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TECHNOLOGY FOR DEVELOPING COORDINATION ABILITIES IN RHYTHMIC GYMNASTICS AT THE STAGE OF INITIAL ATHLETIC TRAINING

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Abstract. *In this work are presented technology of coordinative skills to the initial level of sport preparing of rhythmical gymnastics, and in this work are presented classification of sports training facilities. Developing technology of coordination skills lies in the basic methods, methodical approaches and techniques and receptions, special means. The work also presented special means of fostering coordination abilities: music, exercises with and without a subject.*

Keywords: *coordinative skills, the rhythmical gymnastics, the initial level, sports preparing, movement of specialty and the specialized perceptions capacities.*

Research relevance. Developing proper content, setting goals, selecting the combination of means and methods make up the technology of athletic training. The use of various technologies and especially fostering coordination abilities in rhythmic gymnastics at the stage of initial training will allow coaches to identify the most talented pupils much earlier and to bring them up as harmoniously developed children.

Rhythmic gymnastics is a sport in which the technique of movement itself is the subject of competition, the ability to form new, increasingly complex forms of movement, as well as differentiate the amplitude and time of movement by different parts of the body, muscle tension by different muscle groups. Thus, rhythmic gymnastics is a difficult coordination sport.

The main means of training coordination abilities are physical exercises of increased coordination complexity and containing elements of novelty. The complexity of physical exercises in gymnastics can be increased by changing the spatial, temporal and dynamic parameters of movements, as well as the external conditions, changing the order of the apparatus, their weight, size;

changing the area of support or increasing its mobility in exercises on balance, etc.; combining motor skills; combining walking with jumping, running and catching objects; performing exercises at a signal or for a limited time.

The most extensive and accessible group of means for developing coordination abilities consists of general-preparatory gymnastic exercises of a dynamic nature, simultaneously covering the main muscle groups. These are exercises with and without apparatus (balls, hoops, gymnastic sticks, jump ropes, clubs, etc.), relatively simple and quite complex, performed in altered conditions, with different positions of the body or its parts, in different directions: elements of acrobatics (somersaults, various rolls, crossovers, etc.), exercises in balance.

A special group of means consists of exercises with a primary focus on individual psycho-physiological functions that provide control and regulation of motor actions. These are exercises to develop a sense of rhythm, orientation in space and time, pace, balance, and the degree of developed muscular effort.

The specificity of rhythmic gymnastics, according to V. Kirsanov [2], T. Roters [3],



and others, lies in a specific technique of typical exercises for it, in the use of dance elements and in a special technique for its use, which expands the possibilities of aesthetic education among gymnasts.

Purpose of the study. Technology development of coordination abilities in rhythmic gymnastics at the stage of initial athletic training.

Research methodology. Means and methods of artistic gymnastics solve both general and specific tasks. These include:

1. Developing the ability to give movements a variety of emotional color and dance-like quality; various shades of strength, speed; as well as lightness, freedom and grace.

2. In-depth aesthetic education of gymnasts, assistance in raising their musical culture.

Three types of means are used in gymnasts' athletic training: basic (competitive), preparatory and recovery means, the classification of which is presented by L.A. Karpenko [5] (Table 1).

Tabel 1. Classification of means for athletic training in rhythmic gymnastics [5]

№	Types	Types	Structural groups
1.	Main	No Apparatus	Balances, jumps, turns, bends, waves - swings; steps - running; dance and partner movement; acrobatic elements
		With Apparatus	Throws, flips, beats, catches; rolls, interceptions, tosses; spirals, pivots, wrappings, rebounds, mills movements
2.	Preparatory	Athletic	General and special physical training exercises. Drilling, applied and acrobatic exercises
		Dance	Elements of classical, historical, folk and modern dance
		Musical	Musical knowledge, musical-motor tasks, creative études, musical games
3.	Recovery	Pedagogical	Distribution and alternation between effort and rest, techniques for relaxation, breathing and correction
		Psychological	Creating an emotional background, self-regulation, ideo-motor psycho-regulating training
		Hygienic	Sensibleness grime, balanced nutrition, supplementation, adequate sleep and hygiene procedures
		Physiotherapeutic	Alternating between taking showers, baths, at tending saunas, receiving sports massages and rubbings

The diverse and affordable content of rhythmic gymnastics allows it to be widely used for the general physical development of

girls. Performing dance exercises to music contributes to the development of motor coordination and a sense of rhythm.



Basic means consist of exercises with and without an object, which are presented by gymnasts in competitive compositions. Preparatory means include general physical, dance and musical-motor training, which are used in the training process for athletes' full development. Recovery means are divided into pedagogical, psychological, hygienic and physiotherapeutic types that help gymnasts recover from the competitive period.

For this kind of sport, the most characteristic is the performance of movements to music, aimed at expressing the meaning, character and image of a musical work. Rhythmic gymnastics exercises acquire a dance character through the use of various steps and other elements of dance. This is facilitated by musical accompaniment.

The composer represents the nature of a musical work by means of musical expressiveness - melody, harmony, tempo, rhythm, accents, pauses. The combination of all these tools creates musical images, the content of which reflects the composer's intention [3].

For a proper coordination between movements and music, it is necessary to systematically develop a musical ear in gymnasts, musical memory, the ability to distinguish tempo, rhythm, pause, as well as the ability to move under melodies of different genres and character, which is especially important at the stage of initial athletic training. Only under this condition can gymnasts learn to increase muscle tension under a loud sound (*forte*) and reduce it under a quiet sound (*piano*). By accelerating and slowing down movements in accordance with the music tempo, gymnasts acquire the ability to finely regulate the strength and speed of their movements [1].

