

.(Siedentop,1986)

.(Siedentop, 1986)

30

: Metzler

.(Metzler,1989,p.91)

.(Fuller, 1996)

:

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-

.(1998)

:

.(Fuller, 1996) .

accountability

behaviorists

cues

.(Walberg, 1995 ,p.471)

(Rink, 1996).

(prophy , 1986)

.(prophy ,1986, p.29) "

The physically educated)

(person

: NASPE, 1995

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-

:

Busy, happy and good

" "

Cratz

.1930

:

. process-product -

(Griffy and Housner ,1991, p.196)

.(Graham, 1992, p.22)

(Graham, 1992, pp.321)

.(Siedentop, 1986, p.321)

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-5

-6

(Vickers, 1990, pp.17-21)

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...

Taylor

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Graham,)

(1992, p.17

.(1996)
:

.(Doyle, 1986, p.394)

(Harris, 1998)

.(Harris, 1998, p.178)

.(Prophy, 1986, p.360)

: engagement

:

—
.(Doyle, 1986, p.396)

—

(Siedentop, 1986, p.376)

withitness
overlapping

desisting
(1998)

eye contact

(Doyle, 1986, p414)

Graham,)

: (1992, p.29

presentation

(Hunter, 1986, p.6)

clarity

cues

A.L.T
engagement time

expectations

accountability

(prophy, 1986, p.346)

.%95

(Siedentop, 1986, p.383)

(Walberg, 1990, p.478)

" ... " :
(prophy , 1986)

Harris,1998;)

(walberg ,1990; Rink ,1996 Siedentop ,1986;
active teaching; or explicit direct instruction
teaching; or mastery teaching

) (

" :

.(Rink, 1996, p.178)

(Siverman, 1991, p.356)

" : (Siedentop, 1986, p.374)

practic " (Silverman, 1991, p.356)

:(Andrewes and Barnes, 1990, p.58)

Fuller

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(Harthern , 1996)

10

100

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(Parker, 1995)

:

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(Ganser, 1996)

:

% 33

% 30

% 9

(1998)

(1053) (23)
(2002 /2001) 885

23

%11
210

22

%89

171

2001/ 10-8

(1)

	22	%11
	171	% 89
	193	%100

7
7

5

(1) (139-127 : 16).

(2)

Cronbach Alpha

.(2)

(2)

	0.85
	0.88
	0.92

0.92 0.85

(2)

(3)

:	4.74	0.85
	4.67	0.79
	4.71	0.81
	4.82	0.92
	4.86	0.82
	4.71	1.02
:	3.95	0.91
	4.13	0.78
	4.91	0.62
	3.85	0.79
	3.97	1.13
	3.77	0.76
	3.94	0.94
	3.23	1.23
:	3.51	0.88
	2.98	1.07
	3.26	0.79
	3.31	0.87
	4.11	0.69
	4.02	0.73
	3.67	0.97
	3.05	0.87

(3)

(4.74)

:

.(Parker , 1995)

) :

(

(3.51)

:

4 3 2

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(4)

	22	4.64	4.10	3.97
	171	4.78	3.91	3.41

() (5)

	0.154	191	0.90	0.373
	0.138	191	1.409	0.160
	0.270	191	2.918	0.006

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- (2001): .1
- (1998) : .2
- (1998) : .3
- (1996) : .4
- :
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Assessing Knowledge Base, Phi Delta Cappan, Fe, PP,
470 – 478.

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Summary

Cognitions Of Physical Education Supervisors And Teachers For Conceptions Of Effective Teaching According To The Interests Theory

Dr. Aly Mohamed Elsoghaier

Assistant. Prof. At Department of Curricula and Teaching Methods
Faculty of Education - El Maled Soad University

Effective teaching is concerned to be one of research fields of reaching and its fundamental case is to reach the most successful ways that makes teaching fruitful. Undoubtedly these methods are common factors between all parties who are concerned with the educational process such as instructors , directors, patents, and others.

This study had aimed to recognize the cognitions of physical education supervisors and teachers for conceptions of effective teaching according to the interests theory.

A questionanire was esed to collect data of the study , the sample contained 230 teachers and supervisors.

The results were ended in : that the average of conceptions of effective teaching expressions for the sample of the study decreases at the progress through stages of teaching development in general . The study showed the absence of statistical indicator between teachers and sepervisors at the core of both teaching principals and teaching tasks although the results showed that there are statistical indicator at the core of teaching achievements between supervisors and teachers in favor of supervisors . The study ended in to recommendations which can share in increasing the of effeciveness of teaching such as : putting clear and specific standards for the effectiveness of teaching in which teacher's performacne is based, constructing practical courses that focus on bringing on both supervisors and teachers with skills and strategies of effectiveness teaching , taking acre of children achievement as an inportant factor and s strong indicator on effectiveness of teaching and learning.