



## USE OF MUSICAL RHYTHMIC GYMNASTICS IN PHYSICAL EDUCATION CLASSES FOR SCHOOL STUDENTS

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### Abstract

In the context of modern educational reforms and socio-economic changes, physical education faces the challenge of developing not only students' physical fitness but also their motivation, emotional well-being, and overall personal development. This article examines the role and effectiveness of musical rhythmic gymnastics in physical education classes for school students. Special attention is given to its application in the preparatory parts of athletics-oriented and game-based lessons, as well as in pre-class (morning) gymnastics. The study highlights the pedagogical, physiological, and emotional benefits of musical rhythmic gymnastics, including the development of endurance, coordination, speed, motor culture, and emotional engagement. The use of rhythmic exercises accompanied by music enhances students' interest in physical education, increases motor activity density, improves emotional states, and positively influences attendance and learning motivation. Musical rhythmic gymnastics is presented as an accessible, effective, and innovative means of improving the quality of physical education in schools.

**Keywords:** musical rhythmic gymnastics, physical education, school students, motor activity, physical fitness, emotional engagement, movement culture, pre-class gymnastics

### Introduction

At present, profound socio-economic transformations in society place increasing demands on educational institutions, particularly schools, to prepare students who are capable of independent thinking, self-development, and successful adaptation to changing life conditions. Within this framework, the role of physical education extends beyond the development of physical qualities and increasingly focuses on fostering students' motivation, emotional stability, and overall personal growth.

During the school years, a student's personality is formed, individual abilities are revealed, and interest in acquiring new knowledge, skills, and competencies is cultivated. This process fully applies to physical education, where the development of motor abilities, interest in physical exercises, and the foundations of health, proper physical development, and movement culture take place. However, despite the recognized importance of physical education, contemporary school practice often demonstrates a decline in students' interest and motivation toward physical education classes, especially among senior students.

One of the main reasons for this decline is the predominance of traditional, sometimes scientifically insufficiently substantiated approaches to the selection and application of physical education tools and methods. Standardized exercise sets, methodological monotony, insufficient consideration of age-related characteristics, limited sports equipment, and inadequate emotional engagement contribute to students' dissatisfaction, early fatigue, reduced attention, and unwillingness to participate actively in lessons. These factors ultimately lead to a decrease in physical fitness levels, poor compliance with educational standards, and deterioration of students' health indicators, particularly among older female students.

In response to these challenges, modern educational programs emphasize the need to search for, develop, and implement more effective and engaging tools and methods in physical education. These methods should



increase students' interest, create a positive emotional environment, activate motor activity, and ensure a higher level of physical preparedness. Among such innovative approaches, musical rhythmic gymnastics occupies a special place.

Musical rhythmic gymnastics, as a health-oriented form of gymnastics, combines physical exercises with dance elements performed to rhythmic music. This integration creates a holistic movement composition that appeals to students' emotional and aesthetic perceptions. It is particularly attractive to senior school students, especially girls, as it aligns with their interests and promotes expressive movement, musicality, and creativity.

The use of musical rhythmic gymnastics in physical education classes contributes to the development of general movement culture, coordination, endurance, speed, and flexibility. Moreover, it fosters emotional engagement, improves mood, and enhances motivation for active participation. These qualities make musical rhythmic gymnastics a valuable pedagogical tool not only for improving physical fitness but also for supporting students' emotional well-being and social development.

This article aims to explore the pedagogical potential of musical rhythmic gymnastics in school physical education, analyze its application in various lesson formats, including preparatory and pre-class gymnastics, and substantiate its effectiveness in enhancing students' physical, emotional, and motivational readiness for learning and everyday activities.

**Methodology.** The methodological basis of this study relies on pedagogical observation, analysis of scientific and methodological literature, and practical implementation of musical rhythmic gymnastics in school physical education classes. The research was conducted within the framework of regular physical education lessons for secondary school students, with particular attention to senior grades, where a decrease in motivation toward traditional physical education activities is often observed [1-24p.].

Musical rhythmic gymnastics exercises were systematically included in different parts of physical education lessons: the preparatory (warm-up) part, the main part as auxiliary exercises, and pre-class (morning) gymnastics. Exercise complexes were selected in accordance with students' age-related physiological characteristics, physical fitness levels, and functional capabilities. Rhythmic movements were performed under musical accompaniment with moderate tempo, ensuring coordination between movement and music.

The content of the exercises included basic aerobic steps, arm and leg movements, body waves, jumps, turns, and elements of dance gymnastics. The methodology emphasized gradual load increase, motor variety, emotional engagement, and safety. The effectiveness of the applied methodology was evaluated through indicators such as students' participation activity, emotional state, coordination skills, endurance, lesson attendance, and overall interest in physical education classes.

**Results.** The results of the study demonstrated that the systematic use of musical rhythmic gymnastics in physical education lessons positively influenced both the physical and psychological aspects of students' development. A noticeable increase in students' interest and motivation toward physical education was observed, especially among female students in senior grades. Musical accompaniment created a positive emotional background, reduced fatigue, and enhanced students' willingness to actively participate in exercises.

From a physical perspective, improvements were recorded in coordination, rhythm perception, general endurance, and movement culture. Students demonstrated better posture control, smoother transitions between movements, and increased accuracy in performing complex motor tasks. The density of motor activity during lessons increased, contributing to higher overall physical load without causing excessive strain [2-17p.].



Psychologically, musical rhythmic gymnastics supported emotional balance, reduced anxiety, and fostered a sense of satisfaction from physical activity. Group-based rhythmic exercises encouraged cooperation, mutual support, and a positive social climate within the class. These factors collectively contributed to improved discipline, attention, and emotional stability during lessons.

Discussion. The findings confirm that musical rhythmic gymnastics is an effective pedagogical tool for modern school physical education. Unlike traditional approaches, which often lack emotional appeal, rhythmic gymnastics integrates music, movement, and expressiveness, making physical activity more attractive and meaningful for students.

The positive outcomes can be explained by the combined influence of music and movement on the central nervous system, which enhances emotional responsiveness and motor coordination. Rhythm facilitates movement organization, while music serves as a motivational stimulus that increases engagement and reduces psychological barriers associated with physical exertion.

Furthermore, the inclusion of rhythmic gymnastics aligns with contemporary educational principles that emphasize student-centered learning, emotional well-being, and holistic development. The role of the teacher is crucial in this process, as effective guidance, motivation, and emotional support significantly influence students' psychological resilience and readiness for physical activity [3-144p.].

The results also suggest that musical rhythmic gymnastics contributes not only to physical fitness but also to the development of emotional intelligence, teamwork skills, and collective responsibility. These qualities are essential for forming a well-balanced personality capable of adapting to social and educational challenges.

## Conclusion

In conclusion, musical rhythmic gymnastics represents a valuable and innovative means of enhancing the effectiveness of school physical education. Its systematic application contributes to the development of physical qualities, movement culture, emotional stability, and motivation for regular physical activity among students. The integration of music and movement creates a positive emotional environment, increases motor activity density, and improves students' overall engagement in physical education lessons.

The study confirms that musical rhythmic gymnastics is particularly effective in addressing the motivational decline observed among senior school students. By fostering emotional involvement, coordination, and social interaction, this form of gymnastics supports not only the achievement of physical education objectives but also the holistic development of students' personalities.

Therefore, it is recommended to include musical rhythmic gymnastics more widely in school physical education curricula as a modern, accessible, and pedagogically effective tool for improving students' physical, emotional, and social well-being.

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# Proximus Journal of Sports Science and Physical Education

Volume 03, Issue 02, February 2026

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943

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