

TRAINING OF COGNITIVE SKILLS IN RHYTHMIC GYMNASTICS AT THE INITIAL STAGE OF SPORTS TRAINING TO 5-6-YEAR-OLD CHILDREN

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Summary

Competence defines a capacity expressed in a certain field or the ability to produce a certain conduct. The formation of cognitive skills in 5-6-year-old children is one of the pillars on which the personality of the individual is built with all his skills, abilities, attitudes and skills, it is the condition that ensures the effectiveness of physical training at the initial stage of sports training. In the psychological aspect, competence in rhythmic gymnastics represents a state of mental potentiality of a person to act adequately and effectively or a system of action appropriations that, together with the necessary knowledge, skills and experience, lead to efficient actions and performance. Special investigations in the field of pedagogy address the issue of educating artistic skills in 5-6-year-old children through the timely action of the mechanisms of the affective, intellectual and volitional spheres, through the formation of skill and analysis skills, through their own interpretations and the awareness of sportswomen.

Keywords: capacity, knowledge, skills, skills training, cognitive skills, sports training, children 5-6 years, rhythmic gymnastics

Rezumat

Formarea competențelor cognitive în gimnastica ritmică la etapa incipientă de pregătire sportivă la copiii de 5-6 ani

Competența definește o capacitate pronunțată într-un domeniu sau capacitatea de a produce o anumită conduită. Formarea abilităților cognitive la copiii de 5-6 ani este unul dintre pilonii pe care se construiește personalitatea individului cu toate aptitudinile, abilitățile și atitudinile sale, este condiția care asigură eficacitatea pregătirii fizice la etapa inițială a pregătirii sportive. În aspectul psihologic, competența în gimnastica ritmică reprezintă o stare de potențialitate psihică a unei persoane de a acționa adecvat și eficient sau un sistem de însușiri acționale care, împreună cu cunoștințele, deprinderile și experiența necesară, conduc la acțiuni și rezultate eficiente. Investigațiile speciale în domeniul pedagogiei abordează problema educării deprinderilor artistice la copiii de 5-6 ani prin acționarea oportună a mecanismelor sferelor afectivă, intelectuală și volitivă, prin formarea deprinderilor și abilităților de analiză, prin interpretări proprii ale acestora și sensibilizarea sportivelor.

Cuvinte-cheie: capacitate, cunoștințe, deprinderi, capacități cognitive, antrenament sportiv, copii de 5-6 ani, gimnastica ritmică

Резюме

Формирование компетенций в художественной гимнастике на начальном этапе спортивной подготовки у детей 5 - 6 лет

Компетентность определяет выраженную способность в определенной области или способность производить определенное поведение. Формирование познавательных навыков у детей 5-6 лет является одним из самых важных факторов на которых строится личность человека со всеми умениями, способностями и установками, это условие обеспечивающее эффективность занятий физической культурой на начальном этапе спортивной подготовки. В психологическом аспекте компетентность в художественной гимнастике представляет собой состояние умственной компетенции человека к адекватным и результативным действиям или систему действий, которые в совокупности с необходимыми знаниями, умениями и опытом приводят к результативным действиям и результативности. Специальные исследования в области педагогики затрагивают вопрос о воспитании художественных навыков у детей 5-6 лет через своевременное действие механизмов эффективной, интеллектуальной и волевой сфер, через формирование умений и навыков анализа, через их собственные интерпретации и осведомленность спортсменов.

Ключевые слова: работоспособность, знания, умения, навыки обучения, познавательные способности, спортивная подготовка, дети 5-6 лет, художественная гимнастика

Introduction

Contemporary sport is characterized by a rigorous dosing of the volume and intensity of physical effort and by an early specialization. Rhythmic gymnastics belongs to the category of sports in which these modern trends are highlighted [5, 7, 9, 10, 11]. For this reason, the practice of rhythmic gymnastics starts from the youngest age (training stage Adaptation and recreation) [3, 4, 12], female athletes are selected and involved in an intensive training process, which contributes to the formation and improvement of motor capacities, learning the basic technical procedures, the acquisition of motor skills, which help to achieve the elements of physical difficulty and technical-artistic execu-

tion, according to the new Scoring Code in rhythmic gymnastics (2022-2024), as well as handling portable objects (rope, hoop, ball, clubs, ribbon), because at the age of 7-8, sportswomen already achieve sports categories.

In various pedagogy dictionaries, competence is defined as an intellectual capacity that has various transfer possibilities, a capacity that associates affective and attitudinal components to motivate action. Connections, associations are established and new syntheses are made, which give depth to knowledge and contribute to the formation of cognitive - theoretical skills. In the last analysis, the cognitive - theoretical competence is proven through thorough knowledge, through the skill and ability to act, to carry out various practical activities and to achieve great results. These skills are also defined in terms of action-practical skills [6].

According to the opinion of researcher M. Minder, knowledge must be dynamic. In the perspective of this definition, claim that competence is not a simple knowledge of concepts, but a dynamic knowledge, some potential knowledge mobilized in a number of different situations of the same type [5].

Once formed, skills know a process of development, organic growth, claims the scientist C. Leandro [4]. Through the new training profile, a special role is given to the development of skills, because only an individual endowed with complex skills can further ensure a sustained pace of progress. Competences are treated as knowledge that has become operational [1, 2, 5]. Competence is also an intellectual capacity with transfer possibilities and which is associated with affective and attitudinal components, motivating the action [5, 8, 9].

