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Improving Methodology Of Action Games In Training Athletes Of Different Ages

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Abstract – This article scientifically analyzes and substantiates the methodology of using movement games in the development of physical and psychological training of 11-12-year-old athletes in the primary training group.

Key words: initial preparation stage, strength, agility, endurance, agility, physical training, psychological preparation, ability to communicate.

1. INTRODUCTION

Today, the popularization and development of physical culture and sports has become one of the important directions of the world community. In this regard, the role of children's and youth sports is of particular importance [1]. The role of physical, technical-tactical, psychophysiological, intellectual training in attracting talented children to the chosen sport, in developing their sports skills is invaluable. The rapid development of sports is one of the important aspects of the development of children's and adolescents' sports today. One of the most important tools for the development of children's sports is action games.

Research in the world has studied the formation and development of motivation of young athletes for sports, the optimization of training loads, taking into account their anatomical-physiological, psycho physiological and age characteristics.

2. LITERATURE REVIEW

At the initial stage of preparation, the means and methods of rational formation of movement training in the selected sport, a methodology for developing their motor qualities, taking into account the sensitive periods of children, have been developed. Numerous studies have been conducted on the problems of qualifying sports, determining the importance and effectiveness of mobile games in maintaining the contingent in their sports clubs [3,4,5,6,7,8,9]. Improving the system of application of movement games in the physical and psychological training of young athletes is now considered a solution to the initial stage tasks.

Of course, today in the field of theory and methodology of children's and adolescent sports a lot of research has been conducted on the adaptation of the system of training of adolescent athletes to modern requirements.

V.G.Nikitushkin, K.T.Shakirjanova, E.R.Andris, R.Q.Qudratov, A.N.Normurodov, M.S. Olimov, T.S.Usmonkhodjaev, V.P.Filin, S.S.Tajibaev and others, in their research works and sources, emphasize the importance of movement games in the targeted development of physical and psychological training of adolescent athletes engaged in primary training [3,4,5,6,7,8,9].

Analysis

As a result of the analysis of the scientific and methodological literature, methodological recommendations for improving the methods of using movement games to increase the effectiveness of training of young athletes, the development of physical qualities and psychological training of trainees are not sufficiently developed.

The aim of the study was to improve the methodology of using movement games in improving the physical and psychological fitness of young athletes.

Research objectives:

- to determine the correlation between the indicators by studying the age-specific dynamics of physical and psychological training of athletes;
- to determine the content and direction of the method of stratification and application of movement games in the training of young athletes;
- to determine the effect of the level of physical fitness on psychological fitness in athletes aged 11-12 years;
- improving the use of movement games in the training of 11-12-year-old athletes in the initial stage of training.

The object of the study was the training process of young athletes.

The subject of the study was the use of movement games in increasing the effectiveness of training of young athletes.

The work used the analysis of scientific and methodological literature, pedagogical observation, pedagogical testing, instrumental methods, psychological testing, pedagogical experience and methods of mathematical statistics.

A pedagogical experiment was conducted to test the effectiveness of the developed authoring method, which focuses on the development of physical and psychological abilities of children aged 11-12 years.

The results of experiments to determine the level of physical fitness of children aged 11-12 years in primary education are presented in Table 1.

The general level of physical fitness of adolescent athletes is as follows: the average result in running 30 m in 10-year-old boys was 6.8 ± 0.2 s, in 11-year-olds - 6.7 ± 0.2 s, the development of speed quality in athletes of this age compared, the reliability of the statistical differences between the indicators is $p > 0.05$.

The analysis of the results of the dynamics of physical fitness of 10-year-old athletic boys is as follows.

At the beginning of the study, the average performance of the control group was 6.8 ± 0.2 in the 30 m run (s), the average of the experimental group was 6.7 ± 0.3, and the reliability of the statistical differences between the indicators was $p>0.05$.

At the end of the study, in the 30 m run (s), the average performance of the control group was 6.5 ± 0.7, the average performance of the experimental group was 6.1 ± 0.4, and the reliability of the statistical differences between the indicators was $p <0,05$.

When 3x10 m moxibustion running control tests were taken to determine the level of agility quality development, at the beginning of the study, the control group had an average of 9.0 ± 0.4, while the experimental group had an average of 8.8 ± 0.3, statistical differences between the indicators. reliability $p > 0.05$.

At the end of the study, the mean of the control group was 8.7 ± 0.6, and the mean of the experimental group was 8.3 ± 0.5. The results show that in the experimental group, the rate of increase in agility quality improved by 0.4 seconds, the reliability of statistical differences between the indicators p <0.05.

