

EVALUATION OF BASIC ACROBATIC EXERCISES OF 9TH GRADE PRIMARY SCHOOL MALE STUDENTS IN THE MUNICIPALITY OF HARAQINA

Arsim NUREDINI¹, Fadil MAMUTI²

¹Primary School "Gjergj Kastriot Skenderbeu", Haraqinë, Skopje

²Faculty of Physical Education, University of Tetova, North Macedonia

Correspondent address: arsim.nuredini@hotmail.com

Abstract

The main purpose of this research is to evaluate the basic acrobatic exercises of 11-14 year old male students in nine-year primary schools in the region of the Municipality of Haraqina, as well as to see which basic acrobatic exercises the students perform successfully and which they present difficulty during performance. We hope that the results obtained from this work will serve us for the compilation of school programs, namely the subject of sports gymnastics. At the same time, the exercises that have a more complicated structure will be detected and the same should be removed from the curriculum or should be given more hours and improvement of the work methodology.

From the presentation of the results above, it can be clearly seen that the majority of the basic acrobatic exercises such as: splits, bridge, balance, shoulders stand, hand and head stand, handstand, forward flip, backward flip and cartwheel have been performed by the students without difficulty, it is best proven by the evaluations carried out where some have performed moderately and some well. However, there are two exercises that have presented difficulties during the performance of basic gymnastic exercises, they are back rotation around the shoulder and neck as well as back rotation with hands. These two exercises obviously have a more complicated structure and therefore it would be good to allocate more teaching hours to learning and mastering these exercises, or to remove from the school programme.

After what was said above, we can only expect that the results of this work will serve for a better school program, therefore we recommend that the subject of physical education and especially gymnastics - acrobatics in primary schools be given greater importance. Therefore, first of all, the lesson fund, the school curricula should be reviewed as to how functional, logical and productive they are, the programs should be updated based on the demands of daily life, as well as the conditions in schools should be improved, and at the same time, the teaching staff should be trained with the necessary knowledge and updated.

Key words: *Basic acrobatic exercises, age 11-14 years old males, SHF. Haraqinë.*

1. Introduction

Gymnastics means the totality of physical actions with and without apparatus, possible to be realized regardless of age and gender, in order to health strengthening, the increase of physical qualities, the formation of movement habits, the education of the skill of orientation in space and time, as well as laying the basics of sports technique.

Educational gymnastics, understands the totality of physical movement and coordination exercises with the aim of comprehensive education of the exerciser with physical, mental, volitional and intellectual qualities. When it comes to gymnastics, we think of gymnastic competitions where the exercises are performed on tools, apart the acrobatic exercises that are performed on the carpet. Artistic gymnastics should be understood as that physical movement activity that expresses the close relation between physical movement and choreographic activity performed on the apparatus of gymnastic competition on the one hand, and with

the competitive sports character on the other hand, the content and complexity of which is appeared with virtuosity, originality, style, degree of difficulty, which are evaluated according to the requirements of the regulation of the competitions of this sport activity. Acrobatic gymnastics includes that individual and collective movement and coordinated physical activity with comprehensive educational, sports and health purposes. Examining teacher and student behavior during physical education lessons means the evaluation of school physical education and teacher training. In research into school physical education, the process of teaching and its results are generally examined independently of one another (Mikko P., 2014).

Another important approach regarding educational gymnastics and its importance in the educational process is the research "The effect of cooperative learning on students' approach to general gymnastics course and academic achievements", where result of the statistical evaluation showed that, usage of cooperative learning during gymnastics classes has a stronger link with students' academic success, lesson attitude and practicing skills (Gökhan Bayraktar 2011).

Gymnastics is named as one of four or five broad movement domains within all of Canada's provincial/territorial physical education (PE) curriculums. The results and discussion should be of interest to those who share an interest in PE, curriculum inquiry, and gymnastics instruction, particularly within Western schooling contexts (Daniel, B. at all (2020).

