The role of para-sports games in developing creative thinking skills among middle school students -A field study from the point of view of physical education and sports teachers at some average levels in the state of M'sila-

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Abstract:

The study aimed to identify "the role of para-athletic games in developing creative thinking skills among middle school students in some middle schools in the state of M'sila," a questionnaire was applied on the subject among middle school students from the point of view of physical education and sports teachers." In the end a result was:

Para-sports games contribute to developing creative thinking skills to a high degree among middle school students from the point of view of physical education and sports teachers, by highlighting the skills of fluency, flexibility and originality.

Keywords: Para-sports, creative thinking, school sports.

1. INTRODUCTION

Due to the rapid development witnessed in many areas of life, whether scientific

or cognitive, especially those related to the educational field, because of its great importance in forming the members of society in an integrated manner, which helps it adapt and keep pace with the times in its intellectual and scientific development. And since general education is Preparing the individual for life scientifically, practically, physically, mentally, morally, and socially, through physical, cognitive, and motor activities and recreational culture, so that they assume their responsibilities towards themselves, their bodies, and their personal and social lives, in order to develop good citizens who benefit themselves and serve their countries.

To reach these goals, we find that physical and sports education teachers in sports institutions use many Among the methods that are compatible with the physiological, morphological and psychological characteristics of the individual on the one hand, and in terms of suitability of the circumstances surrounding achievement on the other hand, and among these methods we find the method of semi-sporting games, which is one of the methods that can be considered to have a significant relationship with achieving the goals of the training session, and because Playing is not linked to a specific age stage. We find that the coach directs the games in terms of the players' preparations to play them and makes them appear easy or difficult, simple or complex according to the choice of the game and prior planning of how to complete it for the purpose of raising the level of motor performance and developing skillful physical abilities. This is what is known as the application of semi-athletic games.

The aim of practicing para-athletic games in the physical education class is to improve and develop the student's motor skills, which are defined as the individual's ability to perform movements that constitute various skills. It is also intended to make the individual's physical movements useful while expending the least amount of energy possible, through training him in various Motor skills: His movements become skillful and graceful. Thanks to these games, the individual is able to control the various parts of his body and develop his motor and skill abilities. It can be said that para-sports games have an effective role in shaping the child from the educational, motor, and social aspects.

Recently, interest in developing creativity and raising creative people through practicing para-athletic games has become one of the first necessities that imposes

itself in practicing physical sports activity in the school environment.

In order to reach a high level of creative thinking, we find that the professor of physical education and sports in educational institutions uses many games that are compatible with the physiological, morphological and psychological characteristics of the individual on the one hand, and in terms of suiting the conditions surrounding creativity on the other hand, and among these methods we find the method of semi-sports games. , which is one of the methods that can be considered to have a significant relationship with achieving the quota objectives.

In our research, we will discuss the role of para-athletic games in developing creative thinking among middle school students from the point of view of physical education and sports teachers.

1.1. Study questions:

1.1.1. General question:

 Do para-sports games contribute to developing creative thinking skills among middle school students from the point of view of physical education and sports teachers?

1.1.2. Partial questions:

 Do para-sports games contribute to developing fluency skills among middle school students from the point of view of physical education and sports teachers?

 Do para-sports games contribute to developing flexibility skills among middle school students from the point of view of physical education and sports teachers?

 Do para-sports games contribute to developing the originality skill among middle school students from the point of view of physical education and sports teachers?

1.2. Study hypotheses:

1.2.1. General hypothesis:

- ✓ Para-sports games contribute to developing creative thinking skills to a high degree among middle school students from the point of view of physical education and sports teachers.

1.2.2. Partial hypotheses:

- ✓ Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of fluency.
- ✓ Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of flexibility.
- ✓ Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of originality.

1.3. Objectives of the study:

- ✓ Identifying the extent to which para-sports games contribute to developing creative thinking skills among middle school students from the point of view of physical education and sports teachers.
- ✓ Identifying the extent to which para-sports games contribute to developing fluency skills among middle school students from the point of view of physical education and sports teachers.
- ✓ Identifying the extent to which para-sports games contribute to developing flexibility skills among middle school students from the point of view of physical education and sports teachers.
- ✓ Identifying the extent to which para-sports games contribute to developing the originality skill among middle school students from the point of view of physical education and sports teachers.