In the 60 m running control test, at the beginning of the study, the mean value of the control group was 9.6 ± 0.3, the mean value of the experimental group was 9.4 ± 0.7, and there was no reliability in the statistical differences between the values - p> 0, 05.

Table 1 Dynamics of physical fitness of 11-12year-old athletic boys

T/p	Indicators Running 30 m (s)	**CG** $\bar{x} \pm \sigma$	**EG** $\bar{x} \pm \sigma$	t	p
1	3×10 m moxibustion Running (s)	6,9±0,2 6,5±0,7	6,7±0,3 6,1±0,4	0,45 2,41	>0,05 <0,05
2	Running 60 m (s)	9,0±0,4 8,7±0,6	8,8±0,3 8,3±0,5	0,48 3,21	>0,05 <0,05
3	Throwing a filling ball (1 kg) (meters)	9,6±0,3 9,4±0,8	9,4±0,7 9,1±0,9	0,48 2,32	>0,05 <0,05
4	Long jump from a standing position (sm)	5,2±0,3 5,6±0,9	5,3±0,4 6,1±0,7	0,87 2,39	>0,05 <0,05
5	Leaning forward while standing (sm)	157,2±2,2 162,1±2,4	158,4±4,1 168,4±1,3	0,94 3,39	>0,05 <0,001
6	Pulling on a horizontal bar (times)	5,7±1,2 6,8±1,4	5,9±1,1 7,9±0,45	0,94 3,39	>0,05 <0,05
7	6 minutes of running (m)	3,5±0,6 4,0±0,7	3,2±0,8 4,4±0,7	1,15 1,89	>0,05 >0,05
8	Indicators	855,5±10,3 865,5±10,3	845,8±4,5 900,4±7,2	1,12 3,21	>0,05 <0,001

At the end of the study, the mean of the control group was 9.4 ± 0.8, the mean of the experimental group was 9.1 ± 0.5, and the results showed that the rate of increase in agility quality in the experimental group improved by 0.3 seconds. The statistical differences are reliability - p <0.05.

Filling ball throwing (1 kg), (meter) control tests were taken to determine the advanced level of strength physical quality of the trainees.

3. DISCUSSION

At the beginning of the study, the mean of the control group was 5.2 ± 0.3, the mean of the experimental group was 5.3 ± 0.4, and there was no reliability in the statistical differences between the indicators - p> 0.05.

At the end of the study, the mean of the control group was 5.6 ± 0.9, while the mean of the experimental group was 6.1 ± 0.7. The results show that the rate of increase in strength quality in the participants of the experimental group increased by 0.5 m, there is a reliability of statistical differences between the indicators - p <0.05.

Long jump (sm) According to the results of the control test, the average score of the control group at the beginning of the study was 157.2 ± 2.2, the average score of the

experimental group was 158.4 ± 4.1, there is no reliability in the statistical differences between the indicators - p> 0.05.

The mean of the control group at the end of the study was 162.1 ± 2.4, while the mean of the experimental group was 168.4 ± 1.3. The results show that the growth rate of the long jump control test in the experimental group increased by 0.6 m, there is a reliability in the statistical differences between the indicators - p<0.05.

According to the results of the upright bending (sm) control test adopted to determine the quality of flexibility, the average score of the control group at the beginning of the study was 5.7 ± 1.2, while the average score of the experimental group was 5.9 ± 1.1. equal, the reliability of the statistical differences between the indicators p> 0.05.

According to the results of the 6-minute running (m) control test obtained to determine the development of endurance quality, the average score of the control group was 855.5 ± 10.3 at the beginning of the study, while the average score of the experimental group was 845.8 ± 4.5. there is no reliability in the statistical differences between the indicators - p> 0.05.

The mean of the control group at the end of the study was 865.5 ± 10.3, while the mean of the experimental group was 900.4 ± 7.2. The results show that in the experimental group, the growth rate increased by 0.35 m, there is a reliability in the statistical differences between the indicators - p<0.05.

The study also examined the effects of movement games on the psychological preparation of young athletes.

