

Physical and Sportive Education in Morocco: A Comparative Study of the Evolution of Official Guidelines

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ABSTRACT

Physical and sportive education is widely recognized as an essential component of general education dedicated to the physical development of individuals. This discipline seeks to cultivate a well-rounded, physically fit, intellectually, and emotionally thriving individual. This objective is realized through diverse physical activities and exercises that resonate with the individual's innate movement and physical involvement propensity. The aims of our study encompass the analysis of Morocco's Physical and Sportive Education (PSE) curriculum. The results demonstrate that the PSE program facilitates the acquisition of motor skills and knowledge pertinent to sports practice and increases sportive performance at school.

Keyword - *Education 1 , Motivation 2, Sports practice 3, and Sportive performance 4.*

1. INTRODUCTION

Physical and sportive education are conceptualized as an educational process aimed at enhancing human performance through the utilization of physical activity as a vehicle to achieve this objective [1,2]. Located within the framework of general education, physical education seeks to promote overall physical well-being and health while contributing to a positive emotional state [3-5].

This study aims to analyze Morocco's Physical and Sportive Education (PSE) program and describe the current state of doping practices among high school athletes affiliated with sports clubs in the Rabat-Salé-Kenitra region. It assesses athletes' awareness of doping substances and propensity to engage in doping during competitions. It also aims to determine the frequency of doping substance use within this demographic. Additionally, we explore proposed interventions (education and awareness initiatives) to prevent and combat this critical issue, affecting athletes' integrity and well-being. In this context, we comprehensively analyze Morocco's Physical and Sportive Education (EPS) program, covering 1964 to 2007.

2. Methodology

A rigorous methodological framework was employed to analyze Morocco's Physical and Sportive Education (PSE) program, integrating quantitative and qualitative tools to yield a comprehensive and in-depth analysis. A documentary analysis of the official curricula and ministerial directives concerning EPS was also conducted. This process facilitated understanding the theoretical and regulatory frameworks within which the programs are designed and executed.

3. Results and Discussion

3.1 official document of 1964

The official documents about the teaching of physical and sportive education (PSE) in Morocco, issued in 1964, delineate a seven-year program characterized by specific objectives, an instructional system, and a method of evaluation. This program is designed to foster the development and maintenance of good physical health among students while simultaneously imparting sports skills and moral values. The primary objectives encompass the enhancement of speed, agility, endurance, and strength (VARF), as well as the encouragement of an appreciation for physical exercise and the acquisition of technical expertise across various sports disciplines. The educational program begins with an introduction to physical education and progresses toward refining skills over the years.

For the evaluation of students, a record book is utilized to document attendance and performance during PSE sessions. This approach enables monitoring students' advancement in skill acquisition and provides essential feedback regarding their engagement and progress throughout the program.

3.2 official document of 1971

The official texts from 1971 define a six-year program that equips students to master their environments through motor adaptation while simultaneously fostering the improvement of their psychological attributes and social interactions. Consequently, the objectives encompass both the enhancement of motor competencies and the personal development of students.

The PSE instructional framework is predicated upon a structure of dominant and subordinate objectives across three domains: psychomotor, cognitive, and socio-affective. The pedagogical strategies employed include activities such as athletics, gymnastics, and team sports. A novel instructional model is introduced, which entails cycles of six consecutive lessons focused on a single activity, thereby ensuring systematic progression in learning [6-8].

Concerning student evaluation, a specific grading scale is established for athletics, taking into account gender and age, while additional criteria may be applied to team sports. This methodology permits the adaptation of assessments to students' characteristics, facilitating a more accurate measurement of their progress.

3.3 Official documents of 1977

The official documents from 1977 delineate a six-year program aimed at cultivating students into healthy and productive individuals capable of influencing their surroundings and integrating effectively into society. The overarching objectives of this program include fostering initiative and creativity, promoting motor development, and liberating and channeling students' energetic potential.

