



## The Physical Education Curriculum between Cultural Change and Socialization

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### **Abstract:**

*This research paper aimed to highlight the importance and effectiveness of physical education curricula, and the extent to which cultural and social change is reflected in the elements of socialization, considering that educational curricula are among the most significant channels for directing the social and cultural values of society. In the modern era, societies have become more culturally and socially diverse, which necessitates updating curricula to include topics that reflect this diversity, especially in light of the rapid technological development that no longer concerns only devices and software, but extends to all aspects of daily life. In this context, it has become essential to give careful attention to educational curricula in order to provide students with the knowledge and skills that enable them to cope with these changes. Moreover,*

*curricula that take social changes into account contribute to the development of effective communication skills among students and the acquisition of the competencies necessary to keep pace with the future labor market.*

**Keywords:** *Physical Education - Curriculum - Cultural Change – Socialization*

## **Le programme d'éducation physique entre changement culturel et socialisation**

### **Résumé :**

*Cet article de recherche vise à souligner l'importance et l'efficacité des programmes d'éducation physique, ainsi que la mesure dans laquelle les changements culturels et sociaux se reflètent dans les éléments de socialisation, étant donné que les programmes éducatifs constituent l'un des principaux vecteurs de transmission des valeurs sociales et culturelles d'une société. À l'ère moderne, les sociétés sont devenues plus diversifiées sur le plan culturel et social, ce qui nécessite une mise à jour des programmes scolaires afin d'y inclure des thèmes reflétant cette diversité, en particulier à la lumière du développement technologique rapide qui ne concerne plus seulement les appareils et les logiciels, mais s'étend à tous les aspects de la vie quotidienne. Dans ce contexte, il est devenu essentiel d'accorder une attention particulière aux programmes d'enseignement afin de fournir aux élèves les connaissances et les compétences qui leur permettront de faire face à ces changements. De plus, les programmes qui tiennent compte des changements sociaux contribuent au développement de compétences de communication efficaces chez les élèves et à l'acquisition des compétences nécessaires pour s'adapter au marché du travail de demain.*

**Mots clés :** *Éducation physique - Programme scolaire - Changement culturel - Socialisation*



## Introduction:

The present era is witnessing rapid changes in all fields and at all levels, which is reflected in the behavior of both individuals and society. Sociologists have explained some forms and manifestations of social interaction within social institutions, such as competition, conflict, and confrontation, or cooperation, reconciliation, and harmony, as well as containment, which implies investing in two fundamental factors: the gradual factor of time for individuals' adaptation, and the educational curricula and their preparation in accordance with cultural and social change.

Sports culture is considered one of the manifestations of society and a part of general culture; paying attention to it is an indicator of a high cultural level and societal progress. Moreover, sports culture has a clear impact on the health, social, educational, and humanitarian dimensions, in addition to guiding and unifying citizens' emotions and feelings through international events and instilling patriotism.

Among the reasons that also highlight the importance of developing educational curricula is the need for an effective response to the global challenges facing the world today, such as climate change, health crises, economic crises, and others.

## 1. Definition of Socialization

### 1.1 Linguistically:

The verb *نشأ* in Arabic means to grow or be raised within a community. *Tanshi'a* (upbringing) therefore refers to rearing or raising a child until maturity, during which the individual

becomes acquainted with society's customs, traditions, systems, and ways of life (Al-Sharaia, 2006, p. 14). According to *Lisan al-Arab* by Ibn Manzur, the term derives from the verb *nasha'a* which means "to grow up" or "to be raised" (Al-Din, 1997, p. 102).

### 1.2 Terminologically:

Socialization is the process through which individuals acquire knowledge, skills, and predispositions that make them more or less capable of functioning as members of their society. It is also considered one of the social processes, or the means by which the survival and continuity of human generations are ensured. Through it, social and cultural heritage is transmitted, and past experiences are utilized for the benefit of the present and the future (Hisham, 2008, p. 100). It is also the process by which the individual voluntarily acquires the skills, knowledge, attitudes, and motivations present in the group to which they belong (Ma'wadh, 2009, p. 35).

