

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their
Relationship to Achieving Competencies in the Primary Stage
(Field study on primary school teachers)

مصفوفة الموارد المعرفية والعرضية والأنشطة البدنية والرياضية و علاقتها بتحقيق الكفاءات في
المرحلة الابتدائية

(دراسة ميدانية على معلمي الطور الابتدائي)

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Abstract:

This study aimed to shed light on the extent of the contribution of the cognitive resources matrix in the subject of physical education. Sports are no less important than other subjects as they are necessary in developing important aspects of the student's personality, as well as the primary school teacher who finds himself facing great challenges in carrying out his educational and teaching duty due to the multiple tasks assigned to him and the responsibility placed on his shoulders, in laying the correct foundations for the features of a strong and solid personality for today's student and the man of the future. Knowing the extent of the contribution of the cognitive resources matrix included in the 2023 physical education and sports curriculum and the readiness of primary school teachers to supervise the physical education and sports class and revealing the extent of teachers' ability to positively influence the development of the psychosocial aspect of students through the physical education and sports class. The study was conducted on a sample of 40 physical education and sports teachers in the primary stage in the state of M'Sila. The results concluded that the matrix of cognitive resources and physical and sports activities contributes at an average level to achieving cognitive and presentational competencies

Key words : Cognitive Resources Matrix - Physical and Sports Activities - Physical Education and Sports
ulum - Competencies in the Primary Stage

المخلص : هدفت هذه الدراسة الى تسليط الضوء حول الكشف عن مدى مساهمة مصفوفة الموارد المعرفية في مادة التربية البدنية والرياضية والرياضية التي لا تقل أهمية عن باقي المواد باعتبارها ضرورية في تنمية جوانب هامة من شخصية التلميذ ، وكذلك معلم المدرسة الابتدائية الذي يجد نفسه أمام تحديات كبيرة في قيامه بواجبه التربوي والتعليمي نظرا لتعدد المهام الموكلة إليه والمسؤولية الملقاة على عاتقه، في وضع الأسس الصحيحة لمعالم الشخصية القوية والمتينة لتلميذ اليوم ورجل المستقبل، وكثيرا ما تواجهه في مهمته هذه بعض الصعوبات حيث هدف الدراسة الى تلخيص أهداف الدراسة الى الاطلاع بعمق على واقع الممارسة الرياضية في المدارس الابتدائية من خلال حصة التربية البدنية والرياضية من ناحية الكفاءة البشرية الوسائل و الفضاءات المخصصة لذلك. ومعرفة مدى مساهمة مصفوفة الموارد المعرفية المندرجة ضمن منهج التربية البدنية والرياضية 2023 واستعداد معلمي الطور الابتدائي لإشرافهم على حصة التربية البدنية والرياضية وكشف مدى قدرة المعلمين في التأثير الإيجابي على تنمية الجانب النفسي الاجتماعي للتلاميذ من خلال حصة التربية البدنية والرياضية. حيث تم اجراء الدراسة على عينة قوامها 40 معلم تربية بدنية ورياضية في المرحلة الابتدائية بولاية المسيلة وخلصت النتائج الى أن مصفوفة الموارد المعرفية والانشطة البدنية والرياضية تساهم بمستوى متوسط في تحقيق الكفاءات المعرفية والعرضية .

الكلمات المفتاحية: مصفوفة الموارد المعرفية- الأنشطة البدنية والرياضية - منهج التربية البدنية والرياضية – الكفاءات في المرحلة الابتدائية

Introduction and problem of the study:

Education in general is considered one of the basic pillars in building the learner's personality, especially at the beginning of the life stage, and addresses his growth and personality formation from all mental, psychological, motor and social aspects by developing his physical capabilities through educational activities. The quest to meet the needs of society to provide competent teachers capable of achieving the goals of education represented in preparing the youth in a comprehensive and integrated manner requires that the training courses that teachers receive before and during service be modern programs that provide the appropriate educational experiences and methods for each stage in line with the requirements of modern developments in educational goals, content and resources. As a result, attention must be paid to the teacher training process as it is a foundational process for the various aspects of those who will undertake to build future generations. Any educational change or modernization in curricula and teaching methods cannot be achieved without a teacher who is sufficient to enable him to effect this change. (Al-Najadi, 2001).

