

ВИЩА ШКОЛА

UDC 791.9-37.037

DOI <https://doi.org/10.32840/1992-5786.2021.75-1.8>**Zh. I. Antipova**

ORCID ID: 0000-0002-3052-0862

Senior Lecturer at the Department of Physical Education
National University "Odessa Law Academy"**T. O. Barsukova**Senior Lecturer at the Department of Physical Education
National University "Odessa Law Academy"**O. V. Adeeva**Candidate of Pedagogical Sciences,
Associate Professor at the Department Physical Education and Sports
Odesa I. I. Mechnikov National University

CHEERLEADING AS A MEANS OF DEVELOPMENT OF PHYSICAL QUALITIES IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS

The article is devoted to a new approach to the development of physical qualities among female students of law schools of higher education. The development of physical qualities is considered as a component of the educational process, as one of the most important tasks of physical education. A new look at the development of physical qualities involves an innovative approach to physical education – the use of cheerleading. Cheerleading in physical education is used as a way to promote high-quality assimilation of theoretical knowledge, practical skills and abilities by student's in future professional activities. Today cheerleading is considered as one of the effective means of strengthening students' health, increasing motivation for regular physical education and sports.

Successful educational activity in institutions of higher education provides for a significant tension in the mental, physical and mental forces of female students, an increase in general and special culture, coordination of movements, a mandatory high concentration of attention, endurance, and the development of physical qualities. The implementation of modern technologies using cheerleading, which are aimed at preserving, enriching and stimulating mental and physical health, will allow students to adapt more easily. This shows that the problem of developing students' physical qualities with the use of a cheerleading program remains relevant and important today for the qualitative solution of subsequent professional tasks.

Having studied the existing developments and the experience of using cheerleading programs by other teachers, the means and methods of teaching the basics of cheerleading suitable for our students were selected, a set of verification tests was developed, a questionnaire was conducted, and the development of the level of physical qualities was assessed. Based on the data obtained, a correction of the content of physical education classes is proposed, the introduction of a separate subsection on the topic "Cheerleading" is justified, a special program of this subsection and guidelines for it are proposed, which contributed to the successful implementation of the training tasks.

Key words: *physical education, physical qualities, students, cheerleading, health, institutions of higher education.*

Formulation of the problem. In order to find innovative ways to improve the organization, content and methods of conducting training sessions; new ways of developing physical qualities, scientists from many countries are exploring various means and methods. In practice, they use techniques that contribute to the successful solution of the main task of physical education - the creation of favorable conditions in the learning process in order

to acquire the necessary professional knowledge by students.

There is a problematic situation, which is based on the need of science and practice for knowledge about the use of cheerleading in the system of physical education in higher educational institutions and the lack of information about the impact of this type of activity on the body of female students, therefore our research is of particular importance and necessity.

Improving the quality of the educational process becomes significant, and the issue of introducing cheerleading means into the system of physical education classes becomes relevant.

Currently, cheerleading is a segment of the global sports and entertainment industry, which is actively developing in Ukraine as well. Cheerleading, as a new, innovative type of fitness technology is an excellent means of aesthetic development and moral education of female students. This direction of the lesson contributes to the most successful development of physical qualities, improving the level of sportsmanship (accuracy and consistency in team actions), which gives a special charm to the visual perception of movements performed by students [1, p. 49]. Loud voice accompaniment enhances the effect of performances at various levels, attracting spectators and fans to sports and recreational work at faculties and in the academy as a whole. All this is a good way to introduce all students of the academy to an active and healthy lifestyle.

Cheerleading has a powerful effect on the entire organism of the students: the mental state changes, the "vitality", endurance, working capacity increase, health and mood improve. The level of their physical fitness significantly increases: strength, endurance, flexibility, coordination abilities develop, body proportions are improved.

Cheerleading, as a form of fitness and sport, is gymnastics with elements of acrobatics in harmony with various dance show movements. Among the huge variety of complex coordination gymnastic and dance sports, cheerleading stands out for the specific content of spectacular demonstration and competitive programs. This type of physical activity, especially the use of pom-poms, is a generally available and most effective factor that helps to increase the motivation of female students to regularly engage in various types of physical activity [2, p. 23].

