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## Basic Gymnastics as a Basic Component of Invariant Part in the Curriculum from the Subject “Physical Culture”

**Abstract. Purpose:** the analysis of the program discipline «Physical education» for grades 1–9 students in the context of the use of basic gymnastics. **Material and Methods:** the primary means of gymnastics, studied by pupils of 1–9 forms, was investigated as a part of the curriculum «Physical education in school». The study examined the content of primary invariant of gymnastics lesson. **Results:** it is found that the formation of school culture movements (movements exploring their diversity, physical exercises, etc.) is in elementary school; due to the introduction of the learning material secondary school pupils gymnastic movements increased complexity is creating a culture of performance and use of basic gymnastics exercises that are the basis of the general culture of motor activity. **Conclusions:** the main factor reducing the general level of motor culture of pupils identified as a lack of training programs for grades 5–11 clearly defined lines of content on the use of basic gymnastics.

**Keywords:** means of gymnastics, invariant component of the curriculum, school of culture movements.

**Introduction.** The program of the course of study “physical training” [11] is provided that the main purpose of the course conformably to secondary school pupils is to develop principal health preservation competence by their acquired skills conservation, health promotion and careful treatment of it. As a result of achieving this purpose, the students should realize the value of physical exercise and sport to maintain their mental capacity, perform drill and organizing exercises, variety of walking, running, jumping, general developed exercises, exercises to develop speed, smart, endurance, strength, flexibility, speed and force qualities that are means of basic gymnastics [7; 11].

Basic gymnastics occupies an important place in physical education programs [7; 11], and practical work for teachers of physical culture [8; 9]. At present it is believed that the basic gymnastics is a system of exercise that are the basis for government programs of physical education according to preschool, school age children, secondary school students and students of higher educational institutions [1; 2]. The means of basic gymnastics are: drill exercises, walking, running in various combinations; general and developed exercises with and without objects; free exercise; simple exercises on gymnastic equipment (hang position and stop); acrobatic exercises; elements of rhythmic gymnastics, choreography, games, relay races, jumping and etc [1; 2; 10]. Some features of using during physical education secondary schools students represented in the works of M. Verkhovskiy [3].

The curriculum for primary schools depend on the structure is a continuation of the curriculum, that is worked in practice as for elementary school, as reflected in the relevant state standards [5; 6]. According to the elementary school students learn the basic means of motor activity (“course of culture movements with elements of gymnastics”, “course of movement”, “course of physical qualities” and others), and this time we really can consider a certain course of formation of their original culture implemental movements (running, jumping, throwing, walking, various movements of limbs and etc.) [7; 11]. As for the primary school, unlike the elementary school, the curriculum is based on the modular system. It contains invariant (compulsory) and variant component. The invariant part includes: theoretical and methodological knowledge and general physical training, the content of which is realized for each lesson. Virtually every sports can be represented as a variable module [11]. It must be mentioned that the curriculum for secondary school students also contains Variable module “Gymnastics”, that consists of several topics to explore theoretical information, physical training, jumping, climbing, balancing, acrobatics, hang position and stops, which are as basic gymnastics exercises and extend students’ knowledge and expand their movement skills formed in the elementary school [4; 11].

Thus, at the present stage, the basic gymnastics is included to the invariant and variable (module “gymnastics”) components of the curriculum of physical education.

**Conection research with programs, themes and plans.** The research was conducted under the Consolidated Plan of research in the field of physical culture and sports in 2011-2015; the topic is “The paradigm of healthy lifestyle in the discourses of physical education and sport.” State registration number is 0111U001716, and complex scientific project “Theoretical and methodological bases of formation of personal physical training in children and youth as the basis of their health” (state registration number is 0113U001205).

**Objective:** program analysis according to discipline “Physical training” for the elementary and the secondary school students in the context of using of basic gymnastics means.

**Material and methods.** During our research we examined the content of gymnastics in school curricula.

**Results and discussion.** The analysis program on discipline “Physical education” for the elementary and the secondary school students showed that basic gymnastics exercises included in the invariant parts and may be divided into 21 groups (table. 1).

