

# Implementation of Aerial Acrobatics and Pole Dance as A Variable Segment in the School Physical Education Program

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**Summary.** Secondary schools offer children a variety of opportunities to develop their physical qualities in physical education classes. Pylon sports and aerial acrobatics are not the last place among the currently popular types of physical activity. In order to apply such directions in schools, it is necessary to learn the point of teachers of professional disciplines. To do this, we decided to conduct a survey among physical education teachers of Ukraine regarding their attitude to classes in their educational institutions in these areas. The obtained results make it possible to identify obstacles and necessary changes in the education system in order to apply the latest approaches in physical education. Therefore, the purpose of our study is to determine the attitude of physical education teachers regarding the use of aerial acrobatics and pylon sports as a variable segment in the school program. For this purpose, the following tasks were set: to analyze the literature on alternative systems of physical education for elementary school students; conduct a survey of physical education teachers regarding the possibility of using aerial acrobatics and pylon sports as a variable segment in the physical education of elementary school students; to make a mathematical analysis of the results of the conducted survey. In order to determine the attitude of physical education teachers regarding the use of aerial silks and pole sports in the program of elementary school pupils, we decided to conduct a Google form survey among Ukrainian teachers of physical culture. Due to the conducted research, we were able to determine that the biggest obstacle to the application of these directions in schools is the lack of the necessary equipment and appropriate professional training of physical education teachers. In order to introduce these areas into the physical education of primary school students, according to the respondents, additional disciplines should be introduced for the training of physical education teachers, halls should be equipped with appropriate professional equipment, and optional classes should be organized in schools for those who wish to engage in these areas.

**Key words:** physical education, primary school age pupils, survey, aerial silks, pylon sports.

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## I. Formulation of the problem.

Physical education of primary school students is an important discipline for the healthy development of a child. Today, there are many branches of it: children are offered swimming, rhythmic gymnastics, choreography, and martial arts, all in order to use the child's physical capabilities to the maximum. However, there are also such new areas as pole dance and aerial acrobatics, which remain out of the attention of the developers of physical education programs for children of primary school age, but are popular now in extracurricular institutions and comprehensively develop children in the process of classes. That is why we decided to conduct a survey of teachers regarding the possibility of introducing these areas into the school curriculum of secondary schools.

## II. Analysis of recent research and publications.

The issue of development of variable programs for physical education for schools was dealt with by experts such as: V. M. Apanasenko (1989), V. G. Arefiev, M. D. Zubalii, V. I. Kubasov, R. T. Raevskiy , V. V. Stolitenko (1994), I. D. Bekh (1993), V. Borysik (2006). Information on the development of physical qualities during pole dance can be found in the book by Hanna Oleynyk (2017) and Iryna Kartali (2018), and for aerial acrobatics in the book by Steven Santos (2013). However, the problem of using aerial acrobatics and pole dance as a variable segment of the program for school students has not yet been considered in scientific research in this field.

## III. The purpose of the study

is to determine the attitude of physical education teachers to the introduction of aerial acrobatics and pole dance as a variable segment into the school curriculum. Achieving this goal requires the following tasks:

- to analyze the literature in order to identify alternative systems of physical education of primary school students;
- conduct a survey of teachers regarding the possibility of using aerial acrobatics and pylon sports as a variable segment in the physical education of students;
- make a mathematical analysis of the results of the conducted survey.

## IV. Presentation of the main research material.

In order to determine the attitude of teachers to the use of aerial silks and pole dance in the program for children of primary school age, we decided to conduct a questionnaire in the Google form of Ukrainian teachers. We sent more than 300 letters with a request to answer several questions on this issue, and also distributed the questionnaire on the Facebook social network, in specialized groups. 40% of teachers passed the survey, given the answers we can talk about the view of teachers on this issue.

119 respondents took part in the survey, of which 26% were male physical education teachers and 74% were female. Of them, 41.5% have the category of specialist of the highest category, 17% — specialist of the second category, 25.5% — specialist of the first category, 11% — specialist, 5% — junior specialist (Fig. 1).