The introduction of cheerleading into the educational practice of classes with students gives an opportunity for the development of creativity, motor abilities, increasing the functional capabilities of the body, the formation of various motor skills. Active cheerleading activities contribute to the speedy successful adaptation of female students to the conditions of education in a higher educational institution [3, p. 223].

At present, many specialists and scientists are concerned about the deterioration of the health status of student youth, especially during the period of study in higher education, which is considered as a problem of modern society, the solution of which is partially entrusted to the subject of "Physical education" in higher education institutions.

The decrease in the level of health of student youth in the learning process is indicated by the studies of the authors A.O. Dragich, V.A. Nikiforov,

T.G. Pertseva, A.A. Nikiforova and others [4, p. 391; 5, p. 126].

Authors D.D. Aistrakhanov, G.V. Kurchatov, O.L. Blagiy, A.V. Zakharina and others, analyzing the state of health of students in Ukraine, note that only 14% of students are practically healthy, 50% of students have functional deviations, and 35% of students have chronic diseases [6, p. 12; 7, p. 8].

Modern life is characterized by a special pace, specific nature of the course of vital processes, the intensity of their development. This makes special demands on female students: society needs a highly professional specialist, physically and mentally healthy. The main task of higher legal education is considered to be the acquisition of professional legal knowledge by students, which is based on a sufficient level of physical fitness. By combining various methods and means in the higher education system, it is possible to successfully solve the tasks set, but it is necessary:

- to create certain conditions for a conscious understanding of the role of physical culture in the harmonious development of the personality of female students;

- to show students that in order to preserve and strengthen health, it is necessary to master knowledge about the culture of physical education;

- to promote the formation of a holistic, positive motivated attitude in them to regular physical education and sports;

- to provide them with theoretical knowledge that will contribute to the formation of a careful attitude towards their health;

- to organize and ensure methodically competent conduct of practical physical education classes using cheerleading;

- to bring to the attention of the students that the acquired, varied experience of physical activity will contribute to the success in fulfilling their professional duties.

To maintain the general high working capacity of girl students, it is important to maintain the same high level of physical fitness, based on the development of all the necessary physical qualities, allowing to practically applying the developed ability to perceive and process information coming from outside [8, p. 135]. It is possible to maintain the required level with the help of regular cheerleading, which can ensure the implementation of the formation of an active life position of a young specialist, support their enthusiasm, energy and motor activity.

Any activity involves motives, goals and ways to achieve results. This structure is fully represented in the physical culture and health-improving activities of higher education institutions. The presence of conscious motivation in the activities of students is one of the main conditions for ensuring high efficiency of the educational process [9, p. 133]. Motives

serve as a trigger for certain goals. In physical culture and health-improving activities of the higher education system, the goal is to form a physically healthy and harmoniously developed personality of a student. The way to achieve these goals is the system of pedagogical teaching aids; development of special educational and methodological programs reflecting the full scope of the subject and the topics included in it, corresponding to the training plans. At each stage of training, it is necessary to change the content structure of the motives being formed. Positive motivation is largely achieved by means of modernizing the educational process. The improved program for physical education contributes to a significant increase in the level of physical fitness of students, the development of endurance and general working capacity, the preservation and strengthening of health. For the successful implementation of the improvement tasks, a special program was developed for training students with cheerleading means.

The cheerleading program proposed by the teachers was approved at a meeting of the Department of Physical Education as a section of the general program for physical education for 1st year students of the Faculty of Law and Administration and the Faculty of Prosecutor's Office and Investigation of the NU "OYuA". The program was developed in accordance with the requirements of the state standard of higher education, in accordance with the existing general recommendations and based on the studied experience of teaching cheerleading in higher education institutions, in secondary schools, in the Cheerleading Federation:

- program "Cheerleading" by the author N.V. Borisenko, KhNUGH them. A.N. Beketova, 2017;
- E.Yu. Sokolova's program, Center for organizational and methodological support of physical education, Moscow, 2012;
- program by A.V. Shusharina, RF Krasnodar Territory, 2011;
- program of the Ukrainian Cheerleading Federation, studio "Brilliant", Kiev, 2010;
- program of the Odessa Regional Cheerleading Federation, Odessa, 2016.