1.4. Importance of studying:

The importance of the study is as follows:

- ❖ Highlighting the status and role of para-athletics in the physical education and sports class.
- ❖ Middle school students need para-sports games during sports class to control their behavior.

- ❖ Highlighting the role of para-sports games in increasing middle school students' enjoyment while playing, which encourages them to learn and create.

2. CONCEPTS OF THE STUDY: The scientific treatment of any subject requires defining the concepts used in it, and accordingly some basic concepts in the subject of the study have been identified as follows:

2.1. Para-sports games:

Adnan Darwish Jaloul defined it as: "Those simple organized games in which more than one person participates to compete according to easy rules and are not limited to a specific age, gender, or physical level. They are predominantly recreational and entertaining, and may use or without tools and devices." **(Qalfoutak, 2023, p. 15)**

They are defined procedurally as simple games created by a teacher during a physical education and sports class, and often at the beginning of the class. They also take multiple forms according to the inclinations and desires of the students, and are predominantly recreational, fun, and entertaining.

2.2. Definition of creative thinking:

It is defined procedurally as a sophisticated and productive mental activity that appears in the learner's behavior when faced with ambiguous problems.

2.3. Definition of creative thinking skills:

"When talking about creative thinking, its skills must be mentioned, and researchers in this field agree that creative thinking includes skills that are:

2.3.1. Fluency:

It means the ability to recall the largest possible number of appropriate responses to a situation, and therefore it is the individual's ability to recall the ideas and information stored in him whenever he needs them. It is represented by the ability to produce and generate the largest possible number of ideas, alternatives, or proposals about a problem in a specific time, with the speed and fluidity of ideas, their flow, and ease of generation.

2.3.2. Flexibility:

It means the ability to find complex and unusual solutions to a problem, and it is represented by the individual's ability to diversify responses, by generating unexpected ideas. It also refers to the individual's ability to change his mental state as the situation changes.

2.3.3. Originality:

It is represented by the individual's ability to produce responses that are characterized by novelty and uncommonness. An idea is considered original if it is not repeated and is characterized by distinction. It also means the ability to produce as many indirect responses and funny, uncommon ideas as possible that are at the same time acceptable and appropriate to the goal. **(Al-Shayabek, 2021, p. 5)**

2.3.4. Elaboration:

It means the learner's ability to provide new additions and details to an idea or situation, which is exaggerating the detail of the idea by clarifying its details precisely, to make it more useful and beautiful.

2.3.5. Sensitivity to problems:

It means awareness of the presence of problems, needs, or weaknesses in the environment or situation, and awareness of gaps or weaknesses in exciting situations. **(Al-Matrafi, 2023, p. 550.551)**

3. THE ROLE OF PARA-SPORTS GAMES IN DEVELOPING CREATIVE THINKING:

Procedurally: In this study, what is meant procedurally is the score obtained by middle school physical education and sports teachers on the questionnaire "The Role of Sports Games in Developing Creative Thinking Skills" used in this study.

3.1. Previous studies:

• Study by "Abdul Karim Kadoum" (2000): Tagged with: "The role of para-sports games in social interaction within the physical sports session."

The study aimed to find out the social importance of para-athletic games during sports training sessions. The study followed a descriptive approach that is compatible with the nature of the study. The sample was chosen randomly and consisted of (25) physical education teachers. The following research tools were used: questionnaire and interview. The study reached the following results:

- ❖ Para-sports games have a great role and importance in improving students' psychology and teaching them good behavior, which helps them develop their motor skills. They also work to integrate students socially.

The study presented some suggestions, including:

- ❖ Giving great importance to para-athletic games because they help the learning process and develop students' mental and motor skills. **(Kadoum, 2000)**

• The study of "Alaq Monad" (2009): Tagged with: "Para-sports games and their importance in developing motor skills among third-year secondary school students."

The study aimed to highlight the importance of para-sports games for developing motor skills, attempt to eliminate the problems of lack of athletic effort in sports institutions, and improve the level of students using para-sports games.

In his study, the researcher followed the descriptive approach, and 30 teachers were selected from several high schools in Algiers, who represent the study sample, which was chosen randomly. The researcher also used the questionnaire to collect data, and concluded:

- ✓ Para-sports games are of great importance in developing motor skills among secondary school students, as they help teachers achieve pedagogical goals because they do not require great means and capabilities. The study presented an important suggestion, which is:
- ✓ Working to include para-sports games in the motor learning process formally. **(Munad, 2008-2009)**

• The study "Qawl Khaira and Jairen Hamza" (2010).