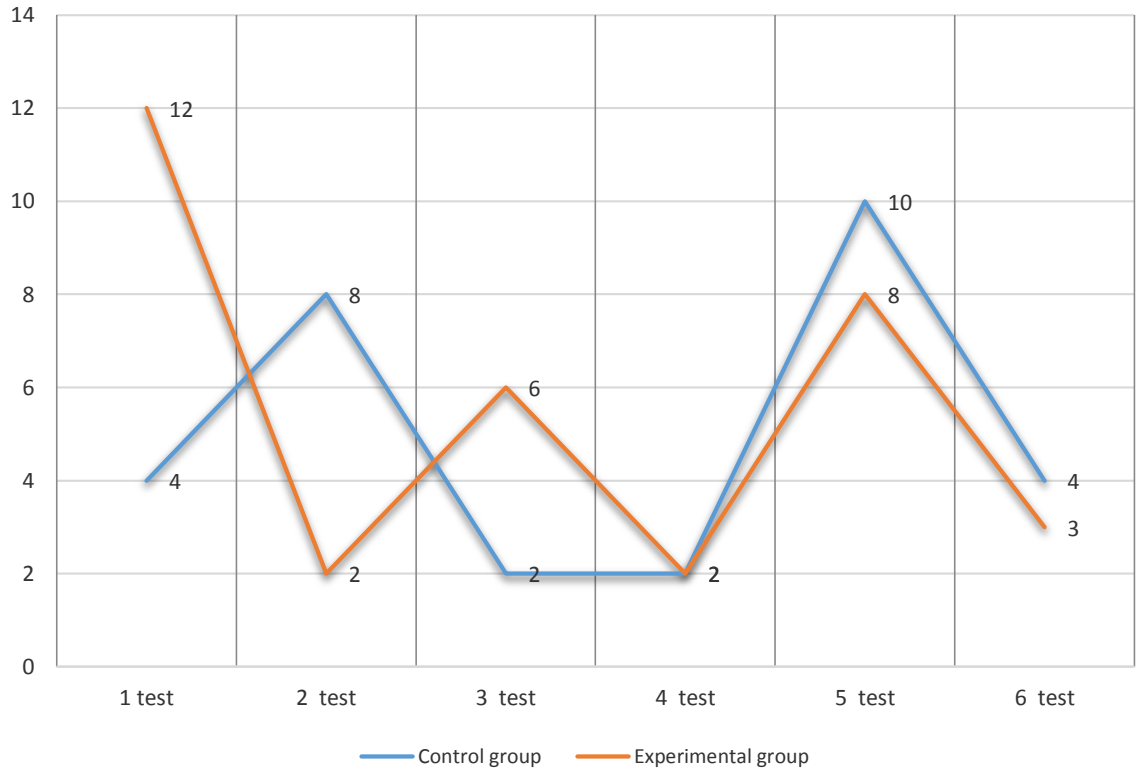
It should be noted that the ability to communicate in young athletes is a complex process, which is manifested in children in a variety of interactions and begins to form in the simple social motives of behavior.

During the experiments (at the end of each of the three stages), the level of demonstration of children's ability to communicate was clarified and timely adjustments were made to the selection of play materials.

Analysis of the results of pedagogical experiments in control and experimental groups during the test showed that there were some changes in children's ability to communicate. Observations on children in kindergarten were performed on test maps to be completed by teachers.

In consultation with each other, educators assessed the level of children's ability to communicate with other children and adults, the level of development of the quality of will, the manifestation of skills and abilities to successfully perform various activities. Based on the comparison of the initial, intermediate and final results, data were obtained that allow to draw a final conclusion about the level of development of children's ability to communicate.

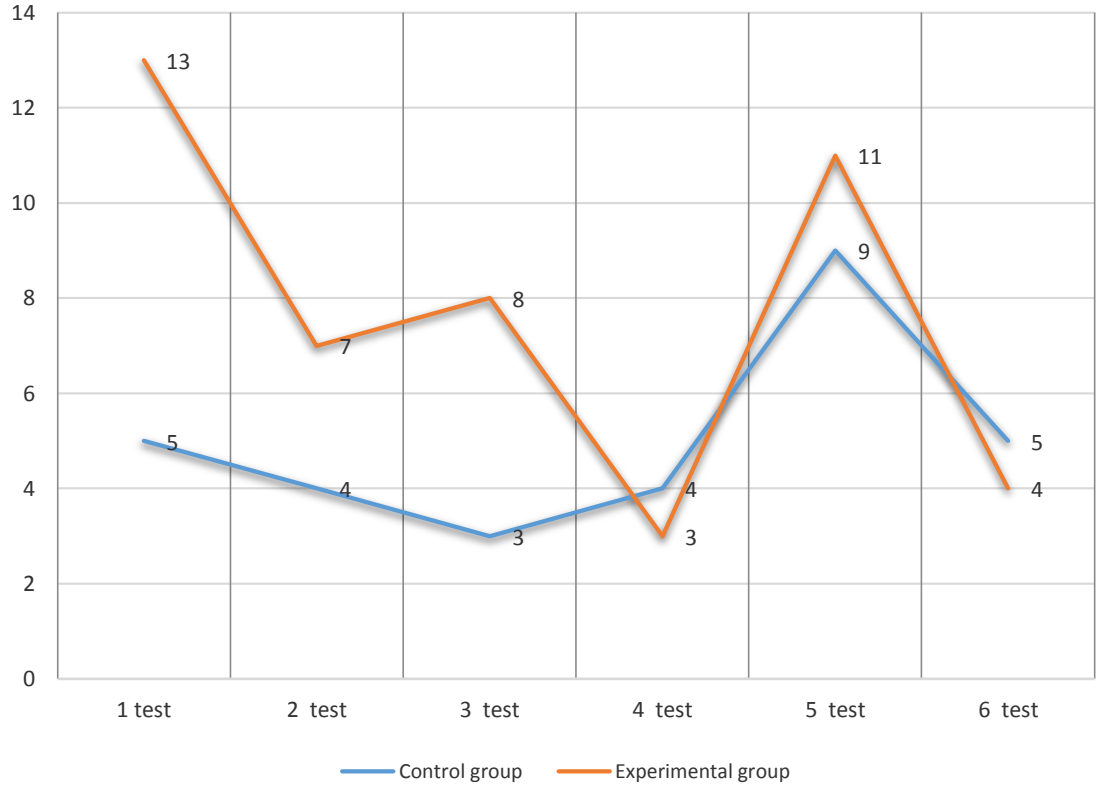
In the period before the implementation of pedagogical experiments, the average value of external indicators of children's ability to communicate in the experimental group was assessed with 3.29 points, while in the control group it was noted that this indicator was 3.33 points. These results are the “average” level for the value of the indicator being analyzed. During the experiments, a smooth increase in the value of this indicator was observed in both groups (picture 1).