When developing the program, pedagogical principles were applied that are standardly used in educational and educational activities with students of higher educational institutions: the principle of consciousness and activity; clarity and consistency; accessibility and individualization, as well as other, new principles that reflect the specifics of physical education. When planning and conducting cheerleading classes, a high school teacher must take into account three main conditions:

- 1) classes are built taking into account the semester cycle;
- 2) the impact of each subsequent lesson must be "superimposed" on the "traces" of the previous one, consolidating and deepening them;

3) the interval of rest between sessions should be maintained within the limits that guarantee the general trend of recovery and increase in performance.

The fundamental methodological meaning of this provision is the requirement to avoid unnecessarily long intervals between classes, while ensuring continuity. The most capable students should be invited to additional classes, taking into account their wishes, from which teams of faculties and the team of the academy will be completed.

The theoretical section of the program provides for the mastering of practical and special knowledge by students in the form of conversations, viewing and analysis of video recordings. This section includes a conversation on safety measures and the study of topics: "Cheerleading as part of a student's physical culture", "Fundamentals of a healthy lifestyle", "Self-control in the process of cheerleading", "Methodology for conducting independent cheerleading classes".

Practical classes are conducted in sections of general, special physical and special technical training.

General physical training is aimed at the comprehensive development of the student's personality, increasing and maintaining the level of the body's functional capabilities; development of all basic physical qualities: strength, speed, speed, endurance and flexibility. Elimination of existing deficiencies in physical development.

Special physical training is aimed at the maximum possible degree of development of physical qualities, taking into account the individual abilities of students, at shaping the physique, at teaching the technique of performing the basic elements of cheerleading, acquiring stable skills and abilities.

Special technical training solves the main task of classes: the development of special cheerleading skills and abilities. To implement the tasks, lead-up exercises are used to facilitate learning and the successful implementation of the main elements. Technical training involves teaching a skill from a variety of programs. From the Chir program – "chir-dance" movements and jumps; and from the Dance program – elements of acrobatics not complicated stunas, pyramids, chants, and pirouettes – rotations on one leg around its axis (at least 360°), swings (splits); as well as ligaments and combinations with simple and complex coordination of movements, elements of various structural groups.

Cheer jump is very common in all types of cheerleading programs, so you should devote a lot of time to it to successfully master the technique. Simple jumps include straddle, abstract, and so on.

Straddle – jump legs apart (legs straight, knee directed forward).

Abstract – one leg is raised in front of the body, bent, the knee is directed to the outside; the other is

laid back, the knee is bent as much as possible and directed to the outside.

So – jump into the grouping. Knees are pressed to the chest.

In the first semester in the curriculum, it is recommended to use exercises that increase endurance while developing the strength of the main muscle groups and coordination abilities. Training must begin with an acquaintance with the basic elements of cheerleading; this will contribute to the formation of a strong interest of female students in the training sessions. In the second semester, the orientation of the classes changes from the predominant development of endurance to the selective development of speed-strength endurance. For the correct perception by the students of the restructuring and formations of the program, it is necessary to use outdoor games aimed at developing speed and precision of movements, the ability to interact with partners in stunt groups. Education of dexterity, flexibility and coordination creates the basis for successful mastering of complex, including acrobatic elements. These tasks can be solved using outdoor and sports games, gymnastic exercises, balance exercises.

The peculiarity of the organization of the educational process at the stage of training lies in the application of the methodology developed by us, which involves the use of small loads, the achievement of the necessary level of development of physical qualities with their help. This technique involves the implementation of synchronous elements at a slow, medium, and then at a fast pace with repeated changes in rhythm, style, levels and planes, achieving artistry, musicality and coherence. When summing up the results of the practical use of the cheerleading program, students must successfully pass the developed control tests, perform the studied movements and dance ligaments. The control takes into account the development of all sections of the program by students, and when setting the final grade, the student's participation in demonstration performances for the faculty or as part of the academy team during the academic year is taken into account.

