



# Content and organization of physical education of students based on the use of dance sport tools

UDC 796.012



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Received by the editorial office on 01.06.2025

## Abstract

**Objective of the study** was to theoretical and experimental substantiation of the effectiveness of the model of content and organization of physical education of students using dance sport in the socio-cultural environment of the university. The authors developed a model that includes: target, conceptual and methodological, content, organizational and activity and evaluation and result blocks. The authors proposed organizational forms of educational and extracurricular activities, program and methodological support for an elective course in physical education and sports and an optional course (dance sport module and optional dance sport) in the socio-cultural environment of the university.

**Keywords:** *content and organization of physical education, means of dance sport, model, students.*

**Introduction.** In the modern conditions of social development, when the emphasis is on the harmonious development of the individual, physical education in the university acquires special significance. This is not just a set of activities aimed at improving physical fitness, but also an important element in the formation of general culture, social adaptation and psycho-emotional stability of students. In this context, the integration of dance sport into the physical education system opens up new prospects for increasing the effectiveness of the educational process [3, 5]. Dance sport, being a synthesis of physical activity, art and aesthetics, has a unique potential for influencing the individual. It not only promotes the development of physical qualities such as endurance, strength, flexibility and coordination, but also forms a sense of rhythm, musicality, artistry and the ability to express emotions through movement. The inclusion of dance sport in the physical education program makes classes more attractive and interesting for students, which, in turn, increases their motivation for classes and forms a sustainable need for a healthy lifestyle. The creation of a model for the organization and content of physical education of students using dance sport in the socio-cultural environment of the university

makes it possible to form a common vision of the process, establish clear goals and theoretical principles, determine the relationships, sequence and influence of key elements of the structure, and establish performance indicators for the activities being implemented. This algorithm of actions allows us to predict and gradually integrate dance sport into the process of physical education of students in the context of the socio-cultural environment of the university [4].

**Objective of the study** was to theoretically and experimentally substantiate the effectiveness of the model of content and organization of physical education of students using dance sport in the conditions of the socio-cultural environment of the university.

**Methods and structure of the study.** The formative pedagogical experiment was conducted in the 2024-2025 academic year at RUDN University. At the beginning of the experiment, the number of groups was: EG-29 (9 boys, 20 girls), CG-29 (11 boys, 18 girls) first-year students assigned to the main medical group for physical education.

**Results of the study and discussion.** We have developed a model that includes: target, conceptual and methodological, content, organizational and activity, and



evaluation and results blocks. The model substantiates various organizational forms of educational and extracurricular activities, and develops software and methodological support for an elective course in physical education and sports and an optional course (dance sport module and optional course in dance sport) in the conditions of the socio-cultural environment of the university (Figure 1).

The development of pedagogical models emphasizes the importance of planning and provides tools for the implementation of relevant educational methods based on progressive theoretical principles.

The key element of the model is the formulation of goals and objectives detailing its target component. This block reflects the public demand for the formation of positive motivation for regular physical activity in university students. The modern socio-cultural environment at the university is a changing system that presents updated requirements for the structure and organization of physical education of students. Innovative content of physical education should take into account the specifics of this environment and promote the comprehensive development of the student's personality.

The socio-cultural environment of the university, being part of the general university environment, is focused on satisfying personal needs and interests in line with universal and national ideals. It is a space capable of

transformation under the influence of participating entities that develop and support certain values, relationships, customs, regulations and norms in various areas and forms of activity of the university community [2].

The conceptual and methodological block of the model combines principles and approaches that determine the conceptual foundation that determines the ways to achieve the stated research goal [1].

For the effective implementation of the model, the module «Dance Sport» for the discipline «Elective Courses in Physical Education and Sports» in the amount of 66 hours per year (55 hours of contact work - 1 semester, 15 hours of contact work - 2 semester), as well as the optional course «Dance Sport» in the amount of 36 hours (2 semester) were developed and implemented. The developed curriculum specifies the content of subject topics and the distribution of academic hours for their study. The program of the optional course consists of three modules: Module 1. Ballroom Dance. European Program; Module 2. Ballroom Dance. Latin American Program. Module 3. Fundamentals of Modern Choreography.

