METHODOLOGY FOR DEVELOPING AND IMPROVING THE TECHNICAL TRAINING OF 13-14 YOUNG FOOTBALL PLAYERS.

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Abstract: In football, ball handling technique is usually considered as a means of playing the game and, to some extent, as an external form of movement of the player. There is an opinion that everything that is done with a soccer ball during training is useful. Issues related to the technique of ball handling by football players are described.

Keywords: Technical training, adaptation, technical equipment, physical qualities, coordination exercises, features of age-related development of football players.

Аннотация. В футболе технику владения мячом обычно рассматривают как средство ведения игры и в некоторой степени как внешнюю форму движения игрока. Бытует мнение, что все, что делается с футбольным мячом на тренировке, полезно. Описаны вопросы, связанные с техникой владения мячом футболистами.

Ключевые слова: Техническая подготовка, адаптация, техническая техника, физические качества, координационные упражнения, особенности возрастного развития футболистов.

Anotatsiya: Futbolda to'p bilan muomala qilish texnikasi odatda o'yinni o'ynash vositasi va ma'lum darajada o'yinchi harakatining tashqi shakli sifatida qaraladi. Mashg'ulot paytida futbol to'pi bilan qilingan hamma narsa foydali degan fikr bor. Futbolchilarning to'p bilan muomala qilish texnikasi bilan bog'liq masalalar tasvirlangan.

Kalit so’zlar: Futbolchilarning texnik tayyorgarligi, moslashuvi, texnik jihozlari, jismoniy sifatlari, muvofiqlashtirish mashqlari, yoshga bog'liq rivojlanish xususiyatlari.

Enter: The rules of the game and the physical capabilities of young players show that the essence of the football game, in which attackers and defenders solve the opposite problems, is the following: to get the ball to the offensive zone, the most convenient for scoring. goals and actually scoring goals.

There is an opinion that everything done with a soccer ball in training is useful. The desire of players to improve the technique of handling the ball often ends in itself, and most importantly, they forget what this technique is for. As a result, in these situations, the goal-scoring technique typical of the real game is not learned.

Individual exercises offered to 13-14-year-old players to practice technical techniques are not only a waste of time and effort, but can sometimes lead to undesirable results.

So, the relevance of the chosen topic - the subject of training 13-14-year-old football players in general, including the subject of teaching technique, what is the essence of the football game - should be scoring goals.

In competitive games, a variety of game situations occur, but despite their diversity, there are certain patterns in getting the ball into a striking position and scoring a goal. Victory in football, as a rule, does not come from luck. The winner is often the one who performs better than the opponent, this is a natural phenomenon that occurs in the game when the ball is delivered to the most favorable zone for the final shot at the goal and the goal.

Research object and used methods

The object of the study was the education and training process of 12-14-year-old football players, the sources related to it, mainly the football playing techniques of young people. The methods of classification, description, comparative, observation, testing, complex and functional analysis were used to illuminate the research topic.

The obtained results and their analysis

At the end of children's second childhood, the development of the transitional period and the beginning of adolescence, significant changes occur in the length, weight, composition and proportions of the body, as well as in the functioning of various organs and systems.

The process of ossification continues in the bone tissue, which mostly ends during adolescence. By the age of 10, the ossification of the metacarpals and wrists of the hands and then the phalanges of the toes is complete. Incomplete ossification of the spine can lead to various injuries in adolescents and young men under heavy load. The process of ossification of the skeleton finally ends at the age of 25 [1].

Especially noticeable is the "adult growth spurt" - a sharp increase in body length, mainly due to the rapid growth of long bones. For boys - 13 years old, up to 10 cm per year. At the same time, the teenager's limbs are unusually elongated, but the growth of the chest lags behind. The usual body proportions and coordination of movements are temporarily disturbed. Excess or lack of body weight appears. During adolescence, the cross-sectional dimensions of the body increase, its individual characteristics are established, and harmonious proportions are achieved. Harmonic development is observed in 80-90 percent of schoolchildren.

Body weight gradually changes until the age of 12. From the age of 12-13, its rapid growth begins, which is accompanied by a rapid increase in heart mass. Muscle mass reaches 32% of body weight at the age of 13, and reaches adult level (44%) at the age of 17-18.

At the age of 8-18, the length and thickness of muscle fibers change significantly. Maturation of fast, fatigable glycolytic muscle fibers (type II-b) occurs, and at the end of the transition period, an individual type of the ratio of slow and fast fibers in skeletal muscles is established.

The gradual and step-by-step strengthening of bones, ligaments and muscle mass in a teenager requires the formation of its correct position and constant monitoring of the development of the muscle corset, avoiding long-term use of asymmetric poses and one-sided use. exercises, excess weights. An incorrect relationship between the tones of symmetrical muscles leads to asymmetry of the shoulders and shoulders, bending and other functional state disorders. Postural disorders, spinal curvature appear in 20-30% of cases at the age of high school.