Tagged with: "The role of para-athletic games in developing the sensory-motor and social-emotional aspects in the physical education and sports class for secondary school students."

The study aimed to pay full attention to the stage of adolescence, and to give physical education and sports educators attention to the psychological, social, and emotional aspect of their students, and to help the sports educator understand the student's psychological states and respect and appreciate his personality, and to rationalize the educational action and make it consistent with modern teaching methods, and agree with the students' personality, abilities, and level.

In their study, the researchers followed the descriptive survey method, which relies on all field data. A sample of 60 teachers was selected from several high schools in Djelfa-Laghouat-Biskra, which were selected randomly. The researcher also used the questionnaire to collect data. He reached the most important results:

- ✓ Para-sports games have a positive role in improving the sensory behavior of secondary school students in the physical education and sports class.
- ✓ Para-sports games contribute to improving the motor performance of secondary school students in the physical education and sports class.
- ✓ Para-sports games contribute to improving the social-emotional aspect of secondary school students in the physical education and sports class. **(Qul Khaira, 2010, pp. 47-55)**

• "Qalqut Kamal" study (2023): Tagged with: "The role of para-sports games in developing social interaction and harmonious behavior among primary school children."

The study aimed to determine the extent to which the use of para-sports games affects the development of social interaction and harmonious behavior, that is, accepting and forming relationships with others and exchanging good behavior with them.

In his study, the researcher followed the descriptive approach, as the basic sample included (50) primary education teachers, and they were selected randomly, and to ensure the credibility of the hypotheses, then the study tool used the questionnaire directed to primary education teachers, and it was processed statistically using appropriate means in order to analyze and discuss the results. To the most important results.

- ✓ Para-athletic games have a positive role in developing social interaction and harmonious behavior, as we noticed from the results recorded in the tables that the teachers answered that the students tend toward group games, friction among themselves, integration, and displaying those social values of cooperation, consultation, participation of others, and acceptance of the other, and all of this comes from participation. In these semi-sports games, which are free of controls and laws, which gives the greatest amount of freedom to students. **(Galfout, 2022-2023)**

4. APPLIED STAUDY:

4.1. Field study procedures:

4.1.1. Study approach: In line with the subject of the study, which searches for "the role of para-athletic games in developing creative thinking among middle school students from the point of view of middle school teachers of physical education and sports," the appropriate curriculum is the descriptive approach due to its suitability to the nature of the study.

4.1.2. Study limitations: Our study is determined by the following limitations:

4.1.2.1. Time limits: March 2024 AD.

4.1.2.2. Human limits: The study sample was limited to male and female physical education and sports teachers, with average levels.

4.1.2.3. Spatial boundaries: The study was conducted with some averages in the state of M'sila.

4.1.3. Study population and sample:

4.1.3.1. Study population: The study population consisted of (186) teachers of physical education and sports in the state of M'sila.

4.1.3.2. Study sample: The study sample consisted of:

4.1.3.2.1. Exploratory sample: The researchers conducted an exploratory study to ensure the possibility of applying the study tool and its validity in measuring what it was designed to measure. It included (30) professors of physical education and sports at some of the average levels of the municipality of M'sila, who were chosen by chance to apply the questionnaire to them.

• **Its objectives:** The exploratory study aimed to:

- ✓ Identifying the study sample.
- ✓ Ensure the feasibility of the study.
- ✓ Accurate definition of the field of study.
- ✓ Training on the measuring tool.
- ✓ Verifying the psychometric properties of the questionnaire.

• **Its procedures:** The study targeted a sample of physical education and sports teachers to apply the exploratory study to them, as their number reached (30) teachers. The application began at the beginning of February.

• **Its results:** After applying the questionnaire to the exploratory sample, the following was reached:

- ❖ Great response from the sample, and this is sufficient evidence of the ease and clarity of his expressions.
- ❖ The questionnaire was also characterized by high validity and reliability.

- ❖ Gain experience in how to deal with the field.