From the above, the following operational definition can be derived:

**"Socialization is the process of transforming an individual from a biological being into a social being through social interaction, whereby he or she acquires behaviors, norms, values, and cultural and social orientations that contribute to personality formation and facilitate integration into social life."**

## 2. The Concept of Socialization

Socialization is the process of integrating the individual into the culture of society. Through it, culture is transmitted from one generation to another, transforming the biological



Soumission : 02/04/2025 Acceptation : 04/06/2025 Publication : 15/08/2025

being into a social being through social interaction with others (Ma'rouf, 1993, p. 85). During this process, society's priorities are imposed on the individual, making socialization a form of social pressure exercised by society to shape and adapt individuals to the social system (Miqdad, 2002, p. 57).

Durkheim was the first to use the concept of socialization in its educational sense. He stated that the human being that education seeks to develop in us is not the individual as nature intended, but rather the individual as desired by society. Education, therefore, is the influence exerted by the adult generation on the younger generation that has not yet matured (Émile, *Éducation et Sociologie*, 1989, p. 6).

### **3. Theoretical Foundations of Socialization**

The challenge of socialization lies in how to shape the individual throughout life stages to become a competent member of society. Several theories have addressed this process; three were selected for their direct relevance to the conceptual framework of this research.

#### **3.1 Functionalist Theory:**

This perspective views socialization as an educational process aimed at transmitting the culture of society. The family satisfies social, psychological, economic, and security needs, provides protection, and grants status, all in order to prepare children for their social roles. The theory emphasizes that the family functions as a subsystem that interacts with its elements to preserve social structure and maintain equilibrium. Thus, family socialization fosters social adjustment and links individuals to the learning

process. Children adopt the attitudes and behaviors of their parents through imitation and modeling, which assigns specific roles to males and females that all members adhere to (Al-Khashab, 1982, p. 143).

### **3.2 Social Learning Theory:**

Also known as observational learning theory, it assumes that human beings, as social creatures, live within groups, interact with others, and are influenced by them. According to this theory, individuals can acquire many behavioral patterns simply by observation, as others serve as models whose behaviors are imitated. Learning is explained primarily in terms of external processes, while little emphasis is given to internal processes such as memory and cognition, as well as to the core principles of traditional learning theory (Saleh, 2001, p. 275).

### **3.3 Social Education Theory:**

Durkheim defined socialization (or education) as the process of removing the biological dimension and shaping the psychology of the individual by instilling social behavior patterns. The theory holds that in early childhood, the individual is merely a biological being devoid of social characteristics. Socialization, which is closely linked to education, enables interaction between the individual's learning capacities and the social conditions that transform the child into an active social being capable of engaging in the life of society (Hassan, 2005, p. 141).

Accordingly, all theories agree that socialization is an educational process through which individuals acquire traditions and customs, though they differ in their explanations of the mechanisms through which this occurs.



## **4. Factors Influencing Socialization**

### **4.1 Social Class:**

Patterns of dress, eating habits, greetings, general behavior, values, customs, and ideals vary according to social class and can even differ within the same region. The interests of the wealthy class differ from those of the poor, just as the aspirations of rural youth differ from those of urban youth.

### **4.2 Ideology/Belief:**

The ideological and intellectual formation of an individual stems from deep-rooted beliefs. Following a particular religious or political ideology shapes the type of socialization an individual undergoes according to the orientation of their surrounding environment.

### **4.3 Natural Environment:**

This refers to the geographic and environmental conditions in which individuals live. The environment shapes temperament, responses, and behaviors, and even climate affects lifestyle and culture, influencing social behavior and daily practices. Natural resources also play a role in shaping individuals' upbringing.

### **4.4 Political and Economic Conditions:**

The political system directly affects socialization. In democratic societies, individuals are socialized to value freedom of thought, expression, and equality of rights and duties. By contrast, dictatorial regimes raise individuals to accept submission and obedience. Socialist systems shape

socialization according to political ideology and state control. Similarly, economic systems shape educational processes and production methods. Agricultural societies socialize individuals around kinship ties and land, while industrial societies shape individuals to meet the demands of industrial production.