Picture 1. Developmental ability of 11-year-old athletes to communicate during pedagogical practice (%)

Thus, in the first stage of pedagogical experiments, it was noted that 70% of children in the experimental group formed stable stable friendly relations with their peers. If there was a short-term periodicity in the interactions at the beginning of the experiments, a negative change in this indicator was noted in 25% of children, and at the end of the experiments it was found that the value of this negative indicator decreased to 16%. Negative situations in relationships are characterized by short-term manifestations, which are accompanied by an increase in children's willingness to participate in joint play activities.

According to the results of the test to determine the development of children's ability to communicate during the experiments [8], the control group on the psychological test "Monitoring of communication activities" showed that the boys in the experimental group received 4% after pedagogical experience. 12% (see picture 1). According to the results of this test, the results of the girls in the control group were 5 %, and the results of the athletes in the experimental group were 13% (see picture 2).



Picture 2. Developmental ability of 11-year-old athletes to communicate during pedagogical practice (%)

In the 11-year-old boys in the primary preparation stage, the control group scores on the Peer Comprehension test were 8%, the experimental group scores 4% (see picture 1), and the control group scores 4%. The results obtained are 7% (see picture 2). The reason why boys and girls in TG have a high level of understanding of their peers is because of the movement games that we have categorized and applied to the learning process. This situation once again confirms the correct and purposeful stratification of movement games in accordance with the psychological characteristics of children engaged in athletics.

The most important thing in sports is to perform the tasks given by the coach in a timely manner. As a result of the movement games we used in our study, 2% of the boys in the control group and 6% of the boys in the experimental group tested the ability to "understand the tasks of the activity to be performed" (see picture 1). 3%, 8% results were recorded in the experimental group (see picture 2).

The mutual friendliness of the participants is important during the sessions. We observed that 10% of the boys in the control group and 13% in the experimental group scored on the "Children's Perceptions of Expressing Peer Relationships" test, which was considered important by the participants (see picture 1). It was also found that the results of this test were 4% in the control group of girls and 3% in the experimental group (see picture 2).

According to a study of 11-year-old athletes in the psychological control test "Child's perception of the relationship to adults", the control group showed 4% of boys, the experimental group - 7% (see Figure 1), the control group - girls. 9%, the experimental group recorded a result of 11% (see Figure 2). This is due to the fact that the organization of movement games and the movement games used in the training of young athletes are

properly selected, and the norms and intensity of their application are properly developed by us.

The coach's direct supervision of the movement during the training session also helped to increase the performance of 11-year-old athletes in the psychological control test "Children's perceptions of adult attitudes".

4. CONCLUSION

The results of the conducted experiments allow to come to a number of general conclusions and final conclusions.

In movement games, the physical and mental components are closely intertwined, not only taking into account the formation of children's ability to work as a team, the ability to fight for the common good with other children in the team, but also through active action. The ability to target energy resources, the formation and development of skills and abilities of physical activity.

Compared to other methods currently used in practice, this method of experimentation has been shown to be highly effective, ensuring the harmonious development of children's ability to interact with physical development when applied to the pedagogical process in sports educational institutions.

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