4.1.3.2.2. The basic sample: which consisted of (50) professors who were chosen randomly because it gives equal opportunities to the members of the study sample. Thus, the study sample consists of teachers of physical education and sports in the intermediate stage of some middle schools in the state of M'sila, during the 2023/2024 academic season, and they number (50). Table No. (01) and (02) show the number and characteristics of the study sample members according to the variables of gender and professional experience.

Table 1. Number and characteristics of the study sample members according to the gender variable

Sex	Frequenting	Percentage
Male	**50**	**100%**
Female	**0**	**00%**
Total	**50**	**100%**

Source: Prepared by the researchers, 2024.

From Table No. (01): It is clear that the study sample consisted of (50) males (100%), and (00) females (00%).

Table 2. The number and characteristics of the study sample members according to the professional experience variable.

Professional Experience	Frequenting	Percentage
Less than 5 years	08	%16
From 5 to 10 years	19	%38
More than 10 years	23	%46
Total	50	%100

Source: Prepared by the researchers, 2024.

From the table: (08) professors whose professional experience (less than 5 years) came at a rate of (16%), while (19) professors whose professional experience (from 5-10 years) came at a rate of (38%), and (23) As a professor, his professional experience (more than 10 years) was 46%.

4.2. Field study tools:

In our study, we relied on one research tool, which is the questionnaire, which is: "a set of questions designed to reach the facts that the research aims to achieve." **(Yahya, 2023)**

Based on previous studies, we built a study tool, which is a questionnaire on "The role of para-sports games in developing creative thinking skills among middle school students from the point of view of physical education and sports teachers." We divided the questionnaire into (3) axes according to creative thinking skills, to consist of Thus, the questionnaire consists of (31) items in its initial form before being presented to the arbitrators for correction and amendment.

After presenting it to a group of specialized arbitrators to express their opinion on the suitability of the questionnaire items for the objectives of the study, we benefited from the valuable comments of the arbitrators, and we reformulated some of the items.

4.2.1. Psychometric properties of the study tool:

4.2.1.1. Validity: Validity was calculated by:

Internal consistency validity: The validity of this questionnaire was calculated by estimating the correlations between the overall axes of the questionnaire:

The correlations between the score of each axis and the total score of the questionnaire (the role of para-sports games in developing creative thinking) were calculated or estimated with the Pearson correlation coefficient, where the correlations between the questionnaire axes and the total score were all statistically significant at the alpha significance level (a = 0.01) and its number three axes, (the role of para-athletic games in developing the skill of fluency - the role of para-athletic games in developing the skill of originality - the role of para-athletic games in developing the skill of flexibility), where the correlation coefficient values ranged between (0.993) as the highest correlation was between the field (3) The total score for the questionnaire as a whole and (0.980) as the lowest correlation was between field (1) and the total score for the questionnaire as a whole. In general, it can be said that the questionnaire on the role of para-athletic games in developing creative thinking is honest, as shown in the following table:

Table 3. The number and characteristics of the study sample members according to the professional experience variable.

Axes	he total score of the questionnaire
The role of para-sports games in developing fluency skills	**0.980
ıe role of para-sports games in developing the originality skill	**0.991

The role of para-sports games in developing flexibility skills	**0.993

Source: Prepared by the researchers, 2024.

4.2.1.2. Reliability: Reliability was calculated by:

Alpha-Cronbach method: The reliability coefficient of the questionnaire on the role of para-sports in developing creative thinking skills among middle school students was extracted from the point of view of teachers of physical education and sports, with some averages from the state of M'sila, and the following table shows this.

Table 4. The Cronbach's alpha coefficient for the questionnaire explains the role of para-sports games in developing creative thinking skills among middle school students from the point of view of physical education and sports teachers, with some averages in the state of M'sila.

Axes	Alpha Cronbach's valus	Number of phrases
Axe 01	0.933	13
Axe 02	0.811	9
Axe 03	0.841	11
Total	0.898	33

Source: Prepared by the researchers, 2024.

It is clear from Table No. (04) that the value of the reliability coefficient for the total score of the questionnaire was (0.898), which is a high value indicating the stability of the scale.

4.2.2. Statistical methods used in the study:

The data was processed using a computer using the Statistical Package for the Social Sciences (SPSS) program. The processing of the data consisted of the following statistics:

- Frequencies and percentages of data, to give a quick picture of the study sample in a brief and simplified manner.
- Find the arithmetic mean and standard deviation for each statement in the questionnaire "The Role of Para-Sports Games in Developing Creative Thinking."
- Cronbach's Alpha coefficient to calculate reliability.
- Pearson correlation coefficient.