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their Relationship to Achieving Competencies in the Primary Stage

Educational competencies are formed from three basic dimensions: the cognitive dimension, which consists of the set of cognitive processes and mental abilities necessary to perform the tasks of the competency; the skill dimension, which includes the performance behavior, which consists of a set of actions and movements that can be observed; and the emotional dimension, which includes a set of positive attitudes and positions related to the tasks of the competency, including commitment, honesty, and carefulness and accuracy in implementation and employment (Abdul Hadi, 2004). In the modern era, education has become our means of unleashing human energies, harnessing their capabilities and raising their level. It is the art of building human beings, on whose shoulders rests the edifice of civilization and through whose hands progress is achieved in other fields of science. Perhaps the most prominent evidence of this is the signs of blame directed at it when any problem in society declines or appears. While educational methods, approaches and curricula have developed and diversified, it is important for those working in the educational field to be aware of the most effective and efficient of them. This can only be achieved through training that begins with depicting reality and identifying its problems, and ends with determining the extent of success, providing solutions to problems and obstacles, and recognizing the characteristics of the surrounding things (Abdul Hadi, 2004). Physical education and sports are part of general education. They are a mandatory educational and learning activity, especially after the official inclusion of physical education and sports in the primary stage. They are an integral part of education in the three educational stages. They contribute effectively to achieving the educational goals and objectives outlined in the curriculum by translating them into physical and sports activities and games through which they seek to develop and improve the learner's motor skills and form all aspects of his personality. Spontaneous or organized motor behaviors express the child's motor expression in the primary stage. These behaviors take on the character of a playful form. Play is at the heart of childhood life and accompanies his comprehensive development through self-assertion in the social environment in which he lives. The physical education and sports class in the

primary stage is an extension of controlling and organizing these motor behaviors of the student within an organized and studied framework from all aspects, taking into account the specificities of the childhood stage and his physical and bodily capabilities by specialists and experts in the educational field and those with precise specialization. The process of designing instruction, with its authenticity and modernity, plays a significant and influential role in advancing the teaching-learning process to achieve the desired outcomes and goals. It facilitates interaction and communication between the stakeholders in the educational process, increasing the likelihood of a teacher's success in achieving their goals and enabling them to enhance their performance with greater efficiency. Teaching is a process of communication between the teacher and the learner. It encompasses the entire educational process, in addition to being a human process and communication between these parties to achieve purposeful activities. It includes three elements: the teacher, the learner, and the curriculum. Learning through play is not viewed merely as a means of entertainment; rather, it is an educational strategy based on psychological and pedagogical foundations, placing the learner at the center of the educational process and stimulating their motivation and emotional and cognitive engagement in the learning situation. Numerous studies have shown that play contributes to the development of motor, cognitive, and social skills. It also provides learners with opportunities for experimentation, cooperation, decision-making, and positive interaction with their peers in an atmosphere of enjoyment, freedom, and self-discipline. In the same context, the field of physical and sports activities is considered a fertile environment for the application of active learning methods, due to its kinetic and interactive nature, and the multiple skills it requires. It remains the most abundant space for learning in the form of play, provided that the teacher addresses it with his students in a purposeful and comprehensive teaching-learning format, far from indoctrination and purely sports training, and the specificities it requires to achieve the educational goal. However, relying on traditional methods in teaching these activities, such as indoctrination and mechanical repetition, often leads to weak interaction, a decline in learners' motivation, and

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their Relationship to Achieving Competencies in the Primary Stage

consequently a low level of motor and cognitive achievement. From here, the urgent need to employ learning through play as a mechanism to activate the educational process in physical education, and make it more attractive, stimulating, and effective. Therefore, addressing this topic is a scientific and educational response to the aspirations of the modern school in building a qualitative education based on effectiveness and participation, especially in the field of physical education and sports, which is a strategic field for developing the physical, emotional and social aspects of the learner. This is what this study seeks to verify by exploring the teachers' perspectives on building a matrix of cognitive and presentational resources, physical and sports activities and their relationship to achieving competencies in the primary stage as an educational tool, and analyzing the extent of their impact on the quality of education and achievement in physical activities. **Accordingly, the following question can be posed:**

General question:

Does building a matrix of cognitive and tangential resources, physical activities, and sports play a role in achieving competencies in the primary stage?

