



Analysis of the Level of Proficiency in the Elements of Playing Football by Children of Senior Preschool Age

Barno Pulatovna Abdullaeva

Lecturer, Chirchik State Pedagogical Institute, Uzbekistan

<http://dx.doi.org/10.18415/ijmmu.v9i4.3677>

Abstract

The article discussed key methods of teaching young preschoolers football elements. The basic training techniques and advices are provided. The simples and easier instructions to train the senior preschool children are given with basic definitions. It also analyzes the importance of instructing young learners properly taking their age into account.

Keywords: *Football; Technique and Tactics; Preschool Children; Basic Training Methods; Preschool Education; Football Elements; Simple Training; Kicking a Ball; Easy Step Instruction*

Introduction

When learning to hit the ball with their feet, techniques (stops) of the ball, its dribbling and feints, as well as the selection of the ball, the main means of training and instructing were physical exercises, conventionally divided into basic and auxiliary. They have significant similarities with the main action being studied, but are simpler and easier for children. The main ones include exercises in technique and tactics and the actual game of football. Auxiliary exercises are divided into two groups - general preparatory and special preparatory. The former, which mainly include general developmental exercises and hygienic factors, are intended to create the necessary prerequisites for mastering the basic techniques of the game, achieving versatile physical fitness and recovery. The second are designed to achieve the necessary physical qualities and mastery of special motor skills. The latter, in turn, are divided into such closely related types as preparatory and lead-up exercises. Preparatory exercises (a variety of exercises with and without objects, outdoor games, relay races) solve the problem of developing special physical abilities in older preschoolers. Lead-up exercises are individual elements of complexly coordinated movements or the entire motor action performed in light conditions, as well as its imitation. For example, performing a technique without a ball is a leading exercise, the meaning of which is mastering the structure of this technique.

Main Part

Classes with the elements of the game of football with children of senior preschool age assumed the use by the teacher of various methods of performing physical exercises, the education of moral and volitional qualities, teaching the technique and tactics of the game. The choice of methods was determined by the tasks and content of the educational process, the conditions for conducting classes and the preparedness of preschoolers. In the development of systematic knowledge and mastery of motor skills by children, a significant place was given to verbal methods (explanation, conversation, brief remarks), visual methods (showing the technique being studied by the teacher, using a playing field layout, appropriate video materials and educational films). The development of the physical qualities of preschool children was carried out using a variety of methods. Since football as a sports game is, in its essence, one of the varieties of speed-strength types of physical exercises, for the development of the most important physical qualities in children of senior preschool age, it is recommended to use methods typical for most sports games, namely:

- Uniform, or a method of long-term continuous work, which is used to develop aerobic endurance;
- Variable that differs from the previous one only in the nature of the long-term work performed. It contributes to the development of special endurance of a mixed (aerobic-anaerobic) nature. The most typical representative of this method of performing exercises is the game of football itself;
- Repeated method - a kind of intermittent work that takes place in the game itself. It is also distinguished by the relatively large power of the work performed, it is recommended to use it for the development of speed, strength, speed endurance;
- Interval, which is a typical kind of intermittent work and differs from others in the strict regulation of periods of work and rest. At the same time, the rest is relatively small, which does not allow the body of those involved to recover. The method is most appropriate to use in the development of speed strength and endurance. It makes it possible to improve the anaerobic and anaerobic-aerobic mechanisms of energy supply. Accustoms students to motor actions at high oxygen debt. One of the forms of interval training in football can be the game itself, built on this principle.

When learning techniques and tactical actions, their repeated repetition served as the main method. However, when determining the measure of repetitions, the teacher must keep in mind that new exercises often cause fatigue in the trainees of the motor centers. Therefore, serial repetition of exercises will be most effective: two or three series of 5-7 repetitions in each. The intervals between series should be sufficient for rest. Such intervals are recommended to be used either for re-demonstration of the technique being studied, or for the necessary comments on correcting errors in students [19].

Repetition of exercises can be carried out using holistic, dissected, competitive and game methods. When teaching young football players complex technical techniques, it is recommended to use a dissected method. The same method can be effective in learning group and team tactical actions.

The essence of the game method, which should take the main place in working with children of senior preschool age in football classes, is that training in technical and tactical actions is carried out during outdoor games, relay races and game exercises. Close to this method is the competitive one, which consists in the fact that actions are fixed and improved already in the conditions of competitions

These two methods are mainly used to consolidate and improve the material being studied. Their main goal is the complex development of psychophysical qualities, the acquisition of noise immunity to

disruptive factors, and the creation of an atmosphere of combat between defense and attack. It is important that the game and competitive methods throughout the lessons with children of senior preschool age be its integral part. It is then that with the help of these methods and in combination with others, it is possible to achieve good results in the training of young football players.

