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## CONTENT OF PLANNING THE BASIC METHODOLOGICAL COMPONENTS IN THE SPECIFIC TRAINING OF JUNIOR 1 DANCERS

GRIGORE MARIA FLORICA<sup>1</sup>, GRIGORE VIRGIL<sup>2</sup>, VLADIMIR POTOP<sup>3\*</sup>

### Abstract

*Objectives.* Organization of the basic specific training sessions with technical-physical, artistic-physical and technical-choreographic artistic content in C class meant to create the performance basis and to develop the motor skills specific to Standard and Latino dances, taking into account the particularities of the 12 to 13 years old dancer and the structure of the methodological module in the double macro-cycle of training.

*Methods.* Organization of an ascertaining experiment during the period 2011- 2012 for the analysis of the basic methodological components in the specific training of junior 1 dancer. The research was conducted in „Step in Two” Sports Club of Bucharest, with a group of 12 dancers aged 12 to 13 years. The ascertaining experimental module includes the following components: competitions calendar, performance and training objectives, dynamics of the specific fitness, structure of the basic training sessions, training requirements, guidance and control of the training sessions etc.

*Results.* The study highlights the share of sports training components throughout the training year 2011 – 2012: a share of 29.87% of the training methodology was allocated to the technical training, a share of 22.58% to the physical training, 22.58% to the artistic training, 14.58% to the psychological training, 3.58% to the tactical training and 2.63% to the theoretical training. The integral training had a share of 2.87% as it was addressed during the pre-competitive mezzo-structures only. Regarding the preparation of junior I dancers for the Romanian National Championships 2011-2012, the training sessions included a share of 32.85% technical training, 24.12% physical training, 21.83% artistic training, 13.72% psychological training, 3.33% tactical training and 1.66% theoretical training, while the integral training was not a priority and represented only 1.66% of the competitive mezzo-structure.

*Conclusions.* The analysis of the training experimental module over the period 2011 - 2012 and the evaluation of the results obtained by the dancers in the target-competitions demonstrate that the performance objectives were achieved as the dancers succeeded to qualify for the quarter-finals of the international competitions in which they participated

*Key Words:* training session, planning, dance sport, training content, performance.

### Introduction

The current level of dance sport performances worldwide reflects the training methodology that includes both the trainer's mastery in conducting the training process and the dancer's motor excellence, which materialize in the use of the capacity for performance, visible in the wide scope of the competitions that turn into real shows more and more frequently (Grigore, 2015).

Our research starts from the investigation of the specificity of dance sport contents which will ensure the knowledge of some valuable theoretical aspects directly reflected in the periodization of the training process and in the selection of the lesson means (Năstase, 2010; Grigore, et al., 2010).

The analysis of the sports training components and of their interdependence is an important reference point of the training methodology in dancesport, beside the knowledge of the requirements and objectives of the first stage, corresponding to the age of junior 1 (Dragnea, Teodorescu-Mate, 2002; Mano, 1992; Werchoschanski, 1992).

The emphasis is placed on the stadial character of the sports training and on the most representative dimensions of the second stage that influences the specificity of dancers' training and the approach of an integral methodology meant to develop the performance capacity. As for the age of 12 – 13 years, corresponding to junior 1, we focus on the biological, motor and psychological particularities

<sup>1</sup>Physical Education and Sport, Ecological University of Bucharest, Romania

<sup>2</sup>National Palace of Children, Bucharest, Romania

<sup>3</sup>Physical Education and Sport, Ecological University of Bucharest, Romania, vladimir\_potop@yahoo.com; 0040721324867

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that are felt through observable manifestations in the performance behavior of the dancer (Negreț, Pânișoară, 2005; Teodorescu, 2006).

The management of the long-term training is closely related to the periodization of the preparation and to the planning of the appropriate methodology depending on the competition calendar and on the aptitudes of the children selected for performance activity. Establishing the weight of the training components during each macro-structure and, implicitly, during each training period, dictates further the acquisition of the training methods and the programming of the specific motor tasks and stimuli (Kovalenko, 2000; Năstase, 2011).

For a good scientific foundation of the professional activity for the specific training of junior 1, the need for solid informational support is felt regarding the approach of the sports training components at different ages, the periodization of dancer's preparation (difficult because of the increased number of competitions organized every year), the methodology of specific training for each stage of the preparation, the implications of the biological factor in determining the training stimuli, the interdependence between the components of the training for the complex stress on the body.

