

# مجلة سيناء لعلوم الرياضة



An educational strategy using synchronous and asynchronous Elearning and its impact on learning some skills in rhythmic gymnastics

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### First: Research Introduction:

it offers, pushing research and development efforts and reshaping educational systems including Consistent with the requirements of employing this technology, both current and expected.

Therefore. educational institutions seek to achieve the goal of the educational process with a high degree of efficiency and proficiency, and attention to the learner and his needs, and the way that is the to development of teaching methods and methods in order to enrich this process.

E-learning technology is one of the applications of communication and information technology in the field of education, which led to the The educational system in the current era is going through multiple and varied



changes and challenges as a result of the rapid progress in communication and information technology, technology has penetrated all elements and components of the educational system, from a teacher, learner, educational material, teaching methods, evaluation, etc., which imposed on educational institutions the need to absorb this technology, realize awareness of its pros and cons, plans and programs prepare aimed at developing the awareness of its employees and the information and innovations

educational situations that mix classroom teaching and online teaching, and is characterized by many benefits represented in shortening time, effort and cost, in addition to the possibility of improving the general level of academic achievement, and helping the teacher (5:1)

And students in providing an attractive educational environment anywhere and anytime and without depriving them of social relations among themselves or with their teachers.

Ahmed Abu Al-Naga Ezzedine (2009) indicates that e-learning has become one of the main issues that concern educators. especially those in the field interested of educational technology, as it led to the interest of researchers to carry out many studies and research that search for the concept of e-learning and its objectives, advantages, disadvantages, characteristics and usability.

emergence of new concepts in the educational field, such as elearning of various kinds. eteacher, e-course, future school, electronic library. distance learning, virtual university, and other concepts, SO it was necessary to prepare educational systems to respond to these concepts and provide learners with new knowledge and skills that enable them to use these technologies and deal with them effectively.

Hassan Zeitoun (2000) refers to blended learning as one of the forms of teaching or learning in which e-learning merges with traditional classroom education in one framework, where the teacher meets with students face to face most of the time. (23 :17)

The researcher believes that blended learning is a new strategy that combines the traditional method of learning and making the most of modern information technology applications designed introduction of high technology based on the use of interactive electronic methods between the teacher and the learner and between learners each other, and examples of these methods: interactive video. video conferences video and conferences and this type of education may not be determined by a specific time or place.

Despite these advantages, there are many disadvantages of e-learning. as it develops introversion students among because they are not in a real educational position and does not focus on all senses, but on The senses of hearing and sight only with the difficulty of applying evaluation methods, as well as its lack of human presence and human relations between teacher and students, so students prefer the many traditional way of attending lectures. (2:298-299)

From the above, we find that e-learning has not been

of The follower the concept of e-learning sees that it has tools and methods and that it is not random education, but based on foundations and principles, it is education with inputs, its processes and outputs, as it is not interested in providing content only, but is interested in the elements and components of the educational program is complete and needs an integrated environment in which digital communication channels are available and interaction between students and teachers through the exchange of educational experiences, discussions opinions, and dialogues aimed at exchanging views using various communication channels such ase-mail and speaking Chatting, and one of its most important features is that it is available at any time according to the ability of the learner.(3:17)

The researcher believes that e-learning is that type of education based on the

of including the absence communication (3:19)

## **Research Objective:**

The aim of the research is to design a teaching strategy based on the use of synchronous and learning and -synchronous ea teaching and to know its impact on the level of performance of skills in rhythmic gymnastics

## **Research hypotheses:**

- 1- There statistically are significant differences between the average of the pre- and post-measurements of the experimental group (teaching strategy group) in the level of performance of rhythmic gymnastics skills under research in favor of the post-measurement.
- 2- There statistically are significant differences the control (explanation level of performance rhythmic gymnastics skills application

fully introduced, so we do not have virtual classrooms, а teacher with the ability to deal with technology, a complete credible e-assessment. an E-Learner, an E-Book and an E-Libraries.

And then access to the electronic university, so we still need a transitional stage that from traditional moves us education to e-learning, and this transitional stage is blended education, as it represents a traditional mixture between education and e-learning and helps us to train on e-learning and know the advantages and disadvantages and needs that must be available to him from human material capabilities and determine its usefulness for students.

between the average pre- learning-With the spread of e and post-measurements of patterns and the increase in the group demand for their use and and employment in the educational presentation group) in the rocess, some difficulties have p of emerged that may prevent their effectiveness, or

interaction in applied activities, i.e. students do homework and activities (educational in School institution). hear traditional lectures athome videos. via (MORAN, et al. 2014)

# **Search Procedure:**

## First: Research Methodology:

The researcher used the experimental method for three groups, (two experimental groups and one control group) in order to suit the nature of this research.

