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DEVELOPMENT OF COORDINATION ABILITIES OF YOUNG FIELD HOCKEY PLAYERS 10-12 YEARS OLD AT THE INITIAL STAGE OF PREPARATION

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ABSTRACT: - Studying the features of the level of development of the coordination abilities of young field hockey players aged 10-12 at the initial stage of training, allows us to develop a methodology for their improvement. It has been proved that the use of the methodology for developing the coordination abilities of young field hockey players aged 10-12 contributes to their directed development at the initial stage. The importance of coordination of movements and spatial orientation in the activities of modern hockey players is constantly increasing. This is due to the need to act in non-standard situations, with a shortage of time and space, at different speeds and abrupt changes in direction.

KEYWORDS: Development program, coordination abilities, technical skill, training.

INTRODUCTION

The relevance of research. Field hockey is a contact, dynamic, game sport, where in order to achieve high sports results in an increasingly competitive environment, it requires constant improvement of the technical skills of athletes. One of the most promising areas of technical training for young hockey players is the development of coordination abilities.

All types of training of athletes in the practice of sports training should be interconnected in a certain order and integrated into competitive training. Properly organized and dosed physical training creates a solid foundation on which a skilled coach builds the creation of technical skills, tactical outlook, psychological and volitional stability in the practice of conducting educational and training work. The ability to coordinate one's

actions, navigate well in a difficult game environment, make quick decisions, accurately and rationally perform appropriate actions are the foundations for successful competitive activities and achieving high sports results in hockey.

Research hypothesis. It was assumed that by studying the age patterns and the level of development of the basic types of coordination abilities among hockey players, it would improve the coordination abilities of young hockey players at the initial stage of training, increase their technical skills and make the training process more effective.

The purpose of the research - to theoretically and experimentally substantiate the methodology for developing the coordination abilities of young hockey players aged 10-12 at the initial stage of training.

The object of the research a training process was chosen, aimed at developing the basic coordination abilities of children involved in hockey.

The subject of the research is a technique for developing the basic coordination abilities of young hockey players aged 10-12 at the initial stage of training.

In accordance with the goal in the process of research, the following tasks were solved:

1. To identify the level of development of coordination abilities in hockey players aged 10-12.

2. Theoretically and experimentally substantiate the methodology for developing the coordination abilities of young hockey players aged 10-12.

3. To develop practical recommendations for coaches on improving the coordination abilities of hockey players at the initial stage of training.

Scientific novelty:

- age-related patterns of development of basic coordination abilities of young hockey players (reactive ability, ability to maintain balance, ability to orientate in space, kinesthetic ability.) were revealed. The periods most favorable for the improvement of basic coordination abilities have been determined;

- theoretically and experimentally substantiated the methodology for the development of coordination abilities in young hockey players aged 10-12 at the initial stage of training. The practical significance lies in the fact that the results of the research allow us to recommend the use of a program in the practice of the training process aimed at developing the coordination abilities of 10-12 year old hockey players at the initial stage of training.

Features of training and development of physical qualities of young hockey players at the initial stage of training

It is very important for a young hockey player to master the stick and ball possession well. You must be able to run in a straight line and easily perform various turns, master running backwards. An athlete who has mastered the technique of running can quickly master and improve the techniques with the ball and the tactics of the game in the future. To do this, from the first lessons, exercises should be introduced that help improve the technique of running on the field: various game exercises in the form of relay races, tags, running with overcoming obstacles (for example, running between racks). Instilling in the classroom the correct skill in the technique of running without the ball. Simultaneously with the development of running techniques, from the

very first lesson, they begin training in technical techniques and dribbling.

It is very important for beginners to learn how to hold the club correctly from the first days of classes. After the coach showed and told how to hold the stick correctly, the trainees, while standing still, try to hold the stick in various positions: sticks to the right, to the left, in front of the player, etc. Further, all this

done in motion. From the first day, special attention is paid to the main stance of the hockey player and the grip of the stick.

At first, the players experience some discomfort, as the hands holding the club are turned off from the usual rhythm of movement. Therefore, practitioners are advised to hold the club easily, naturally, so that it, together with the body, contributes to the free movement of the player. When training, it is necessary to take into account the individual characteristics of the players. Teach the technique of stick grip and possession of the ball on the spot. First, the technique is shown as a whole and explained in general terms, then the trainees are given the opportunity to try the lead.

After a detailed explanation of the technique, the coach performs it several times, after which the trainees begin to learn how to handle the ball. During the lessons, the coach clarifies the nature of the movement, talks about individual details, shows them, for example, how the position of the hand holding the club changes during possession of the ball, etc.

The best teaching method is individual, in which the student learns these techniques on his own, for example, when stopping the ball, the hockey player must hold the stick freely. The elastic sliding of the club back when touching the ball prevents the ball from "bouncing". When hitting with the lead hand, the distance between both hands should be small. During the swing, the right hand slides up the stick handle. The hockey player puts his left foot forward a little if the right hand is leading. The ball at this time must lie in such a way that it can be hit with the most curved part of the blade of the stick. In the swing phase and the end phase, the club must not rise above shoulder level. A blow with the driven hand is performed by turning the driven hand (hidden transmission).

Methodical methods of development of coordination abilities in hockey.

When determining the methodology for educating coordination qualities, it is possible to single out the means and methods of educating general coordination qualities based on the acquisition of motor experience, and special coordination qualities brought up in conditions adequate to the game.

As for the means of developing general coordination qualities, they are mainly aimed at enriching the motor experience and coordination of movements in general and are carried out at the initial stage of the annual training cycle.