Cognitive competence starts from a set of resources, the gymnast must know and be able to combine different resources to manifest certain competences. The same resources can generate the formation of several skills depending on how they are combined. For example, two gymnasts with the same resources can model different skills, and conversely, two gymnasts with different resources can model the same skills. Resources do not represent a simple accumulation of knowledge but include:

- environmental knowledge and means of activity;
- intellectual skills and abilities, especially those of a creative nature;
- skills for self-organization of intellectual activities.

The internal resources of sportswomen are represented by:

- cognitive skills – the intellectual availability of the gymnast;
- practical skills – skills to perform practical activities;
- values-the sum of a gymnast's special qualities;
- motivations-the

factors that cause the gymnast to act and pursue certain goals [5].

Gymnasts also receive information regarding the execution of technical and artistic difficulties. This is how the preliminary representation of the task is achieved. The purpose of learning consists in the fact that 5–6-year-old gymnasts are able to know, understand and analyze the notions and phenomena drawn by detaching the support points and their solution contents. It was assumed that the development and implementation of the methodology for training cognitive skills in 5-6-year-old children during the training lesson will contribute essentially to the continuity of the level of sports training.

The aim is to improve and implement the methodology of training cognitive skills in rhythmic gymnastics at the initial stage of sports training.

Materials and methods

Studying the theory and practice of sports training at the early stage of 5–6-year-old children.

Psychopedagogical analysis of the concept of knowledge in the formation of competence at the initial stage of sports training.

Development and argumentation of a methodology for training cognitive skills in rhythmic gymnastics at the initial stage of sports training.

The methods used in pedagogical research. To carry out the research tasks, the following scientific methods were used: theoretical analysis and generalization of specialized literature data; evidence and control in sports training; pedagogical observation; tabular method; the pedagogical experiment; statistical-mathematical methods of processing and interpreting the recorded data.

Results

The research in question aims to increase the efficiency of the instructional-educational process within the training lesson at the level of the initial training group in rhythmic gymnastics. The pedagogical experiment was carried out within the Sports School of the Olympic Reserves in Chisinau. As part of the experiment, we aimed to verify the cognitive component of the elements of the artistic image of 5–6-year-old gymnasts. The cognitive performances obtained by 5-6-year-old gymnasts at the final tests for solving the general and special knowledge tasks, in the two experimental situations, are presented in (Table 1).

An important role in the appreciation of artistic skills at the age of 5-6 is played by the spirit of creation, which expresses the capacity and ability to imagine music in correlation with movement in

order to create beauty. In the research process, all the subjects of the experimental groups received to solve both easy cognitive tasks, such as representation and difficult experiments in the form of verbal, written and practical messages. At the same time, it was considered to limit as much as possible the influence of external factors in order to be able to measure, evaluate and interpret as objectively as possible the action of the experimental conditions on the success - the cognitive competence.

In order to assess the learning results, a rigorous scale was developed and used, in which grades 5-6 express a sufficient level, 7-8 - a medium level and 9-10 - a high level of performance. The results obtained in control conditions were recorded in absolute values and in percentages. The grades obtained by the 5-6-year-old gymnasts reflect a medium level, i.e. they are grades 7-8 (figure 1).

For 5-6-year-old children, great interest showed the "Primer of the competence of little female gymnasts" [4], elaborated by the author on the basis of which they studied and analyzed the material proposed for the training of primary skills, being also adaptation effects. In this sense, the visual, auditory representation of movement with objects and without portable objects, in special compositions, involved in coaching at each sports training, have non-symmetrical (dominant) forms of development in each female gymnast. In rhythmic gymnastics, representation is based on perceptions – imagination and creativity.

In the case of our experiment, the female gymnasts were asked to present through movement the arm positions from classical ballet; to present through movement the positions of the feet in classical ballet; name and creatively present 2-3 elements from classical ballet; to describe, in writing, the basic symbols in the artistic composition. The representation of the imagination at the age of 5-6 years is prospective and productive. The mechanisms of the formation of skills and behaviors in 5-6-year-old gymnasts are not well defined. During the sports training, the experience is assimilated and recreated, the general activity space specific to its tensions related to the individual characteristics of the female gymnast, but also to the situation created during the initial training of accommodation, knowledge, and development of learning capacities, is constituted.

The development of cognitive skills will have a major efficiency if it starts from the earliest early age, a fact that allows young gymnasts to know, understand and apply the recommended information to become more elegant, more persistent, to prove,

in continuation, more self-confidence and creativity at the age of 5-6.

Conclusions and recommendations

As a result of the analysis and synthesis of the fundamental theoretical-methodological research on the problem of training cognitive skills, at the initial stage of sports training in rhythmic gymnastics, it can be stated that the methodology of organizing and carrying out this process, both nationally and internationally is at the beginning of the way and is not sufficiently explored.

The development of cognitive skills will have a major efficiency if it starts from the earliest age (5-6 years old), which allows young gymnasts to know, understand and apply the recommended information to become more elegant, more persistent, to continue to show more self-confidence and creativity at the age of 7-8.

The initial level of artistic skills training in 5-6 year-old female gymnasts at the initial stage of sports training is not high. Grades of ten were obtained by 5.68%, grades of nine by 29.54%, 35% of gymnasts were rated with grades of 8 (eight), 7 (seven) – 22.72% and 6.81% obtained grades of 6 (six). During the sports training, the experience is assimilated and recreated, the general activity space specific to its tensions related to the individual characteristics of the gymnast, but also to the situation created during the initial training of accommodation, knowledge, and development of the learned capacities, is constituted.

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