PRIORITY OF USING A NON-TRADITIONAL APPROACH TO THE INITIAL TRAINING OF YOUNG ATHLETES

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Abstract: Primary training in sports is a fundamental stage of a holistic system of long-term training, requiring a selectively differentiated approach to the use of training and competitive loads, taking into account the individual characteristics of the heterochronous maturation of the functional structures of the body and the formation of the reliability of the biological system at different stages of the ontogenetic development of children.

Key words: heterochronous, functional structures of the body, integral, forcing stages, stage, young, different stages, individual.

INTRODUCTION

The stage of initial training in sports is a fundamental stage of a holistic system of long-term training, requiring a selectively differentiated approach to the use of training and competitive loads, taking into account the individual characteristics of the heterochronous maturation of the functional structures of the body and the formation of the reliability of the biological system on different stages of ontogenetic development of children.

It should be recognized that the viability of the current system of initial training of young athletes, as well as the entire system of long-term sports training, does not raise any doubts. At the same time, observations show that in the practice of training young athletes, especially at the initial stage of their training, there is a tendency to abuse the use of excessively voluminous, highly specialized loads and forcing training stages bypassing the didactic principles and patterns of training. . It is known that initial training with a large volume of highly specialized exercises, which is often done for accelerated training of a “qualified” athlete, often leads to a dead end due to the forced use of large loads without taking into account the background capabilities of the functional and physical sphere of the body. children. Such a technique with such a "strategy", in the end, can destabilize the process of successive-staged formation of sportsmanship. Moreover, the similar practice of training often causes symptoms of overwork and overstrain, which can provoke a violation in the state of health of a novice athlete.

The authors, using the example of young beginner tennis players, tested an unconventional training method, the semantic essence of which consisted in the use of mobile games with elements of tennis and exercises with angular accelerations during training. It was assumed that outdoor games with elements of tennis, firstly, would contribute to the rapid assimilation of tennis skills without "complicated" technical exercises, and secondly, as an anti-stress means of psychophysical unloading, they could prevent the premature occurrence of signs of fatigue and , thirdly, outdoor games specially selected taking into account the specifics of tennis are able to stimulate the process of revealing deeply embedded genetic inclinations of talent in the motor sphere, which are necessary for “determining” a purely individual “level” of sports skill.

Another, no less important component of the formation of the reliability of motor actions of a young athlete is the factor of body balance stability (3), which can be successfully developed through exercises with angular accelerations.

It is known that the formation and improvement of the reliability of motor actions during sports activities is carried out throughout the entire period of long-term sports training through the systematic use of appropriate specialized exercises in the conditions of modeling real competitive situations. However, in sports practice, there are often cases when motor actions with a high degree of reliability turn out to be unstable under the influence of disturbing and disturbing factors (flight and a sharp change in climatic zone conditions, unusual noise or sound, fatigue, acceleration and related motion sickness with him). Among other factors, it is necessary to emphasize the angular acceleration and motion sickness associated with it, the consequences of which lead to a decrease in the degree of reliability of the performance of motor actions.

It has been established that acceleration, especially angular acceleration, which dominates in playing sports, causes acute irritation of the vestibular analyzer, accompanied by the appearance of nystagmus of the eyeball and head. Moreover, even after the end of the action of angular acceleration, nystagmic reactions with motion sickness continue, but in the opposite direction. In the course of angular accelerations and after the termination of their action, in addition to eye nystagmus with motion sickness, muscle tone also changes.These consequences arise as a result of a weakening of the functional-integrative relationship between the vestibular nuclei and other nerve formations (brain, red nucleus, caudate body, reticular formation, cerebellum, spinal cord), which ultimately can create inadequate conditions, provoke causing loss of balance and discoordination of purposeful movements. Consequently, when doing sports, where motor actions occur against the background of heterogeneous angular accelerations, the accuracy and timeliness of the performance of game actions are associated with their extrapolation in conditions of time deficit according to the situation created by the opponent. And the success of extrapolation of motor acts in any kind of muscular activity depends on the quality and effectiveness of the manifestation of the so-called functional system.