The novelty of the presented program lies in the fact that, on the basis of a differentiated approach to each student, a non-standard approach to training is proposed in the section of basic training for cheerleaders, which includes teaching the basic necessary skills. The applied program covers the comprehensive development of the personality of students; aimed at teaching, education and development of physical qualities; on the formation of their stable motivation to lead a healthy lifestyle, on a conscious attitude to their health as a value.

Analysis of recent research and publications. In the works of the authors S.A. Nosikova, T.N. Galkina, N.Yu. Borisova, E.L. Rumyantseva, E.N. Korosteleva notes that "Cheerleading is a modern direction of

physical education at a university", the use of which contributes to increasing the motivation of students to regular physical education and sports.

E.V. Popov, O.V. Aniskavich argue that cheerleading improves academic performance among college students.

N.V. Krivoruchko, I.P. Maslyak, I.N. Zhuravleva in their works investigated the influence of cheerleading on the development of strength in students and noted the positive result of using cheerleading in the development of physical qualities.

M.M. Bobyreva in his work "Elective" cheerleading "as one of the health-saving general educational technologies in a higher educational institution of medical profile" speaks about the effectiveness of the result of using cheerleading in the problem of maintaining and strengthening students' health.

N.V. Moskalenko, I.V. Stepanov emphasize the positive influence of cheerleading means on female students in the process of conducting physical education classes.

Purpose of the study. The purpose of our research is to study the influence of cheerleading on the physical fitness of first-year female students, on the development of their physical qualities and the dynamics of physical working capacity.

Presentation of the main material. The research was carried out on the basis of the National University "Odessa Law Academy". The research involved 207 girls of 17–18 years old, enrolled in the 1st year. During the academic year, in physical education classes, which were held on a schedule twice a week, special attention was paid to the development of physical qualities among students by means of cheerleading. In the process of organizing the research, an analysis of the available scientific and methodological literature, pedagogical observations, control testing and mathematical processing of the data were carried out.

To process test results, a scale of physical fitness of female students was developed. To assess the physical condition of the girl students, a table was used to determine the level of physical fitness. The result was assessed in quality, points and percentages. For comparison, the age norms were taken according to statistics, taking the initial level as 100% (table 1).

Tests approved in the cheerleading program were used as control standards.

Raising the body from the l. p. "Lying on your back", number of times. Raising the body from the l. p. "Lying on the stomach" (boat), number of times. Jumping out of l. p. crouching emphasis ("frog"), number of times. Flexion and extension of the arms in the lying position (push-ups) number of times. Tilt forward from l. p. standing on a bench (fold) and hold for 10 seconds. Basic movements in a composed link. Acrobatic elements. Jumping. Table 2 shows the ratings according to the rating scale.

Table 1

Evaluation scale of physical fitness of female students

Age, gender	Level preparedness	Physical fitness assessment		
		Percentage	Ballroom	High quality
Girls 17–19 years old	Tall	100–92%	5	Excellent rating
	Sufficient	91–80%	4	Good score
	Middle	79–38%	3	Satisfactory rating
	Low	37% and below	2	Not delivered

Table 2

Assessment of the level of physical fitness of students

Control exercises	Physical fitness level:			
	High 100–92% (5 points)	Sufficient 91–80% (4 points)	Average 79–38% (3 points)	Low 37% and below (2 points)
Raising the body from the l. p. "Lying on your back", number of times	30–27 in 1 min	26–24 in 1 min	23–21 in 1 min	20–18 in 1 min
Raising the body from the l. p. "Lying on the stomach" (boat), number of times	32–28 in 1 min	27–25 in 1 min	24–22 in 1 min	21–18 in 1 min
Jump up from the l. p. crouching emphasis ("frog"), number of times	14–12 in 30 sec	11–9 in 30 sec	8–7 in 30 sec	6–4 in 30 sec
Flexion and extension of the arms in the lying position (push-ups) number of times	20–17 in 40 sec	16–13 in 40 sec	12–10 in 30 sec	9–8 in 30 sec
Tilt forward from l. p. standing on a bench (fold) and hold for 10 seconds	+ 19–17 cm	+ 16–13 cm	+ 12–10 cm	+ 9–7 cm
Basic movements	Perform a bunch of basic movements for 3 musical eights	Perform a bunch of basic movements into 2 musical eights	Perform a bunch of basic movements for 1 musical figure eight	Perform a bunch of basic movements
Elements of acrobatics	2 forward rolls, 1 year ago	1 forward roll, 1 – back	Backward roll	Somersault forward
Beginner jumping (1 attempt is given)	Straddle, abstract, so	Straddle, abstract	Straddle	Jump of choice