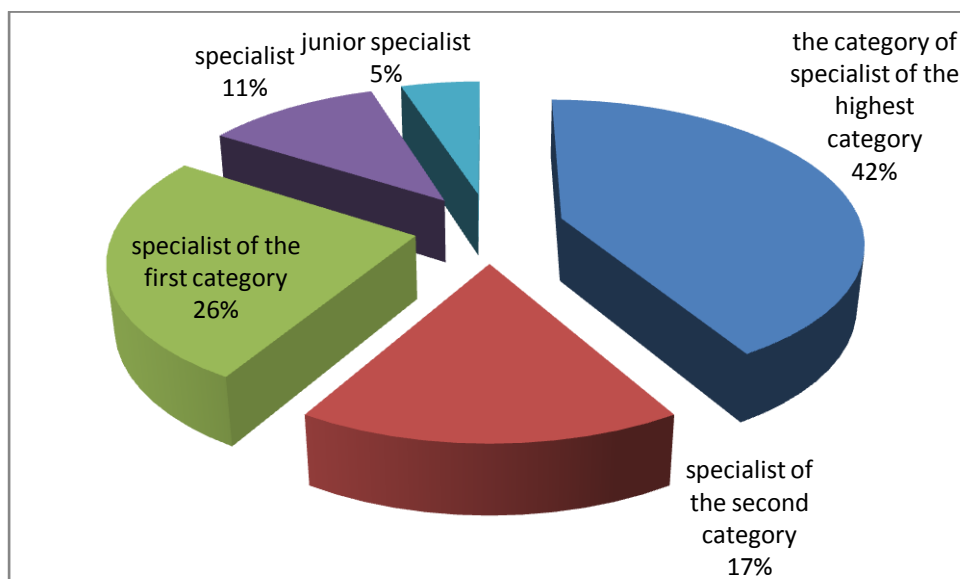


Figure 1. The categories of the teachers.

23% of respondents have the pedagogical title of senior teacher, 15% — methodical teacher, 62% do not have a pedagogical title (Fig. 2).

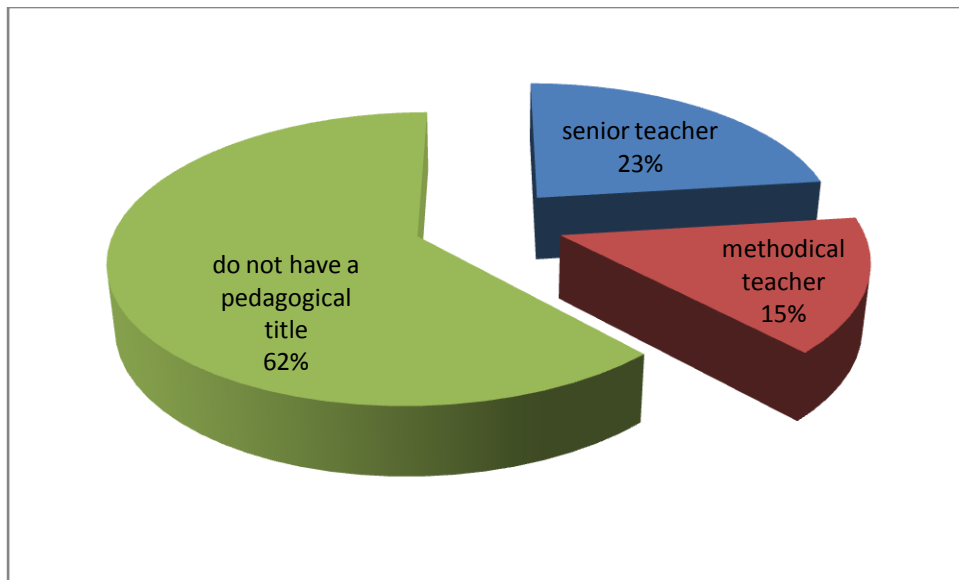


Figure 2. Pedagogical title.

The experience of service of teachers: from 1 year — 5 years — 9.5%, from 6 to 10 years — 19.5%, from 11 to 15 years — 20%, from 16 to 20 years — 20%, from 21 to 25 years — 10%, from 25 to 30 years — 7%, over 30 years — 13% (Fig. 3).