5. PRESENTATION AND DISCUSSION OF THE RESULTS OF THE STUDY IN LIGHT HYPOTHESES AND PREVIOUS STUDIES:

To test this hypothesis, the cutoff score was determined by calculating the range (5-1 = 4), then dividing the result by the number of levels to obtain the length of the class (4/3 = 1.33), and adding this value to the minimum limit for the alternatives, which is (1.33), then for the modal class, This can be translated as follows:

Table 5. Answer scale

Number	Cell length	Grade
1	2.33 - 1	Low
2	3.67 -2.34	Medium
3	5 -3.3.67	High

Source: Prepared by the researchers, 2024.

5.1. Presentation of the results of the first hypothesis:

The text was: “Physical and sports education teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of fluency.” To answer this question, the arithmetic means and standard deviations were extracted for the phrases of the first axis, “the role of Para-athletic games in developing fluency in creative thinking.

Table 6. the arithmetic means and standard deviations for the questionnaire statements “The Role of Para-Sports Games in Developing Fluency in Creative Thinking”

Number	Expression	Sample volume	SMA	standard deviation	grade
1	Para-sports games develop the student's self-confidence	50	4.5000	0.78895	High
2	Playing para-athletic games encourages the student to generate a large number of ideas about one topic	50	4.2800	0.72955	High
3	Practicing para-sporting games opens the way for the student to respond quickly and creatively to stimuli	50	4.4400	0.50143	High
4	Para-mathematical games help the student choose the	50	4.3200	0.55107	High

	optimal response				
5	Para-athletic games help the student change his line of thinking according to the requirements of the situation	50	4.2400	0.65652	**High**
6	Para-athletics help in assimilating new ideas according to changing circumstances	50	4.3000	0.54398	**High**
7	Para-athletic games develop the student's ability to construct facts that are appropriate to new circumstances	50	4.1200	0.74615	**High**
8	Para-sports give the student the ability to influence other classmates	50	4.2200	0.78999	**High**
9	Para-athletic games help the student to be convincing during dialogue and discussion	50	4.0200	0.93656	**High**
10	Para-mathematical games help the student use understandable language to express his ideas	50	4.1600	0.84177	**High**
11	Para-athletic games help the student accept opposing opinions	50	3.9400	0.95640	**High**
12	Para-sports games give students the skills of communication, discussion, and dialogue	50	4.4600	0.50346	**High**
13	Para-sports games give the student the freedom to express his ideas	50	4.3800	0.69664	**High**
Total axes		50	55.3800	6.50554	

Source: Prepared by the researchers, 2024.

Table No. (06) shows that phrase No. (01) came in first place with an arithmetic mean of (4.500) and a standard deviation of (0.78895), followed by phrases (12, 2, 13, 4, 6, 3, 5, 8, 10, 7). , 9) in this order with the following ranks (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12) with arithmetic averages that ranged between (0.4600-4.0200) and standard deviations that ranged between (0.50346-0.93656) Finally, statement number (11) came in last place with a arithmetical mean of (3.940) and a standard deviation of (0.95640). It is also clear from the results of the table that para-athletic games have achieved a high degree in developing fluency skills among middle school students, with a arithmetical mean of (55.3800). With a standard deviation of (6.50554), and based on that, it can be said that the first partial hypothesis was fulfilled, which states that: "Physical and sports education

teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of "Fluency."

5.1. Presentation of the results of the second hypothesis:

The text was: “Physical and sports education teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of originality.” To answer this question, the arithmetic means and standard deviations were extracted for the phrases of the second axis, “the role of Para-athletic games in developing originality in creative thinking.