The total number of basic gymnastics elements is 357 units. Their content includes as individual exercises (for examples, exercises to develop strength, exercise “bridge”), and the exercises complex (for examples, for recreational activities). The analysis results from Table. 1 indicates that the largest number in school curriculum of basic gymnastics exercises are focused on developing strength in children (10.4% of the total number of exercises and sets of exercises). The next one of the most important exercises is hang out and stops (9.2% of the total number of exercises and sets of exercises). Such a large amount of hanging and stops is studying by students create conditions in the form of certain abilities and skills, safe use of the upper extremities in various life situations (exhibiting hands during various falling, overcome

Table 1

**The content of basic gymnastics in school curricula for elementary and the secondary school**

	Name of a group	Form									Number	%
		1	2	3	4	5	6	7	8	9		
1	Exercises to develop strength	2	+6	+7	+9	+8	+1	+3	*	+1	37	10,4%
2	Hang position and stop	7	+8	+9	+9	*	*	*	*	*	33	9,2%
3	Exercises to develop dexterity	5	+6	+2	+3	+4	+2	+3	+1	*	26	7,3%
4	Exercises to develop flexibility	5	+3	+4	+5	+5	*	*	+2	*	24	6,7%
5	Exercises to develop speed	3	+4	+3	+4	+3	+3	*	+4	+1	25	7,0%
6	Preparation and organizing exercises	4	+2	+2	+2	+1	+7	+2	+2	+1	23	6,4%
7	Climbing	4	+3	+10	+3	*	*	*	*	*	20	5,6%
8	Types of throwing	4	+3	+6	+4	*	*	*	*	*	17	4,8%
9	Varieties of running	4	+6	+5	+2	*	*	*	*	*	17	4,8%
10	Varieties of hops	6	+5	+4	+2	*	*	*	*	+1	18	5,0%
11	Dance steps	5	+3	+4	+4	*	*	*	*	*	16	4,5%
12	Varieties walking	6	+4	+4	+2	*	*	*	*	*	16	4,5%
13	General and developed exercises with objects (muscle groups)	5	+2	*	*	*	*	*	+7	+1	15	4,2%
14	Squatting	3	+3	+2	+5	*	*	*	*	*	13	3,6%
15	General and developed exercises without objects (muscle groups)	8	+4	*	*	*	*	*	*	*	12	3,4%
16	Jumping rope	2	+4	+1	+3	*	*	*	*	*	10	2,8%
17	Elements of acrobatics	1	+3	+3	+3	*	*	*	*	*	10	2,8%
18	Exercises for fitness activities (complexes)	2	+7	*	*	*	*	*	*	*	9	2,5%
19	Elements of balance	2	+4	+2	*	*	*	*	*	*	8	2,2%
20	Exercises to develop endurance	-	-	-	+2	+2	+1	*	*	*	5	1,4%
21	Vaulting	-	-	-	3	*	*	*	*	*	3	0,8%
22	<b>Total</b>	<b>78</b>	<b>80</b>	<b>68</b>	<b>65</b>	<b>23</b>	<b>14</b>	<b>8</b>	<b>16</b>	<b>5</b>	<b>357</b>	<b>100%</b>

**Note.** + – increasing the number of new exercises, elements, set exercises (depending on group elements); \* – Repeat previously learned material.

vertical obstacles and etc.). The third value is the level of agility - 7.3%. The human's life during some dangerous situation sometimes depends on display level of agility, where the ability to quickly consider and respond of rational-coordinated movement on some dangerous factor and a person can avoid injury. Followed exercises is ones to develop flexibility. These exercises develop mobility in joints, particularly in the joints of the spine, that is important for the prevention of distortion of posture and so on. The next position in the ranking presented in Table. 1 are exercises for development of speed - 7.0%. Next on the rating symbol are preliminary and organizing exercises (6.4%). They affect the expansion of schoolchildren motor experience, their sense of rhythm and tempo of movements, that is basic characteristics that provide doing by students of basic gymnastics exercises. The study applied exercises (climbing - 5.6%) is also one of the main skills of a person. Through it a person can overcome vertical and horizontal barriers, go up and down the rope and in other cases. The study about throwing varieties are also very important. These exercises develop the eye, sense of distance, speed, power-speed upper limbs and more. Besides, throwing, particularly in target associated with many domestic people movements. Next place in ranking is varieties of running (4.8%) and jumps (5.0%). These pointed program components are the function of development of students' motor skills (different running variations of exercises and precondition their life appropriate) and influence the development of their physical qualities. The next studying element of the program is dance steps. It is also very important. Their importance occupies about 4.5%. The dance steps to develop in students a sense of rhythm, tempo, form their sense of correct posture and so on. The following components which are presented in Table. 1, to monitor, in particular, towards effective educational process. They indicate that types of walking is 4.5% of the basic elements of gymnastics. The following components of basic gymnastics (general and developed exercises without with objects, exercises for fitness activities, sit etc.) Can be considered as relatively independent matrix in the implementation of recreational activities (morning gymnastics, fitness moments, outdoor breaks, etc.). Their content is filled with concrete exercise in accordance with the child's age into account loads that are implemented by using sets of exercises (preparation for training, preparing of body to study or work, etc.). The importance of these components or elements, namely the ability to provide complexity and systematic of educational material studying by students. They make the special place, occupying in basic gymnastics. Jumping rope are also the content filling of these complexes