Another work presents significance of gymnastics as extracurricular sport activity by focusing on the benefits of exercising gymnastics in a way that it has a greater effect on life quality. Elements of acrobatics, skips, movements on bars and balance beam positions are analyzed and partially supported with images. The aim of this work was to present basic gymnastic elements, as well as completed gymnastic exercises that contribute to development of pupil's interests for gymnastics as extracurricular activity. The respondent sample was 18 pupils ages 7-8 years. In this research is used scale questionnaire of opinions in which pupils could express their agreement level in span of incorrect – partially correct – correct. This way provides insight into interest levels of male and female first graders for gymnastics as extracurricular sport activity. Results have shown higher level of female pupils' interest for gymnastics than males. Finally, it is shown that all the pupils had positive attitude towards gymnastics, which confirms both hypotheses (Brkljača, J. 2021).

Another author studies the impact of the use of a gymnastics program on motor capabilities and social behaviour among kindergarten children and to investigate the relationship between them. Results of this research indicated that motor capabilities, balance, agility, strength endurance; flexibility, explosive power, and muscular endurance improved significantly in the experimental group. Differences were also found between experimental and control groups with regard to social skills and problem behaviour according to parents and teachers reports. Gender differences were noted in connection with motor capabilities, social skills and problem behaviour. Significant relationships were found between motor capabilities and social behaviour. Left handed children had better reaction times than right handed (Aida, A. 2010).

2. The purpose of the research

The main purpose of this research is the assessment of basic acrobatic exercises at male students aged 11-14 years in primary schools in the region of Municipality of Haraqina.

Through this research, will be proven the success of performing basic acrobatic exercises in the four school years. It will be seen which basic acrobatic exercises the students perform successfully and which of them present difficulties during the performance as well.

We hope that the results obtained from this paper will serve us for the compilation of school programs, namely for the subject of gymnastics. At the same time, the exercises that have more complicated structure will be detected and the same should be removed from the school programme or more hours should be given in order to improve the methodology of work. Based on the purpose and tasks of the research, the general hypothesis is presented, with which it is expected that the basic acrobatic exercises will not have significant differences in their performance between generations.

2.1 Working methodology

2.1.1 The sample of entities:

A total of 160 male students aged 11-14 years of classes (VI-IX) were included in the research. The students were taken from primary schools from the region of Municipality of Haraqina. The students who are included in the research are healthy and have taken permission from their parents and school authorities. The research was completed throughout the whole school semester during: February, March, April and May in 2022.

2.1.2 Gymnastics Variables

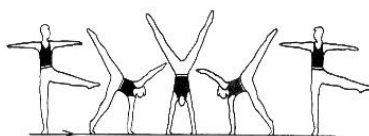
Static exercises: Splits, Bridge, Balance, Handstand, Shoulders stand,, Handstand on head and hands:



Dynamic exercises (rolling): Forward roll, Backward roll, Backward roll around the neck and shoulder, Backward roll with handstand.



Dynamic exercises (cartwheels): Cartwheel (Sideways roll or The Star)



2.1.3 The methods of processing results

The basic gymnastic exercises were evaluated by three teachers of physical education. The grades that were used during the evaluation of gymnastic exercises are: 1 (does not do the exercise at all), 3 (does the exercise on average with little help) and 5 (does the exercise on his own without help). It should be emphasized that during the evaluation the perfectionism was not required while performing the exercise, so the exercise does not have a professional character but educational one.

3. The results

3.1 Description of the results of Gymnastic exercises VI-th grade – Boys, aged 11

Evaluation grades	% e the success in performing exercises	Splits	Bridge	Balance	Handstand over the shoulder	Handstand over hands and head	Handstand	Forward roll	Backward roll	Dive roll	Cartwheel	Backward roll over neck and shoulder	Backward roll with handstand
0		22.5%	5%	7.5%	0%	35%	60%	5%	10%	7.5%	30%	77.5%	90%
3		70%	67.5%	80%	62.5%	57.5%	37.5%	85%	72.5%	87.5%	62.5%	20%	10%
5		7.5%	27.5%	12.5%	37.5	7.5%	2.5%	10%	17.5%	5%	7.5%	2.5%	0%