#### **4.5 Educational Level:**

Socialization is influenced by the educational level of the individual, family, neighborhood, and society at large. Education here includes cultural, scientific, and pedagogical dimensions (Zayd, 2003, pp. 36–38). The educational and cultural level of the family directly impacts the methods of socialization. Families with higher education tend to use balanced approaches such as freedom, democratic treatment, personality development, and the provision of information necessary for stability.

### **5. Institutions of Socialization**

#### **5.1 The Family:**

The family bears the greatest responsibility and plays a crucial role in determining the behavioral patterns that the child will display in adulthood. Undoubtedly, a person's personality, worldview, and absorption of traditions, customs, and behavioral norms are the product of what the child receives within the family from the day of birth (Muhammad Sh., 1997, p. 209).

#### **5.2 The School:**

The school represents the child's second environment, where the individual spends a considerable part of life receiving different forms of education and knowledge. It is a



**Soumission : 02/04/2025    Acceptation : 04/06/2025    Publication : 15/08/2025**

fundamental factor in shaping personality, attitudes, behavior, and relationships with the larger society (Shafiq, 2004, p. 36). Schools also achieve intellectual and cultural integration among children from families with diverse perspectives on the prevailing process of socialization. They are also considered a means of social mobility (Ali W., 1993, p. 49).

Furthermore, the school is a public institution of socialization, where social norms and roles are taught through education and training in the skills and social behaviors required. Accordingly, the school has specific responsibilities toward the process of socialization, summarized as follows:

- Providing psychological care for the child and assisting in problem-solving.
- Considering the child's abilities in all aspects of education and upbringing.
- Giving special attention through cooperation with other social institutions, particularly the family.
- Ensuring conditions that guarantee the child's sound psychological and social development.

### **5.3 Peer Groups:**

Peer groups play an important role in the process of socialization and in the individual's social development. They influence norms and enable individuals to take on multiple social roles not available outside the group. Peer groups often consist of individuals in the same stage of development, with similar needs and demands, which creates a sense of equality among them. The extent to which the individual is influenced by the group depends on loyalty

to it, acceptance of its norms and values, the cohesion of its members, and the type of interaction within it.

The most important effects of peer groups on socialization include:

- Supporting physical growth through sports activities, and intellectual and social development through hobbies.
- Establishing social norms and developing sensitivity and critical thinking toward certain standards.
- Providing opportunities to assume new social roles such as leadership.
- Helping achieve the primary goal of social development: independence and self-reliance.
- Offering opportunities to experiment with and practice new behavioral standards.
- Providing opportunities to assume social responsibility.

#### **5.4 Mass Media:**

The various forms of mass media, through the dissemination of information, facts, news, and opinions, influence socialization by transmitting diverse types of culture. They also satisfy psychological needs such as entertainment, recreation, access to news, general knowledge, and cultural awareness, while supporting attitudes and reinforcing values and beliefs.

However, media influences the behavior and thinking of young people in a way that makes them passive recipients rather than active participants in ideas and representations. Since they do not interact with media messages, they are influenced by them without reciprocally shaping them,



which weakens their perception of their self-image (Khalil, 2000, p. 50).

## 6. Objectives of Socialization

- To enable the transformation of the individual from a biological being into a human being with socially acceptable behaviors and actions. This includes transitioning from a dependent child unable to meet basic needs into an individual with a sense of social responsibility.
- To instill the culture of society within the individual's personality. The relationship between culture and socialization is reciprocal: each influences and is influenced by the other. One of the most significant functions of socialization is preserving the culture of society and transmitting it across generations.
- To regulate behavior and satisfy needs in ways consistent with religious values and social norms. This teaches individuals how to control or limit undesirable impulses.
- To teach individuals social roles that vary by gender and age. For example, the role of a woman differs from that of a man, and the role of a child differs from that of an adult. It should be noted that the importance of social roles also varies across societies (Al-Khatib, 2002, p. 97).

## 7. The Role of Educational Curricula in Socialization

Educational curricula play an important role in socialization by linking lessons to the psychological and social life of the child. The aim of education is not to instill a

set of dry facts for students to memorize, but rather to prepare them to enter society as citizens whose psychological needs are respected—such as love, affection, success, freedom, self-reliance, self-confidence, responsibility, and the development of positive habits like self-expression and respect for others. In this way, the individual becomes a creative, productive, and innovative personality who contributes to their own development and that of society, ensuring continuity in fulfilling social roles with efficiency and positive interaction (Rashwan H., 2005, p. 164).

