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The effect of feedback (visual and written) through instant messaging and enhanced by assistance exercises to learn and retain the handstand skill

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Abstract

The importance of this study is highlighted by knowing the effect of displaying photographs and notes of the skill on the learner, but with a new means of presentation that differs from previous researchs, which is the use of instant messaging applications and the use of assistance exercises. The research problem was raised through the following question: Is the use of nutrition Feedback (visual and written) via instant messaging as an activity outside the lesson that has an effective impact on learning the handstand skill in gymnastics? Do assistance exercises as an activity outside the classroom have an effect on learning the skill of handstand in gymnastics? In light of the title and problem of the current research, the research aimed to identify the following: Identify the effect of using feedback (visual and written) through instant messaging and supported by exercises to help in learning and retaining the handstand skill among second-year students in the Department of Physical Education/College of Education, Shaqlawa, the research sample consists of second-year students in the Physical Education Department at the College of Education at Salahaddin University. After determining the research methodology, an experimental program was designed consisting of three groups with two experimental groups and a control group. After implementing the experiment and obtaining the results of the tests on the handstand skill, the data was transcribed and processed statistically, and conclusions were reached. The results showed that the educational program had an effective impact on learning the handstand skill in the three groups, with the effect varying between the groups. The results also showed that Feedback (visual and written) had an effective effect in retaining the handstand skill. It also turned out that feedback (visual and written) reinforced with assistance exercises is more effective in retaining the handstand skill. Through the conclusions, the researcher made several recommendations, the most important of which is the need to pay attention through various means of instant messaging and making it a central topic in the learning process, strengthening relationships between the teacher and the student through interest through correspondence for the purpose of science and knowledge, interest in diversifying the exercises to assist in the gymnastics lesson because of their importance in developing the level of artistic performance.

Keywords | **feedback (visual and written), instant and reinforced messaging, handstand skill.**

Introduction:

The rapid progress in our lives has become one of the features of our current era in terms of the changes taking place in technology and the use of electronic means and various technologies, and the new generation and young people are mainly concerned and targeted by this development in technology. It was necessary to try to guide students on how to use these means, such as the mobile phone, videography, and the applications used on their mobile phone, and harness them in order to raise their cultural and scientific level. Among these applications that have become commonly used recently are instant messaging applications. As the method of using these applications may take a negative turn when misused, students must be urged to use them in a way that serves them, especially in the

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educational aspect. Since technology is constantly advancing, it is necessary to invest this progress in serving the educational, learning and development aspects. Physical education is like other disciplines, especially in learning motor skills. The use of imaging technology, the method of presenting it and delivering it to the student, and retrieving information as feedback has become an important topic for researchers. Feedback is one of the important things in the educational process, as there is no learning of a skill without feedback. Therefore, many researchers have tried in previous research to try to introduce videography as an effective factor in the process of delivering information to the learner, and with the advancement of technology, the use of photographic and display methods has multiplied. He started using a large-format camera and showing it on TV, then moving on to filming with a mobile phone and then showing it on the mobile phone at the same time. Mazen pointed out, "These techniques are used to help individuals in the teaching and learning process by resorting to one or more of the individual's senses, as this has value and importance in learning." (7). this study, the focus was on feedback (visual and written) or delayed feedback because it suits the idea of the study. Feedback is the information obtained as a result of performance and has a major role in learning the skill. This was confirmed by Fouad and Amal: "Feedback is one of the necessary foundations in the learning process through which evaluation is carried out through information that is presented to the learner in some form and at a specific time." (5) This information that the learner receives is of great importance in acquiring the skill, and this is done by using appropriate feedback, especially for the learner who is a beginner in gymnastics skills, as he cannot see his body parts during performance. Here, the most appropriate type of feedback has a role in the educational process, whether it is through the learner hearing the teacher's instructions when he corrects mistakes or the learner seeing his performance of the skill. This can only be achieved by photographing the skill and presenting it to the learner. Here we can highlight the importance of this study by knowing the effect of photographic display of the skill on the learner, but with a new means of presentation that differs from previous research, which is the use of instant messaging applications such as (Telegram, WhatsApp, Viber, Messenger, etc.). Instant messaging applications have recently been circulated by various departments in all universities, through the creation of class groups (Groups) to facilitate the work of the department and the teacher to send instructions, lectures, exam dates, announce grades...etc. Here, the researcher is trying to reveal the effect of sending the student a photograph of the skill through one of the instant messaging applications, identifying performance errors in writing by the teacher and sending it with the photograph. As well as benefiting from the assistance exercises that are attached to the student and encouraging him to practice these exercises as homework, as the student can keep this information in the mobile phone and refer to it whenever he wants. The problem of the research is that it has become a trend to use learning methods with their high potential in the current era, and to exploit all the technological means available to the individual. As advanced methods have appeared in our current era, these methods may be a double-edged sword in the hands of the individual, as they may be a source of distraction for the individual from the duty that falls upon him, whether he is a student or a professional, or they may be used for the benefit and development of the individual. From here, the researcher developed an idea about how to exploit the applications found on mobile devices, including instant messaging applications such as (Telegram, WhatsApp, Viber, etc.) and use them as an additional educational means for the student as an activity outside the classroom, instead of the students being busy with the mobile phone and using its various applications for non-scientific and academic purposes. From this standpoint comes the role of visual and written

