



THE IMPORTANCE OF BASIC ACROBATIC EXERCISES IN THE TECHNICAL PREPARATION OF GROUP ACROBATS

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Abstract. This article highlights the importance of using basic acrobatic exercises in developing the technical preparedness of athletes engaged in group sports acrobatics. The performance of complex static and dynamic elements in group acrobatics requires athletes to possess well-developed abilities in balance, coordination, strength, agility, spatial orientation, and body control. The study analyzes the role of basic movements, such as forward and backward rolls, maintaining balance on various supports, rotations, cartwheels, jumps, throws, and catching and receiving partners, in mastering complex acrobatic elements. Furthermore, the necessity of differentiating exercises according to the functional roles of athletes within the group and organizing technical preparation in a gradual, stage-by-stage manner is substantiated.

Keywords: sports acrobatics, group acrobatics, technical preparation, basic exercises, balance, coordination, strength, agility, spatial orientation, top acrobat, middle acrobat, base acrobat.

Annotatsiya. Mazkur maqolada guruhli sport akrobatikasi bilan shug'ullanuvchi sportchilarning texnik tayyorgarligini rivojlantirishda asosiy akrobatik mashqlardan foydalanishning ahamiyati yoritilgan. Guruhli akrobatikada murakkab statik va dinamik elementlarni bajarish sportchilardan muvozanat, koordinatsiya, kuch, chaqqonlik, fazoviy mo'ljallash hamda tana harakatlarini nazorat qilish qobiliyatlarining yuqori darajada rivojlangan bo'lishini talab etadi. Tadqiqotda oldinga va orqaga yumalash, turli tayanchlarda muvozanatni saqlash, aylanishlar, g'ildiraksimon aylanishlar, sakrashlar, sherikni uloqtirish, tutib olish va qabul qilish kabi asosiy harakatlarning murakkab akrobatik elementlarni o'zlashtirishdagi o'rni tahlil qilingan. Shuningdek, guruh tarkibidagi sportchilarning funksional rollariga muvofiq mashqlarni differensiallashtirish hamda texnik tayyorgarlikni bosqichma-bosqich va izchil tashkil etish zaruriyati asoslab berilgan.

Kalit so'zlar: sport akrobatikasi, guruhli akrobatika, texnik tayyorgarlik, asosiy mashqlar, muvozanat, koordinatsiya, kuch, chaqqonlik, fazoviy mo'ljallash, tana nazorati, yuqori akrobat, o'rta akrobat, pastki akrobat.



Аннотация. В статье рассматривается значение использования базовых акробатических упражнений в развитии технической подготовленности спортсменов, занимающихся групповой спортивной акробатикой. Выполнение сложных статических и динамических элементов в групповой акробатике требует от спортсменов высокого уровня развития способностей к сохранению равновесия, координации движений, проявлению силы, ловкости, пространственной ориентировке и контролю положения тела. В исследовании проанализирована роль базовых движений, таких как кувырки вперёд и назад, сохранение равновесия на различных опорах, вращения, перевороты колесом, прыжки, броски, ловля и приём партнёров, в освоении сложных акробатических элементов. Кроме того, обоснована необходимость дифференциации упражнений в соответствии с функциональными ролями спортсменов в группе, а также поэтапной и последовательной организации технической подготовки.

Ключевые слова: спортивная акробатика, групповая акробатика, техническая подготовка, базовые упражнения, равновесие, координация, сила, ловкость, пространственная ориентировка, контроль тела, верхний акробат, средний акробат, нижний акробат.

Introduction.

Sports acrobatics is one of the sports characterized by complex coordinated movements, in which, alongside individual exercises, static and dynamic elements performed through precise cooperation between partners play an important role. In group acrobatics, in particular, several athletes are required to function as a unified movement system. Each athlete has a specific role, and the overall performance of the group depends on the physical and technical preparedness of all participants. Teaching complex acrobatic elements from the outset does not ensure a high level of technical performance. Instead, it is necessary to first develop skills in support, body positioning, rotation, balance, and spatial orientation through simple and safe movements. Basic acrobatic training provides the movement experience necessary for subsequently mastering complex elements.