# Second: Research Areas:

A. Time Range: First Semester, Academic Year 2018-2019 B. Human and Spatial Field: Second Year Students at the Faculty of Physical Education -Sadat City University .

# Third: Research Community and Sample:

The researcher identified the research community from the students of the second year at the Faculty of Physical Education at the University of under research in favor of the post-measurement.

3- There are statistically significant differences in dimensional measurements between the experimental and control groups in the of performance level of rhythmic gymnastics skills under research in favor of the experimental group.

## Search terms:

Teaching strategy : It is theuse of technology and technological means in he educational process through a method through international the information network "Internet", and employing it in delivering the academic content before and outside the lecture by watching short videos at home or anywhere via the Internet. and thus employing lecture time to guide students and test their skills in applying knowledge and مجلة سيناء لعلوم الرياضة- كلية التربية الرياضية - جامعة العريش- المجلد التاسع- العدد الثاني- ديسمبر (٢٠٢٤) 265

each, and students blended learning was used for the first experimental group, synchronous and asynchronous e-learning for the second experimental group, and traditional education for the group The officer, and (20) students were selected to conduct the survey experiment on them.

Sadat City, and their number is (210) students for the academic year 2018-2019, (21) injured irregular students were and excluded academically and remaining for repetition, and (60) students were selected from the research community deliberately as a basic sample, they were randomly divided into three equal groups of (20)

Table (1)Description of the research sample

<b>Teaching Program</b>	Pupils of	the sample	Somulo Truno			
	Ratio	Number	- Sample Type			
	21.8%	10	e of the exploratory studySampl			
E-Learning	21.28%	10	First experimental group	Basic study		
Traditional Program	21.28%	10	Control group	sample		
	63.8%	30	Total sample of research			
	100%	47	Total Research Community			

### Table (3)

Homogeneity of the members of the research sample (basic - exploratory) In some selected variables

<u>n</u> =	= 65							
Distribution metrics		Standard	Measure	s of central t	tendency	Unit of		
flattening	Sprains	deviation	Lines	Broker	Average	measurement	t Variables	
8.115	2.101	6.79	158.00	164.00	163.82	sCentimeter	Length	
- 0.509	0.279	7.24	60.00	61.00	61.77	Kilogram	Weight	
- 0.791	1.111	0.44	21.00	21.00	20.74	Sunnah	Age	
- 0.297	- 0.582	7.82	86.00	88.00	86.85	Grade	wits	
0.171	0.448	3.34	21.00	19.00	18.95	Grade	Cognitive	

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cognitive test" for the members of the research sample has been limited between  $(\pm 3)$ , which indicates It is clear from Table (3) that the torsion coefficient for the variables "height - weight age - intelligence coefficient -

# Table (4)

### Homogeneity of the members of the research sample (basic exploratory) in the physical variables "under research" n = 65

Distributio	on metrics	Standard	Measure	s of central	tendency	Unit of Discussion Lands	
flattening	Sprains	deviation	Lines	Broker	Average	measurement	Physical tests
0.904	0.407	20.04	55.00	60.00	62.31	Kilometer	Test of leg muscle strength (Paldina Mommeter)
-0.080	0.017	4.7	15.00	16.00	16.25	centimeter	Vertical jump test of stability
-0.424	0.149	23.86	80.00	68.00	67.00	Grade	Pure test to the maximum number of times ''oblique prone from standing''
0.172	0.209	1.25	12.36	12.51	12.78	The second	CookieRunTest(4×9) or Cubes Race
-0.162	- 0.473	2.85	17.00	14.00	13.88	centimeter	Test the bend of the trunk from standing
0.771	1.347	2.95	1.90	3.09	4.19	The second	Metatarsal Stand Test
9.977	- 2.628	11.92	75.00	70.00	67.49	Grade	Jump and balance test above marks Maximum score (80)
0.071	- 0.268	1.58	13.50	13.50	13.68	The second	Jump test inside numbered circuits

has been limited between  $(\pm 3)$ , which indicates that the research sample is free of non-moderate distributions and also indicates the homogeneity of the It is clear from Table (4) that the torsion coefficient for the tests of the physical variables selected for the members of the research sample in these variables.

