



## Methodology for the Teaching-Learning Process of the Routine in Aerobic Gymnastics

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Ademar León and Liberbank  
Sinfin play the first match  
with masks during a  
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### Abstract

The findings of previous research, the observation of national and provincial competitions, and enquiries addressed to specialists in different regions around the country revealed technical shortcomings in the performance of the routine in aerobic gymnastics, which were mainly: a limited use of transitions, incorrect execution of exercises and lack of coordination between movements and musical rhythm. The routines convey a lack of fluidity and integration and do not tell a story, demonstrating that a better teaching-learning process is called for since, although a national project does exist, there is no methodological instrument to guide teachers. To address this problem, a methodology was designed which includes the components that identify the routine, the essence of which consists of using the steps in the routine as a whole to facilitate teaching based on a flexible, systemic, integrative and contextual conception. An operational definition was drawn up for the research called "Choreographic Design", being the procedure of combining motor actions to create and arrange sequences of movements in space with an internal logic and a certain meaning or intention that are expressed in a corporeal and artistic way. This design fuses movement, displacement, rhythm, body expression, space and style.

The research yielded a system of principles which characterise and underpin the methodology, establishing a distinction between the process of teaching and learning of the routine in this sports activity: the principle of integration of performance and music and the principle of sequentiality. Scientific methods were used to compile information about the initial state of the teaching-learning process of the routine, to design the methodology and to obtain and process the results of the pre-experiment, where better class planning was observed, with its special features taken into account, and in which resources are used to reinforce the message. This helps to understand what is to be achieved and makes it possible to personalise teaching based on the shortcomings of each athlete, as well as contextualisation according to the modality, aspects mainly demonstrated by the fact that the athletes perform the routines properly. According to highly-qualified experts, the results of all the descriptive measures denote a consensus in each one of the indicators assessed. They considered that the proposed methodology is appropriate for implementation in practice. Similarly, the degree of user satisfaction confirmed a receptive attitude among teachers to the methodology applied. These results demonstrate the relevance and viability of the methodology for achieving an effective teaching-learning process for the routine, as expressed in the integration of its components as a new methodological concept.

**Keywords:** methodology, routine, aerobic gymnastics.