



Application of the Videosensory Method in Teaching Gymnastic Exercises to Students

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Annotation: *The article discusses the methods of teaching gymnastics to students of higher educational institutions of a sports profile. Advice and instructions are given for the use of the video-sensory method in teaching students gymnastic exercises.*

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Introduction. At present, the main task facing the faculties of physical culture of pedagogical institutes and universities is to improve the quality of professional and pedagogical skills of graduates [1].

In this regard, the department decided to introduce training in gymnastic exercises at the Faculty of Physical Education using programmed learning. To implement this solution, the literature sources devoted to teaching gymnastic exercises were analyzed [2, 3, 4]. On the basis of our own research, we also made sure that the only form of education, along with academic (main) studies, can be additional (independent) studies as a new original element of the educational process [5].

In the process of programmed learning, as classical types of programs, linear and branched programs, specially designed for students of the Faculty of Physical Culture, were used [6, 7]. Branched programming, in our opinion, is more promising than linear programming and has greater controllability in learning due to the ability to take into account the individual abilities of those involved.

The principal system of a branched program can be represented as follows:

1. Information frame - contains a description of the technique, that is, parts of the preparatory or lead-up exercise of the element being studied.
2. Operating frame - is a motor task that fully reveals the exercise described in the information frame.
3. Control frame - designed to compare the result of the execution of a motor task with the ideal technique [8, 9].
4. Additional lead-in and preparatory exercises - designed to correct errors in the learning process, and also serve as additional paths along the main direction of the program [10].
5. Additional information frame - provides information about the physical patterns of additional lead-in and preparatory exercises being performed [11, 12].
6. The main direction - determines the sequence of training [13].

7. Direct and feedback - communication addressed through the program to the teacher and back to the student [14].

The experience of work at the Faculty of Physical Culture of the Pedagogical Institute shows that the path from the first frame directly to the second is available only for highly coordinated and capable students. A greater number of students, medium and weakly gifted in the motor sense, are forced to master a number of additional exercises before moving on to the second frame. Each leading or preparatory branching exercise we offer contains a control frame [15, 16].

When considering training programs for different groups of students, staffed on the basis of specializations and anthropometric data, exercises were selected that are specific only to their sports, although in the learning process, students could use alternative exercises of their choice contained in the general training program [17, 18]. In this program, when following from the first frame to the second, the main errors for this exercise were provided. Branching in the training program was carried out by a highly qualified teacher who was fluent in the experimental methodology and was ready for possible changes in the training program and the introduction of auxiliary branches into it.

To develop programs of a branched type, studies of the biomechanical characteristics of the main and leading exercises were used. The concepts of the technique of gymnastic exercises were combined, that is, the kinematic canvas with the biomechanical essence of performing gymnastic exercises (the concept of the three main axes of rotation around which movement occurs). Knowing the basic physical regularity on which the effect of performing an exercise depends, the trainees approached the learning process more consciously, thereby significantly reducing the time for mastering gymnastic exercises. As a result, theoretical control was facilitated during programmed teaching of knowledge of biomechanical fundamentals, which contributed to a better mastery of practical material. Based on the foregoing, a video sensory system based on a branched type of programmed learning was proposed.

The sequence of application of this method was as follows:

- a) At the main academic classes they explained the technique of performing a gymnastic exercise, its step-by-step execution with additional branches for each step (preparatory and leading exercises) with their transition to the next steps and the obligatory demonstration of all exercises in a holistic and slow pace;
- b) At two proposed additional (independent) lessons per week, they showed video loops, a holistic performance of the exercise, as well as still frames (in which attention was paid to individual details of the technical implementation of gymnastic elements). In the process of practicing any gymnastic exercise, in case of doubt or misunderstanding of the technique of its implementation, the students turned to the leading teacher or specializing students with a request to re-demonstrate the video clip of the main, preparatory or lead-up exercise. Then the students returned to their equipment and continued to work out the exercises they had chosen until they were completely, technically correct;
- c) It should be noted that after every fourth independent lesson, the teachers conducted test assessments of the technique for performing the main shots in the steps of a gymnastic exercise, and also fixed the number of approaches to a satisfactory assessment.

If the exercise was completed satisfactorily, the students were offered the following frames and steps of the program.

If the student performed the exercise unsatisfactorily, he was asked to cope with a large number of branches, consisting of preparatory and lead-up exercises. It is due to the presence of such branches

that the majority of poorly trained students fully mastered the gymnastic exercise after six independent lessons.

As a result of the application of branched programs, students had a desire to help their classmates in mastering gymnastic exercises.

Conclusions. Thus, students began to show professional and pedagogical abilities. With this understanding of the training programs, students of other sports and professional areas by the end of the course of study were able to master not only individual gymnastic elements, but also test gymnastic combinations. Based on the above, we have drawn the following conclusions:

- training of students of the Faculty of Physical Education in gymnastic exercises by the video-sensory method based on branched programs has fully justified itself;
- the pace of mastering the material they pass has increased, the quality of performing the technique of gymnastic exercises has improved;
- The use of training programs helps the development of practical thinking in students and the manifestation of professional and pedagogical abilities.

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