members of the research sample

### Table (5)

Homogeneity of the members of the research sample (basic exploratory) in the variables For the selected rhythmic gymnastics skills "under research"

	n = 65						
Distribution	metrics	Standard	Measure	es of central	tendency	Unit of	Shill yorighlag
flattening	Sprains	deviation	Lines	Broker	Average	measurement	Skill variables
0.983	0.942	0.63	3.00	3.00	3.09	Grade	Walking
0.881	1.029	0.67	3.00	3.00	3.22	Grade	Running
0.723	0.962	0.56	3.00	3.00	3.20	Grade	partridge
-0.522	0.410	0.62	3.00	3.00	3.32	Grade	Wearing
-0.137	0.742	0.66	3.00	3.00	3.27	Grade	The Star

. Equivalence of research groups:

The researcher conducted parity between experimental and control groups (in the light of physical variables level of skill performance cognitive achievement) which may affect the research and Table (3) shows parity between groups in the light of research variables

It is clear from Table (5) that the torsion coefficient for tests of variables for rhythmic gymnastics skills selected for the members of the research sample has been limited between  $(\pm 3)$ , which indicates that the research sample is free of non-moderate distributions also indicates and the homogeneity of the members of the research sample in these variables.

#### Table (9)

Analysis of variance between the three measurements of the group Empirical in the study variables

N= 30

P value	Average sum of squares	Sum of squares	Degree of freedom	Contrast source	Physical tests
12.86*	60.23	120.47	2	Between groups	Throwing and receiving balls
12.75*	48.43	96.87 102.60	2 2 27	Between groups Inside groups	Numbered Circles
5.29 *	28.63 5.41	57.27 146.20	2 27	Between groups Inside groups	Foot Shooting
4.20*	29.20 6.96	58.40 187.90	2 27	Between groups ide groupsIns	Hand-held aiming
5.76*	36.10 6.27	72.20 169.30	2 27	Between groups Inside groups	Shuttle Running
11.85*	14.53 1.23	29.07 33.10	2 27	Between groups Inside groups	Bending the trunk forward

The value of (q) the grandfather is a guardian at a significant level of 0.01 = 5.49 and at a moral level of 0.05 = 3.35

following scientific studies and references (51) and (61) and then put them in a form. **Annex** (4) took into account the addition and deletion to suit the opinion of the expert and was presented to (5) experts in the field of kinetic expression **Annex** (2) in order to determine Variants and selected tests under research:

- **A- Fitness Test Elements:**
- Determine the physical qualities of modern innovative dance:

The researcher identified the physical variables under research by referring to the fitness for modern innovative dance and the percentage of each.

the most important of these components. Table (9) shows the most important elements of

### **Table (10)**

# Percentage of expert consensus on the most appropriate tests that measure traits The physical of modern innovative dance

Tests Learned	Percentag e	Iteration	Candidate Tests	Components of fitness elements	М
Test the strength	100%	5	.Test the strength of the muscles of the legs -	Constant	
of the muscles of	20%	1	.Test the strength of the back muscles -	muscle	1
the legs	20%	1	.Grip strength test -	strength	
	100%	5	.Vertical jump test of stability -		
	20%	1	.(he vertical ability of the jump (workTest t -	Strength	
Vertical jump test of stability	40%	2	- Wide jump test of stability. (Top three attempts)	Speed characteristic	2
·	20%	1	for a (^)Test throwing a medical ball - .distance of one hand from standing	force	
Oblique prope	-	-	of the arms Attachment test from the positionbend		
test from standing. (Pure	100%	5	Oblique prone test from standing. (Pure Test) to as many times as possible	Muscular endurance	3
Test) to as many times as possible	80%	4	Sitting test from lying down from the knees - ny times as possible until bent position for as ma .fatigue		
Matatawal Stand	80%	4	.Test the test of standing on the metatarsal -		
Test Test	20%	1	Test standing on a crossbar with a metatarsal(intentionally)	Fixed balance	
Jump and	20%	1	or dynamic balanceModified bass test f -	- Dynamic balance	
balance test over markers	80%	4	Jump and balance test over marks -		
Shuttle Run Test	20%	1	m × "Zigzag running test by Barrow method - .m three cycles <sup>£</sup> . <sup>o</sup>		
or Cubes Race 4×9	-	- only one meters <sup>4</sup> Zigzaji running test -			
	80%	4	<b>4×</b> <sup>±</sup> Shuttle or Cubes Race Test -		
Test the fold of	80%	٤	Test the bend of the torso in front of the - .bottom of the stand only one attempt		
the trunk forward down	-	-	s from the prone Test raising the shoulder - .position three attempts	Flexibility	6
from the stand	20%	1	Test the flexibility of the shoulder joint by - .measuring tape		

opinions to determine the most appropriate tests that measure It is clear from Table (10)

s that measure that the percentage of expert

### **First: Honesty:**

**b)** Arbitrators' Validation:

the components of the elements of physical

 Scientific transactions for physical fitness element tests:

### **Table (11)**

The significance of the differences between the upper and lower quartile in the tests Fitness elements "under research"

n 1 =	n 2 =	4
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value	The difference	Lower	spring	pring Top Spring		Unit of	Variables
"T"	between the two averages	±	Going to-	±	Going to-	measurement	
7.65*	68.75	7.07	30.00	22.50	98.75	Kilogram	Test of leg muscle strength (Paldina Mommeter)
59.00*	14.75	0.96	10.75	1.00	25.50	Centimeters	Vertical jump test of stability
12.59*	43.00	8.87	51.00	2.31	94.00	Grade	Pure test to the maximum number of times ''oblique prone from standing''
9.68*	3.25	0.42	11.80	1.03	15.05	The second	Cookie Running Test (4 9) or Cube Race
16.46*	5.48	0.95	11.15	1.49	16.63	Centimeters	Test the bend of the trunk from standing
16.01*	7.59	0.67	3.40	1.35	10.99	The second	Metatarsal Stand Test
7.86*	18.25	5.07	61.50	0.50	79.75	Grade	Jump and balance test above marks Maximum score (80)
9.32*	4.66	0.72	11.25	1.30	15.91	The second	Jump test inside numbered circuits

\* Tabular value of "T" at significance level (0.05) = 2.13

level (0.05) between the averages of (upper spring, lower quartile) and in favor of the average of the upper spring in It is clear from Table (11) that the calculated value of "T" is greater than the tabular value of "T" at a significant

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the researcher applied the test twice in a row, as the first application was on Tuesday, 6/3/2021 AD, which is like the grades extracted when calculating "honesty", and to obtain the grades of the second application, the researcher reapplied the test on Monday, 13/3/2021 AD, With a time difference of (7) days between the first application and the second application. Table (12) shows the significance of the differences between the first and applications second in the physical tests under research.

the tests of the physical fitness elements under consideration, which indicates the validity of these tests.

## Second: Stability:

The stability coefficient of the test was calculated by the method of applying the test and re-applying it using the "Spearman" equation on the survey sample, which numbered (17) students from the fourth year students from the same research community and from the basic outside research sample, and to implement this,

# Table (12) Correlation coefficients between the first and second applications in tests Fitness elements in d search

n	=	17	

voluo	Second application		First application		Unit of		
"t"	±	Going to-	± Going to-		measurement	Variables	
0.831*	26.37	67.06	28.55	61.25	Kilogram	Test of the strength of the muscles of the legs (dynamometer)	
0.942*	5.23	19.13	6.01	17.69	Centimeters	Vertical jump test of stability	
0.958*	21.30	77.31	18.30	75.13	Grade	Pure test to the maximum number of times "oblique prone from standing"	
0.871*	1.28	13.34	1.37	13.29	The second	Cookie Running Test (4×9) or Cube Race	
0.690*	2.28	14.10	2.22	13.53	Centimeters	Test the bend of the trunk from standing	
0.931*	3.18	8.42	3.05	7.43	The second	Metatarsal Stand Test	
0.668*	5.60	74.06	7.67	73.47	Grade	Jump and balance test above marks Maximum score (80)	
0.706*	1.67	12.75	1.89	13.50	The second	Jump test inside numbered circuits	

\* Tabular value of "t" at significance level (0.05) = 0.506

The teaching strategy aimed to find out the impact of using the method via the Internet on the level of performance of teaching skills in the physical education lesson for practical education students .

# 2- Determine the mental and skill level of the research sample:

The mental aspect of the research sample was determined through the level of mental abilities test (Annex 2), and the

It is clear from Table (12) that the tests of the elements of physical fitness have high stability scores, as the results resulted in a correlation between the first and second applications.