3.2 Description of the results of Gymnastic exercises VII-th grade – Boys, aged 12

Evaluation grades	% e the success in performing exercises	Splits	Bridge	Balance	Handstand over the shoulder	Handstand over hands and head	Handstand	Forward roll	Backward roll	Dive roll	Cartwheel	Backward roll over neck and shoulder	Backward roll with handstand
0		15%	5%	2.5%	0%	45%	45%	0%	10%	10%	7.5%	60%	85%
3		82.5%	30%	75%	25%	52.5%	52.5%	57.5%	57.5%	55%	57.5%	35%	15%
5		2.5%	65%	22.5%	75%	2.5%	2.5%	42.5%	32.5%	35%	35%	5%	0%

3.3 Description of the results of Gymnastic exercises VIII-th grade – Boys, aged 13

Evaluation grades	% e the success in performing exercises	Splits	Bridge	Balance	Handstand over the shoulder	Handstand over hands and head	Handstand	Forward roll	Backward roll	Dive roll	Cartwheel	Backward roll over neck and shoulder	Backward roll with handstand
0		20%	7.5%	2.5%	20%	12.5%	22.5%	7.5%	12.5%	15%	32.5%	55%	65%
3		72.5%	62.5%	75%	50%	60%	65%	50%	52.5%	50%	52.5%	42.5%	35%
5		7.5%	30%	22.5%	30%	27.5%	12.5%	42.5%	35%	35%	15%	2.5%	0%

3.4 Description of the results of Gymnastic exercises IX-th grade – Boys, aged 14

Evaluation grades	% e the success in performing exercises	Splits	Bridge	Balance	Handstand over the shoulder	Handstand over hands and head	Handstand	Forward roll	Backward roll	Dive roll	Cartwheel	Backward roll over neck and shoulder	Backward roll with handstand
0		10%	7.5%	2.5%	20%	12.5%	22.5%	7.5%	12.5%	15%	32.5%	55%	65%
3		55%	62.5%	75%	50%	60%	65%	50%	52.5%	50%	52.5%	42.5%	35%
5		35%	30%	22.5%	30%	27.5%	12.5%	42.5%	35%	35%	15%	2.5%	0%

4. The discussion, conclusion, and recommendations

Based on the results which were obtained from the research, the submitted hypotheses that the basic exercises not to have significant differences in their performance through generations, were obtained the following results:

Basic acrobatic exercise **Split** 11-year-old students realized 77.5% average and well, aged 12 85% average and well, aged 13 80% average and well and age 14 ,90% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have high flexibility of the lower extremities and that for this exercise there is no need to allocate more lessons.

Basic acrobatic exercise **Gymnastic bridge** students aged 11 realized in 95% average and well, aged 12 - 95% average and well, age 13 -92.5% average and well and age 14 92.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have high flexibility in the spine and that for this exercise there is no need to allocate more lessons.

Basic acrobatic exercise **Balance** students aged 11 realized 92.5% average and well, 12 year olds 97.5% average and well, age 13 97.5% average and well and age 14 97.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have good balance and that there is no need to allocate more lessons.

Basic acrobatic exercise **Handstand over shoulders** students aged 11 realized 100% average and well, age 12 100% average and well, age 13 80% average and well and aged 14 80% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Handstand** students aged 11 realized 65% average and well, age 12 55% average and well, age 13 87.5% average and well and aged 14 87.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Handstand over hands** students aged 11 realized 40% average and well, age 12 55% average and well, age 13 77.5% average and well and aged 14 77.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Forward roll** students aged 11 realized 95% average and well, age 12 100% average and well, age 13 92.5% average and well and age 14 87.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Backwards roll** students aged 11 realized 90% average and well, age 12 90% average and well, age 13 87.5% average and well and aged 14 87.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Dive roll** students aged 11 realized 92.5% average and well, age 12 90% average and well, age 13 85% average and well and age 14 85% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Cartwheel** students aged 11 realized 70% average and well, age 12 92.5% average and well, age 13 67.5% average and well and age 14 67.5% average and well. From the gained results, it can be seen that it is very high the percentage of students who successfully completed the exercise with an average and good rating. This means that children of these ages have completed the exercise successfully and that there is no need to allocate more lessons for this exercise.