Each module includes the following sections: physical training, musical and movement training, educational choreography, technical fundamentals of dance. The formative stage of the pedagogical experiment on the implementation of the model of content and organization of

1 - TARGET BLOCK					
Target	Promoting the physical, mental and social development of students through effective integration into the socio-cultural environment				
Tasks	<b>Educational objectives</b> Teaching basic knowledge and skills in dance sport; Formation of knowledge about the influence of dance sport on the human body, about the methodology of independent dance sport classes; Development of aesthetic taste and sense of rhythm; Formation of an idea of dance sport as a means of active recreation and social integration.				
	<b>Developmental tasks:</b> Development of physical qualities necessary for successful dance sport. Development of mental qualities (attention, memory, will, persistence, determination and self-control). Development of creative abilities and the ability to improvise. Development of communication skills and the ability to work in pairs or a team.				
	<b>Educational tasks:</b> Formation of the need for systematic physical education and sports. Education of moral and volitional qualities. Formation of a healthy lifestyle culture. Instilling interest in dance sport and forming a positive attitude towards classes. Education of a sense of identity and belonging to the socio-cultural environment of the university.				
2 - CONCEPTUAL AND METHODOLOGICAL BLOCK					
Approaches	integrative	sportive	cultural	systemic	
Principles	awareness and activity	clarity	availability	systematic	sequences
3 - CONTENT BLOCK					
Content	Module of the curriculum discipline program "Elective courses in physical education and sports" (66 hours/year)		Software and methodological support for the optional course "Dance Sport" (36 hours, 2nd semester)		
4 - ORGANIZATIONAL AND ACTIVITY BLOCK					
Organizational forms	<b>Educational activities</b> Content of the program of the elective course in physical education and sports based on the use of dance sport tools, taking into account the motivational preferences of those involved Software and methodological support for the optional course "Dance Sport" Conducting physical education breaks using active teaching methods (for example, dance movements to music)		<b>Extracurricular activities</b> Organization of physical education and sports events: intra-university tournaments, popular dance festival; Conducting master classes on modern types of dance sport for students, university applicants in order to popularize various areas of training Participation of students in demonstration performances at events of various target orientations and content within the framework of the educational and socio-cultural work plan of the university (sports tournaments and competitions, creative festivals and evenings, meetings with media personalities, etc.) Various dance marathons, competitions, flash mobs		
	special training of teachers and educators (advanced training, understanding of the specifics of dance sport, knowledge of means, methods and rules); encouragement and stimulation of students' creative initiative; creation of a favorable psychological atmosphere				
Organizational and methodological guidelines					
5 - EVALUATION AND RESULTS BLOCK					
Criteria	motor	functional		affective	

Figure 1 – Model of the content and organization of physical education of students based on the use of dance sport in the socio-cultural environment of the university



physical education of students based on the use of dance sport in the conditions of the socio-cultural environment of the university was carried out during one academic year. Analyzing the indicators of physical development, it can be concluded that by the end of the pedagogical experiment, the subjects of the EG statistically significantly differed from the students of the CG in all indicators. The increase in the results of young men in the EG and CG during the pedagogical experiment is shown in Figure 2.

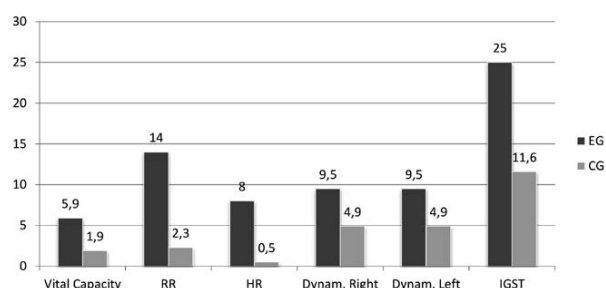


Figure 2 – Increase in physical development and functional fitness indicators in young men of the EG and CG during the experiment, %

The highest increase of 25% was revealed in the IHST indicators characterizing the functional capabilities of the cardiovascular system (physical performance) of the students' body. At the beginning of the experiment, the functional capabilities of the young men in both the EG and CG were at the level of "below average", after the end of the experiment in the EG the level increased to "above average", in the CG positive dynamics are also observed, but the level remained the same. Also, a high increase (14%) in the subjects of the EG was revealed in the respiratory rate indicator, manifested in a decrease in the frequency of respiratory movements per minute, since the lower the respiratory rate, the more economically the oxygen transport system functions. The increase in the results in the functional component of the girls in the EG and CG during the pedagogical experiment is shown in Figure 3.

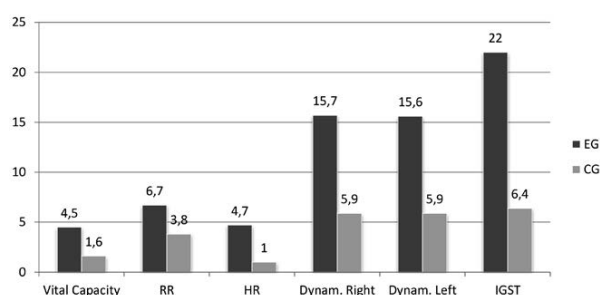


Figure 3 – Increase in physical development and functional fitness indicators in girls of the EG and CG during the experiment, %