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feedback, as its importance has been proven in studies that dealt with this subject and it has an effective role in delivering information to the learner, whether immediate or delayed. No matter how long the period is between performance and returning information, visual and written feedback has a great impact, especially thanks to video recording and through various devices, which has been widely used and studied in previous research. Also, written feedback has rarely been used in physical education research, as information writing is an important matter that can be referred to at any time and reviewed by students. Here, the researcher posed the research problem through the following question: Does using feedback (visual and written) via instant messaging as an activity outside the lesson have an effective effect in learning the skill of handstand in gymnastics? Do assistance exercises as an activity outside the classroom have an impact on learning the handstand skill in gymnastics? Research objective: To identify the differences between the research groups (the first experimental, the second experimental, and the control group) in learning and retaining the handstand skill among second-year students in the Department of Education. Sports/ College of Education - Shaqlawa. Research hypotheses: There are statistically significant differences between the pre-test and the post-test for the handstand skill among the research groups and in favor of the post-tests. There are no statistically significant differences between the post-test and the retention test for the handstand skill among the research groups. There are statistically significant differences in the post-tests. For the handstand skill among the research groups and for the benefit of the first and second experimental group. Areas of research: The human field: Second-year students in the Department of Physical Education at the College of Education - Shaqlawa / Salahaddin University. Temporal scope: From 10/4/2023 until 12/22/2023 Spatial scope: Gymnastics hall in the Department of Physical Education at the College of Education - Shaqlawa / Salahaddin University.

Defining terminology: Instant Messaging (IM): Ko Jung defined it as "terminally defined as a text tool that allows users to send electronic messages via computer networks and smartphones using a program that displays the message immediately in the receiver's screen window." (13)

Method and procedures:

Choosing the scientific method to solve the research problem is essential. The researcher used the experimental method to suit the nature of the research problem, by designing three equal groups. (Al-Shouk and Al-Kubaisi) point out, "The experimental method is an attempt to control all the basic factors affecting the dependent variable or variables in the experiment except one factor that the researcher controls and changes in a specific way with the aim of determining and measuring its effect on the dependent variables or variables." (11) The research community was determined intentionally by the students of the second stage in the Department of Physical Education at the College of Education (Shaqlawa) at Salahaddin University for the academic year 2022-2023, who numbered (26) students. The research sample, which consisted of (24) students were selected, with the sample representing 92% of the research population. The research sample was divided into three equal groups, with (8) students for each group. Then the researcher divided the sample into experimental groups in a random manner by lottery, and the sample was divided as shown in the experimental design below.

