

METHODOLOGY FOR BASIC EDUCATION OF ZUMBA FITNESS FOR UNIVERSITY STUDENTS

(Professional paper)

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Abstract

The publication represents the methodology of basic education of Zumba Fitness as new sport appearance at Sofia university "St. Kliment Ohridski" with main target of achieving better physical health and capability condition of students. After some research about the university students' interest in physical education and sport lessons we found raised interest in participation in new forms of studying

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After some research about the university students' interest in physical education and sport lessons we found raised interest in participation in new forms of studying. In the academic year of 2011/2012 at Sofia University "St. Kliment Ohridski" we formed experimental groups of Zumba Fitness. After the discovery that students raised big interest in physical education and sport lessons especially in the new movement we developed a methodology for basic education which was modified to students' capabilities.

The aim of our research is to accomplish better health conditions and physical capability of students at Sofia University "St. Kliment Ohridski".

The main targets we set for students were:

- to learn the basic principles of physical education and sport;
- to meet nontraditional discipline which should provoke their interest in participating in this sport
- to confirm their habit of practicing sport
- to help psychical relax and imperceptible load of the body with zumba fitness
- to solve the three basic tasks of physical education and sport: rehabilitation, education, politeness

The methods we used in zumba education are divided into three main groups: methods for implementation of motor action, methods for verification, evaluation and control, and methods for education. The first group is divided in the following sub groups: methods for education, organization of motor activity and physical load. The verbal methods in zumba education were in form of discourse and explanation. The physical methods in our

work were firsthand demonstration and dynamical demonstration. The practical methods for motor education in our experiment were complete and partite methods. For the organization of motor activity we mainly used frontal method and for physical load – methods of standard execution of tasks.

The verification and evaluation of our work was completed by performance, normative exercises and measurement of physical capabilities indicators.

The main tools in zumba education are practical lessons. The organization of the lesson is in groups (mainly frontal method).

Zumba fitness is combination of aerobics and different dance styles: meringue, hip-hop, oriental, salsa, reggaeton, kumbia etc.

After the experiment with three groups of zumba fitness in the studying year of 2011/2012 we created education plan for the next course of education for students who would like to participate in zumba lessons as part of physical education and sport classes.

We divided the education plan in courses and semesters from 1st to 4th grade. Each semester the students have 15 lessons in which we divided the plan by means of stages and load levels.

We are representing you part of the methodology for basic education for 1st semester 1st grade for educational year 2012/2013:

First lesson is organized as introduction to zumba fitness. Entry level test and primary learning of three basic salsa steps is made: forward, backward, forward-backward steps. In the contents there is primary learning

of two choreographies.

Fifth lesson consist of practicing choreography one and two, improvement of choreography three and four, adding hands combination, primary learning of two meringue steps: on one place and on one place side step and primary learning of choreography five and six.

Tenth lesson is determined for primary learning of fourth basic meringue step, primary learning of first and second hip-hop steps: side and forward, primary learning of choreography eight. Advanced learning of choreography seven and dancing choreography one to six.

Fourteenth lesson's organization depends on how the nine choreographies are learned and the **fifteenth lesson** is for examination.

In our physical education and sport system practical lessons are divided in three parts: preparation, main and final. Zumba Fitness lessons in Sofia University "St. Kliment Ohridski" we were strict about this rule. Duration was 60 minutes, the time for each part was variable in the following limits: preparation (warm up) – 10 min, main – 45 min, final – 5 min. This differentiation is provisional since the natural pace of the lesson suggests unconstrained switch between parts.

Preparation creates the needed conditions for effective execution of the lesson tasks. These conditions are psychological attitude for the upcoming work, gradual build up of the body by neuro-motor attitude which should bring to a state of higher efficiency and desire for active motor activity. By having this in mind we aim to complete the following specific tasks: to functionally prepare the organism (body) for higher loads in the main part, to give motor preparation to master the lesson matter, to make pleasing emotional state. Having already picked the tasks of the preparation part we choose the methods for achieving this. We use different physical exercises – basic developing, correctional, special exercises, jumps and basic aerobics and dance moves. The selection of exercises depends on the level of preparation of students and the character of the exercises chosen for the main part. Overall they have to cause gradual gain in physical load with which is achieved complete warm up of the body and the needed attitude for the following higher body loads.

For the **main part** we are thinking to digest the provided for the lesson study material. In this part students assimilate consciously and actively knowledge of different type, they learn new and consolidate and develop the provided material, work on development of motor skills and show their capabilities and work in solving the tasks. Aims for comprehensive harmonic influence not only on motor skills but also psychological preparation of students are fully achieved. These also enrich their motor capabilities and teach of moral, volitional, intellectual and aesthetical skills.

The instruments for solving the tasks in the main part are different and depend on the program contents provided for the specific group.

The aim of the **final part** is to create conditions for fast normalization of the vital body functions and to control the emotional state of students. Good exercises for that are: unstuck exercises combined with breathing exercises or stretching.

The way this methodology is described will be probated for one year. During this period all lessons will be recorded and student feedback also. We will test the functional condition of the students at the beginning of the school year and we will make analysis on their entry level. At the end of the school year we will repeat the entry tests in same conditions. After analysis of all results we will define what the effect of zumba fitness lessons is among university students and we will share our experience in other science forums.

CONCLUSION

After some research about the university students' interest in physical education and sport lessons we found raised interest in participation in new forms of training.

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