(2.8%). The next position in the ranking, presented in table 1, are elements of acrobatics (2.8%), which form students' special motor skills (variations tumbling back and forth, bridges, stands on one's head or hands, and a preconditions for their appropriate use in life) and influence the development of their physical qualities. The next position in the ratio of the number of elements in basic gymnastics, that are used during the study of the discipline "Physical culture" occupy exercises to develop students' balance (2.2%), endurance (1.4%) and vault (0.8%). The analysis of curriculums in elementary and secondary schools showed that by using basic gymnastic exercises have the conditions to resolve students adaptation to the environment, expanding their motor experience, improve motor skills vital action, their using in everyday life, as well as the formation of their culture movements.

The results of the content analysis of the curriculum subject "physical culture" [11] indicates that during students are in elementary and secondary school their learning of the new material basic gymnastics is uneven (Fig. 1).

Thus, students in the first to fourth grade absorbed 82.4% of new core components gymnastics. While in the fifth and sixth grade students learn about 10.5% of new core exercises gymnastics in seventh or eighth grade such exercises about 6.8%, and in the ninth grade of about 0.3%. This ratio in learning new material due to the fact that physical education of primary school they formed school movement (introduction to the movements, their diversity, physical exercises, etc.) and educational material in secondary school pupils on the basis of implementing the principles of systematic, consistency and continuity, introduced gymnastic movements increased complexity or which require students to use in their various activities.

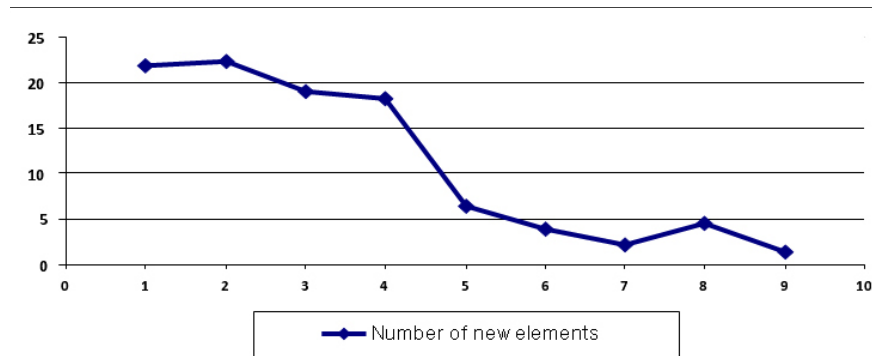


Fig. 1. Dynamics students' study of the basic elements gymnastics in elementary and secondary school

That is, they have formed a culture to do and use basic gymnastics exercises which are the basis of the general culture of motor activity. This analysis shows that the result of program according to the discipline "Physical Training" in elementary school and invariant component of respective program, that is goes with high school. There is a certain level of physical perfection for students and the relevant level of development in their cultural motor activities with using of the exercises from basic gymnastics. Educational standards and requirements are provided to control the programs. As a result of them we can estimate the level of students' achievement. They, in addition to theoretical knowledge, include a number of indicators to assess the level of calisthenics. For elementary and secondary school students, they provide exercises to determine the level of their physical qualities such as: speed, endurance, flexibility, strength and agility.

**Conclusions.** Based on the analysis we can conclude that the lack of training programs for the secondary and high school students clearly defined lines of content to use some basic gymnastics means, which would be a logical continuation of the elementary school program and reduction of its volume in the content programs. It is one of the main reasons for reducing of general level of motor culture in students (as a part of physical culture personality).

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