The most important roles of educational curricula in socialization can be summarized as follows:

- Shaping the individual's personality, attitudes, tendencies, and worldview.
- Providing students with values, symbols, ethics, concepts, beliefs, norms, and skills necessary for interacting with their environment (Mahjoub, 2005, p. 31).
- Equipping students with various patterns of behavior and modes of learning and thinking characteristic of society (Fatima Z., 2000, p. 214).
- Forming groups with clear goals that believe in specific values.
- Refining natural instincts and habituating individuals to sound practices.
- Modifying and refining children's innate intelligence through scientific approaches.
- Serving as a means for the continuity of society, and as a way to define life with its material, social, and moral responsibilities (Sharif A., 2004, p. 13).



## 8. Socialization in the Physical Education Curriculum

The purpose of studying socialization in physical education and sports is to provide a general framework that explains how different social and psychological influences, as components of the socialization process, can enhance participation and performance in physical activity. Research on sports socialization has been closely tied to the development of the sociology of sport (Bahi, 2004, p. 42).

Piaget stated that children learn principles of turn-taking and exchange through play and role distribution, which motivates them to achieve by learning competition. This social learning of competitive practices in sports extends to other social domains. Play and competition thus form a fundamental component of socialization and represent a vital part of social experience. They also provide a unique environment arising from participation in physical activity, where individuals acquire skills necessary for effective participation in social, political, and economic spheres throughout life—especially during youth. Through sport, individuals also develop broad behavioral patterns such as leadership, personality traits, cooperation, and societal values like achievement and fair competition (Muhammad M., *Sport and Social Education*, 2007, p. 65).

Educational institutions and sports clubs are among the most influential social institutions in socialization. Within them, sports activities are practiced under the supervision of responsible leaders who guide and regulate students' and athletes' behavior physically, psychologically, and socially. They thus play a vital role in socialization, as competitive situations provide rich experiences and values that deeply influence the socialization of students and athletes.

Moreover, social relations within the classroom or team strongly affect socialization, as the relationship between teacher and student, or coach and athlete, is based on democratic participation, guidance, and sound mentoring. This fosters group cohesion, good relations, cooperation, mutual understanding, and selflessness.

The physical education teacher, in particular, plays a key role in the socialization of students during lessons by providing numerous social skills through activities, such as training in leadership, followership, loyalty, cooperation, fair competition, selflessness, honesty, and sincerity in performance. Teachers should also consider students' abilities, needs, and interests when selecting lesson activities (Bahi, 2004, p. 46).

According to Mustafa Al-Sabah (2007), sports competitions highlight healthy values and correct practices, providing a model for society that reflects cooperation and mutual assistance. The main objective is to reveal and utilize individuals' personal capacities, skills, and aptitudes to achieve the greater goals of society and to enhance its role and position in socialization (Muhammad M., 2007, p. 67). Physical education and sports, as social phenomena, aim to instill in individuals various aspects of acceptable social behavior such as cooperation, good morals, and sportsmanship. Sport in general has thus come to play a significant role in individuals' lives, and consequently in their socialization and overall social development.

## **9. Causes of Cultural Change:**

### **9.1 Natural Causes:**

The natural factors of cultural change refer to the extent of human interaction with the geographical environment,



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considering that ecology refers to the relationship between the human group and the geographical environment (Ahmed, M., 1989, p. 977). Ihsan Mohammed (2009) states that man cannot work to change the features of his natural environment without engaging in a series of human relations based on interaction and cooperation. Man continues to invent tools and create means that help him strengthen his relationship with his natural environment (Al-Ahmad, 2009, p. 268). We believe that, despite the importance of natural factors in cultural change, they cannot be considered the main or fundamental factor, due to the interconnection and interdependence of the factors of change and their mutual influence on one another.