From the presented problem, the following sub-questions branch out:

Partial questions :

1. Does learning through directed preparatory games and physical and sports activities contribute to achieving students' cognitive competence?
2. Does learning through directed preparatory tasks and physical and sports activities contribute to achieving students' tangential competence?

General hypothesis building a matrix of cognitive and tangential resources, physical activities, and sports play a role in achieving competencies in the primary stage

Partial hypotheses :

- Does learning through directed preparatory games and physical and sports activities contribute to achieving students' cognitive competence

- Does learning through directed preparatory tasks and physical and sports activities contribute to achieving students' tangential competence

1- Study Aims:

- *Identify the importance of building a matrix of cognitive and presentational resources in the field of physical and sports activities and their relationship to achieving competencies in the .primary stage
- *Identify the contribution of learning through directed preparatory games and physical and - .sports activities in achieving student cognitive competence
- *Identify the contribution of learning through directed preparatory games and physical and - sports activities in achieving student presentational competence.

2-Importance study:

The importance of the current study lies in the importance of the matrix of cognitive and tangential resources in the field of physical and sports activities and its role in achieving competencies in the primary stage. The importance of the study also emerges from its cognitive value, as it provides the possibility of field practice of physical education and sports as an educational subject, the basis of which is to raise the student's awareness of his body's capabilities and his intellectual, physical and emotional behavior related to his external environment, and the many benefits and positives of this process in order to improve and develop the teaching and learning process in general and in the field of physical and sports activities in particular. The importance of the current study also emerges in contributing to enriching the theoretical aspect and pedagogical documents as a support for teachers as well as the educational process, especially in the field of physical and sports activities. It also highlights the relationship between the matrix of cognitive and tangential resources in the field of physical and sports activities and the extent of achieving competencies in the primary

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their Relationship to Achieving Competencies in the Primary Stage

stage, as well as shedding light on an area that has not been given its due attention in the educational system before, despite its wide importance..

3-Key words:

3-1- Cognitive and Transversal Resources Matrix: The matrix is considered to be the resources that the learner must acquire during his learning path to achieve specific competencies, so that he can address them while practicing directed preparatory games and physical activities in the three stages of primary education (**Physical Education and Sports Curriculum, 2023, p. 11**).

3-2- Curriculum: Schoffler defines the curriculum as “the intended activities that extend the school’s responsibility beyond the scope of study in order to meet the individual’s psychological and social needs.” Al-Damardasht-Sirhan defines it as “the set of educational, cultural, social, athletic, and artistic experiences that the school provides for students within or outside its borders, with the aim of helping them to grow comprehensively in all aspects and modify their behavior in accordance with its educational goals.” Muhammad Izzat Abd al-Mawjud indicates that it is “the set of experiences and activities that the school provides under its supervision to students with the aim of their contact with these experiences and their interaction with them. The results of this interaction and contact are learning or modification in their behavior, and it leads to achieving comprehensive and integrated growth, which is the highest goal of education” (**Muhammad Shukri hamad , 2007, pp. 38-39**).

3-3-ThePlay: Play is defined as: “Activities intended for the purpose of enjoyment and pleasure, whether for the individual or the group. Studies indicate that the drive to work is innate and natural, like the drive to eat and sleep, and that it is a necessary means of growth and contributes clearly and comprehensively to all stages and phases of physical, mental, social and recreational development. It is also a primary means of discovering the world and oneself, and a means of maintaining psychological health to achieve balance in life.” (**Jaber and Kafani, 1990, p. 60**).

3-4- The teaching-learning process:It is the process in which various inputs interact, in specific proportions and standard specifications, with the learner's personality, attitudes, and motivations, seeking to prepare the learner comprehensively and integratedly. (Al-Hamad, 2007, p. 74)

3- 5- Physical and Sports Activities: Amin Anwar Al-Kholi defines it as an educational tool that includes guided practices through which the individual's needs and motivations are satisfied. This is achieved by providing educational facilities that are similar to those the individual encounters in his or her daily life. (Al-Kholi, 1996, p. 32).

