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THE METHODOLOGY OF TEACHING YOUNG GYMNASTS THE TECHNIQUE OF PERFORMING EXERCISES ON GYMNASTIC EQUIPMENT

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Abstract
The research work presents a methodology for teaching students methods of assistance and insurance when performing exercises on a balance beam in artistic gymnastics. It is important that exercises on the balance beam are dangerous due to increased and limited support, and therefore the fear of female athletes to perform acrobatic motor actions increases. The author has identified means, methods and methodological techniques to assist in performing the indicated exercises on the balance beam. The conducted research allows us to assert that the developed teaching methodology will allow in the future to master exercises of any complexity on the apparatus in a high-quality and safe manner.

Keywords: exercises on a gymnastic balance beam, insurance and assistance, safety of performing exercises.

INTRODUCTION

The intensification of struggle in the international sports arena of various gymnastics schools and the improvement of gymnastic equipment have led to a rapid jump in the complexity of exercises in artistic gymnastics. Currently, gymnasts are mastering extremely complex elements, and the coach cannot always provide assistance in case of unsuccessful execution [1, 3].

Exercises on the balance beam are, in fact, floor exercises transferred to a narrow support, including very complex acrobatic jumps, performed not only in the dismount, but also with a return to the support. One of the most characteristic features of learning exercises on the balance beam is the need to overcome frequently occurring defensive reactions, which is observed in young gymnasts. Gymnasts, having low sports and technical readiness, should be provided with help and insurance from a trainer-teacher in a very traumatic event of women's all-around [2, 5].

MATERIALS AND METHODS

An analysis of the training program for gymnastics coaches showed that much attention is paid to developing assistance and insurance skills when performing mainly acrobatic exercises on the gymnastic mat. The difficulty of providing assistance when performing exercises on a gymnastic balance beam is due to the characteristics of the apparatus itself: the height of the "working" (supporting) surface, its width, etc. [4].

These circumstances make our research relevant, which will help reveal the content of the methodology aimed at developing the skills of assisting and securing gymnasts on the balance beam, and will ensure the success of gymnasts performing competitive combinations on the apparatus at the stage of initial specialized training.

The object of the study is the process of teaching students how to provide assistance and insurance when performing exercises on a gymnastic balance beam.

RESULTS AND DISCUSSION

At the beginning of the pedagogical experiment, the abilities and skills of performing belay techniques and assistance when young gymnasts performed acrobatic exercises both on the mat and on the gymnastic beam were determined. The assessment was made on a five-point system by teachers of the Department of Theory and Methods of Gymnastics.

The experimental results presented in Table 1 demonstrate a significant difference in belaying acrobatic exercises on the mat and on the balance beam.

Table 1 Results of a preliminary study of the development of skills in assisting techniques and insurance on the mat and gymnastic beam (on a five-point scale)

Tests	Attempts on the mat	Attempts on beam	p
	M±m	M±m	
Forward somersault (points)	4,72±0,35	2,22±0,31	< 0,05*
Back somersault (points)	4,23±0,34	2,21±0,22	< 0,05
Back flip (points)	3,84±0,44	2,13±0,31	< 0,05
Forward rollover (points)	3,72±0,43	2,04±0,25	< 0,05
Flip to the side (points)	3,52±0,31	1,95±0,33	< 0,05
Backflip (dismount) (points)	3,25±0,22	2,84±0,33	< 0,05

The difference between the arithmetic means is statistically significant at a high level of significance ($p < 0.05$). If the female students did not have any particular problems when providing assistance on the mat, then when the gymnasts performed the same elements on the gymnastic beam, a number of difficulties were noted, which were noticed by the experts during the evaluation, and the grades received by the female students were significantly lower.

As can be seen from Table 2, after six weeks of training, students significantly increased their abilities. They demonstrated developed skills in providing assistance and insurance.

Table 2 Results of the development of skills in assistance and insurance on the carpet and balance beam after a pedagogical experiment (on a five-point scale)

Tests	Attempts on the mat	Attempts on beam	p
	M±m	M±m	
Forward somersault (points)	4,72±0,35	4,63±0,35	> 0,05*
Back somersault (points)	4,23±0,34	4,33±0,34	> 0,05
Back flip (points)	4,04±0,44	4,12±0,44	> 0,05
Forward rollover (points)	4,44±0,43	4,34±0,43	> 0,05
Flip to the side (points)	3,78±0,31	3,83±0,31	> 0,05
Backflip (dismount) (points)	4,65±0,22	4,45±0,22	> 0,05

The table shows that the students learned how to belay correctly and provide assistance both on the mat and in exercises on the balance beam. The level of mastery of the skills to assist and provide protection for acrobatic exercises on the gymnastic beam approached the level that students demonstrate when performing similar actions on the mat ($p \square 0.05$).

Exercises on the balance beam are the most difficult type of women's all-around, but at the same time it is bright, colorful and spectacular. The grade for an exercise is significantly influenced by both the degree of difficulty and the quality of execution of the elements presented.

Thus, the developed methodology aimed at developing the skills of assisting and securing gymnasts on the balance beam will ensure their success in performing competitive combinations on the apparatus at the stage of initial specialized training.

CONCLUSION

1. A methodology has been developed for teaching methods of assistance and insurance when performing exercises on a gymnastic balance beam, which includes teaching aids: guiding the movement, fixing the position, support, twisting and pushing.

At the same time, in training it is most advisable to use the methods of holistic-constructive and dismembered-constructive exercises. Their use allows, based on competent implementation of assistance and insurance, to have a significant influence on the quality of the exercise technique and consistently form a holistic movement.

The features of methodological techniques for teaching students how to assist and secure include actions to set their position relative to the apparatus and perform actions relative to the students, monitoring and correcting the execution of exercises.

2. The effectiveness of teaching assistance and insurance techniques based on the developed methodology was proven during a pedagogical experiment. This indicates that the formation of such pedagogical skills makes it possible to create the basis for the professional training of a specialist capable of providing assistance and insurance when learning more complex gymnastic exercises.

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