In principle, the scheme for learning game techniques is built in accordance with the patterns of motor skill formation. As a result, the process of training young football players will consist of several interrelated stages, where each subsequent one is determined by the previous one:

- Creation of ideas about the studied motor action;
- Primary development in lightweight, that is, non-playing conditions;
- Mastery of motor actions in gradually becoming more complex conditions, in which typical game situations are consistently modeled;
- Consolidation of mastered motor actions in a specially organized game;
- Improvement of motor skills in competition conditions.

Methods of educating moral and volitional qualities represent a special group, which acquires special significance in working with preschoolers in football classes. And this is quite understandable. After all, with the help of such methods there is a direct influence on the formation of the personality, its moral positions and worldview. Ultimately, it is the personality of those involved that turns out to be the most valuable achievement of teachers in the educational process.

In working with preschoolers, it is recommended to use such traditional methods as persuasion, clarification, encouragement, group influence, self-hypnosis, accustoming to increased difficulty, as well as the method of situational training. When using the latter in the classroom with young football players, a situation is created similar to that in which football competitions take place for the championship of a kindergarten, city or district. With the help of this method, teachers achieve the adaptation of students, educating them in the reactions and forms of behavior necessary during the competition. The novelty of the environment will no longer be unexpected for those involved and will not be able to become a brake on performance at the level of their capabilities. Of course, in working with young football players, other methods can be used that will be effective in specific situations.

At the initial stage of the formation of ball possession skills, the child's attention was directed to mastering the correct movements, and then they were striving for them to master strong and accurate strikes and speed of movements. If the children have not yet fully mastered the new movement, the skill has not yet been formed, then the competition for the speed of the movement contributes to its incorrect consolidation. But this does not mean that at the initial stage of the formation of actions with the ball, the main method of training should be only an exercise. The widespread use of the game method occurred from the very beginning. Using games and game exercises, which accounted for 60-70%, satisfied the desire of children to play. Outdoor games were effectively used, where each player acts for himself, in combination with training.

Subsequently, outdoor games were used, in which the result of the team depends on the participation of each child acting independently of his partners. Such games increased the responsibility of the child to the team and encouraged him to act in the most effective way, mobilizing maximum efforts to achieve the best result.

After the children learned how to correctly receive, pass, dribble and hit the ball clearly, at a fast pace, without much effort, they began to play more complex outdoor games closer to football, as well as football according to simplified rules. In such games, children interacted with the ball, which increased their activity and created conditions for the fastest and most meaningful formation of ball handling skills.

When teaching the elements of football, it is especially important to ensure their conscious assimilation. Children's understanding of the meaning of movements accelerates the process of motor skills formation, and, what is especially important, contributes to the ability to independently select effective actions in subsequent games and apply them appropriately. A conscious attitude to actions with the ball arises in children only if the educator explains their meaning in various situations of use, explains how they should be performed. The child must know why in a given game environment it is more expedient to apply certain actions, to perform them in a certain way, at a certain speed and in a certain direction. For example, children were taught that they should only dribble the ball in a game if they cannot pass it to their partner. When a defender approaches, it is safer to dribble with the foot farthest from him. There is no need to rush, it is better to dribble the ball closer to the goal or to a free place to pass the ball to a partner.

For a conscious attitude of the child to actions with the ball, explanations and demonstrations are not enough: the child was given the opportunity to exercise, act, and actively apply the acquired knowledge in play activities. Only when the explanation of the technique of actions is combined with the demonstration and exercises of the children themselves, the child develops a conscious attitude towards actions with the ball, the ability to use them expediently in play activities.

In ball games, it is necessary to teach children to coordinate their actions with the actions of their comrades on the basis of friendly relations and solidarity. To do this, permanent teams were created in the group, loyalty to teammates was encouraged, warning children from going over to the side of the enemy, although this conditional enemy was the children of their group.

In ball games, children developed the habit of sacrificing personal interests in order to achieve a common goal. For this, restrictions on actions with the ball were used, additional requirements were introduced. For example: limiting the distance of dribbling, including a task to hit the ball after the ball has passed all the players on the team.

Often in ball games there is a need to help a player in a difficult situation, and sometimes you have to risk your favorite role in the game. Children were taught to do this.