Experimental design:

The researcher conducted the experimental design of his current study in a manner consistent with the experimental nature of the research in order to achieve the hypothesis and reach the results. Vandalen pointed out that "before conducting any study, the researcher must choose an appropriate experimental design to test the

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validity of the results derived from his hypotheses." (2) As Ko Jung pointed out, "Proving hypotheses is through experimentation. This means that the researcher who wants to prove his hypothesis in this way needs to be designed by taking complete procedures, and this is what we call experimental design." (13) The special design was developed as shown in Table (1).

Table .1 Shows the experimental design of the study

Seq	Groups of	Pre experience	Independent variable	Post experance	retention
1	Experimental group (first)	Pre test	Feedback (visual and written)	Post test	Retention test
2	Experimental group (second)		Feedback (visual and written) + assistance exercises		Retention test
3	Control group		-----		Retention test

Homogeneity and equivalence of the research sample:
The researcher investigated the homogeneity and equality of the three research groups in the variables weight, height, age, and some physical tests related to the skill under research on the date (10/9/2023, Sunday) in order to control those variables. So that the researcher can attribute the differences between the results of the three groups, if any, to the independent variable (feedback (visual and written) and feedback (visual and written) enhanced with assistance exercises) and not to other factors. Therefore, the researcher performed homogeneity in the variables of weight, height, and age, as shown in Table (2).

Table .2 Shows the results of differences in weight, height, and age among the research sample

Variables	Measurement unit	Source of variance	Sum of squares	Degree of freedom	Mean squares	Calculated D	Significance
the weight	.Kg	Between groups	57.33	2	28,667	0,215	0,809
		Within groups	2000,6	21	133,378		
		Total	2958	23			
height	.Cm	Between groups	10,11	2	5,056	0,216	0,808
		Within groups	351,66	21	23,444		
		Total	362,77	23			
the age	Year	Between groups	2,33	2	1,167	0,275	0,763
		Within groups	63,66	21	4,244		
		Total	66	23			

*Significant at significance level .0.05 ≥

It appears from the above table that the significance level for the weight, height, and age variables, respectively, was as follows (0.809, 0.808, 0.763), which is greater than an error rate (0.05). This indicates that there are no differences between the three groups in the variables weight, height, and age, which indicates the homogeneity of the research sample in terms of weight, height and age.

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As for the equivalence of the research sample, the researcher tested the research sample on some physical abilities related to the skill (handstand). This is after reviewing some previous studies that dealt with the skill (handstand) and the tests that those studies adopted for the purpose of equivalence. Such as Howder's study (12). And Nada study '(9)

Accordingly, the researcher identified a set of physical tests related to the handstand skill, and they were applied to members of the research sample. The research sample was also tested in the handstand skill to conduct the pre-test for the purpose of parity between the research groups, after giving two introductory units, and the researcher concluded that all groups were equivalent in physical and skill levels, as shown in Table (3).

Table .3 It shows the results of differences in some physical tests and handstand skills among the research sample

Variables	Measurement unit	Source of variance	Sum of squares	Degree of freedom	Mean squares	Calculated D	Significance
Arm strength test	.Cm	Between groups	3936,1	2	1968,056	1,312	0,229
		Within groups	22508,3	21	1500,556		
		Total	26444,4	23			
Leg strength test	.Cm	Between groups	308,3	2	154,167	0,421	0,664
		Within groups	5491,6	21	366,111		
		Total	5800,1	23			
Abdominal strength test	.Cm	Between groups	1,4	2	0,722	0,644	0,539
		Within groups	16,8	21	1,122		
		Total	18,2	23			
Spinal flexibility	.Cm	Between groups	14,7	2	7,389	0,400	0,677
		Within groups	277,1	21	18,467		
		Total	291,8	23			
Handstand	Degree	Between groups	0,778	2	0,296	0.751	0,484
		Within groups	24,8	21	0,395		
		Total	25,6	23			

*Significant at significance level .0.05 ≥

The above table shows that the significance level for the physical test variables (throwing a medicine ball, jumping forward, abdomen, flexibility) was respectively as follows (0.229, 0.664, 0.539, 0.677), which is greater than the error percentage (0.05), and this indicates that there were no differences between the three groups in the variables of physical tests. In the same table, it is shown that the level of significance for the handstand skill variable was (0.484), which is greater than the error rate (0.05). This indicates that there are no differences between the three groups in the handstand skill pre-test variable, and thus this indicates equality. The three groups in the physical tests and the pre-test of the handstand skill.