According to the theory of the functional system (1), it is known that movements performed even in very short time intervals include extensive systemic processes associated with the phenomenon of afferent synthesis, decision making, the formation of an action acceptor, and the program of the final action of motor excitations of the central nervous system. systems. Therefore, in order to achieve a useful adaptive result of an action in tennis, as in any other kind of activity, the whole complex of mechanisms of a functional system is necessary. The initial and decisive role in this case belongs to the afferent synthesis, which includes the dominant motivation, situational and triggering afferentation, as well as memory apparatuses.

The above theoretical aspect of the discussed issue orients coaches and tennis specialists to the need to know the psychophysiological patterns of movement control. At the same time, the technology of using methods and means of teaching motor actions by trainers should be aimed not so much at the "training" of the executive organs and the reproductive-imitative repetition of the pattern of movements, but at creating and expanding the range of conditions for independent creative choice of the most effective way to solve motor problems.

An unconventional, creative approach to the technology of using methods and means of teaching motor actions is a methodically substantiated bridge of transition from knowledge to skills, which is an important condition for achieving a useful adaptive effect of the training process.

In this regard, the studies of scientists (6) are very interesting, who have developed a system of training tasks that help accelerate the transition from knowledge to skills. The creation of such a system of tasks, according to the authors, should be carried out on the basis of five interrelated operations:

1. Deciphering the purpose of learning.
2. Drawing up a logical and didactic structure of the topic.
3. Drawing up schemes of the indicative basis of action.
4. The choice of optimal organizational forms of conducting classes.
5. Development of control tasks to clarify the level of assimilation.

At the same time, the learning process was differentiated into three sequentially assimilated stages: indicative, performing and control.

Of course, when mastering training tasks at the initial stage of training in motor actions, there should be a template perception of the original (sample) of the trained movement and its imitative (copied) performance in a more or less qualitative form.

In the future, as you master the technique of performing samples of the studied techniques, the technology of using methods and teaching aids should acquire a non-traditional meaning, which is expressed in the creation of situations in training sessions of an arbitrary choice of the most rational option (or method) for performing one and the same technique corresponding to the task of the coach. The coach, in turn, must control the actions of the athlete, make the necessary adjustments regarding the accuracy of movements, their speed, direction, amplitude.

Giving students the opportunity to determine the most effective ways of performing techniques within the studied motor task allows revealing deeply embedded hidden genetic abilities of children. It should not be forgotten that training with an emphasis on imitation of model technique forms a limitation in the implementation of techniques and inhibits the growth of skills of young athletes.

The first approach to training, among other things, can reduce the time and overall duration of the technique training period. The degree of mastery of one or another technique should be periodically assessed with the help of objective test exercises. The effectiveness of training is determined by the results of these tests.

However, in the practice of sports improvement, there are often cases when coaches either force the optimal period of training duration, or drag it out so much that young athletes are disappointed in the chosen sport. In addition to all other professional and pedagogical knowledge, skills and abilities, a trainer must have an original technology for using methods and means of teaching motor actions using elements of a problem situation of an arbitrary choice of a method for solving motor tasks of varying complexity.

In each individual set of movements, there are the most important, main (initial, intermediate and final) phases, and the rest (microphases) are secondary and do not require special control and correction. For example, when teaching the technique of a specific movement with the subsequent implementation of the appropriate technique, one should not explain: “when moving to the right side, the movement begins with the right foot, and the left one is attached ...”. It is necessary to explain and show the meaning and purpose of this technique from different positions and in different versions. All secondary elements of the technique are subordinated to the main, semantic purpose of the performed action and quite accurately "fit" into the combination of movements.

In addition, the reception execution mode by speed, amplitude, strength, direction, and the like. the athlete himself must determine on the basis of an independent choice of the most rational way (variant) of the implementation of this technique, depending on the task of the coach, and in the course of a competitive game - according to the situation that arises.

Thus, the creation of a problem situation of a free, arbitrary choice of the most effective method or variant of solving the motor tasks presented in the process of teaching the technique of playing techniques is an important condition for revealing the talent and giftedness of young athletes. And the use of outdoor games with elements of tennis and exercises for angular acceleration during

the lessons of young tennis players can not only become a source of accumulation of the adaptive-functional reserve in the body of children, but also create a stable "prerequisite" for the successful formation and improvement of sportsmanship.

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