## **9.2 Ideological Causes:**

Ideology is considered a purposeful intellectual movement that has effectiveness in influencing the social structure and social relations, and it reflects its effects on socialization, causing changes that affect values and ideas. These ideas emerge as a result of human relations with other groups and social institutions and the way of dealing with them, which helps generate new ideas that drive change. Ideological factors are linked to the prevailing intellectual doctrines and beliefs in society, associated with cultural and technological trends, as well as traditions and intellectual values. Any change in them consequently leads to a change in these customs, values, and traditions (Al-Dessouki, A., 2004, p. 26).

It becomes clear to us that movement is connected with skill and creativity, which gives meaning to human activity (Al-Shafei, A., 2000, p. 65). Hence, philosophy raises a

dialectical question about whether these activities and experiences that constitute the curriculum have their educational value, enabling the acquisition of values and experiences through curriculum organization, activity management, teaching methods, and pedagogical strategies. Therefore, the physical education curriculum at all stages must go beyond teaching concepts so that the concept of skill does not dominate over knowledge (Zaghloul, 2004, p. 25). Thus, the philosophy of the curriculum is the nurturing environment of the values, meanings, and customs that distinguish society, and which give meaning to motor skills, interpret them, and clarify them. Its importance can be summarized as follows:

- Providing a clear vision for defining the meanings and implications of terms and concepts.
- Establishing standards based on value judgments for educational curricula.
- Monitoring educational phenomena and identifying their knowledge sources.
- Evaluating educational practices and analyzing the values associated with them while clarifying their dimensions.
- Giving specific concepts for principles and assumptions to provide controls and professional skills.
- Making appropriate choices among alternatives in light of the nature of educational experience and the needs of society.
- Employing and generalizing important concepts and principles such as adaptation, growth, and progress.



- Coordinating the outcomes of education within the educational system and with other systems and subjects (Salama, 2006, p. 6).

## **9.2 Philosophical Orientations of the Physical Education Curriculum:**

A good curriculum in physical education is one that absorbs the various intellectual and social currents in society. It is a curriculum that coexists with cultural and educational problems, and understands the role of physical education in society, which reflects several intellectual, social, cultural, and educational considerations. This is what is referred to as the philosophical orientations of the curriculum, which represent a set of guiding ideas for all its elements, processes, implementation, follow-up, and evaluation. A curriculum devoid of philosophical orientations (educational or social) is merely a random collection of uncoordinated experiences, skills, and attitudes, whose outcome is ultimately weak and ineffective (Harjah, 2005, p. 42). These orientations can be summarized as follows:

### ***9.2.1 The Physical Education Curriculum as a Reflection of Society's Culture:***

The primary role of education is the transmission of culture through educational institutions. Physical education plays an important role in this regard as a form of education concerned with transmitting cultural heritage related to movement, physical activity, play, and recreation. It thus provides students with opportunities to become familiar with all aspects of human culture both locally and

internationally, to interact with them, and to participate positively in their activities and manifestations. Hence, the curriculum serves as an effective means of transmitting the culture of society, its symbols, and its dynamics in a systematic and objective manner.

### ***9.2.2 The Physical Education Curriculum as a Reflection of Values and Meanings:***

Throughout history, sport has played a major role in adopting values and instilling noble meanings in its practitioners. Despite some negative practices in contemporary sports that have greatly harmed the image of sport, civilization, and values, school physical education remains the faithful guardian and authentic repository of noble educational values and meanings. Activities and skills are carefully selected to achieve behavioral values, and physical education is often regarded as a value system that builds a mature human personality committed to socially accepted morality. Sportsmanship and values such as cooperation, understanding, teamwork, and organized play have long been praised as values and meanings particular to physical education.

### ***9.2.3 The Physical Education Curriculum as an Adaptive Framework for the Individual in Society:***

The philosophy of the physical education curriculum goes beyond the traditional frameworks of curricula in other educational subjects. It transcends the concept of academic and cultural achievement toward broader horizons and larger goals beyond the walls of school. It provides opportunities for socialization with the social and cultural standards of society, helping practitioners accept the



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prevailing social structure and their positions as individuals within institutions and organizations. This led Broman to describe it as “primary or pre-social adaptation.” Here emerges the concept of socialization as various processes of social interaction in which the student becomes accustomed during physical education classes, acquiring recognized behavioral norms and values through the organization of physical education, its programs, and various educational activities. Through social interaction and reciprocal relations during physical and sports activities, the student is able to adapt functionally and socially to his community.