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Methods, tools and devices used in the research:

Methods of collecting information: Arab and foreign sources, personal interviews, a questionnaire form, a form to evaluate the level of performance, testing and measurement. Tools and devices used in the research: a scale to measure weight, a measuring tape, an electronic stopwatch, sponge mats, adhesive tapes, and a third-generation mobile camera device.

Exploratory experience:

An exploratory experiment was conducted on the method of implementing the program, on 10/4/2023, Tuesday, that is, two weeks before the program was implemented. The program was implemented on (6) students from within the research sample, but in another skill, which is (back rolling), by sending a video of the skill performance that had been filmed previously and writing some notes about the performance. The time it takes to send the information was determined via instant messaging to each student. The extent of the student's response and understanding of the teacher's comments. It was also noted that all of the sample had an internet connection at night, as evidenced by the fact that when the teacher posted a specific photo in the second stage group on the Telegram application, it turned out that all the students had watched the photo on the same night.

Pre-test:

Before starting to implement the educational program, use visual and written feedback in a deferred manner via instant messaging, and reinforced with assistance exercises. The pre-test for the handstand skill was conducted after implementing two introductory units for the skill on (10/11/2023) Wednesday. They were tested at the end of the second introductory unit, and filming was done via a mobile device with emphasis on controlling the conditions of the experiment in terms of place, time, and devices. And the tools used.

Main experience:

The main experiment was conducted on 10/15/2023, Sunday, and the program was implemented at the rate of two educational units per week for a period of two weeks, meaning four educational units, and the duration of each unit was (90) minutes. The experiment was completed on 10/25/2023, and the educational program was developed. Specific to using visual feedback by photographing the student and then sending it via instant messaging, and adding written feedback, which is giving notes on the student's performance and sending them in a deferred manner to the first and second experimental group, in addition to sending the assistance exercises prepared by the teacher to the second experimental group only. (4) educational units were sufficient to learn the skill, in addition to the two introductory units that were implemented for the purpose of pre-testing the skill. This is after referring to previous studies that were conducted on the same skill.

The program was implemented in the evening of the day of applying each unit, meaning that the experiment was not implemented within the lesson. There was no difference for all the research groups, and the students did not know that they were inside the experiment despite the students being distributed into three groups without their knowledge, as they were dealing within the lesson as one group because there was no extraneous variable within the lesson, but rather the two independent variables (visual and written feedback) and (Assistant exercises) only had a role in the evening of the same day of the educational unit. With each educational unit for teaching the handstand skill, the student's performance was photographed by the teacher, and this photography was used for the first and second experimental groups as delayed visual and written feedback, by sending them a video clip of their performance individually, specifically in the evening time of the same day that Photography done. The transmission was via the Telegram program, which is considered one of the instant

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messaging applications. Notes were also attached in writing for performance errors in videotaping, as shown in Figure (1), for both experimental groups, with the addition of assistance exercises for the second experimental group. Two clips of the assistance exercise filming of the handstand skill were added to each educational unit, i.e. The total number of assistance exercises was (8) exercises, as shown in Figure (2). The student was asked to perform the assistance exercises prepared by the teacher as homework, and the student photographed himself while performing the exercises and sent it to the teacher in order to ensure that the exercises were applied, even if only once. As for the control group, they were not sent anything. They were only taught the lesson in a traditional manner like the rest of the individuals.

Figure .1
Sending a video individually to a student with feedback shows the teacher and student interaction
Figure .2
Video assistance exercises for the handstand skill

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Post tests:

After completing the implementation of the period of educational units for the handstand skill ,within the educational curriculum on October 29 Sunday, post-tests for the handstand skill ,2023 were conducted for members of the three groups and photographed in preparation for the skills evaluation, taking into account the provision of .the same conditions as the pre-tests

Retention test:

In order to measure the retention of the handstand skill for the three groups, the test was under the same post-test re-administered conditions approximately (3) weeks after the post-test on 11/22/2023 Wednesday.

