

Education of Motion Qualities of Speed in Football Players

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Abstract:

This article provides brief information on training quickness and movement qualities in football players.

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Introduction

While teaching the basics of game techniques and tactics, the teacher should achieve the improvement of students' speed, quick-power abilities and jumping endurance. Quick exercises are used to train quickness of movements. The duration of one repetition of quick exercises varies from 2-3 seconds to 10-12 seconds, depending on the age, gender, preparation and concrete tasks of the students. The length of the distance is chosen in such a way that the work speed should be maintained until the end of the attempt. The number of repetitions does not exceed 5-6. Rest intervals between attempts are from 1 minute to 2-3 minutes. In order to maintain the excitability of the central nervous system at a sufficiently high level, the pauses between repetitions should be filled with low-intensity exercises, during which the muscle groups that function during the main exercises will function. For example, if the students perform a series of kicks with the ball, then they return to the starting place by running slowly or walking slowly while carrying or juggling the ball. In order to create a condition called "speed barrier", which consists in stabilizing the speed and frequency of movements, various game tools are included in the training and they are always varied. This is one of the reasons for the widespread use of movement games and relays, which allow students to adapt to non-standard conditions in the most unexpected way, to react to a change of situation in a moment. Various exercises with various jumps, basketballs and stuffed balls are used to develop quick-strength qualities, and exercises similar to coordinated movement skills are selected. Movements are performed with full amplitude, for example, sit-ups end with jumping, throwing movements are often used, etc.

The intensity and duration of work in each attempt, the number of repetitions, the duration of rest pauses are kept as in fast exercises. It is not for nothing that it is proposed to combine exercises aimed at developing speed and quick-strength qualities into complexes. This creates additional convenience during the organization of training and increases the motor intensity of the physical education class due to the elimination of time spent on re-arrangement of students.



In order to increase students' jumping ability, later, by jumping to a certain height, or by jumping up and touching a high object with a hand, a combination of different jumps to the "depth" (for example, the teacher raises a ball in the hand), the net of the basketball basket or the lower edge of the fence), gymnasts use a large number of variations of jumps over the bench.

In football lessons, an important place is allocated to active games, jumps, throws, and kicking relays in the quick-strength training of students. For example, in classes IV-V, games such as "Hunter and ducks", "Sakrovchilar", "Peres grelka" are held, and in higher classes - various variants of the "Gusenitsa" relay, "Fight for Scattering", etc. It is also useful to perform speed-strength exercises in a competitive manner, in which students are asked: "Who will jump the longest in the five-jump?", "Who will throw the stuffed ball (basketball for junior grades) higher?", "Which Does the pair perform 10 transmissions faster while sitting?" tasks are set. When choosing quick-strength training tools, it is recommended that they are similar to game actions in terms of structure and execution conditions.

Most of them set the following tasks: performing one or another method of carrying the ball with a jump (often catching and passing the ball); turning 90, 180, 360 degrees and catching the ball flying from above; suppressing the opponent while he is throwing, etc. When performing jumps, both before landing and after landing, the teacher monitors the rational technique of standing in the correct game position and all movements of the players. games are included so that, they develop the ability of players to perform long jumps with maximum power. For example, catching the ball while jumping and raising it to a partner until it lands on the ground, throwing it into the basket or trying to hit the basketball hoop. A variety of multiple dips are used over longer distances.

Jumping with a rope helps not only the development of endurance, but also the growth of endurance and the development of general endurance, the improvement of coordination of movements, the strengthening of the muscles of the legs and hands. But not all children know how to jump with Arghamchi in the fourth grade. Therefore, they should first be taught the skills of jumping rope. 1-2 lessons are spent on this, and individual homework is developed for those who are lagging behind. Rope jumps are performed with different types of movements and tools with different levels of complexity. You can step over the jump rope with each leg in a row, jump on the floor with both legs at the same time, and jump with one leg. Between jumps it is possible to make intermediate jumps, it is possible to turn the rope back and forth, it is possible to make one or two rotations in one jump, it is possible to turn around its axis by 45, 90, 180 degrees, while half sitting you can jump, bend your legs back or push your knees forward while flying.