Qasim Hassan Hussein defined it as: "A field of education in general, and physical education in particular, it is an effective element in preparing the individual by providing them with motor experiences and skills that direct their physical, psychological, social, and moral development in a positive direction, serving the individual and, through them, serving society." (Qasim, 1990, p. 65)

4-Previous studies:

4-1- The first study: Jaballah Salim and others (2023) entitled "Physical Education and Sports in the Curriculum for the Primary Education Stage - An Analytical Study", Journal of Sports Creativity, Volume 14, Issue 2.. The study aimed to analyze the physical education and sports curriculum for the primary education stage in Algeria, taking into account the sensitivity of the stage and the importance of the subject. The document was analyzed in terms of importance and the formation of a balanced personality that is in harmony with its environment. It is a subject that values all individual resources. In view of the same importance, Algerian educational curricula, in addition to the abundance of curricula in the countries of the world, obligated the subject of physical education and sports for all students from the beginning of schooling to the secondary stage, embodying the basic role of education in working to provide the conditions that allow the harmonious growth of students' bodies.

4-2- The second study: Dahmani Zakaria's study (2022) entitled: "The effect of the play-based teaching strategy on developing some physical abilities among secondary school students (15-17 years old)", *Tafouq Journal of Physical and Sports Activities Sciences and Technologies, Volume 7, Issue 1.* The study aimed to determine the impact of the play-based teaching strategy on developing some physical abilities among secondary school students aged (15-17). The experimental approach was used on a sample of (40) students, divided into (20) students as an experimental sample and (20) students as a control sample. The study reached a number of results, the most important of which is that the play-based teaching strategy had a positive impact on the development of some physical abilities. The results revealed the significant role that the play-based teaching strategy plays in developing some physical abilities due to its characteristics: increasing student motivation and creating an atmosphere of fun, joy, and competition to improve results by exploiting the characteristics of the adolescent stage (15-17), such as self-affirmation.

4-3- The third study: The study of Miliani Khawla (2022) entitled "The effect of using the learning-by-play strategy in developing some psychomotor abilities during the physical education and sports class for secondary school students," *Tafouq Journal of Physical and Sports Activities Sciences and Technologies, Volume 7, Issue 1.* The study aimed to explore the impact of using a learning-by-play strategy on developing some psychomotor abilities during physical education and sports classes among secondary school students. The study sample consisted of 88 male and female students, divided equally into two groups (experimental and control). The researcher used psychomotor ability tests. After collecting and statistically processing the results, it was concluded that there were statistically significant differences between the use of a learning-by-play strategy and the development of some psychomotor abilities during physical education and sports classes among secondary school students.

4-4- The fourth study: Hussein Saadi's study (2011) entitled "The effect of the play-based learning method using motor games and mathematics in developing some

physical and motor abilities and motor control of first-grade primary school students,” *Journal of Physical Education, Volume 23, Issue 01*. This study aims to explore the impact of a play-based learning approach using games (kinetics and mathematics) on developing some physical, motor, and motor control skills of first-grade primary school students. It also explores the differences between the play-based learning approach using games (kinetics and mathematics) on developing some physical, motor, and motor control skills of first-grade primary school students. The researcher used an experimental approach to suit the nature of the research. The study was conducted on a deliberately selected sample of (60) students. The study results revealed the following:

- The play-based learning approach using kinetics achieved development in physical, motor, and motor control skills, with the exception of the 15-meter running skill among students in the first experimental group.
- The traditional physical education lesson achieved development in physical, motor, and motor control skills, with the exception of the long jump from a standing position and the sitting position from a prone position.
- Students in the second experimental group outperformed students in the first experimental group in the throwing test for skills (soft ball throwing, prone positioning, standing on one foot, throwing and jumping, and kicking)

5- Field Study:

5-1-Study methodology: The researcher used the descriptive approach because it is consistent with the study's objective and also contributes significantly to studying the relationship between variables in an accurate manner. It is one of the forms of systematic scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting data and standardized information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to accurate study (Sulaiman, 2014, p. 131).

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their Relationship to Achieving Competencies in the Primary Stage

5-2- Study community: It means all the components of the phenomenon that the researcher is studying (Atwi, 2015, p. 111). After determining the goal of the study, it is necessary to determine the community included in the research from which we will collect data, with the necessity of knowing its limits and the limits of our need for it (Al-Baldawi, 2007, p. 18). The current study community can be determined in the primary school teachers in the state of M'sila for the 2024-2025 academic year, which numbered (40) primary school teachers.