:**Technical performance evaluation**

The handstand skill was evaluated on a scale of points. Two attempts were given to each (10) student, and the best attempt was counted. It was evaluated by three judges who had experience in evaluating gymnastics skills, and after obtaining the judges' scores in evaluating the skills, the differences were calculated statistically between their scores using analysis of variance (Anova). The results showed that there were no differences between the scores of the three arbitrators, and this indicates agreement between The evaluators' scores were then calculated, and the arithmetic mean between the judges was calculated, and those scores were used to show the results statistically

Statistical methods:

The researcher used the following statistical methods using (SPSS) program: arithmetic mean, standard deviation, Spearman-Brown equation, analysis of variance (ANOVA) test, and T-test for correlated samples.

:Results

Presentation and analysis of the results of the research in the pre- and post-tests among the research groups in learning the skill of standing on hands:

Table.4 Shows the arithmetic means, standard deviation, and T-value calculated for the pre- and post-tests of the research groups in learning the skill of standing on hands

Seq	Reserch groups	Pre test		Post test		Calculated T	Sig	Statistical significance
		-A	STD±	-A	STD±			
1	"The first experimental group (Visual and written feedback)"	1,77	0,75	7,27	1,21	13,11	0,00	Sign
2	"The second experimental group (Visual and written feedback + assistance exercises	1,94	0,85	8,55	1,03	18,40	0,00	Sign
3	Control group	1,55	0,40	4,83	0,86	7,87	0,001	Sign

Significant at significance level ≥ 0.05*

Presentation and analysis of the results of the research in the post-test and retention among groups. Research into the retention of the handstand skill:

Table .5 It shows the arithmetic means, standard deviation, and T-value calculated for the posttests and retention for the groups. Research into retention of the handstand skill

Seq	Research groups	Post test		Retention test		Calculated T	Sig	Statistical significance
		-A	STD±	-A	STD±			
1	"The first experimental group (Visual and written feedback)"	7,27	1,21	6,72	1,04	2,50	0,054	Unsign
2	"The second experimental group (Visual and written feedback + assistance exercises)"	8,55	1,03	7,94	1,30	2,10	0,090	Unsign

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3	Control group	4,83	0,86	3,77	1,12	3,80	0,013	Sign

Significant at significance level ≥ 0.05*

Presentation and analysis of the results of the analysis of variance for the posttests among the groups. Research on the handstand skill tests:

Table .6 Shows the results of the analysis of variance in the posttests between the research groups in the handstand skill tests

Seq	Variables	Source of variance	Sum squares	Dgree of freedom	Mean squares	Calculated F value	Sig	Statical significance
1	Handstand	Between groups	46,372	2	23,186	21,926	0,007	Sign
		Inside groups	22,209	21	1,058			
		total summation	68,581	23				

Significant at error level ≥ 0.05*

Presentation and analysis of the value of the least significant difference (LSD) in the post-tests of handstand skill among the research groups:

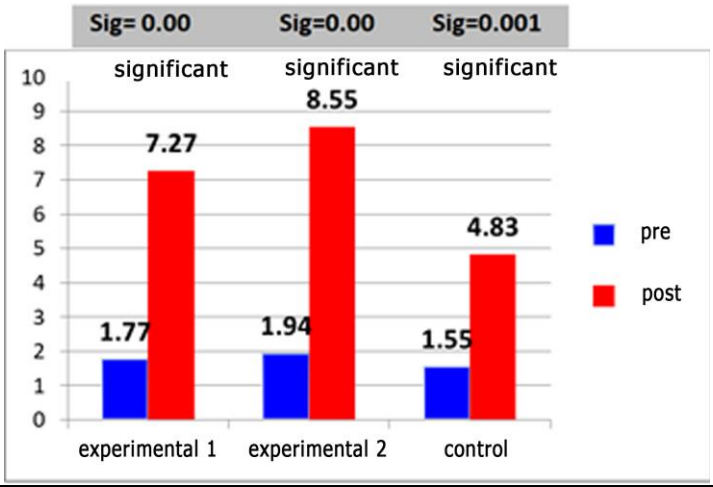
Table .7 It shows the value of the least significant difference (LSD) in the post-tests of handstand skill among the research groups