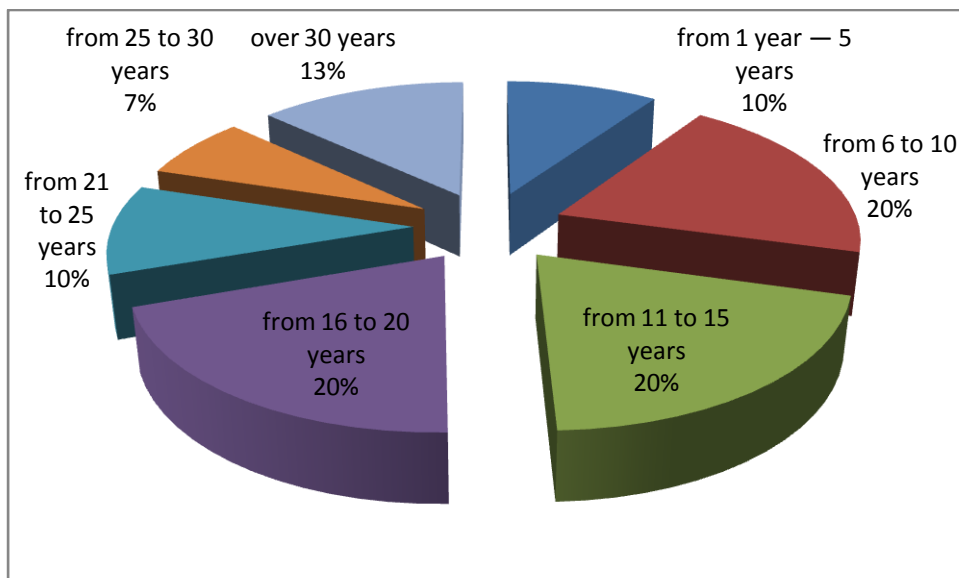
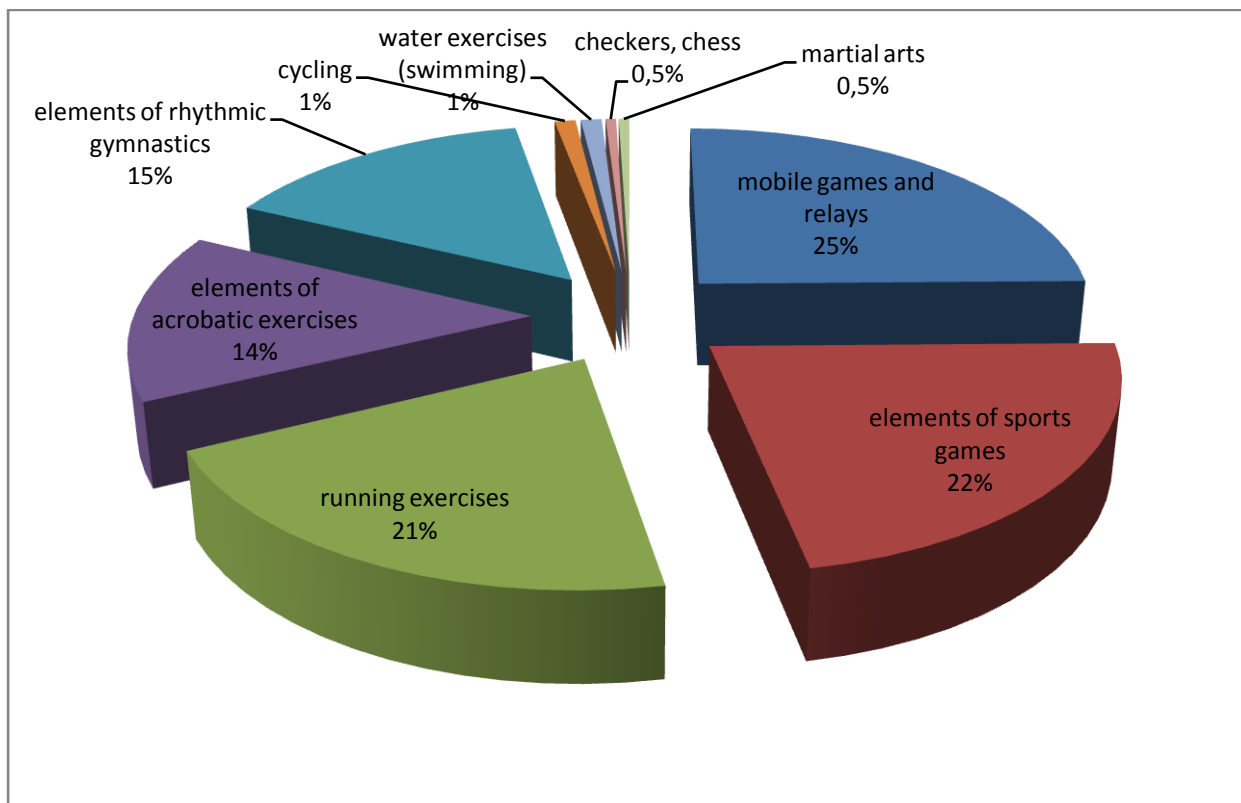


Figure 3. The experience of service of teachers.