The physical education teaching framework remains analogous to that established in 1971, emphasizing both dominant and subordinate objectives across the psychomotor, cognitive, and socio-affective domains. The physical activities employed to fulfill these objectives encompass athletics, gymnastics, and team sports (Ministerial Instruction, 1977).

Multiple criteria are taken into account when assessing students. The final grade for each student is derived from the average of grades obtained each term. Furthermore, students are evaluated individually based on their progress, behavior, and participation, while collective evaluations focus on group organization and performance. This comprehensive approach facilitates the consideration of both individual progress and collaborative skills.

3.4 Official documents of 1982

The official documents of 1982 retain the principles established in the 1977 instructions. The objective is to shape individuals who are healthy, productive, and capable of engaging with their environment, thereby enhancing their social integration (Ministerial Instruction, 1982). The program's general and specific objectives remain unchanged, emphasizing the promotion of initiative and creativity, motor development, and the liberation and channeling of energetic potential.

Nevertheless, the physical education teaching system has undergone minor adjustments, including psychomotor tests at the beginning of the academic year to facilitate student grouping within each class. Instruction is organized in cycles, adhering to predetermined themes and objectives to ensure a structured progression in learning. Concerning student evaluation, grades are a motivational tool to sustain students' interest in the subject matter. Additionally, grades are assigned after each cycle, accounting for performance (16/20) and behavior (4/20). This dual-faceted approach enables the assessment of students' acquired competencies, attitudes towards the subject, and classroom engagement.

3.5 Circulars of 1987

The circulars of 1987 sought to enhance the attractiveness of physical education for students, aiming to boost their participation in physical activity and athletic improvement, as well as to develop their observational and evaluative skills. To fulfill these aims, an active pedagogical approach is prioritized, considering the students' practical, physical, and developmental levels, while positioning them as active agents in the evaluation process (Note 111, 1987).

The educational framework is founded on the establishment of an annual program for each grade level, detailing the possible sports activities, the number of lessons per cycle, and the number of cycles per trimester. This systematic planning ensures coherent and progressive learning throughout the academic year.

In terms of student evaluation, grades are assigned after each cycle, factoring in both performance (16/20) and behavior (4/20). This evaluative strategy measures not only the sports skills acquired by students but also their attitudes toward the subject and classroom engagement, thereby actively involving them in the evaluation process.

3.6 Pedagogical Orientations of 1991

The pedagogical orientations established in 1991 are predicated on goals and objectives categorized into three domains: psychomotor, cognitive, and socio-affective. The emphasis is placed on the harmonious development of these three dimensions in students throughout their academic trajectories.

The educational framework positions the student at the core of the learning process, facilitated by an educational team tasked with formulating a tailored pedagogical project. The educational approach is grounded in various principles, including objective-driven pedagogy, functional pedagogy, situational pedagogy, differentiated instruction, evaluative practices, and a focus on athletic success. This framework enables the implementation of diverse teaching methodologies customized to meet the individual needs of learners.

Evaluation is systematically organized into multiple dimensions. The psychomotor domain is assessed on a scale of 14 points, 10 of which pertain to the final product and 4 to the underlying process. The cognitive and affective dimensions are each evaluated on a scale of 3 points. This methodology permits a balanced appraisal of the different facets of student development in physical education, accentuating practical, cognitive, and affective competencies [9,10].

3.7 New Pedagogical Orientations of March 2000

The new pedagogical orientations introduced in March 2000 encompass several objectives, primarily aimed at facilitating the acquisition, development, and rational management of learners' resources within the psychomotor sphere, thus promoting a holistic and balanced development of their personalities. Furthermore, these orientations aspire to foster a lifelong appreciation for and engagement in physical and sporting activities, emphasizing health prevention and preservation. A third articulated objective concerns the identification and guidance of talents.

The program's overarching objectives include the acquisition and enhancement of psychomotor competencies through engagement in physical and sports activities (PSA), the development of knowledge about PSA, and the cultivation of interpersonal behaviors associated with sporting practice [11,12].