#### ***9.2.4 The Physical Education Curriculum and Contemporary Educational Currents:***

In most advanced societies, physical education is given great priority, with efforts directed toward improving education and adopting contemporary educational currents. The role of physical education has shifted from mere attention to the body to concern for the individual as a whole, through heritage. The philosophy of the curriculum has changed from a focus on the traditional physical education lesson with formal activities to a comprehensive lesson with internal and external activities aimed at providing a holistic physical culture. This is linked to the individual and his lived reality, in line with modern life, aiming to establish a healthy lifestyle for youth that continues throughout their lives in the face of new social and cultural changes, which negatively impact individual lifestyles, including health and fitness deficiencies (Al-Shafei, A., 1998, pp. 89-92). We believe that a good physical education curriculum is one that assumes a selective and

optional role in presenting forms of physical culture, since not all activities are suitable for all societies, and what is old and ineffective must evolve.

### **9.3. Social Foundations of the Curriculum:**

These are the strong influences of the society in which the student lives, which affect the curriculum (planning, design, modification, or development) and guide it to achieve its goals in preserving its cohesion, identity, heritage, values, and in achieving social, economic, and cultural progress, as well as fulfilling its national, pan-Arab, and human roles in harmony with the philosophy believed in by the society. These influences are represented by the cultural heritage of the society, the prevailing values and principles, the needs and problems it seeks to address, and the goals it strives to achieve. In light of these, the philosophy of education is determined, which in turn determines the goals of the curriculum, its content, its organizational method, teaching strategies, means, and activities, all working within a coherent framework to achieve the desired social goals (Olayan, 1983, p. 41).

#### ***9.3.1 Social Interaction and the Curriculum:***

This refers to the process of reciprocal influence among members of society in direct or indirect situations, which result in positive or negative behavioral changes. Sociologists have explained some forms and manifestations of social interaction within social institutions, including competition, conflict, and confrontation, or cooperation, reconciliation, and consensus, as well as containment, which means the gradual investment of time for the adaptation of individuals who cannot engage in direct competition or



cooperation. The phenomenon of social interaction requires the curriculum to do the following:

- Emphasize the values of fair competition that achieve excellence and progress by providing a suitable school environment that stimulates such spirit, such as through diverse educational/learning situations.
- Address the concept of containment as a form of social interaction by incorporating into the curriculum the ability to adapt to desirable modern innovations that do not threaten our Arab and Islamic values, so that this generation becomes useful members and good citizens in their society. In doing so, the curriculum contributes to achieving the true meaning of socialization (Al-Makkawi, 2006, p. 75).

### ***9.3.2 Social Roles of the Curriculum:***

- The curriculum content should include rich and advanced experiences.
- The school curriculum should prepare a learner capable of harmonizing with his society and his era.
- The school curriculum should not produce only one type of citizen but should encourage diversity.
- Education should pay attention to family education (Qura, 1977, p. 50).

Thus, it can be said that the influence between society and the school curriculum is mutual and continuous. Here lies the importance of the social foundation in curriculum construction, as educational curricula are the strongest foundations influencing the characteristics of graduates, which in turn are reflected in the characteristics of society.

## **10. Causes of Cultural Change:**

### **10.1 Natural Causes:**

The natural factors of cultural change refer to the extent of human interaction with the geographical environment, considering that ecology refers to the relationship between the human group and the geographical environment (Ahmed, M., 1989, p. 977). Ihsan Mohammed (2009) states that man cannot work to change the features of his natural environment without engaging in a series of human relations based on interaction and cooperation. Man continues to invent tools and create means that help him strengthen his relationship with his natural environment (Al-Ahmad, 2009, p. 268). We believe that, despite the importance of natural factors in cultural change, they cannot be considered the main or fundamental factor, due to the interconnection and interdependence of the factors of change and their mutual influence on one another.

