:

(70)

:

.

 $(0.05=\alpha)$ 

.(75.9-68)

:

. -

. -

. -

2009 (2+1) -25 -

:

.

.

.(1990 )

(1991)

·

.

1987 (1992 )

:

· (4)

•

.(2006 ) . -1

. -2

· - Z

. -3

. -4

. -5

. -6

. -7

.( ).

. -9

. -10

. -11

. -12

1981

•

.

.

•

.(1987 ) ( ) (25)

•

:

•

1988

.

.2002/9/16-15

.(2002 )

·

.1

.

.2

.3

.

.4

.5

:

: . --

· - :

. -1

-2 -3

 $(0.05 = \alpha)$  -4

\_\_\_\_\_:

: :( )

.

( )

· :

· :

: -1

.2005/2004 -2

.

-3

: :

- ( )

106 2005-2004

(30)

(72) (76)

(32) (40)

•

(68 ) (0.000) (202.000)

. (1) (70)

(1)

30	ı	15	15	30	
70	2	32	40	72	

:

·

:

.( ) - : -1

<del>-</del>

( ) 68 -( ) 75.9-68 -( ) 83.9-76 -( ) 84 -

: -2

· :

·

:

<del>-</del>

1985 )

242

2000 1999 1996 1994 .(2002

-

.

-

:

:

. (16)

. (13)

. (15)

:

(3) (4) (5)

. (1) (2) -

(2)

(2)

. (1)

- (20)

(30)

(0.87) (0.82) (0.85) (0.89)

. (44)

;

. 2.5

. 3.5 - 2.5 -

:

.

2009 (2+1) -25 -

(1991)

•

(101)

. (18)

.

(Coulon, 1991)

(7) . (7)

(%93)

.

(1996) ( )

(599)

:

.

:

(1996) ( )

. (23)

. (2000)

(31)

.

(Sandholtz and Shannon, 2000)

. (12-6)

•

(Sandholtz

and Shannon)

(Hockly, 2000)

(2002)

(78)

247

(McCaughtry, 2004)

( )

(2004) (2004) (24) . (80)

, , ,

(Morgan and Kingston & Sprouile, 2005)

. (92)

.

:

(100( 1001 )

.(1996 1991 )

Coulon, 1991)

.(2004

\_

.(2002 )

.(2000 )

.(Sandholtz and Shannon, 2000)

.(Hockly K. 2000, Sandholtz and Shannon, 2000)

. (2)

0.77	4 47	:	13	1
0.67	4.26		10	
0.67	4 36		10	2
0.48	4 34		1	3
0.53	4 32		6	4
0.57	4 19		9	5
0.69	4 08		3	6
0.66	4 04		12	7
0.88	3 96		2	8
0.56	3 90		8	9
0.90	3 79		5	10
0.98	3 77		15	11
0.87	3 67		16	12
0.79	3 66		4	13
0.87	3 54		14	14
0.101	3 52		11	15
1.05	3 08		7	16

2009 (2+1) -25 -

(2)

·

(4.47\_3.52)

(7) (3.08) (16)

(Coulon, 1991) (2004)

•

(7)

.

.(3)

(3)

		:		
		·		
0.69	4.44		13	1
1.05	3.93	·	2	2
0.65	3.79	•		3
			1	
1.13	3.62		8	4
1.15	3.61		10	5
1.10	3.53		11	6
1.00	3.43		3	7
1.10	3.36		6	8
1.16	3.24		7	9
1.19	3.00		12	10
1.20	2.93		4	11
1.33	2.90		5	12
1.26	2.81		9	13

8 1 2 13) (3) (4.44 - 3.53) (11 10

(2002) (9 5 4 12 7 6 3) (3.43 - 2.81) .

•

.

.(4) (4)

.

0.77	4 22	2	1
0.70	4 14	15	2

0.70	4 10	13	3
0.75	4 09	14	4
0.97	3 99	4	5
1.07	3 97	9	6
0.92	3 94	8	7
0.74	3 93	3	8
1.08	3 66	10	9
1.01	3 57	11	10
1.14	3 30	1	11
1.06	3 28	5	12
1.16	3 17	7	13
1.01	3 11	6	14
1.15	2 37	12	15

(Sandholtz and Shannon, 2000)

•

(5)

(5)

17 87 22 77 20 46 20 00 7 52 20 87 17 37 165 27 164 21 164 88 164 74 155 34 156 59 168 88 38 32 30 40

) 84 ) 83 9 - 76 ) 75 9 - 68 3 26 41 70

;

(5) . (165 27 – 164 21 )

(75 9-68)

84 (168 88)

(155 34)

(156.59) (83 9 - 76)

(6) .