The melody is the basis of music, and, first of all, the composer's intention is expressed in

it. It is an alternation of sounds that are in a certain ratio in height and duration, which are played in a given tempo-rhythmic pattern.

Melody helps to remember a piece of music, and, consequently, an exercise in general. Hearing a melody, one can quickly restore the sequence of movements in the composition. Melody suggests the character of motion, the form and distribution of elements in a competitive composition. With the help of dance elements, which are included in the composition along with other technique groups, the gymnast reflects the essence of musical accompaniment.

Music is one of the main components of rhythmic gymnastics. It is used both in competitions as a musical accompaniment for compositions, and in training.

The music used in the training sessions performs various functions. It can be both a background for a warm-up and a leading function in choreography lessons. Choreographic education occupies an important place in the system of technical training at each of its stages.

The use of musical games in the final part of the training lesson, at the stage of initial athletic training, educates motor coordination in children, develops a sense of rhythm, creative activity, relieves emotional tension, and improves the connection between movement and music.

Against the background of general physical training, more and more attention is paid to special physical training. Classes on general physical training and special physical training are conducted in the form of an independent lesson. Parts of the training session are conducted mainly through the game method. A circular training method is also used, which allows for the development of necessary abilities, and, above all, flexibility, speed-strength abilities, endurance (taking into

account the capabilities of each gymnast), as well as coordination abilities [4].

When training coordination abilities in rhythmic gymnastics, the following main methodological approaches are used [6]:

1. Learning new various movements with a gradual increase in their coordination complexity in exercises. Mastering new exercises, young gymnasts not only replenish their motoric experience, but also develop the ability to establish new forms of movement coordination. Interrupting the learning process of new diverse movements will inevitably reduce the ability to master them and thereby slow down the development of coordination abilities.

2. Training the ability to rebuild motor activity in a suddenly changing environment. This methodical approach also finds great application in rhythmic gymnastics, in particular, in working out throwing movements with apparatus and performing rotational actions under the apparatus, as well as in group exercises.

3. Increasing the spatial, temporal and power accuracy of movements based on the improvement of motor sensations and perceptions. This methodical technique is widely used in rhythmic gymnastics, to develop a sense of the apparatus, and special awareness.

4. Overcoming irrational muscular tension. The fact is that excessive muscle tension (incomplete relaxation at the right moments during the exercise) causes a certain movement discoordination, which leads to a decrease in strength and speed manifestation, as well as in flexibility and plasticity, distortion of technique, which, in turn, leads to premature exhaustion.

The following methods are used to develop coordination abilities in rhythmic gymnastics

[4]: standard-repeated exercises; varying exercises; the game and competitive methods.

The standard-repeated method is used when learning new, rather complex motor actions, since such movements can be mastered only after a large number of repetitions in relatively standard conditions.

The method of varying exercise with its many types has a wider application. In the theory and methodic of physical education and sport, specialists divide it into two sub-methods: with strict and lax regulation of action variability and conditions of execution. The first includes the following types of teaching methods:

- strictly specified variation of individual characteristics or the entire developed motor action (change of power parameters, for example, long forward or high jumps off the place at full or half strength, speed change by prior instructions or tempo change after sudden signal, etc.)

- the change of start and end positions (running from starting squat position or prone pose, executing exercises with apparatus from the initial position: standing, sitting, squatting, lung in g and others; varying final positions, for instance throwing the hoop or ball up wards from the initial standing position and catching it sitting and vice versa;

- varying the ways of executing the motion (running facing forward, backward or sideways towards the direction of running), long or high jumps, from the initial position standing backward or sideways towards the jumping direction and so on);

- executing the exercise by «mirroring» (the change of swinging and pushing leg in jumps from a stand and a running start, throwing and catching the gymnastic apparatus with the non dominant hand etc.);

- executing mastered motor actions after the influence on the vestibular apparatus (for

instance, exercises in balance immediately after pivots, turns, tumbles);

- executing exercises with eliminating visual control – in special glasses or with eyes closed (for example, exercises in balance with clubs, ribbons, ball rolling and throwing – catching gymnastics apparatus).

Methodical technique so far regulated variation associated with the use of non-standard circumstances in the natural environment (jogging, rough terrain running), overcoming obstacles by arbitrary means, working out individual and group technical-tactical actions in lax regulated partner interactions. This method of developing coordination abilities is most often used during training sessions with advanced gymnasts.

An effective method of developing coordination abilities at the initial level of athletic training is the game method with or without additional tasks, involving time bound execution, under certain circumstances, or with certain motor actions etc. The game method without additional tasks is characterized by the fact that, the pupil must solve the arising motor tasks independently, relying on personal analysis of the current situation.

At the initial stage of athletic training, the main form of training sessions remains the teaching-learning type. However, the training type becomes increasingly more important. Evaluative classes are conducted in the form of testing the general physical training, special physical training, as well as technical training.

The need to include the simplest form so the competitive method gradually increases. This is expressed not only in the repetition of the competitive compositions, but also in the use of special preparatory exercises, that contribute to the formation of the athlete's character and personality.

Conclusion. Only the use of various technologies and the combination of all components in athletic training, connected in a complex system, can provide the development of coordination abilities and the maximum growth of athletic achievements.

Due to the constant growth of the competitive program complexity in rhythmic gymnastics and the early age of starting this sport, the study of developing the coordination abilities in the initial phase of the athletic training, and not only, still remains to be further researched.

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