High school students are interested in jump ropes together, with their backs to each other or standing on their sides, two or three pairs of jumps. But, first, students should master the skill of jumping with both feet and turning the rope forward, and then they should move on to learning other types of it. In order for students to perform jumps at a set pace, they can be controlled with a metronome. In the absence of a metronome, the teacher offers the children to

count how many times they perform jumps (turning the rope) in one minute and gives a signal at the beginning of the exercise.

In the second stage (ages 11-14), formation of tactical skills takes place. Improvement of previously learned tactical movements is carried out through multiple repetitions of the game and special exercises. At this stage, it is appropriate to use exercises where the player is offered to perform a specific task. For example, to block a certain player, to perform "opening" at speed, to use circling the opponent during the attack, etc.;

in the second stage, the skill of interacting with a partner will be taught to the player with the subsequent improvement of these actions. The trainer chooses exercises to learn simple interactions - playing "to the net", "confusion", etc. At this stage, a necessary tool for teaching tactical actions is watching the games of the team of master athletes, analyzing their team's games with the help of video recordings.

In the third stage (14-17 years old) improvement of individual tactical actions and learning and improvement of group and collective tactical actions in attack and defense takes place.

The improvement of individual tactical actions in attack occurs in conditions that are maximally approximated to game conditions (competition with the opponent, the speed of execution of various tactical actions, etc.), the use of exercises in which each player is given a specific task with the use of the entire arsenal of tactical methods fit for purpose. Exercises are held in limited areas of the field.

During the improvement of individual tactical methods in defense, in the "perekhvat" game, exercises aimed at getting the ball first, knowing how to choose a position while walking next to the opponent are used. During the selection of exercises, the trainer should pay attention to the improvement of tactical movements, such as quick transition from one action to another, from the technical method of attack to the technical method of defense, from one tactical movement to another.

In football, group tactical actions are certain methods of mutual actions of two, three or more players. It is advisable to teach tactical actions in a group in attack and defense in the following sequence:

1. Interaction of players without opponents.
2. The same with the opponent who is passively resisting.
3. The same with an opponent who is actively resisting.
4. For the same reason, with concrete tasks and conditions (limiting the time of possession of the ball, limiting the touches to the ball, maximum speed, reducing the area, choosing the method of passing the ball, etc.).

Improvement of tactical actions in the group in attack and defense is carried out in game exercises and educational games. Exercises are performed both when there is a majority of students and vice versa (3 x 2; 4 x 3; 5 x 6; 4 x 5; etc.). during the execution of these exercises, the coach should focus the attention of the players on the use of methods and actions that allow to solve the assigned tasks with the greatest efficiency. It is appropriate for the coach to give his suggestions to the players during and after the exercises.

The main tool for improving collective tactical actions is a two-way game. Before a double game, it is necessary to conduct a theoretical training, in which the players will receive a specific task depending on the system of the team game. A specific task for a full-back game may consist of, for example:

1. From the number of attacks (5-7 times during the game);
2. From the number of passes to the opponent's penalty area (8-10 times during the game);
3. From the game "In a certain zone";
4. From the number of joining the attack by entering the opponent's penalty area (4-5 times during the game).

During the implementation of a double game, the trainer stops the game several times to focus the attention of the players on performing the tasks they have received, repeating the combinations, in order to make the necessary corrections. However, it is appropriate to give instructions during the game without stopping the game. It is advisable to concentrate your attention on one player or on a separate line or link, and spend 20-23 minutes working on the task assigned to them. Then you need to switch to another link or line. At the end of the game, the coach must conclude by analyzing the actions of the players. In order for the end of the game to be effective, the coach should conduct it with the active participation of the players.

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