5-3- Study sample: It is a part of the original research community that the researcher chooses using different methods and in a way that represents the original community and achieves the research purposes and relieves the researcher from the hardships of studying the original community (Atwi, 2015, p. 112). It is a model that includes an aspect or part of the units of the original community concerned with the research that is representative of it in a way that carries its common characteristics (Qandilji, 2014, p. 145). In order to reach accurate and objective results that are consistent with reality, we tested the research sample randomly, as the sample size in this study was estimated at (40) elementary school teachers who were chosen randomly.

5-4- Study variables :

-Independent variable: It is the variable that affects the dependent variable, whether positively or negatively, such that when the independent variable appears and changes in it, a change occurs in the dependent variable (Radi, 2015, p. 103), and it is represented in this research in: **the cognitive resources matrix**.

-dependent variable: This type of variable is called a response variable and it results from the effect of the independent variable, meaning that the value of this variable is affected by the change in the value of the independent variable (Mansi, Al-Sharif, 2014, p. 14), and it is represented in this research in: **competencies**.

5-5- Study tools: We designed a questionnaire for the cognitive resources matrix, after reviewing several scales and questionnaires that addressed the topic of some matrices in different educational curricula. This questionnaire was then presented to a group of

experienced professors. After the arbitration process, the comments were taken into consideration and the necessary amendments recommended by the arbitrators were made, as well as the rephrasing of some phrases. The questionnaire, in its final form, consisted of 18 phrases, distributed over two dimensions according to a five-point scale (always, often, sometimes, rarely, never). When correcting the scale statements, positive statements are given the following scores: (always = 5, often = 4, sometimes = 3, rarely = 2, never = 1), and negative statements are given the following scores: (always = 1, often = 2, sometimes = 3, rarely = 4, never = 5). The scores of all statements are added together, so that the maximum score for the scale is 175, while the minimum score is estimated at 35.

Table (01): Shows the dimensional grades and scale grades.

	very low	low	middle	high	very high
degree of distance	12-7	18-13	24-19	30-25	35-31
Overall questionnaire score	63-35	91-64	120-92	148-121	175-149

The validity of the questionnaire was verified through:

5-5-1-Apparent validity: By presenting the questionnaire to a group of experienced arbitrators, as previously mentioned. We also verified the self-validity, or what is called the reliability index, which is equal to the root of the reliability, and its value reached (0.95).

5-5-2-Internal consistency validity: in which the strength of the correlation is found between the scores of the instrument's paragraphs and the scores of its dimensions to which it belongs, and between the scores of the instrument's paragraphs individually and the total test score, and between the scores of the scale's dimensions and the total score of the scale, where (5) phrases that did not show statistical significance were deleted through comparison with the tabular value of the Pearson correlation coefficient.

5-5-3-Test-Retest: This method depends on applying the questionnaire in two stages by applying it and reapplying it to the same sample with a time difference of (10) days. From

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and
Their Relationship to Achieving Competencies in the Primary Stage

this point of view, we applied the questionnaire and reapplied it, and then the Pearson correlation coefficient was calculated between the results of the first measurement and the second measurement, where the value of the reliability coefficient reached (0.93) at the significance level of 0.05.

6-Fields of study:

6-1-Human field: It is represented by physical education and sports teachers in the state of M'Sila for the academic year (2024/2025).

6-2-Spatial field: This research was conducted at the level of some primary schools in the state of M'Sila.

7-Statistical methods:

- Arithmetic means.
- Standard deviations.
- Percentages.

8-Display and analyze results:

8-1-Presentation and analysis of results related to the study hypothesis:

The first dimension is “achieving cognitive competencies.”

Table (02): Shows the level of the cognitive resources matrix in the cognitive competence dimension.

Level	repetition	percentage	arithmetic mean	standard deviation	Evaluation
very low	2	05%			
Low	3	7.5%			
Middle	5	12.5%	07.06	3.23	high
High	25	62.5%			
very high	5	12.5%			
the total	40	100%			

Source: Prepared by the researchers.

From the results of the statistical analysis shown in Table (2), which represents the results of the first dimension, "the cognitive competence dimension," we note that the level of the cognitive resources matrix is very low in the cognitive competence dimension (5%), low at 7.5%, medium at 12.5%, high at 62.5%, and very high at 12.5% among the study sample. The arithmetic mean was (7.06) and the standard deviation was (3.23), meaning that the level of the cognitive resources matrix is high in the cognitive competence dimension.

