

YOUNG ATHLETES IN TRAINING GAME FORMS AND METHODS

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Abstract:

This article discusses the issues and problems of maximizing the body's capabilities due to the special emotional background created by the game situation or the competition process, which enhances the effect of physical exercises and reserves that are not detected in the usual conditions of training sessions.

Keywords: physical exercise, training, individual ability, physical training, technical methods. Educators and scientists have gained considerable experience in improving the pedagogical process using psychological and pedagogical methods. One of them is the use of game exercises and competition elements.

The special emotional background created by the game situation or the competition process enhances the effect of physical exercises and contributes to the maximum manifestation and development of the body's capabilities due to reserves that are not detected in the usual conditions of a training session. Many authors believe that strengthening health, increasing the overall working capacity of the body, is most effectively improved precisely in active games and relay races.

E.A. Pokrovsky considers active games to be a natural need of the children's body and a source of health. Directed active games can develop one or another physical quality.

Regular use of physical exercises in the form of games or competitions helps to improve physical qualities more quickly and contributes to the formation of stable mental performance. Regular use of game tasks also leads to the creation of a certain reserve of movements in the participants, on the basis of which new skills are formed more easily.

Active games increase the functional activity of the body, involve different muscle groups in various dynamic work, and increase mobility in the joints. The use of game exercises leads to a significant increase in the load capacity compared to exercises performed according to a strictly regulated task method.

At the same time, the recovery of the cardiovascular system after game tasks occurs in a relatively short period of time, which is a good basis for positive changes in the cardiovascular system of young athletes. In addition, performing the load in the game in multiple turns with breaks has a positive effect on the development of the cardiovascular system, and short breaks

are physiologically beneficial, as children's fatigue passes quickly. An analysis of scientific and methodological literature shows that the sports-game method of teaching is increasingly being used both in physical education and in training young athletes in various types of sports (7, 21). This method has gained particular popularity in world sports practice due to the general tradition of involving children of primary school age in sports.

The method of organizing children's motor activity in the form of active play is related to children's needs for play forms of life activity. Methodological features such as imagery, variability of situations, elements of competition, resolution of game conflicts, and voluntariness of the efforts expended allow teachers to solve a wide variety of tasks in the educational and training process.

In taekwondo, as in other sports, initial training requires performing the necessary physical loads, learning new technical elements, and increasing children's concentration and endurance, while consolidating the learned elements requires their repeated and consistent repetition. At primary school age, prolonged and intense physical work is difficult to perform, children quickly get tired, the effectiveness of exercises decreases, and interest and enthusiasm for training disappear. Therefore, it is necessary to change tasks frequently, diversify them, and of course, use games and entertaining games in training.

Conducting taekwondo training sessions on an emotional basis, with the widespread use of game tasks, has a positive effect on the trainees. MV Levin writes in his book "Notes of a Gymnast Trainer": "There is one more condition that is very necessary for the successful achievement of the goal of the training session.

The use of dynamic games in the training process of athletes provides an opportunity to create a foundation of actions for the prospective improvement of coordination abilities necessary for the formation of sports techniques (5, 10, 17).

Systematic implementation of specific game tasks allows athletes (especially beginners) to create a certain reserve of movements, against the background of which new technical elements are better mastered (21). The new material itself is also better mastered with the help of specially selected game tasks.

The use of game tasks in the technical training of young athletes helps them approach the subject of training at a highly emotional level, that is, the child understands "what he is doing", and when properly explained, he also understands "why" he is doing this or that technical movement. At the same time, skills formed through a wide range of exercises and games are more plastic and transferable to new conditions than skills formed through a limited selection of training tools (22). However, when using specific game tasks, it is very important to develop the correct stereotype of movements, otherwise it will be very difficult to correct them later.

New athletes often experience feelings of fear and lack of confidence when performing certain exercises (26). Active games that engage the participants' emotions can help the athlete

overcome these feelings.

Special game tasks are used to strengthen the technical training skills necessary for the athlete. The game can be used by the trainer as a tool to develop attention, to remember individual links and elements of technical movements, to improve them during fun competitions.

A skill that is used in a game situation not only becomes more stable, but also more flexible and variable. This leads to the emergence of new, more advanced skills (27). However, for this to happen, the game requires the task of “who will perform the task more correctly and accurately”, and only then the task of “who will perform it faster and longer”, and so on.

In various sports, games are played to time or music. This helps athletes develop a sense of rhythm, flexibility and precision of movements, develops the ability to sense the speed and duration of movement, and control muscle tension (22).

Due to its unique characteristics, the game method is used in sports training not only for initial training in movements or for selective influence on individual characteristics, but also for comprehensive improvement of motor activity in complex conditions (33).

In dynamic games, abilities are developed that allow for accurate assessment of spatial and temporal relations, quick and correct reaction to the situations that arise in the rapidly changing state of the game (36). The same skills are necessary for a taekwondo player during sparring.

An athlete needs a high level of physical development, a rich arsenal of offensive and defensive moves, well-developed tactical thinking, and a high level of psychological preparation (41). All of these qualities are easily achieved in specially created and selected game situations. A distinctive feature of sports is the presence of competitive activity and specific training for it. Therefore, the tasks should have a competitive nature, which is necessary for children of the age group under study.

In order to succeed in Taekwondo, the desire to win is as important as the desire to master the techniques and learn how to defend yourself. Competing in training and sparring gives children the opportunity to express themselves, develop, and develop competitive skills, which are essential in sports (47).

Through experience in various types of sports, active games, children can be introduced to the rules and organization of competitions. Conducting games that include elements of competition (or games that are close to the rules of competition) serves as a model for forming a certain psychological stereotype in athletes.

The skills and qualifications acquired in this way help children overcome the great nervous strain during competitions and become more prepared for them.

Active games and special game tasks can serve as a means of monitoring the state of technical and tactical training of athletes, checking their initiative and emotional stability.

The analysis of sources in the literature and the practical experiences of trainers in various sports show the need to use the game method in the training process of young taekwondo

players in the initial stages of preparation.

The use of special game tasks in the training of young taekwondo players creates conditions that are most fully adapted to the mental characteristics of children of primary school age. This contributes to the optimal development of motor skills at the initial preparatory stage and the preservation of the potential for their improvement at the stage of high sports results.

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