They work with children of primary school age — 26%, with children of middle school age — 42%, of high school age — 32%.

The number of hours allocated in the educational institution to work with children of primary school age: 3 hours — 84%, 2 hours — 9%, 7% — do not work with children of primary school age.

To the question of which physical exercises students in your educational institution have the opportunity to perform, the respondents answered as follows: mobile games and relays - 25%, elements of sports games - 22.5%, running exercises - 21%, elements of acrobatic exercises - 14.5% , elements of rhythmic gymnastics — 15%, cycling — 1%, water exercises (swimming) — 1%, checkers, chess — 0.5%, martial arts — 0.5% (Fig. 4).



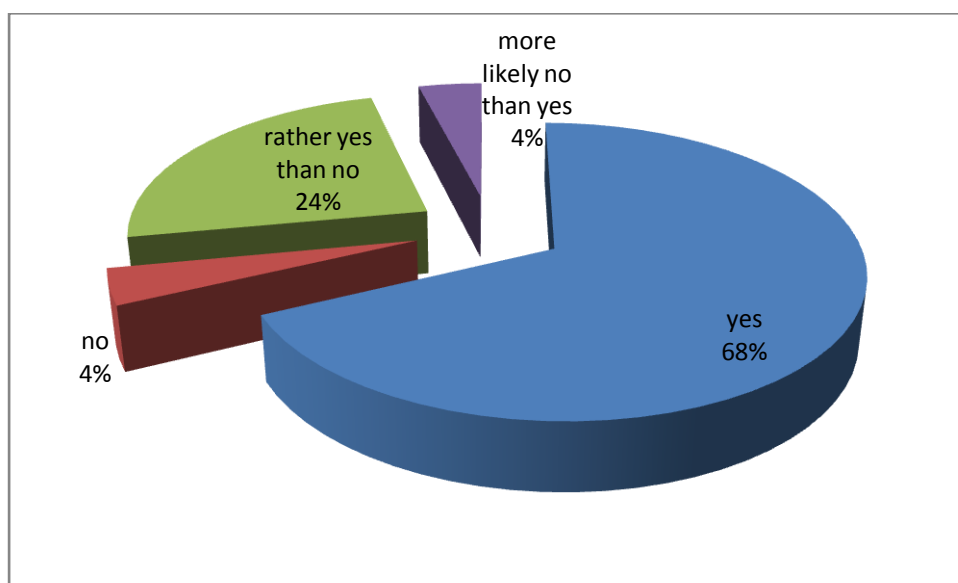
**Figure 4. Physical exercises, which students in the educational institution have the opportunity to perform**

According to teachers, the level of physical fitness of children in schools can be improved with the help of:

- introduction of new sports into the school program: floorball, cheerleading, korfbal, pétanque;
- additional training of teachers;
- providing schools with sports equipment (especially in rural areas);
- modern sports grounds;
- encouragement, communication with parents and students outside of school hours;
- introduction of versatile methodical approaches;
- assessment taking into account the range of real capabilities of children;
- a creative approach to teaching physical education in secondary schools;

- student's motivations;
- involvement in sports sections and clubs;
- increasing the number of hours per week;
- professional training of specialists to work with children of the special medical group (SMG), various disabilities and diseases, work with rehabilitators, medical specialists;
- increase of practical classes, instead of theoretical ones;
- face-to-face training instead of online lessons;
- promotion of a healthy lifestyle;
- introducing testing of children's physical qualities.