The fulfillment of the control standards by the students at the end of the 1st semester made it possible to determine their level of development of physical qualities and showed that out of 207 people who took part in the research, the standards were passed as follows:

- 7 girls showed a high level of 3.4%;
- to a sufficient level – 45 girls, which amounted to 21.7%;
- to the average level – 100 girls, which amounted to 48.5%;
- to a low level – 55 girls, which amounted to 26.4%.

After performing a comparative analysis of the results at the end of the 1st semester in terms of individual indicators, it was noted that the lowest level was shown in the standards for acrobatics and jumping. This was taken into account by the teachers in the training sessions in the 2nd semester, for this purpose, additional attention was paid to acrobatic elements and exercises for the development of jumping ability. At the end of the academic year, the level of development of physical qualities changed significantly for the better, the standards were passed more successfully:

- 16 girls passed the high level, which was – 8.1% (it was 3.4%);
- 92 girls showed a sufficient level, which amounted to 44.5% (it was 21.7%);
- to the average level of 67 female students, which amounted to 32.7% (was 48.5%);
- to the low level of 28 female students, which was – 13.7% (was 26.4%).

Having carried out mathematical processing of the data obtained, we came to the conclusion that the use of a cheerleading program in the educational process of physical education gives a positive result in the development of physical qualities. The content of classes, emotional mood, and music contributes to the increase of motivation for classes. The popularization of cheerleading is favored by the opportunity for trainees to show their achievements at events. Even female students who do not have a high level of physical development are happy to take part in faculty and academic events, not wanting to be on the sidelines. Therefore, it can be argued that the use of cheerleading for the development of the physical qualities of female students is necessary, and the conduct of various physical education and

health activities and sports competitions is mandatory, taking into account the requirements of the program and the innovative orientation of the entire course of physical education.

To determine the interest of students in cheerleading classes, we conducted an anonymous survey. The result showed that 98% of female students have a correct understanding of cheerleading and are able to give it an appropriate definition. At the same time, the main sources of information are Internet and information sources, which are popular among young people. 88% of female students noted that they are interested in information about cheerleading, and 73% would like to regularly and purposefully engage in this kind. Holding a sports festival with the performance of teams from all faculties, as a form of summing up the results of classes, received 100% approval from all students. The expressed interest in classes among female students speaks of the need to organize optional cheerleading classes, which enable each student to individually improve her physical qualities, to further reveal and develop her abilities, to assert herself and gain recognition from others.

Conclusions and offers. The analysis of the conducted research allows us to assert the high efficiency of using cheerleading means in the system of physical education of female students of the Law Academy. Teaching the basics, learning specially compiled more complex combinations, demonstration performances - contributes to the formation of conscious activity for classes. An increase in the level of development of physical qualities, an improvement in physical health and the general functional state of trainees confirms the need to conduct classes of this orientation. Classes are not only interesting and emotional, but also have a positive effect on the psychophysical state of female students, increasing their level of readiness for future professional activities.

For a deeper study of this issue, further research is needed, which can be based both on our results and on the experience of other teachers in our country and abroad. It is necessary to study in more detail the effectiveness of the use of cheerleading in the development of physical qualities. Having found the rational option necessary for your educational institution, you can not only improve the educational process, but also increase the conscious motivation of students, strengthen their health and create the most comfortable conditions for mastering professional knowledge.