### **10.2 Ideological Causes:**

Ideology is considered a purposeful intellectual movement that has effectiveness in influencing the social structure and social relations, and it reflects its effects on socialization, causing changes that affect values and ideas. These ideas emerge as a result of human relations with other groups and social institutions and the way of dealing with them, which helps generate new ideas that drive change. Ideological factors are linked to the prevailing intellectual doctrines and beliefs in society, associated with cultural and technological trends, as well as traditions and intellectual values. Any change in them consequently leads to a change in these customs, values, and traditions (Al-Dessouki, A., 2004, p. 26).



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It becomes clear to us that movement is connected with skill and creativity, which gives meaning to human activity (Al-Shafei, A., 2000, p. 65). Hence, philosophy raises a dialectical question about whether these activities and experiences that constitute the curriculum have their educational value, enabling the acquisition of values and experiences through curriculum organization, activity management, teaching methods, and pedagogical strategies. Therefore, the physical education curriculum at all stages must go beyond teaching concepts so that the concept of skill does not dominate over knowledge (Zaghloul, 2004, p. 25). Thus, the philosophy of the curriculum is the nurturing environment of the values, meanings, and customs that distinguish society, and which give meaning to motor skills, interpret them, and clarify them. Its importance can be summarized as follows:

- Providing a clear vision for defining the meanings and implications of terms and concepts.
- Establishing standards based on value judgments for educational curricula.
- Monitoring educational phenomena and identifying their knowledge sources.
- Evaluating educational practices and analyzing the values associated with them while clarifying their dimensions.
- Giving specific concepts for principles and assumptions to provide controls and professional skills.
- Making appropriate choices among alternatives in light of the nature of educational experience and the needs of society.

- Employing and generalizing important concepts and principles such as adaptation, growth, and progress.
- Coordinating the outcomes of education within the educational system and with other systems and subjects (Salama, 2006, p. 6).

## **10.2 Philosophical Orientations of the Physical Education Curriculum:**

A good curriculum in physical education is one that absorbs the various intellectual and social currents in society. It is a curriculum that coexists with cultural and educational problems, and understands the role of physical education in society, which reflects several intellectual, social, cultural, and educational considerations. This is what is referred to as the philosophical orientations of the curriculum, which represent a set of guiding ideas for all its elements, processes, implementation, follow-up, and evaluation. A curriculum devoid of philosophical orientations (educational or social) is merely a random collection of uncoordinated experiences, skills, and attitudes, whose outcome is ultimately weak and ineffective (Harjah, 2005, p. 42). These orientations can be summarized as follows:

### ***10.2.1 The Physical Education Curriculum as a Reflection of Society's Culture:***

The primary role of education is the transmission of culture through educational institutions. Physical education plays an important role in this regard as a form of education concerned with transmitting cultural heritage related to movement, physical activity, play, and recreation. It thus provides students with opportunities to become familiar



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with all aspects of human culture both locally and internationally, to interact with them, and to participate positively in their activities and manifestations. Hence, the curriculum serves as an effective means of transmitting the culture of society, its symbols, and its dynamics in a systematic and objective manner.

### ***10.2.2 The Physical Education Curriculum as a Reflection of Values and Meanings:***

Throughout history, sport has played a major role in adopting values and instilling noble meanings in its practitioners. Despite some negative practices in contemporary sports that have greatly harmed the image of sport, civilization, and values, school physical education remains the faithful guardian and authentic repository of noble educational values and meanings. Activities and skills are carefully selected to achieve behavioral values, and physical education is often regarded as a value system that builds a mature human personality committed to socially accepted morality. Sportsmanship and values such as cooperation, understanding, teamwork, and organized play have long been praised as values and meanings particular to physical education.

### ***10.2.3 The Physical Education Curriculum as an Adaptive Framework for the Individual in Society:***

The philosophy of the physical education curriculum goes beyond the traditional frameworks of curricula in other educational subjects. It transcends the concept of academic and cultural achievement toward broader horizons and larger goals beyond the walls of school. It provides

opportunities for socialization with the social and cultural standards of society, helping practitioners accept the prevailing social structure and their positions as individuals within institutions and organizations. This led Broman to describe it as “primary or pre-social adaptation.” Here emerges the concept of socialization as various processes of social interaction in which the student becomes accustomed during physical education classes, acquiring recognized behavioral norms and values through the organization of physical education, its programs, and various educational activities. Through social interaction and reciprocal relations during physical and sports activities, the student is able to adapt functionally and socially to his community.