Seq	Groups	Asthmatic means	Means difference	Sig	Statical significance
1	The first trial - the second trial	8,555 – 7,277	1,278	0,051	Unsign
2	The first experimental - control	4,833 – 7,277	2,444	0,001	Sign
3	The second experimental - control	4,833 – 8,555	3,722	0,000	Sign

Significant at significance level ≥ 0.05*

Discussion:

Figure (2) shows the results for the differences between the pre- and post-tests for the research groups to learn the skill of standing on hands, and through these results obtained from Table (4) it can be said that the four educational units that were given to the students in order to learn the skill of standing on their hands are After two introductory units, it bore fruit, although the level of learning of the handstand skill for the control



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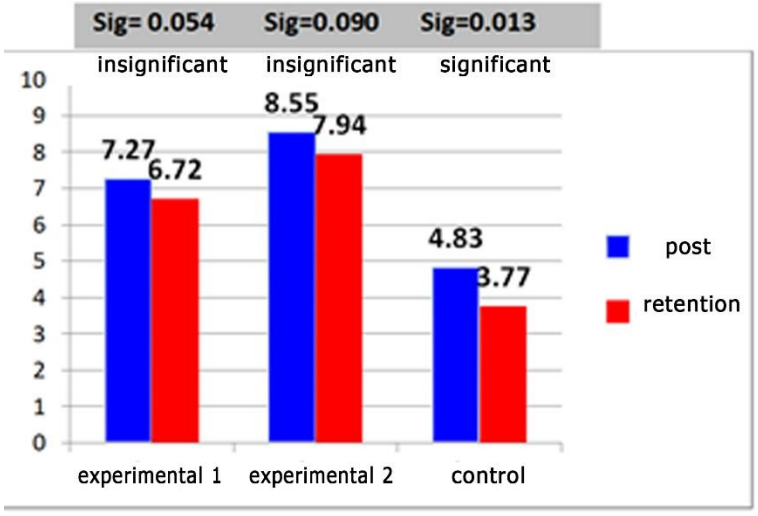
group was significant but not at the desired level. However, it must be noted that this level of learning is normal for the level of physical education students, especially in difficult skills such as handstand. But it may be clear that the method used is not sufficient to learn the difficult skills in a gymnastics lesson.

Figure .2 shows the differences in pre- and post-tests for the research groups in learning the skill of standing on hands

It must be noted that there was a very good improvement in the two experimental groups and satisfactory results were obtained. This means that the use of visual and written feedback and assistance exercises outside the lesson via instant messaging had an effective role. This is consistent with what Ali stated, "The difficulty of some of the skills required to be learned and mastered requires the teacher in the educational process to use and introduce an assistance method in his work in a way that saves the time and effort expended by the learner, as it is based on involving some of the senses in the learning process, which It leads to its consolidation and deepening, and thus it helps in creating good and solid relationships between what he has learned and the resulting impact of his learning remaining . " (10)



As Shawkat's study indicated, "Video feedback works to expand learners' perceptions through the possibility of exploiting more than one sense of learning because of its impact on creating an educational atmosphere that attracts the learner's attention, keeps the feeling of boredom away, consolidates the educational material, and expands his sensory perceptions. " (6)

Discussion of the results of the research on the post-test and retention among the groups. Research on the retention of the handstand skill: The research indicates, through the results shown in Table No. (5), and as shown in Figure (3), that the method of using visual and written feedback in a deferred manner through instant messaging and the use of assistive exercises had an effective role in retaining skills, and the researcher attributes this superiority to The effectiveness of using visual feedback using video led to the retention of information, as Suleiman points out, The characteristics of the video film are that it " is an integrated system that helps retain information and notes for a long period. " (3)

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Figure .3 shows the differences in posttests and retention for the research groups for the handstand skill

The researcher believes that the more effective the learning method is in science, the greater the retention of the learned material. As Al-Sayed stated, "Learners who use video feeding not only learn more, but they also learn faster and retain information for a longer period. " (4)

It is clear from the same table that it was not possible to maintain the skill level of the control group, and this indicates that using the traditional method we cannot retain the skill for a long time, especially in difficult skills.

