill any needs of a higher level such as Self-realization or knowledge or aesthetic needs.

The relaxation exercises at the end of the unit had the effect of getting tense muscle elasticity during physical effort as a result of the distinction between a sense of full muscle tension and deep and complete relaxation.

The curriculum of the competitive sports games on the methods of competition implemented by using competition in performance increased the desire and motivation of students to make the utmost effort to practice these games and clearly to achieve success or win

Thus, the researchers achieved the third hypothesis in the presence of statistically significant differences between the pre- and post-tests in psychological abilities.

5. Conclusions and recommendations:

5.1 Conclusions

After presenting, analyzing and discussing the results, the researchers concluded the following:

There were statistically significant differences in favor of the control group in the post test physical variables for middle school students aged (13-14) years.

There were statistically significant differences in favor of the experimental group in the post-test physical variables for middle school students aged (13-14) years.

There were statistically significant differences in favor of the control group in the post test functional variables for middle school students aged (13-14) years.

There were statistically significant differences in favor of the experimental group in post test functional variables for middle school students aged (13-14) years.

Randomized control group differences in post-test psychological variables appeared for middle school students aged (13-14) years.

There were statistically significant differences in favor of the experimental group in the post test psychological variables for middle school students aged (13-14) years.

5.2 Recommendations:

In light of the conclusions, the researchers recommend the following:

Adopting competitive sports games used in our current study to provoke the student positively towards the lesson of physical education

The use of methods of competition and collective in the teaching of physical education in middle schools

Conducting similar studies using competitive sports games with other educational methods other than the methods of competition used in the current study to find out their impact on the development of physical, functional and psychological skills of the student Psychological alienation scale

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