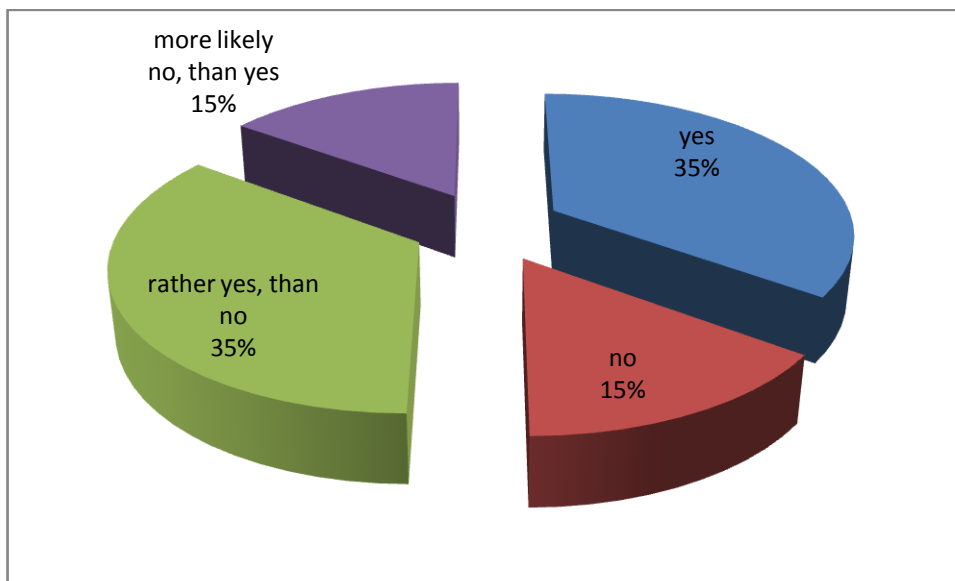
Regarding the importance of introducing the latest types of motor activity into the physical education of primary school students, the respondents gave the answer: yes - 68%; no - 4%; rather yes than no - 24%; more likely no than yes — 4% (Fig. 5).



**Figure 5. The importance of introducing the latest types of motor activity into the physical education of primary school students.**

To the question whether you would like students to do aerial acrobatics and pole dance at your school during physical education lessons: yes - 15% of respondents answered, no - 45% of respondents, more likely yes than no - 15% of respondents, more likely no, than yes — 25% of respondents.

When asked whether you would like students at your school to do aerial acrobatics and pole dance outside of school hours, the respondents answered: yes — 35%, no — 15%, more likely yes than no — 35%, more likely no than yes — 15% (Fig. 6).



**Figure 6. Opportunity to engage aerial silks and pole dance outside of school hours.**

When asked what types of physical activity, in your opinion, should be added to the physical education program for elementary school students, 78% of respondents answered - modern choreography, 9% - wished to leave everything as it is, 6% - suggest adding aerial silks , 5% — pylon dance, 11% — other areas of motor activity.

We asked the respondents what obstacles may arise when introducing these directions in general educational institutions.

They gave the following answers: lack of necessary equipment — 30%, lack of material support — 28%, lack of methodical training — 23%, negative attitude of parents — 6%, unpreparedness of physical education teachers — 6%, negative attitude of the administration of educational institutions — 5%. Since pole dance and aerial acrobatics are offshoots of gymnastics and sports acrobatics, children should first master these types, according to 0.5% of respondents. 0.5% of respondents do not see the feasibility of using pole dance due to the association with striptease. 1% of respondents consider these areas traumatic for their inclusion in the school curriculum, since the teacher is responsible for the children.

When asked what should be done to introduce aerial acrobatics and pylon sports in general educational institutions, the respondents answered: introduce additional disciplines in the process of training specialists to teach physical education — 21%; to equip schools with the necessary technical equipment — 30%; introduce additional optional physical education classes in schools — 20%; conduct consultative work with parents and students — 15%; conduct an agitation campaign among students, teachers and administration — 12%; 0.5% of respondents consider that it is not for educational institutions; 0.5% of respondents want to leave everything unchanged; 1% of respondents believe that a sports club should be held in a special, separately prepared hall.

## V. Conclusions:

due to the conducted research, we found out that the biggest obstacle to the implementation of aerial acrobatics and pole dance in schools is the lack of the necessary equipment and appropriate professional training of teachers. According to the respondents, in order to introduce these areas into the physical education of elementary school students, it is necessary to introduce additional disciplines for teacher training, equip the halls

with appropriate professional equipment, and organize optional classes in schools for those who want to pursue these areas.

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