Discussion of the research results regarding the differences between the post-tests of the handstand skill among the research groups:

Through the difference that the results showed between the research groups, as shown in Table No. 7, the results showed the least significant difference between the three research groups in the post-tests for learning the skill of standing on hands, as shown in Figure No. 4, where the researcher attributes this difference. The visual feedback in the form of videos and written notes in the form of notes that were received by students in the first and second experimental groups about their performance had a significant impact on the student's motivation to learn the skill.

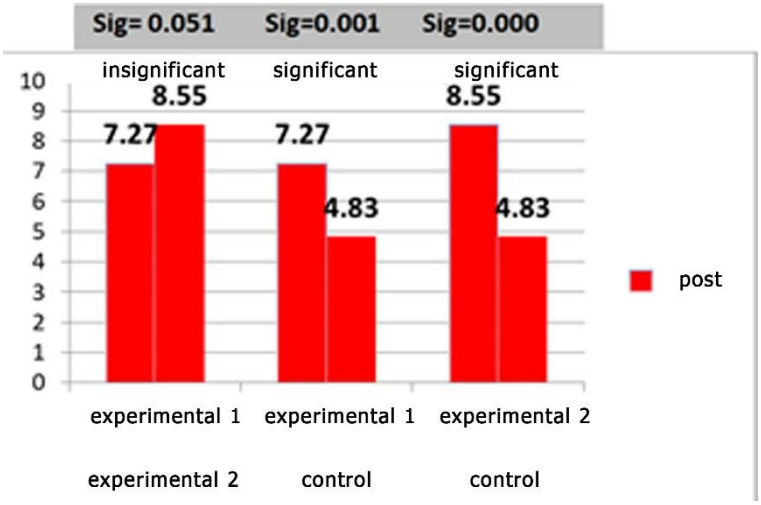

Figure .4 shows the differences between the three research groups in the post-tests in learning the handstand skill

Hamid states, "Using video stimulates learners' thinking, creates more than one opportunity for thinking, and motivates them to put in effort in learning and not feel bored, which has a positive impact on their learning. " (1)

By sending videos and notes about the student's performance via instant messaging, the student may keep this information on his mobile device and can watch it at any time he is allowed, and he may repeat the viewing several times. This is consistent with what (Abdul Samie et al) indicated that "repeated viewing adds vitality and a new dimension to the learning process and moves the student from the traditional learning atmosphere to a state of excitement and attraction towards learning. " (8)

It must be noted that although the result was not significant between the first and second experimental groups, looking at the arithmetic means, the results showed that the second experimental group was superior to the first experimental group, and this indicates that the assistance exercises that were added to the

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second experimental group had an effective role in developing Their level, and this is what the researcher noticed that when the student was banned from the lesson, he was aware of the exercises that he would perform in the lesson and had previous experience in performing the .exercise compared to the other students

Conclusions:

The results showed that the educational program had an effective impact on learning the handstand skill in the three groups, with the effect varying between the groups.

The results also showed that feedback (visual and written) had an effective effect on retaining the handstand skill.

It has also been shown that feedback (visual and written) supported by assistance exercises exercises is more effective in retaining the handstand skill.

The results showed that the traditional method of learning the handstand skill did not yield results in retaining the skill.

The results showed that using feedback (visual and written) via instant messaging, whether with or without assistive exercises, is better than the traditional method of learning the handstand skill.

Recomndation:

It is necessary to pay attention to the various means of instant messaging and make it a central topic in the learning process.

Strengthening relationships between teacher and student through interest through correspondence for the purpose of science and knowledge.