- in 1-10% of cases. In girls and young women, the situation at any age is more correct than in the situation of boys and young men.

The maturity of the musculoskeletal system and central regulatory mechanisms ensures the development of the most important quality characteristics of motor activity. Senior school age marks sensitive periods for the development of strength, speed, agility and endurance.

The level of physical development of the body and the quality of motor activity depend on adulthood. The higher the adolescent's puberty age, the higher his physical capabilities and sports achievements are [8].

The large individual variability in the duration of the transition period in adolescents is reflected in some inconsistency in the results of studies of sensitive periods by different authors. This is especially true for the first stage of puberty, when the manifestation of motor functions and physical qualities deteriorates. During this period, teenagers are awkward and angular. Their actions are not sufficiently coordinated. They don't know what to do with such long arms or how to skillfully manage their suddenly grown legs. There is a lot of unnecessary effort in all their efforts. Energy consumption for work has increased.

As a result of the maturity of the locomotor apparatus and the completion of the development of physical qualities, high perfection of movements is achieved during adolescence. The foundation is created for the formation of their most complex forms, accurate orientation in time and space, maximum expression of various manifestations of strength, dexterity and speed [5].

Physiological justification of the principles of teaching sports techniques. The effectiveness of teaching sports techniques is closely related to a number of pedagogical principles of training, which can only be followed if the physiological laws of the body's activity are taken into account. those related to the activity of the nervous and muscular systems.

The principle of gradual complication of movement technique. When performing sports activities, there are very complex temporal connections that control the activity of many muscles at the same time.

Such connections are formed gradually, because previously formed motor reflexes are widely used. In this case, the role of preparatory exercises is very important, allowing to master individual parts of the movement and then to include them in the integrated system of the studied complex motor movement.

The central nervous system is able to immediately program motor actions that are new in nature, but only within relatively limited limits, through the mechanism of extrapolation. Access to the central nervous system is sometimes necessary to develop programs if the exercise being learned is not sufficiently dependent on prior experience.

Without appropriate preliminary training, a person cannot correctly program the complex relationships in the activity of the muscles that perform this motor movement. Without appropriate preliminary training, a person cannot correctly program the complex relationships in the activity of the muscles that perform this motor movement. But if such an exercise is performed several times with the help of a trainer, the central nervous system receives information about the dynamics of successive changes in the position of the body parts and the work of the corresponding muscles due to feedback.

This allows to form such a program of their activity in the nerve centers, which the athlete then uses to perform the movement independently [4]. The principle of systematic repetition of exercises several times.

With forced repetition of the exercise, temporary connections are formed and improved, which are the basis of motor skills. The number of repetitions and intervals between repetitions and exercises are also important. Not only not enough, but too many repetitions (the development of fatigue is related to this) makes it difficult to develop skills. It is also necessary to pay attention to the intervals between classes. As your training level increases, you can increase the number of repetitions of an exercise and the frequency of exercises in one class.

The principle of versatile technical training. Temporal connections formed during the formation of motor skills in repetitive stereotypic execution of movements help to narrow the extrapolation. This narrowing, which occurs during unilateral training, limits the ability to change the nature of movements to suit changing situations. At the same time, changes in the external situation (characteristics of the road or equipment, the appearance of obstacles, etc.) and the state of the athlete (emotional overexcitement, fatigue, injuries, etc.) are stereotypic for the performance of the movement. may cause incompatibility between the program. and the new situation. As a result, motor movement may be defective.

Training to perform a limited amount of exercise in a stereotypical way also hinders the development of exercise capacity.

Genetic characteristics that determine the ability to quickly learn new complex movements can vary significantly among different athletes. Their stock of previously acquired skills may also be very different. Both of these factors predetermine the need for an individual approach to choosing a sport and teaching sports techniques [6].

All sports are associated with physical activity of various types and intensities, but among them speed-power work dominates in many ways. This is also true for football. But because of the need to repeat similar actions over and over again with small

breaks and pauses throughout the game, and at most, to run for relatively long periods of time, soccer contributes more than any other sport. formation of general and special endurance. During training, players develop complex and diverse movement skills. The cyclical nature of football training complicates these skills and places particular demands on players' emotions and feelings. The implementation of mastered motor skills is combined with the sudden movement of the ball and players on the field. Accordingly, the visual afferent system occupies the main place among football players [8].

During the long-term training of football players, two groups of exercises aimed at developing physical qualities are used: nonspecific (running, jumping, exercises on weight machines) and special (tactical-technical). While the first group of exercises affects the development of basic physical qualities (general endurance, general strength), the second group of exercises turns these basic qualities into characteristic features.

The use of such a large number of different exercises is not accidental. Although the game of football affects players in different ways, it also affects their individual performances.

For example, the game or game training does not sufficiently affect the development of the individual manifestation of the speed-power qualities of the players (for example, the ability to jump) and coordination characteristics.