The highest increase of 22%, as well as in young men, was revealed in the IGST indicators. At the beginning of the experiment, the functional capabilities of both the EG and CG girls were at the level of «below average», after the end of the experiment in the EG the level increased to «average», in the CG positive dynamics are also observed, but the level remained the same. Also, a high increase (15,7% and 15,6%) in the EG female students was revealed in the indicators of wrist dynamometry, manifested in an increase in the number of kilograms, which indicates the degree of physical development, since the force of contraction of individual muscle groups (the level of strength of the flexor muscles of the hand) is proportional to the development of the entire muscular system as a whole. In the indicators of vital capacity of the lungs, both in young men and girls, the increases were not significant. In our opinion, this fact is due to the fact that VC as an important functional indicator depends on gender, age, body size, as well as on many factors, including the climatic and geographical zone of the place of residence. To study the physical fitness of students (motor component), we conducted testing on seven tests of the All-Russian Physical Culture and Sports Complex GTO level 7 (18-19 years old) and tests characterizing coordination fitness (Figure 4).

Analysis of the obtained data showed that the presented quantitative parameters can be characterized as follows. The young men of the EG out of 6 tests of the All-Russian Physical Culture and Sports Complex GTO completed 4 exercises for a bronze badge, completed 2 exercises for a silver badge, the young men of the CG completed 5 exercises for a bronze badge, and in the exercise «Bent on a gymnastic bench» the subjects failed to meet the standard.

Analysis of the data presented in Figure 3 shows that the highest increase (160%) occurred in the control exercise on flexibility, which is natural, since dance exercises affect the flexibility of the ligament-muscle apparatus of a person, and an insufficient level of muscle flexibility can lead to chronic pain, frequent ligament ruptures and other negative consequences. The study showed that high increases were also detected in the control exercises on the function of static and dynamic balance. Despite the fact that both in the EG and in the CG most of the control exercises were performed for the bronze badge, in the EG the increases in indicators were significantly higher than in the CG (Figure 4).

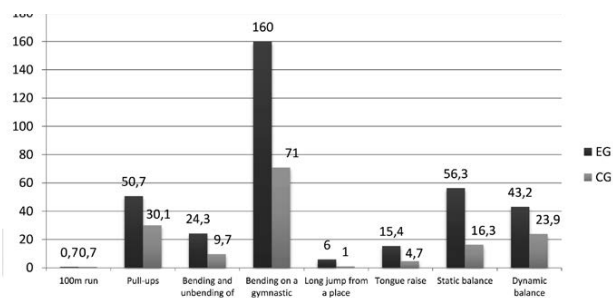


Figure 4 – Increase in physical fitness indicators of young men in the EG and CG during the experiment, %

The smallest increase in both the EG and CG was found in the speed ability test (excluding 100m). In our opinion, this fact is quite natural and is explained by the determinism of this ability, as well as the predominant focus of dance training on other motor abilities.

By the end of the pedagogical experiment, the EG students out of 6 tests of the All-Russian Physical Culture and Sports Complex GTO met 2 standards for a gold badge, 3 standards for a silver badge and one standard for a bronze badge, while the CG students met one standard for a gold badge, 2 standards for a silver badge and 3 standards for a bronze badge. It should be noted that the percentage of standards met by girls is higher than that of boys.

Additional arguments are the percentages of increase in the studied indicators (Figure 5).

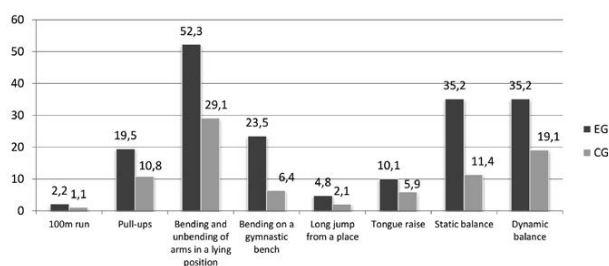


Figure 5 – Increase in physical fitness indicators of girls in the EG and CG during the experiment, %

The highest increases in the EG were noted in the control exercise «Pull-ups from a hanging position on a low bar» (52,3%) and «Bending and unbending arms in a lying position» (19,5%), reflecting the development of speed-strength abilities, as well as in the flexibility test (23,5%) and in tests of the ability to maintain balance (35,2%) (Figure 5).

**Conclusions.** Thus, the content of physical education of students developed by us based on the integrated use of Chinese health practices is a set of interrelated structural components that reveals the process of physical education of students from the standpoint of target orientation, content, organization, and assessment of effectiveness.

Distinctive features are:

- integrated use of Chinese health practices taking into account their educational and health orientation;
- a combination of educational and extracurricular forms of organizing the physical education process;
- the use of special methodological techniques aimed at stimulating and activating the motor and cognitive activity of students.

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