As one of the tactical elements in many ball games, the use of distractions by players was allowed and encouraged. They are aimed at diverting the attention of the enemy through false actions that precede the main ones, in order to beat him.

Children of senior preschool age learned such actions as with the ball and without the ball. For distracting actions, the guys were encouraged when it helped to free themselves from the guardianship of a friend, go to an empty place to receive the ball or take a comfortable position for hitting the ball on target or passing it. It was necessary to constantly monitor that cheating, which is a direct violation of the rules of the game, was not allowed.

Conclusion

Specialists in the field of preschool education, which is the first link in the education system of the Russian Federation, in close cooperation with the family, carry out the comprehensive harmonious development of children, preparing them for successful schooling.

Solving the problems of pedagogical content in the process of physical education of children in preschool educational institutions is important. Numerous pedagogical concepts of providing physical education of preschoolers that exist at present, according to V.K. Balsevich, L.I. Lubysheva, are not effective enough due to the lack of serious scientific justification. As a rule, they include only some forms from a large list of activities aimed at a comprehensive solution to the problem of educating a full-fledged, harmonious and healthy personality.

Currently, it is considered generally accepted to use control exercises (tests) to determine the state or abilities of a person [1]. In the practice of mass testing of children, it often becomes necessary to minimize the number of control exercises in order, on the one hand, to increase the number of subjects, and on the other, to reduce the time spent on the examination procedure.

Issues of optimizing the processes of physical and motor training of preschool children have recently attracted much attention of scientists and practitioners.

According to Yu.K. Chernyshenko, this vector of scientific research is becoming more and more relevant due to the lack of reasonable recommendations for improving this process, both in assessing the development of their physical qualities and the formation of basic movements. This opinion is confirmed by the data of our own surveys of preschool children living in the city of Shuya. Approximately the same results were obtained when assessing the level of formation of their basic movements. The current situation served as the basis for conducting research, the purpose of which was to substantiate the methodology for the development of special physical training in children aged 5-7 using elements of the game of football.

Conclusion

The planning of the process of special physical training of preschoolers aged 5-7 years should be based on the following provisions:

- a) the age period from 5 to 7 years is sensitive for the development of physical qualities and the formation of basic movements. Consequently, the final result of the special physical training of preschoolers depends on the success of the child, consistent from year to year;
- b) the main methodological feature of planning by the teacher-educator of this process is the presence of stages of an accentuated impact on a certain quality. Specialized physical exercises or outdoor games should take from 50 to 70% of the total time of physical activity;
- c) it must be taken into account that in groups of boys for the successful formation of basic movements, such physical qualities as strength, speed and endurance play a decisive role.
- d) when conducting physical education, it is necessary to control the increase in heart rate from the initial level, the values of which can vary from 10-25% (introductory part) to 60-80% (outdoor games).

References

1. K. M. Mamadaliyev, O.M. Jabborova, Z.A. Umarova, Creation of a New Generation of teaching literature - A requirement of modernity International journal of Psychosocial Rehabilitation, Great Britain.
2. Abdullayeva B. Methods of organizing football lessons in preschool education. Academic research in educational sciences.
3. Abdullayeva B. Organization and methodology of conducting football lessons in a preschool institution. *ACADEMICIA: An International Multidisciplinary Research Journal*.
4. Abdullayeva B. Teaching a Child to Play Football from a Youth. *The American Journal of Interdisciplinary Innovations and Research*.
5. Thorburn, M. (2018). John Dewey, subject purposes and schools of tomorrow: A centennial reappraisal of the educational contribution of physical education. *Learning, Culture and Social Interaction. Advance online publication*.
6. Teixeira, P. J., Carraça, E. V., Markland, D., Silva, M. N., & Ryan, R. M. (2012). Exercise, physical activity, and self-determination theory: A systematic review. *International Journal of Behavioral Nutrition and Physical Activity*, 9, 78–107. doi: 10.1186/1479-5868-9-78
7. Football as a means of physical education. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* August, 2021
8. Jabborova Onahon Mannapovna, Jumanova Fotima Uralovna, Mahkamova Shohida Rahmatullayevna. (2020). Formation of artistic perception of future teachers. *International journal of psychological and rehabilitation*, 24(4), 4087-4095.
9. Jabborova Onahon Mannapovna. (2019). Psychosocial and pedagogical foundations of the formation of the artistic perception of students in secondary schools. *European journal of research and reflection in educational sciences*, 7(10), 9-14.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).