For this reason, it is an important methodological requirement to make purposeful use of simple forms of acrobatic exercises from the earliest stages of young athletes' training and to gradually increase their complexity.

Materials and methods

Content of Basic Acrobatic Training. In the training of group acrobats, basic exercises are one of the important means that determine an athlete's future technical capabilities. Through these exercises, athletes learn to control their body mass, position themselves correctly on the support surface, maintain balance during movement, and move safely in different directions.

Basic exercises can be divided into the following main areas:



When selecting these exercises, the athletes' age, level of physical fitness, functional role within the group, and level of technical preparedness should be taken into consideration.

The Importance of Forward and Backward Rolling Exercises. The forward roll is considered one of the most important basic movements for group acrobats. Through this exercise, athletes learn to direct their body mass forward, position the head and trunk correctly, maintain a tucked position during rotation, and complete the movement under control. When performing the exercise, particular attention should be paid to maintaining a safe head position, keeping the body in a rounded shape, and ensuring continuity of movement. Subsequently, this skill serves as a preparatory exercise for more complex rotations, landings following jumps, and dynamic elements.



The backward roll, in turn, develops an athlete's ability to maintain spatial orientation during backward movements. When mastering this exercise, the correct positioning of the hands and head, maintaining a tucked body position, and controlling the rotation are particularly important. These exercises not only develop technical skills but also improve the athlete's ability to rapidly control their body position while performing complex elements.

Support and Balance Exercises. One of the main characteristics of group acrobatics is the athletes' ability to provide support for one another and maintain specific body positions with stability. Therefore, balance exercises should be an integral part of technical preparation. It is advisable to begin with maintaining balance on simple supports and gradually progress to more complex positions performed with a partner. In this process, athletes learn to control their center of gravity, properly distribute the pressure exerted on the support surface, and maintain stability against external influences.

In particular, support stability is crucial for the base acrobat, while the top acrobat requires a high level of balance control while positioned on the support. In groups involving a middle acrobat, the demands on balance and coordination are even greater, as the middle acrobat performs a dual functional role.

Rotation and Coordination Exercises. Various rotation, turning, and cartwheel exercises are considered effective means of developing athletes' coordination abilities. Through these exercises, athletes learn to coordinate the movements of different parts of the body, determine spatial orientation during rotation, and complete movements in a predetermined position. Cartwheel exercises can initially be performed under simple conditions and subsequently with various entry and exit positions. Such a progression expands the athlete's movement repertoire and creates the necessary coordination foundation for mastering more complex elements.

Jumping and Safe Landing. In group acrobatics, the effective performance of dynamic elements also depends on proper jumping technique and the quality of landing. In addition to controlling body position in the air, the athlete must be able to land safely on the ground or on a partner's support. Therefore, training should systematically develop skills such as stable landing on both feet, landing from one foot onto both feet, maintaining balance after a jump, soft landing, and the proper use of the knee and hip joints during landing.

These exercises also help reduce the risk of injury during more complex dynamic movements performed within a group formation.



Throwing and Catching Exercises. In group acrobatics, an important component of dynamic elements involves throwing a partner and catching them under controlled conditions. Such movements require a high level of strength, rapid reaction, coordination, and mutual trust. It is not recommended to begin with complex throwing and catching exercises. First, athletes should master, through simple exercises, the mechanisms of maintaining an appropriate distance between partners, establishing a proper hand grip, and transferring and receiving body weight.

At subsequent stages, the range of motion, speed, and complexity of the exercises are gradually increased. Particular attention is paid to the support position of the base acrobat, the body position of the top acrobat, and the synchronized execution of the movement by both athletes.

Functional Roles of Athletes in Group Acrobatics. When training group acrobats, it is particularly important to take into account the functional roles performed by athletes within the group. The base acrobat serves as the primary support of the group. Therefore, the athlete should have well-developed maximal and static strength, balance, support stability, and the ability to control the partner's body weight.

The top acrobat, on the other hand, should be light, agile, well prepared in terms of coordination, and possess a high level of spatial orientation. Relative strength, balance, flexibility, and movement accuracy are particularly important for this role.

In groups that include a middle acrobat, the athlete may perform two different functional roles. Therefore, a comprehensive development of strength, balance, and coordination is required. Consequently, rather than applying identical exercises and training loads to all athletes, it is advisable to use a system of exercises adapted to their respective functional roles.