The pedagogical strategies employed encompass objective-based pedagogy, contract-based pedagogy, relational pedagogy, situational pedagogy, and differentiated instruction. This variety of approaches facilitates customizing educational practices to each student's unique needs and characteristics, promoting their learning and development.

Evaluation is delineated across several components. Within the psychomotor domain, the assessment is divided between the product (10 points) and the process (7 points). Attendance is also considered, with a valuation of 3

points. This evaluative approach provides a comprehensive measure of student performance in the practice of PSA and their engagement and attendance in educational sessions.

3.8 Pedagogical Orientations of 2007

The 2007 pedagogical guidelines illuminate several key Physical and Sportive Education (PSE) strengths within the Moroccan educational landscape. PSE is acknowledged as a pivotal vehicle for fostering student capabilities. It facilitates the acquisition of motor skills and knowledge pertinent to sports practice while instilling essential values related to health and quality of life. Furthermore, it equips students to act responsibly within their environments, heightening their awareness of societal and environmental challenges.

A further strength lies in enhancing students' sensory-motor skills, accompanied by a comprehensive understanding of health, quality of life, and ecology concepts. This holistic approach aspires to cultivate individuals who are cognizant of their physical and environmental well-being, enabling them to make informed decisions regarding their health and that of their communities. Additionally, PSE promotes the development of attitudes such as **sportsmanship** and fair competition while fostering values of autonomy and responsibility among students.

The 2007 pedagogical guidelines also establish a coherent theoretical and reference framework for the national teaching of PSE. This framework aids in realizing the fundamental principles of the Moroccan educational system by aligning PSE objectives with those of the broader educational framework. It further provides invaluable pedagogical and didactic guidance for educators, facilitating the consistent and effective implementation of PSE programs within schools. This underscores the necessity of cultivating specific PSE competencies among students, encompassing managing capabilities in a safe environment, acquiring cultural knowledge pertinent to each physical and sporting activity, utilizing technical and technological tools to enhance sports performance, developing motor and sports skills, and mastering physical capabilities. Such competencies constitute a critical foundation for students' personal and athletic development, equipping them for active and informed social participation [13].

Nevertheless, it is essential to acknowledge that challenges may arise in implementing PSE within Moroccan educational institutions. These challenges include insufficient resources, inadequate teacher training, time limitations, and a lack of student interest.

Firstly, the absence of appropriate material and human resources can significantly impede the quality of EPS instruction. Schools may occasionally suffer from inadequate infrastructure or substandard sports equipment, thereby constraining opportunities for delivering enriching and diverse PSE sessions.

Moreover, the lack of ongoing professional development for PSE educators can inhibit their capacity to implement innovative pedagogical practices tailored to learners' needs. Insufficient training may also adversely affect the quality of assessments concerning students' physical and sports competencies, ultimately compromising the efficacy of PSE instruction [14,15].

Time constraints within the academic schedule present another challenge for delivering EPS. Limitations on the duration and frequency of PSE sessions may hinder students' progress in acquiring physical and sports skills and fostering their overall health and well-being.

Lastly, students' lack of interest in the activities offered in PSE may detrimentally influence their participation and engagement within the discipline. Some students may find the proposed physical or sporting activities unmotivating, leading to diminished performance and involvement in PSE classes.

In conclusion, although the 2007 pedagogical guidelines accentuate the positive facets of PSE, it is imperative to recognize and address the potential challenges faced in its implementation to ensure a comprehensive and beneficial educational experience for all students.

4. Conclusion

The evolution of ministerial directives in physical education from 1964 to 2007 demonstrates a progressive shift towards a more integrated and student-centered educational framework. Over time, the various reforms have enhanced both the objectives and methodologies of teaching while simultaneously refining assessment systems to monitor student advancement more effectively. The pedagogical guidelines established in 2007 signify a pivotal culmination, advocating for a competency-based approach that aligns with the principles of national educational reform, with the ultimate goal of cultivating citizens capable of actively participating in society.

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