Basic acrobatic exercise **Backwards roll over neck and shoulder** students aged 11 only 22.5% realized the exercise with average and well rated, age 12 40% average and well, age 13 45% average and well and age 14 45% average and well. From the obtained results, it can be seen that the percentage of students who successfully completed the exercise with an average and well rating is lower at the age of 11 years, 12 years and finally 13 and 14 years. It is worth emphasizing that this exercise has more complicated structure and it is more difficult performing for students of these ages. This means that children of these ages have difficulties performing this exercise. Therefore, in learning and embzzlement of this exercise, are needed more lessons.

Basic acrobatic exercise **Backward roll with handstand** students aged 11 only 10% realized the exercise with average and well rated, age 12 15% average and well, age 13 35% average and well and age 14 35% average and well. From the obtained results, it can be seen that the percentage of students who successfully completed the exercise with an average and well rating is lower at the age of 11 years, 12 years and finally 13 and 14 years. It is worth emphasizing that this exercise has more complicated structure and it is more difficult performing for students of these ages. This means that children of these ages have difficulties performing this exercise. Therefore, in learning and embzzlement of this exercise, are needed more lessons.

From the presentation of the results above, it can be clearly seen that the vast majority of the basic acrobatic exercises such are: splits, bridge, balance, handstand, handstand over shoulders, handstand over hand and head, forwards roll, backwards roll and cartwheel the students did it without difficulty, it is best proven by the evaluations where some of them did it averagely and some of them did well. However, there are two exercises that have presented difficulties during the performance of basic gymnastic exercises, they are backward roll over the neck and shoulder and backward roll with handstand. These two exercises obviously have more complicated structure and therefore it would be good to allocate more teaching lessons to learning and approving these exercises.

And finally, after the numerous evaluations that have been made of the anthropometric characteristics, motor and functional skills, as well as during the evaluation of the basic gymnastic-acrobatic exercises that are included in the study programs, it is worth saying that:

- The evaluation of anthropometric characteristics in primary school children can serve to follow the growth and development of children in this sensitive period of 11-14 years of age, and this is best enabled by the class of physical education.
- The evaluation of motor and functional skills can be used to evaluate children during the class of physical education, but at the same time it can also be used to discover talents as well as those with physical and functional problems.
- The evaluation of gymnastic exercises which was the main purpose of this research, can serve for the assessment of students in physical and health education classes as well as in discovering of new talents. Basic gymnastic-acrobatic exercises can also serve as a general preparation for students in primary schools and in sports clubs as a basis for other sports.

References

- [1]. Mikko Pehkonen (2014). "Quality of the teaching process as an explanatory variable in learning gymnastics skills in school physical education" . University of Lapland, Faculty of Education, Finland. Vol. 2 Issue 2: 29-40.
- [2]. Gökhan Bayraktar (2011). "The effect of cooperative learning on students' approach to general gymnastics course and academic achievements". Department of Physical Education and Sports, Faculty of Education, Ağrı Ibrahim Çeçen University, Ağrı, Turkey, ka realizuar punimin. Educational Research and Reviews Vol. 6(1), pp. 62-71.
- [3]. Daniel, B. Robinson, Lznn Randall, Erin Andrews (2020). "Physical education teachers' (lack of) gymnastics instruction: an exploration of a neglected curriculum requirement" . Curriculum Studies in Health and Physical Education. Volume 11, 2020 - Issue 1.
- [4]. Pietro Luigi Invernizzi, Gabriele Signorini, Dario Colella, Gaetano Raiola, Andrea Bosio, and Raffaele Scurati. (2020). Int J Environ Res Public Health. 2020 Dec; 17(23): 8803. Published online 2020 Nov 26. doi: 10.3390/ijerph17238803.
- [5]. Brkljača, Josipa (2021). "Extracurricular sports activity Gymnastics", University of Rijeka, Faculty of Teacher Education / Sveučilište u Rijeci, Sveučilište u Rijeci, Učiteljski fakultet 2021.
- [6]. Aida Al-Awamleh (2010), "The Effectiveness of Using Educational Gymnastics skills on Motor Capabilities and Social Behaviour among Kindergarten children" . Dissertation zur Erlangung des akademischen Grades eines Doktors der Sozialwissenschaften (Dr.rer.soc) an der Universität Konstanz Fachbereich Geschichte und Soziologie- Sportwissenschaft.