At the current stage, combining traditional exercises with modern monitoring and analysis tools provides significant opportunities in the training of group acrobats. Through video analysis, coaches can evaluate the execution technique of an element, the stability of body position, synchronization between partners, the timing of throwing and catching, balance disturbances, and the frequency with which technical errors are repeated. Such monitoring makes it possible to individualize the training process and assess the athlete's development dynamics more accurately.

Result and discussion.

For 8-12-year-old group acrobats, the systematic and gradual teaching of basic acrobatic elements is of great pedagogical importance in developing their technical preparedness. During this age period, athletes' coordination abilities, balance, spatial



orientation, movement accuracy, and body-position control skills develop actively. Therefore, it is advisable to develop the necessary basic movement skills before athletes begin mastering complex group acrobatic elements.

In developing the content of the study, the following main areas of basic acrobatic training were identified for 8-12-year-old athletes: forward and backward rolls, tucking, balance maintenance, support positions, rotations, cartwheels, jumping and landing, basic partner support exercises, and preparatory exercises for throwing and catching.

System of basic Acrobatic elements for 8–12-year-old Acrobats

№	Basic Acrobatic Element	Primary Physical or Motor Quality Developed	Main Learning Objective
1	Tucking	Body control and coordination	Developing control over body position
2	Forward roll	Coordination and spatial orientation	Controlling rotational movement
3	Backward roll	Spatial orientation and coordination	Developing control during backward movement
4	Balance on one and both feet	Balance	Controlling the body's center of gravity
5	Basic support positions	Strength and stability	Developing proper support technique
6	Basic rotations	Coordination	Maintaining spatial orientation during rotation
7	Cartwheel	Coordination and agility	Coordinating arm and leg movements
8	Jumping and landing	Strength and balance	Developing safe landing technique
9	Basic partner support exercises	Cooperation and balance	Coordinating movements with a partner
10	Preparatory throwing and catching exercises	Reaction and coordination	Developing timing and coordination between partners



Analysis of the model results indicates that teaching basic acrobatic elements according to the principle of progression from simple to complex can be an effective methodological approach for developing the technical preparedness of 8–12-year-old athletes. In particular, forward and backward rolling exercises develop the body-control skills necessary for subsequent rotational elements. Balance exercises help athletes maintain stable support positions in group acrobatics. Cartwheel and rotation exercises improve coordination by promoting the integration of arm, leg, and trunk movements.

The inclusion of jumping and landing exercises as a separate stage is also important. Young athletes need not only to control their body position during flight but also to learn how to complete movements safely. This creates the necessary foundation for learning dynamic elements at subsequent stages. Another important consideration for athletes aged 8–12 is avoiding the mechanical application of identical training loads and exercises to all athletes. For example, for 8-year-old athletes, priority should be given to correct movement execution and body-position control, whereas at ages 11–12, greater emphasis can be placed on combining basic elements, coordinating movements with a partner, and improving technical accuracy.

Furthermore, it is advisable to take into account the athlete's future functional role in group acrobatics. For the base acrobat, support stability and strength are particularly important; for the top acrobat, balance, spatial orientation, and movement accuracy are essential; while for the middle acrobat, the comprehensive development of strength, balance, and coordination is of particular importance.

CONCLUSION

Basic acrobatic exercises are of fundamental importance in developing the technical proficiency of group acrobats. The systematic mastery of basic rolling, support, balance, rotation, cartwheel, jumping, landing, throwing, and catching exercises develops the movement experience necessary for athletes to perform complex technical elements.

The effectiveness of basic training depends not simply on the repeated performance of exercises, but on their gradual progression in complexity according to the athlete's age, level of preparedness, and functional role within the group.

Furthermore, in group acrobatics, technical performance is determined not only by the skill of an individual athlete. The levels of strength, balance, coordination, spatial orientation, and mutual cooperation among group members must be developed as an integrated system. From this perspective, purposeful organization of basic acrobatic training from the initial stage and its subsequent enrichment with specialized exercises



constitute an important prerequisite for expanding the technical capabilities of group acrobats.

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