Table 7. the arithmetic means and standard deviations for the questionnaire phrases “The Role of Para-Sports Games in Developing Originality in Creative Thinking”

Number	Expression	Sample volume	SMA	standard deviation	grade
14	Para-sports games develop the student's self-confidence	50	4.2400	0.65652	High
15	Playing para-athletic games encourages the student to generate a large number of ideas about one topic	50	4.2400	0.65652	High
16	Practicing para-sporting games opens the way for the student to respond quickly and creatively to stimuli	50	4.1000	0.73540	High
17	Para-mathematical games help the student choose the optimal response	50	4.0800	0.75160	High
18	Para-athletic games help the student change his line of thinking according to the requirements of the situation	50	4.0600	0.79308	High
19	Para-athletics help in assimilating new ideas according to changing circumstances	50	3.9800	0.68482	High
20	Para-athletic games develop the student’s ability to construct facts that are appropriate to new circumstances	50	4.1800	0.62890	High
21	Para-sports give the student the ability to influence other classmates	50	4.2000	0.72843	High
22	Para-athletic games help the student to be convincing during dialogue and discussion	50	4.1600	0.58414	High

Total axes	50	37.2400	4.27408	

Source: Prepared by the researchers, 2024.

Table No. (07) shows that the two phrases No. (14, 15) ranked first with an arithmetic mean of (4.2400) and a standard deviation of (0.58414). The phrases (21, 20, 22, 16, 17, 18) were followed in this order with the following ranks (3, 4, 5, 6, 7, 8) with arithmetic averages ranging from (4.2000-4.0600) and standard deviations ranging from (0.58414-0.79308). Finally, phrase No. (19) came in last place with an arithmetic mean of (3.9800) and a deviation standard (0.68482), and it is also clear from the results of the table that para-sports games have achieved a high degree in developing the originality skill among middle school students, with an arithmetic mean (37.2400) and a standard deviation (4.27408), and based on the above, it can be said that the second partial hypothesis It was achieved, which states that: "Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of originality."

5.2. Presentation of the results of the third hypothesis:

The text of which was: "Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of flexibility." To answer this question, the arithmetic means and standard deviations were extracted for the phrases of the third axis, "The role of Para-sports games in developing flexibility in creative thinking.

Table 8. the arithmetic means and standard deviations for the questionnaire phrases "The Role of Para-Sports Games in Developing Originality in Creative Thinking"

Number	Expression	Sample volume	SMA	standard deviation	grade
23	Practicing para-athletic games opens the way for the student to express his creative and unexpected ideas	50	4.0000	0.5400	**High**
24	Para-athletic games help the student change his line of thinking according to the requirements of the situation	50	4.0200	0.86873	**High**
25	Para-sports games contribute to developing the student's ability to innovate and create	50	4.2800	0.67128	**High**

26	Para-mathematical games help the student accept feedback and benefit from it	50	4.2400	0.43142	**High**
27	Para-sports games help the student to show his talents and creativity	50	4.5400	0.86213	**High**
28	Playing para-sports makes the student highly motivated to compete	50	4.7400	0.44309	**High**
29	Practicing para-mathematical games makes the student able to develop various solutions to a single problem	50	4.1800	0.56025	**High**
30	Para-athletic games help the student to take into account the opinions of his colleagues	50	4.1800	0.62890	**High**
31	Para-sports games help the student develop flexibility in knowledge	50	4.1600	0.37033	High
32	Para-sports help the student help weak classmates	50	4.2000	0.94761	High
33	Para-sports games help the student understand the opinions of others, even if they are negative		3.9000	0.90914	
Total axes		50	46.4400	4.88296	

Source: Prepared by the researchers, 2024.

Table No. (08) shows that phrase No. (28) came in first place with an arithmetic mean of (4.7400) and a standard deviation of (0.44309), then it was followed by phrases (27, 25, 26, 32, 29, 30, 31, 24, 23) with this. The arrangement was arranged according to the following ranks (2, 3, 4, 5, 6, 7, 8, 9, 10), with arithmetic means that ranged between (0.47400-4.000) and with standard deviations that ranged between (0.80812-0.5400), and finally came the phrase number (33).) with an arithmetic mean of (3.900) and a standard deviation of (0.90914), as is evident from the results of Table No. (07) that para-sports games have achieved a high degree in developing the flexibility skill of middle school students, with an arithmetic mean of (46.4400) and a standard deviation of (4.88296). Based on the above, the third partial hypothesis was fulfilled, which states: "Physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of flexibility."

5.3. Presentation of the results of the general hypothesis:

The text read: "Para-sport games contribute to developing creative thinking skills

to a high degree among middle school students from the point of view of physical education and sports teachers." To answer this question, arithmetic averages and standard deviations were extracted for the axes and for the questionnaire as a whole.

Table 9. the arithmetic means and standard deviations for the axes of the questionnaire "The Role of Para-Sports Games in Developing Creative Thinking."