# Fourth: Designing the teaching strategy:

The following steps were followed when preparing the teaching strategy:

# 1- Determine the objective of the teaching strategy:

for students of practical education entitled http://ahmedthussaam.wixsite.c om/pecb-sports , and the site consists of the following contents:

- Home Page
- The contents of the teaching skills inthe physical education lesson, which include the following:

Skills: Setting 0 goals, the lesson, preparing planning and equipping the lesson place (including preparation and preparation for the physical education lesson, as well as identifying the call sections. education situations. physical lesson formations, how to prepare the playground and tools, in addition to warming up and physical preparation).

• Skills of the main and final part of the lesson (including the skills of presenting and presenting the lesson, continuity of the lesson, diversity of stimuli and motivation for learning, use of teaching aids, classroom skill aspect was determined through the teaching skills assessment form (Annex 3), which was explained earlier.

# **3-** Content of the teaching strategy:

Through the following :scientific references (Abdallah 2008), (Abdallah, Rehab 2018), (Rehab 2016), (Essam 2007), (Moustafa, Fathy 2002), (Zaghloul, Hany 2001), (Zaghloul, Moustafa 2004), (Lamia 2002), (Ahmed et al. 2005), (Zaghloul et al. 2001), (Bodour, Suheir 2006), (Nisreen 2007), (Nawal, Mirvat 2002), 2002). (Mahmoud (Wafika 2018a), (Mahmoud 2018b)

Where through the previous references.. the content of the teaching strategy (for assessing skills related the to the implementation of the physical education lesson) was determined by including some multimedia from video, images and texts in a website that contains the teaching skills of the physical education lesson

# 6- Survey:

The teaching strategy was tested by presenting the site to the sample of the survey study in order to identify the clarity of the images, graphics and videos contained in the teaching strategy on the website, and the result of that experiment was the clarity of all the contents of the strategy.

Fifth: The time duration of the study units (strategy, method of explanation and presentation):

The teaching strategy and the method of explanation and presentation were implemented on the basic study sample of (20) students, as shown in the following table: management and system control, evaluation, teaching methods and methods).

# 4- The educational method used in the teaching strategy:

The educational method used in the learning process was the method of individual or selflearning through the use of each student individually of the Internet in the learning process.

# 5- Site features:

- Text, images, graphics and video can be viewed and uploaded on the full screen.
- The ability to control the sound during the video display.
- Photos, drawings and video can be repeated more than once.
- Pause can be made while the video is playing.

Table (6)

Time distribution of the two research groups							
Time distribution	Content	Μ					
10 weeks	Duration of application	2					
Two units per week	Number of units (lessons) per week	3					
20 Count	Total number of study units	4					
45 BC	Unit time	5					

to the experimental and control research groups.

Seventh: Steps to apply the research.

### a) Tribal measurements:

The researcher conducted the premeasurements of the and control experimental research groups in the research variables (cognitive rhythmic achievement gymnastics skills under research) by the jury. Attachment (3) from Saturday, 31/3/2021 AD Monday, to 2/4/2021 AD.

# b) Implementation of the basic experiment:

The researcher applied the educational program using multimedia on the experimental group, and the traditional method (verbal explanation and It is clear from Table (6) that the duration of the application of the program is (10) weeks, with a total of (20) study units for each of the two research groups.

# Sixth: Distribution of study content (educational content) to the two research groups:

The time distribution of the program was unified for the experimental and control groups, and the difference was only in the method of learning and implementation for each group, where the learning and implementation of the experimental group was through the teaching strategy via the website, while the control group was through the method of explanation and presentation by the teacher, and Table (7) and (5-b) Appendix shows the distribution of teaching content

- Arithmetic mean.- Standard deviation. - Torsion coefficient. - Test "T".
- Pearson's correlation coefficient. - Percentage. -Ease coefficient.
- Coefficient of difficulty -Coefficient of discrimination
  - Percentage of change (progress). - **Cronbach** alpha coefficient.

Presentation and discussion of results

First: Presentation and discussion of the results of the first hypothesis.

1. Presenting the results of the control group in the level of skill performance of the selected rhythmic gymnastics skills under research'' and the innovative sentence. performance of the practical model) on the control group from Tuesday, 7/4/2021 AD to Saturday, 15/5/2021 AD, in the gymnastics hall and kinetic expression at the faculty.