The objective of this study is the organization of the basic specific training sessions with technical-physical, artistic-physical and technical-choreographic artistic content in C class meant to create the performance basis and to develop the motor skills specific to Standard and Latino dances, taking into account the particularities of the 12 to 13 years old dancer and the structure of the methodological module in the double macro-cycle of training.

### Methods

An ascertaining experiment was conducted from 2011 to 2012 focusing on the analysis of the basic

methodological components of the specific training of junior 1 dancer. The research took place in „Step in Two” Sports Club of Bucharest, with a group of 12 dancers aged 12 to 13 years.

In order to implement the experimental content and structure, there were elaborated planning models used for carrying out the basic training process of the experimental group. The planning models were developed through the theoretical and practical analysis of the information on dance provided by the specialized literature. There were also analyzed the data obtained from the dancers who participated in the experiment, the possibilities to conduct a rigorous, systematic and long-term training process, the costs and human resources available during the pedagogical observations. We make these remarks because the performance objectives in dance sport can not be achieved without the total involvement of the new methodological contents. On this line, we analyzed the annual training plan used for the experimental group dancers from September 2011 up to August 2012. These dancers participated in specific basic training sessions with technical-physical, artistic-physical and technical-artistic choreographic content for class C in order to create the performance basis, to develop the motor skills specific to Standard and Latino dances taking into account the particularities of the 12 to 13 years old dancers and the structure of the methodological module in the double macro-cycle of training.

### Results

Table no 1 show the quantitative indicators of the training components for 2011 – 2012 period in terms of number of training sessions, number of hours for technical, artistic, physical, psychological, tactical, theoretical and comprehensive preparation.

**Table no 1. Quantitative indicators of the training components for the period 2011 - 2012**

Ind	MZC	No of trg hours	No of technical prep hours	No of artistic prep hours	No of physical prep hours	No of psychological prep hours	No of tactical prep hours	No of theoretical prep hours	No of comprehensive prep hours
	TMZ	30	10	4	10	3	2	1	0
	BMZ	48	20	10	14	4	0	0	0
NC	BMZ	56	22	14	12	7	1	0	0
	RMI	4.5	2	0.5	2	0	0	0	0
	CPMZ	48	10	10	8	8	4	2	4

	PMZ	48	14	12	10	10	1	1	0
	CMZ	COMPETITION – the stress depends on the competition stage in which the dancers qualify							
	RMI	6	1	2	2	1	0	0	0
	$\Sigma$	<b>240,5</b>	<b>79</b>	<b>52,5</b>	<b>58</b>	<b>33</b>	<b>8</b>	<b>4</b>	<b>4</b>
	%	<b>57.47</b>	<b>32.85</b>	<b>21.83</b>	<b>24.12</b>	<b>13.72</b>	<b>3.33</b>	<b>1.66</b>	<b>1.66</b>
GOC	BMZ	30	10	10	10	0	0	0	0
	CPMZ	48	12	12	10	6	1	1	4
	CPMZ	46	126	10	8	8	2	2	4
	PMZ	48	12	10	8	10	4	4	0
	CMZ	COMPETITION – the stress depends on the competition stage in which the dancers qualify							
	RMI	6	0	0	2	4	0	0	0
	$\Sigma$	<b>178</b>	<b>46</b>	<b>42</b>	<b>38</b>	<b>28</b>	<b>7</b>	<b>7</b>	<b>8</b>
	%	<b>42.53</b>	<b>25.84</b>	<b>23.60</b>	<b>21.35</b>	<b>15.73</b>	<b>3.93</b>	<b>3.93</b>	<b>4.49</b>
Total hours		<b>418.5</b>	<b>125</b>	<b>94.5</b>	<b>96</b>	<b>61</b>	<b>15</b>	<b>11</b>	<b>12</b>
$\Sigma$ %		<b>100</b>	<b>29.87</b>	<b>22.58</b>	<b>22.94</b>	<b>14.58</b>	<b>3.58</b>	<b>2.63</b>	<b>2.87</b>

Note. Ind.- indicators; trg. – training; prep. – preparation; TMZ – training mezzo cycle; BMZ – basic mezzo cycle; RMI – recovery micro cycle; CPMZ – competitive preparation mezzo cycle; PMZ – preparation mezzo cycle; CMZ – competitive mezzo cycle; NC – National Championships of Dance Sport, 02-04.03.2012, Sibiu; GOC - German Open Championships (GOC), 14-18.08.2012, Stuttgart.