It is necessary to pay attention to feedback, especially new and different visual means and advanced technology.

Encouraging the student to use the Internet, technology, and available means for the purpose .of raising the academic level and not to pass time

Paying attention to diversifying the exercises that help in gymnastics lessons because of their importance in developing the level of artistic performance.

Conducting similar research on different sports in physical education on a sample of male and female students.

Author's declaration:

Conflicts of interest: None

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-Clearance: this manuscript approved by local ethical committee of physical education and sport sciences college for women on (January /2024)

Author's contributions:

All contributions of this study were done by the researcher (H.D.) who get the main idea and work on writing and concluding also with number of experts, Hawder Dilshad (the researcher) in Statistics, Urska Dobersek in revision, Nour Riadh in translating, Khitam Mousa in proofreading

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تأثير التغذية الراجعة (المرئية والمكتوبة) بوساطة التراسل الفوري والمعزز بالتمارين المساعدة لتعلم واحتفاظ مهارة الوقوف على اليدين

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مستخلص البحث

ان هذه الدراسة يتم ابراز اهميتها من خلال معرفة تأثير عرض التصوير والملاحظات للمهارة على المتعلم، ولكن بوسيلة عرض جديدة تختلف عن البحوث السابقة، إلا وهي استخدام تطبيقات التراسل الفوري، واستخدام التمارين المساعدة حيث تم طرح مشكلة البحث عن طريق التسائل التالي :هل ان أستخدام التغذية الراجعة (المرئية والمكتوبة) بوساطة التراسل الفوري كنشاط خارج الدرس له تاثير فعال في تعلم مهارة الوقوف على اليدين في الجمناستك؟ هل ان التمارين المساعدة كنشاط خارج الصف له تاثير في تعلم مهارة الوقوف على اليدين في الجمناستك؟ وعلى ضوء عنوان ومشكلة البحث الحالي فقد هدف البحث إلى التعرف على ما يلي:التعرف على تأثير استخدام التغذية الراجعة (المرئية والمكتوبة) بوساطة التراسل الفوري والمعززة بالتمارين المساعدة في تعلم واحتفاظ مهارة الوقوف على اليدين لدى طلاب المرحلة الثانية في قسم التربية الرياضية/ كلية التربية- شقلاوة، وتكون عينة البحث من طلاب المرحلة الثانية في قسم التربية الرياضية في كلية التربية بجامعة صلاح وبعد تحديد منهجية البحث تم تصميم برنامج تجريبي المكون من ثلاث مجاميع ذات مجموعتين تجريبيتين ومجموعة ضابطة. وبعد تنفيذ التجربة والحصول على نتائج الاختبارات الخاصة بمهارة الوقوف على اليدين تم تفريغ البيانات وتم معالجتها احصائيا وتم التوصل إلى الأستنتاجات أظهرت النتائج بان البرنامج التعليمي كان له اثر فعال في تعلم مهارة الوقوف على اليدين في مجاميع الثلاثة مع تفاوت الأثر بين المجاميع، كما أظهرت النتائج بان التغذية الراجعة (المرئية والمكتوبة) كان له تأثير فعال في احتفاظ مهارة الوقوف على اليدين،وكذلك تبين ان التغذية الراجعة (المرئية والمكتوبة) والمعززة بالتمارين المساعدة أكثر فعالا في الاحتفاظ مهارة الوقوف على اليدين،ومن خلال الاستنتاجات قام الباحث بعدة التوصيات من اهمها،ضرورة الاهتمام بالوسائل المختلفة من التراسل الفوري وجعلها موضوع محوري في عملية التعلم،تعزيز العلاقات بين المدرس والطالب من خلال الاهتمام عن طريق المراسلة بغرض العلم والمعرفة،الاهتمام بتنويع التمارين المساعدة في درس جمناستك لما لها اهمية في تطوير مستوى الاداء الفني.

الكلمات المفتاحية | **التغذية الراجعة (المرئية والمكتوبة) ، التراسل الفوري والمعزز ، مهارة الوقوف على اليدين**