Number	Expression	Sample volume	SMA	standard deviation	grade
01	Para-sports games develop the student's self-confidence	50	55.3800	6.50554	High
02	Playing para-athletic games encourages the student to generate a large number of ideas about one topic	50	37.240	4.27408	High
03	Practicing para-sporting games opens the way for the student to respond quickly and creatively to stimuli	50	45.4400	4.88296	High
Total axes		50	115.80	21.004	

Source: Prepared by the researchers, 2024.

6. DISCUSSING THE RESULTS OF THE STUDY:

6.1. Discussing the results of the first partial hypothesis: It is clear from the presentation of the results of the first partial - as in Table No. (05) - that it was achieved, as it resulted in the contribution of para-sports games to a high degree in developing the skill of fluency in creative thinking among middle school students, and this result is consistent with a study Abdul Karim Qaddoum (2000), this is highlighted by an increase in self-confidence, the ability to influence others and the freedom to express ideas.

6.2. Discussion of the results of the second partial hypothesis: It is clear from the presentation of the results of the second partial hypothesis - as in Table No. (06) - that it was achieved, as it resulted in the contribution of para-sports games to a high degree in developing the skill of originality in creative thinking among middle school students, and this result is consistent with Study by Abdul Karim Qadoum (2000). This result can be explained by the fact that para-sports games open the way for students to produce the largest number of new ideas and find appropriate solutions to the problems that students are exposed to in the middle

school stage.

6.3. Discussion of the results of the third partial hypothesis: It is clear from the presentation of the results of the third hypothesis - as in Table No. (07) - that it was achieved, as it resulted in the contribution of para-sports games to a high degree in developing the skill of flexibility in creative thinking among middle school students, and this result is consistent with a study "Qalqut Kamal" (2023), which appears in students cooperating with each other to solve their problems and increasing the level of confidence when they participate in playing, showing their talents and creativity, and developing various solutions to one problem. This is due to the role that para-sports games play in the students' psyche by implanting... A culture that accepts feedback and benefits from it, and understands the opinions of others, even if they are negative.

6.4. Discussion of the results of the general hypothesis: It is clear from the presentation of the results of the general hypothesis - as in Table No. (08) - that it was achieved, as it resulted in the contribution of para-sports games to a high degree in developing creative thinking among middle school students, and this result is consistent with what was reached by the results of the study " Abdul Karim Qaddum" (2000), the study "Alaq Manad" (2009), the study "Qul Khayra and Jiren Hamza" (2010), and the study "Qalqut Kamal" (2023), and this is due to the fact that para-sports games are considered an essential element of the suspense and fun elements that elevate From the psychological aspect of the student, the work of the mind and thinking, and increasing the opportunities for their integration and social interaction, which necessarily leads to an atmosphere of interaction with each other, which is reflected in his psychology and his feeling of pleasure and happiness, and this is consistent with the point of view of the humanistic trend in creative thinking, as the owners of this trend see All individuals have the ability to be creative, and that achieving this ability depends on the social climate in which they live.

7. CONCLUSION:

In conclusion, we say that para-sports games are of great importance in learning various basic skills, as they contribute greatly to simplifying the basic skills and making them easy, and this is due to the nature that characterizes the latter, which is embodied in motivation, competition, entertainment, and learning as well, and thus leads to raising the player's desire and stimulating him

physically. Psychologically, that is, increasing his ability to learn, discover his mistakes, and correct the mistakes he makes. For this reason, a questionnaire was applied to identify "the role of para-sports games in developing creative thinking among middle school students in some middle schools in the state of M'sila from the point of view of teachers of physical education and sports" on a sample estimated at (50).) as a professor, prepared by researchers, and the conclusion was reached that physical education and sports teachers believe that the para-sports games in which middle school students participate contribute to a high degree in developing creative thinking skills by highlighting the skill of fluency and the skill of flexibility, in addition to the skill of originality. Therefore, we suggest the following:

- Paying more attention to the application of para-sports games in the middle education stage, because of their importance in developing the educational and entertaining aspect of the learner and increasing his effectiveness.

- Taking into account the selection of the most appropriate types of para-sports according to the objective of each session and what is compatible with each academic level.

- The necessity of adapting para-sports games according to the abilities of learners in the intermediate education stage.

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