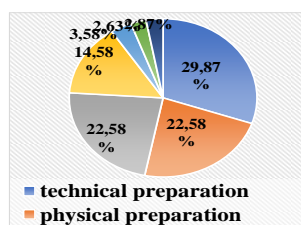


Figure no 1. Share of sports training components throughout the training year 2011 – 2012

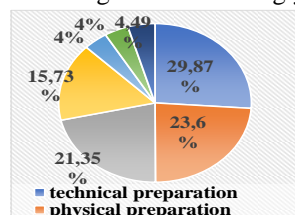
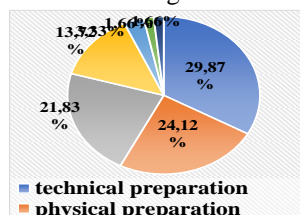


Fig. no 2. Share of the training components during the

Fig. 3. Share of the training components during the

#### macro-structure 1(training year 2011 – 2012)

Figure no 1 show that the largest share in the training of the dancers who participated in the ascertaining experiment is assigned to the technical preparation, namely 29.87% of the training methodology, while the physical preparation is 22.58% and the artistic one is also 22.58%. The psychological preparation has a percentage of 14.58%, the tactical preparation is approached in a lower percentage of only 3.58%, while the theoretical preparation is only 2.63%. The comprehensive training had a share of 2.87% and was applied only during the pre-competitive mezzo-structures.

Regarding the preparation of junior I dancers for the Romanian National Championships 2011-2012, the training included 32.85% technical preparation, 24.12% physical preparation, 21.83% artistic preparation, 13.72% psychological preparation, 3.33% tactical preparation and 1.66% theoretical preparation. One can notice that the training methodology focused on the technical, artistic and physical components while the comprehensive training was not a priority and was approached with a percentage of only 1.66% in the competitive mezzo-structure (Figure 2).

In order to reach the second performance objective within GOC 2012, in the macro-structure 2, the preparation entailed the assignment of important shares of the training methodology for the same technical, artistic and physical components. Thus, the training means planned for the technical preparation had a share of 25.84%, the artistic preparation 23.60%, while the physical preparation was 21.35%. Due to the importance of the international competition for which performance objectives were set, the share of the psychological training in the second macro-structure increased, up to 15.73% respectively. Similar to the previous macro-structure, the tactical and theoretical components are in the last place, each one with 4%. We observe that only 4.49% were assigned to the comprehensive training within two competitive mezzo-structures (Figure no 3).

#### Discussion

In recent years it has been frequently suggested that dancers are not sufficiently prepared for the physical requirements of dance. Most researchers have concluded that there are deficiencies in the structure of dance training programs that could be solved using the type of physical training that other elite athletes have benefited from (Rafferty, 2010).

#### macro-structure 2 (training year 2011 – 2012)

As for the planning of performance dancers' training, there are studies regarding the specific particularities in the development of dancers' macro-cycle (Aleksandrova, Shijan, 2016); other studies refer to dancer's preparation by using a periodization model that can contribute to the prevention of overstraining and traumas, while at the same time improving the preparation of the dancers for performing at their maximum (Wyon, 2010).

As it results from this annual training plan, under the conditions of the first ascertaining experiment, the training of the dancers throughout the period 2011 – 2012 was meant to help them to get in two peak physical shapes corresponding to the targeted competitions, for which two macro-structures were dimensioned, the first one with a duration of 7 months approximately (from September 15, 2011 to April 7, 2012) and the second one over a period of about 5 months (April 8 – September 15, 2012).

The difference between these two macro-structures was determined by the competition calendar. The temporal distance between the two targeted competitions conditioned the sizing of the basic training stages and pre-competitive stages within the preparatory periods; it also conditioned the replacement of the recovery mezzo-structure of the first transition period with a micro-structure of this kind that would ensure the relaxation of the dancers and a certain getting out of peak shape without losing the level of preparation reached. It was planned to participate in 4 formative competitions, organized before those for which performance objectives have been set, with the purpose of familiarizing the dancers junior 1 with the atmosphere of competition, with the judges, with the stress factors, with the audience etc.

#### Conclusions

The analysis of the experimental training module used during the period 2011 - 2012 and the assessment of the results obtained by the dancers in the targeted competitions prove that the objectives of performance were reached as the dancers qualified in the quarter-finals of the international competitions in which they took part.

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