Thanks to this, coaches working with professional football players use non-specific exercises in strength training equipment to develop different strength qualities, in addition to specific football exercises. They also use fast running, various types of jumping exercises, hill running (elevation angle - 4-6 degrees) and downhill running. In the training of young players, the arsenal of non-specific educational tools is wider (rhythm and sports dances, acrobatics, coordination exercises, etc.) [7].

A similar situation is typical for various sports. Even in a sport like Formula 1, pilots use non-specific exercises to improve both physical and willpower.

During the annual training cycle, professional football players play 45 to 65 official games. The load of these games affecting the formation of physical qualities is not only very important, but also has a certain structure. The load of a large number of exercises should have exactly the same structure [3].

Thus, the position of the greatest manifestation of physical qualities determines the goal of sports training in general, and physical training in particular. We must also remember that a player does not have any talent, he can achieve the highest sports results through absolute dedication in training. Greater dedication leads to a noticeable manifestation of physical qualities, then their structure is suitable for the game.

It is known that this perspective holds if the acute effects of the respective individual sessions are correlated in direction and time. In this regard, the position of continuity of training in football believes that temporary breaks between training sessions should ensure acute training effects (ETE) relationships in all types of training.

The interaction of STE can be positive, neutral or negative. Only the positive interaction of STE ensures the realization of the position of continuity of physical education.

We can also talk about the impact on other qualities and skills of the players. The break between exercises should be such that the load of the next exercise is added to the effect of the previous one. This will be a positive interaction between STE. There are two factors to consider when planning in football.

First, the structure of the game, its features impose on the players' physical fitness. For example, taking into account many requirements, team players are required to react sharply and correctly to changes in the situation on the field, endurance, strength, speed and dexterity. To achieve maximum results, athletes should plan their training loads appropriately in team and group exercises. However, another factor cannot be ignored - the personal structure of any player's training. One is fast, but not always accurate, can perform tactical tasks, the other has excellent speed, but lacks endurance.

The third has excellent motor skills, but when he starts training twice a day, illnesses and injuries immediately appear [3].

As a result, it is necessary to take into account both the characteristics of the game and the personal structure of preparation when planning the training process. At the same time, 80-90% of the exercises should be planned taking into account the requirements of the game, and 20-10% taking into account the individual abilities of the athletes. In these trainings, the players do not have to do the exercises individually. Athletes can work in a group, but taking into account their individual tasks [6].

For example, in a 5x5 game exercise, three out of ten players are allowed to play with only one touch. Or: at the end of the attack, any player is recommended to shoot at the goal only from the penalty area. This is how individual work is done in group exercises.

It is also possible to perform non-specific exercises in a group. Let's say divide the team into 2 groups, select players in one of which should increase their anaerobic glycolytic capacity. You can plan interval running in segments of 300-400 m. The second group includes football players, athletes who need to increase the level of anaerobic alactic indicators. It is advisable for players in this group to perform other loads: running intervals for short periods of time (up to 50 m) [7].

You can also pay attention to another form of lessons with full personal training. This is the self-training of each athlete, who performs the training exercises assigned to him personally.

Individualization of the training process should, first of all, serve to form the best qualities in players. The higher the level of preparation and the older the player, the more individual his preparation.

Before talking about teaching the technique of handling the ball, it is necessary to explain what the term technique means. Translated from the Greek "technique" - skill, skill.

At one time, this term was included in sports practice, but until now it has not received a clear definition and is a jargon that allows coaches and athletes to find a common language [8].

In football, the technique of handling the ball is generally considered as a means of playing the game, and to some extent as an external form of player movement. As a rule, since the concept of "technique" is related to the subjective perception of the rationality and beauty of movements, they distinguish between good and bad speed technique, rational and artistic, European and South American, etc.

Conclusion

We can conclude that the concept of ball control technique in football is interpreted and perceived differently. However, in order to evaluate the quality of players' technique and the effectiveness of their training, it is not enough to give an impression of whether the technique is good or bad, whether it is improving or not, objective criteria are necessary.

If in principle, we proceed from the opinion that the winner in football is the one who is more accurate than the opponent, who does not lose to him in speed, or who moves faster than the opponent and is not less accurate than him, then the criterion of the effectiveness of the technique of controlling the ball is the technique accuracy (combination of speed and accuracy) may be demonstrated in execution.

1. The analysis of scientific and methodical literature showed that sufficient attention is paid to the problem of kick efficiency in football during the training of football players. Positive changes in the accuracy of the shot position can be achieved when the conditions for performing movements with the ball in the test tasks correspond to the conditions of the exercises used earlier in training. This is both from the point of view of the physiological effect on the body and from the point of view of the nature of the performed motor actions.

2. During the experimental test, it was shown that the methodology we developed for creating shots towards the goal for 12-14-year-old players was not effective enough.

We observe the reliability of differences according to the Student's t-test in 2 tests: kicking the center of the goal with the right and left foot, in the remaining 8 tests we do not observe the reliability of the differences according to the Student's t-test.

3. We developed recommendations for improving kicking efficiency of 12-14-year-old attackers from the penalty area in football.

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