References:

1. Nosikova S.A. Cheerleading as an innovative sport in teaching physical culture in higher school. *Theory and Practice of Phys. culture*. 2002. No. 6. S. 49–51.
2. Galkina T.N., Borisova N.Yu., Rummyantseva E.L. Cheerleading is a modern direction of physical culture classes at a university. *Higher education pedagogy*. 2017. No. 1 (7). S. 23–25.
3. Kolosov V.P. Physical activity and health of student youth : monograph. Vladivostok : Dalnauka, 2007. 223 p.
4. Dragich O.A. Comparative analysis of the functional state of the organism of students of the Ural Federal District. *Vestn. KrasGAU*. 2006. Issue 12. P. 391–396.
5. Nikiforova V.A., Pertseva T.G., Prokhorenko V.B., Nikiforova A.A. Medical and biological aspects of health formation. *State of the environment and health of the population* : materials of the III international scientific-practical. conf. (5–6 April 2011). Kurgan, 2011. P. 126–128.
6. Aistrakhanov D.D., Kurchatov G.V., Gavrilyuk M.F. Uzagalny tendencies of change will become healthier of the mature population of Ukraine. *Ukraine. Health of the nation*. 2008. No. 1 (5). P. 12–19.
7. Good O.L. Blagiy O.L., Zakharina A.V. Analysis of the illness of students of the humanities high schools. *Theory and methodology of physical education and sport*. 2006. No. 4. P. 8–12.
8. Lyashenko A.A. Tsoi V.G. The role of physical culture in strengthening students of the Orenburg State Medical University. Text: direct, electronic. *Young scientist*. 2018. No. 1 (187). S. 34–36. URL: <https://moluch.ru/archive/187/47629>.
9. Korosteleva E.N. Cheerleading as a way of increasing motivation for sports activities of student youth. *Physical education and student sport in the eyes of students* : materials of the II All-Russian scientific-practical conference with international participation, dedicated to the 85th anniversary of KNITU-KAI. 2016. S. 133–136.
10. Antipova Zh.I., Barsukova Zh.I. Cheerleading in the physical education of female students. Odessa : Helvetika, 2020. P. 459–461.
11. Antipova Zh.I., Fidirko M.A. The impact of physical education on the personality of a future lawyer. Odessa : Fenix, 2013. P. 762–764. URL: <http://hdl.handle.net/11300/715>.

Антіпова Ж. І., Барсукова Т. А., Адєєва О. В. Черлідінг як засіб розвитку фізичних якостей серед студенток вищих навчальних закладів

Стаття присвячена новому підходу до розвитку фізичних якостей у студенток юридичних закладів вищої освіти. Розвиток фізичних якостей розглядається як складова частина навчального процесу, як одне з найбільш важливих завдань фізичного виховання. Новий погляд на розвиток фізичних

якостей передбачає інноваційний підхід до фізичного виховання – застосування черлідінгу. Черлідінг у фізичному вихованні використовується як спосіб, що сприяє якісному засвоєнню студентками теоретичних знань, практичних умінь і навичок у майбутній професійній діяльності. Сьогодні черлідінг розглядається як один з ефективних засобів зміцнення здоров'я студентів, підвищення мотивації до регулярних занять фізичною культурою і спортом.

Успішна навчальна діяльність у закладах вищої освіти передбачає значне напруження розумових, фізичних і психічних сил студенток, підвищення загальної і спеціальної культури, координації рухів, обов'язкової високої концентрації уваги, витривалості, розвитку фізичних якостей. Реалізація сучасних технологій із застосуванням черлідінгу, які спрямовані на збереження, збагачення й стимулювання психічного і фізичного здоров'я, дасть змогу студенткам легше адаптуватися. Звідси випливає, що проблема розвитку фізичних якостей у студентів із застосуванням програми з черлідінгу залишається актуальною й важливою для якісного вирішення подальших професійних завдань.

Вивчивши наявні напрацювання й досвід використання програм із черлідінгу іншими викладачами, ми підібрали відповідні нашим студенткам засоби й методи навчання основам черлідінгу, розробили комплекс перевірочних тестів, провели анкетування, оцінили розвиток рівня фізичних якостей. На підставі отриманих даних запропоновано корекцію змісту занять із фізичного виховання, обґрунтовано введення окремого підрозділу з теми «Черлідінг», запропоновано спеціальну програму цього підрозділу та методичні рекомендації до неї, що сприяло успішній реалізації поставлених завдань навчання.

Ключові слова: фізичне виховання, фізичні якості, студенти, черлідінг, здоров'я, заклади вищої освіти.