:

(6)

0.128	2.26	724.604	1	724.602		
0.76	0.08	27.685	1	27.685		
*0.01	4.33	1386.075	2	2772.150		
0.12	2.32	743.677	1	743.677		×
*0.02	5.44	1676.9925	2	3353.985		×
0.6	0.12	39.7355	2	79.479	×	
0.18	0.84	270.6235	2	541.247	×	×
		319.949	58	18557.052		
			69	26799.877		

 $.(0.05=\alpha)$ 

 $(0.05 = \alpha)$  (6) ( )  $= \alpha$ ) (2.26) (5) (0.05) (164.21)

( )

 $( . 05 = \alpha)$  (6)

(0 08)
(5)  $(0 05 = \alpha)$ 

(164 74) (164 88)

.\_\_\_\_\_:

1987

$$(0 \quad 01=\alpha) \tag{6}$$

$$(0 \ 01=\alpha)$$
 (4 33)

(Hinkle & Wiersm & Jurs . 1988, 368 ) (Tukey / Kramer)

- : (7)

(7)

( ) 75 9- 68	( ) 83 9- 76	( ) 84	
168 88 =	156 59 =	155 34 =	
* 13 54	1 25		( ) 84
			155 34 =
* 12 29			( ) 83 9- 76
			156 59 =
			( )75 9- 68
			168 88 =

<sup>\*</sup> P< 0.05

 $(0 \ 05 \ge \alpha)$   $(75 \ 9 \ -68)$   $(168 \ 88)$   $(83 \ 9 \ -76 \ 84)$   $(156 \ 59 \ 155 \ 34)$ 

)

:

<del>-</del>

.(

<del>-</del>

: : : : : :

-·

· :

· -

· :

260

.

(1996) .1 .406-397 (2)23 (2000) .2 (1998 ) .171-139 (18)9 (1985) .3 .101-77 (4)4 (2006).4 .5 (2004) .150-142 (2002) .6 .137-113 (5)17 (1994) .7 (1987). .8 .121-108 (5)5

262

(1999) .9
:
.163-142 (1)26
(1990) .10
.114-81 (8)8
(1991) .11

.

(1992) .12 .62-5 (33) 2 (2002) .13

: :

- 1- Coulon S. (1991). The relationship between physical education teacher education program goals and cooperating teacher feedback and task statements. Physical Education 48 (2) 241-255.
- 2- Hinkle W. (1988). *Applied Statistics for the Behavioral Sciences*. 2<sup>nd</sup> edition Houghton Mifflin Company Boston P368.
- 3- Hockly N. (2000). Modeling and cognitive apprenticeship in teacher education. *ELT Journal* 54 (2) 118-125.
- 4- Hockly N. (2000). Modeling and cognitive apprenticeship in teacher education. *ELT Journal* 54 (2) 118-125.

5- McCaughtry N. (2004). Learning to teach sport education:

Misunderstandings pedagogical difficulties and resistance. *European* 

Physical Education Review 10 (2) 135 – 155.

6- Morgan K. and Kingstone. (200). Effect of different teaching styles on the teacher behaviours that influence motivational climate and pupils' motivation in physical education. *European Physical Education* 11 (3) 257-285).

7- Sandholtz J. and Shannon H. (2000). Professional development school trade-offs in teacher preparation and renewal. *Teacher Education Quarterly* 27 (1) 7 – 27.

(1)

: /

) . (x) (

(x)

-1 . (16) . (13)

. (15)

: \$\frac{1}{883.9} - \%76\frac{1}{68} \quad \%75.9 - 68\frac{1}{68} \quad \text{i} \quad \text{:} \_\_\_\_\_:

. :

		· ·	
			.1
			.2
			.3
			.4
			.5
		·	.6
			.7
			.8
			.9
			.10
			.11
			.12
			.13
			.14
			.15
			.16

. :

		: :	
			1
			2
			3
			4
			5
			6
			7
			8
			9
			10
			11
			12
			13

			:	
			·	.1
			·	.2
				.3
				.4 .5
				.5
				.6
			·	
				.7
				0
				.8
-			·	0
				.9
			•	.10
			•	.11
				.11
			·	.12
				2
				.13
				.14
				.15

.2006/6/13

267