8-1-1-The second dimension is "transversal efficiency":

Table (03): Shows the level of the cognitive resources matrix in the dimension of transversal competence.

Level	repetition	percentage	arithmetic mean	standard deviation	Evaluation
very low	1	2.5%			
Low	5	12.5%			
Middle	24	60%	5.07	2.76	middle
High	08	20%			
very high	2	5%			
the total	40	100%			

Source: Prepared by the researchers.

From the results of the statistical analysis shown in Table (3), which represents the results of the second dimension, "the transversal competence dimension," we note that the level of the cognitive resources matrix is very low in the transversal competence dimension by 2.5%, low by 12.5%, average by 60%, high by 20%, and very high by 5% among the study sample. The arithmetic mean was (5.07) with a standard deviation of (2.76), meaning that the level of the

**Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and
Their Relationship to Achieving Competencies in the Primary Stage**

cognitive resources matrix and physical sports activities is average in the transversal competence dimension.

8-1-2-Life Skills Scale as a Whole:

Table (03): Shows the level of the cognitive resources matrix and physical and sports activities on the competencies questionnaire as a whole.

Level	repetition	percentage	arithmetic mean	standard deviation	Evaluation
very low	2	5%			
Low	03	07.5%			
Middle	25	62.5%	17.96	5.7	middle
High	06	15%			
very high	4	10%			
the total	40	100%			

Through the results of the statistical analysis shown in Table No. (07), which represents the results of the matrix of cognitive resources and physical and sports activities as a whole, we note that the matrix is very low in the scale as a whole, 62.5%, average at 15%, high at 0.4%, and very high at 0.0% in the study sample from the primary schools of M'Sila State, where the arithmetic mean value reached (17.96) with a standard deviation of (5.7), meaning that the level of the matrix is average for the questionnaire as a whole.

9-Conclusion:

- The matrix's level according to the cognitive competency dimension was high, according to the study questionnaire's assessment.
- The matrix's level according to the transversal competency dimension was average, according to the study questionnaire's assessment.
- The level of cognitive resources matrix and physical and sports activities in the primary stage was average, according to the teachers' questionnaire. The results of this study are

consistent with the results of the first study: Jaballah Salim et al. (2023) entitled "Physical Education and Sports in the Curriculum for the Primary Education Stage - An Analytical Study", in addition to the study by Hussein Saadi (2011) entitled "The Effect of the Learning by Play Method Using Motor Games and Mathematics on the Development of Some Physical and Motor Abilities and Motor Control of First-Grade Primary School Students." At this stage of education, the nature of the resources mobilized is directed toward controlling basic movements, acquiring skills, and developing social relationships within the educational group, which increases cohesion within and outside the educational family. Physical education and sports ensure the instilling of human values and citizenship values, the development of physical and sports abilities, and the refinement of youthful talents by discovering them in students at advanced ages. They are also compatible with all stages of primary education. Physical and sports activities contribute to providing children with various skills that help them adapt positively to society, making them good citizens who contribute to building and developing. His community and the performance of the tasks assigned to him as required. It also helps them develop the physical and motor aspects, and the emotional and sentimental aspects of the student in the advanced age stage, which makes him enjoy a complete personality in all its physical, psychological and social aspects.

10-Study Recommendations:

- Work to hold study days, training courses, and workshops on the importance of physical education and sports, particularly at the primary level, to highlight its significance.
- Work to design curricula and curricula that include the various educational dimensions required by students, as dictated by current scientific progress and societal needs.
- Work to guide teachers to harness their pedagogical and didactic capabilities and work to activate children's abilities and motivate them to work hard and persevere by choosing learning situations appropriate to their abilities, respecting their interests and capabilities, and developing their individual and collective capacities.

Matrix of Cognitive and Transversal Resources, Physical and Sports Activities, and Their Relationship to Achieving Competencies in the Primary Stage

- Conduct similar studies at other institutes and colleges to determine the extent to which their students acquire life skills during their university education.
- The necessity of using a stand-alone program specifically for life skills in the future during the various stages of formal education, especially since Algeria adopts it solely as an integrated education system, despite the critical importance of life skills for both students and faculty.
- Developing the practice of various physical and sports activities, both recreational and competitive, among children in order to enhance their physical and bodily abilities.

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