#### ***10.2.4 The Physical Education Curriculum and Contemporary Educational Currents:***

In most advanced societies, physical education is given great priority, with efforts directed toward improving education and adopting contemporary educational currents. The role of physical education has shifted from mere attention to the body to concern for the individual as a whole, through heritage. The philosophy of the curriculum has changed from a focus on the traditional physical education lesson with formal activities to a comprehensive lesson with internal and external activities aimed at providing a holistic physical culture. This is linked to the individual and his lived reality, in line with modern life, aiming to establish a healthy lifestyle for youth that continues throughout their lives in the face of new social and cultural changes, which negatively impact individual lifestyles, including health and fitness deficiencies (Al-Shafei, A., 1998, pp. 89-92). We believe that a good physical



**Soumission : 02/04/2025    Acceptation : 04/06/2025    Publication : 15/08/2025**

education curriculum is one that assumes a selective and optional role in presenting forms of physical culture, since not all activities are suitable for all societies, and what is old and ineffective must evolve.

### **10.3 Social Foundations of the Curriculum:**

These are the strong influences of the society in which the student lives, which affect the curriculum (planning, design, modification, or development) and guide it to achieve its goals in preserving its cohesion, identity, heritage, values, and in achieving social, economic, and cultural progress, as well as fulfilling its national, pan-Arab, and human roles in harmony with the philosophy believed in by the society. These influences are represented by the cultural heritage of the society, the prevailing values and principles, the needs and problems it seeks to address, and the goals it strives to achieve. In light of these, the philosophy of education is determined, which in turn determines the goals of the curriculum, its content, its organizational method, teaching strategies, means, and activities, all working within a coherent framework to achieve the desired social goals (Olayan, 1983, p. 41).

#### ***10.3.1 Social Interaction and the Curriculum:***

This refers to the process of reciprocal influence among members of society in direct or indirect situations, which result in positive or negative behavioral changes. Sociologists have explained some forms and manifestations of social interaction within social institutions, including competition, conflict, and confrontation, or cooperation, reconciliation, and consensus, as well as containment, which

means the gradual investment of time for the adaptation of individuals who cannot engage in direct competition or cooperation. The phenomenon of social interaction requires the curriculum to do the following:

- Emphasize the values of fair competition that achieve excellence and progress by providing a suitable school environment that stimulates such spirit, such as through diverse educational/learning situations.
- Address the concept of containment as a form of social interaction by incorporating into the curriculum the ability to adapt to desirable modern innovations that do not threaten our Arab and Islamic values, so that this generation becomes useful members and good citizens in their society. In doing so, the curriculum contributes to achieving the true meaning of socialization (Al-Makkawi, 2006, p. 75).

### ***10.3.2 Social Roles of the Curriculum:***

- The curriculum content should include rich and advanced experiences.
- The school curriculum should prepare a learner capable of harmonizing with his society and his era.
- The school curriculum should not produce only one type of citizen but should encourage diversity.
- Education should pay attention to family education (Qura, 1977, p. 50).

Thus, it can be said that the influence between society and the school curriculum is mutual and continuous. Here lies the importance of the social foundation in curriculum construction, as educational curricula are the strongest foundations influencing the characteristics of graduates, which in turn are reflected in the characteristics of society.



## Conclusion:

In conclusion, the Physical Education curriculum is regarded as a means to develop learners' physical skills and abilities, as well as an effective tool for consolidating social values and strengthening cultural identity. Sports activities and practices play a significant role in shaping a sound and balanced personality capable of keeping pace with social and cultural changes. At the same time, they contribute to preserving the foundations of socialization and cultural dimensions, thereby ensuring the preparation of an aware and responsible generation capable of contributing to development and keeping up with modernization in various fields.

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**Soumission : 02/04/2025    Acceptation : 04/06/2025    Publication : 15/08/2025**

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