## **C.Dimensional measurements:**

After the end of the specified period for the implementation of the basic experiment, the researcher conducted the dimensional of the measurements experimental and control research groups on Monday, 17/5/2021 AD,

# Eighth: Statistical Treatments:

In light of the objectives and hypotheses of the research, the researcher used the following statistical treatments:

### **Table (27)**

## Significance of the differences between the average of the preand post-standards and the percentage change of the group Control in the level of skill performance "for rhythmic gymnastics skills selected under consideration" and the innovative sentence

<u> </u>	= 24						
Percent age value change '' T '' %	value	The difference	Telemetr	'y	Pre-mea	surement	Skill variables
	between the two averages	±	Q-	±	Q-	"In Research"	
54.17%	12.92	3.70	1.46	6.83	0.56	3.13	Walking
<b>50.87</b> %	17.73	3.50	0.90	6.88	0.76	3.38	ingRunn
<b>59.00</b> %	7.58	1.84	1.03	5.13	0.46	3.29	partridge
<b>26.99</b> %	6.57	1.25	1.10	4.63	0.73	3.38	Wearing
<b>48.96</b> %	17.12	3.06	0.99	6.25	0.49	3.19	Star
* 7	The value	of "T" at the	level of sig	onificance	(0.05) =	2.06	

the average of the pre- and poststandards of the

24

It is clear from Table (27) that there are statistically significant differences between

## **Table (27)**

### Significance of the differences between the average of the preand post-standards and the percentage change of the group sentence -24

	- 24						
Percent age change %	value '' T ''	The difference between the two averages	Telemetry		Pre-measurement		Skill variables
			±	Q-	±	Q-	"In Research"
54.17%	12.92	3.70	1.46	6.83	0.56	3.13	Walking
50.87%	17.73	3.50	0.90	6.88	0.76	3.38	Running
<b>59.00</b> %	7.58	1.84	1.03	5.13	0.46	3.29	partridge
<b>26.99</b> %	6.57	1.25	1.10	4.63	0.73	3.38	Wearing
<b>48.96</b> %	17.12	3.06	0.99	6.25	0.46	3.19	The Star
* The value of "T" at the level of significance $(0.05) = 2.06$							

### **Table (27)**

Significance of the differences between the average of the preand post-standards and the percentage change of the group sentence

n = 24

	%.	Percentage change		Average measurer	pre- nent	Skill variables
		±	Q-	±	Q-	In Research
:	54.17%	1.46	6.83	0.56	3.13	Walking
	50.87%	0.90	6.88	0.76	3.38	Running
	<b>59.00</b> %	1.03	5.13	0.46	3.29	partridge
	<b>26.99</b> %	1.10	4.63	0.73	3.38	Wearing
	<b>48.96</b> %	0.99	6.25	0.46	3.19	Star
* Th	e value of	"T" at th	e level of s	significan	ce(0.05) =	2.06

differences between the averages of the dimensional measurements of the test the between second experimental group and the control group and in favor of the second experimental group 3-Presentation of the results of the third hypothesis:

Table (14) Significance of the differences between the average dimensional measurements of the first and second experimental group in the variables under research

Second: Discussion of the results:

Officer | It is clear from (13). Table that there are significant statistically differences between the averages of the dimensional measurements of the test cognitive achievement between the first and second experimental group and in favor of the first experimental group, statistically and there are significant differences between the averages of the dimensional measurements of the test Cognitive achievement between the first experimental group and the control and in favor of the first experimental group, and there are statistically significant مجلة سيناء لعلوم الرياضة- كلية التربية الرياضية - جامعة العريش- المجلد التاسع- العدد الثاني- ديسمبر (٢٠٢٤) 279

the first experimental group that used blended learning.

Wen (2009) (26), Hassan Al-Bata, Mr. Abdel Mawla" (2007) (7), Hany Sabry (2007) (20), Mohamed Ragheb (2008) (16), Heba Saeed (2009) (21), that the use of blended learning and elearning, whether synchronous or asynchronous) had a positive impact on the level of skill achievement and the positive trend towards folk dance skills.

Thus, the validity of the second hypothesis, which states: "There are statistically significant differences in the dimensional measurements of the three experimental and control groups in learning some of the skills in favor of the first and second experimental group."

sults ofIt is clear from the re (9 -10 - 11) respectively tables statistically there are that significant differences between and -the averages of the pre measurements for each of -post the three groups under research in skills (under research and r cognitive achievement in favo measurement for of the post each group, and the researcher attributes these differences to the effect of The researcher used method the of the least significant difference to find out for any of these groups these by differences making individual comparisons between the averages of the groups, it was clear from Table (12) that there are significant differences between the averages of the initial experimental groups and control for all skills in favor of

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