Playing hockey helps burn fat and calories: the fast pace of the game requires short bursts of energy, which help burn a huge amount of calories. Each player burns about 490 calories per hour, which amounts to a huge loss of body weight, develops the body's cardiovascular system, which supplies oxygen to the muscles, helps improve breathing and cellular activity, and improves metabolism. Increased Muscle Strength: The additional load-bearing mass in the form of a hockey uniform enhances muscle strength and reduces the risk of injury, improves bone strength, strengthens connective tissue and

increases muscle mass. All this positively contributes to a healthy lifestyle. Playing with a team of 11 people, develops a sense of teamwork, works towards the successful achievement of goals and the victory of the team, improves communication. The game of hockey involves communication through looks and gestures. Being able to communicate effectively with a teammate in a fast game not only leads to success on the pitch, but it also leads to an overall improvement in the players' communication skills. Emotional Uplift: Exercise can improve mood by releasing endorphins, which relieve feelings of depression, stress, and anxiety.

The child quickly loses interest in the exercise being learned if it does not cause him positive emotions or because it is too difficult and he can immediately master it. The coach needs to set specific tasks for the child so that he can perceive and perform them correctly.

The main means of developing general dexterity include acrobatic and gymnastic exercises, as well as sports and outdoor games. The means of developing special coordination qualities are aimed at improving the coordination of specific movements of a hockey player and his ability to evaluate and rebuild his actions in extreme conditions of competitive activity. The main means of developing special dexterity include games and game exercises, mainly in the conditions of a hockey rink.

When teaching hockey, we highlight the fact that until a young hockey player has mastered the basic techniques, as well as the entire structure of the biomechanical movements of a rational running technique, it is inappropriate to devote time to the process of learning the technique of stick and ball possession exactly within the field. The following tests were used to determine the level of development of coordination abilities:

Test number 1. Slalom run, (sec). The subject, at the signal of the experimenter, runs a segment of 30 m at maximum speed. Then, on a segment of 30m, 5 stuffed balls are placed, located at a distance of 1m from the center and 2.5m from each other. The test subject, on a signal, must run the distance, skirting obstacles at maximum speed. The time to complete the task is recorded using a stopwatch. The difference between slalom running and running without obstacles is evaluated.

Test number 2. Shuttle run 7x30 m, (sec). At the command "Start!" the student takes a starting position on the start line, the gaze is directed at a distance of 1 meter behind the start line. At the command "Attention!" The student is ready to run. Upon hearing the start signal, the test subject immediately starts running.

When reaching the line, the runner touches the mark with his hand, turns around and continues running, touching the start line with his hand to the start line, turns and continues to move to the start line. This is done 6 times, and on 7 starts the finishing acceleration.

Test number 3. Running around racks, (sec). At a distance of 10 m in a straight line, three posts are installed, of which the first is at a distance of 2.5 m from the start line, and two next posts at the same distance from each other. On a signal, the subject covers a distance of 10 m, sequentially running around three racks while dribbling the ball. When running around the racks on the left side, the ball should be dribbled with the left side, and when running around on the right side, with the right. The result is recorded in seconds.

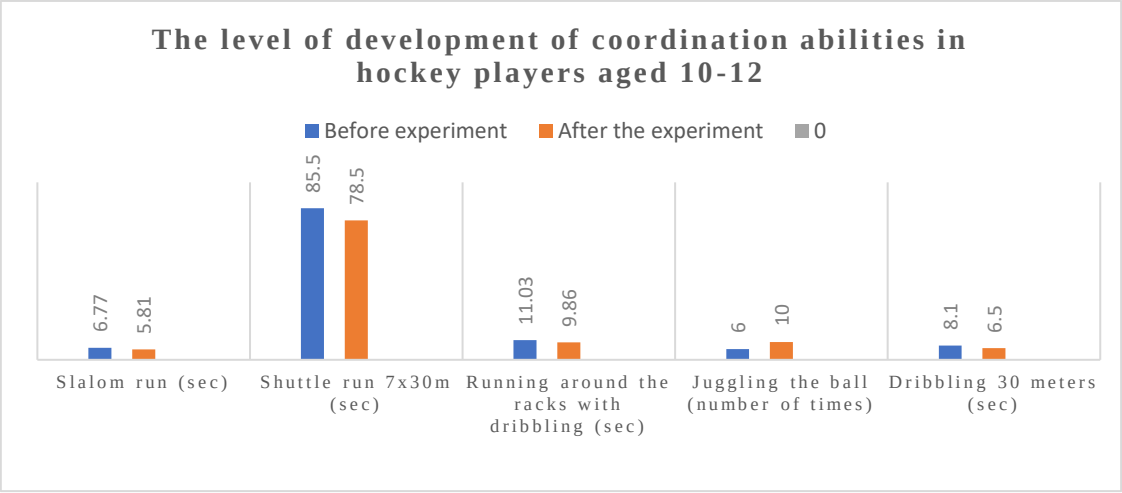
Test number 4. Ball juggling (number of times) is performed from the right side of the stick. Juggling is performed to hold and hit the ball on the club as much as possible.

Test number 5. Running 30 m with dribbling (sec) is performed from a high start, the ball can be dribbled in any way, making at least three touches of the ball on the segment, not counting the stop behind the finish line. The exercise is considered finished when the player crosses the finish line.

The effective stage implied control testing and analysis of the data obtained. The obtained quantitative data in the course of the pedagogical experiment were processed using the method of mathematical statistics and which made it possible to compare the obtained preliminary and control results. The degree of significance (P) was found according to the table -t Student's test: - if P<0.05, then the error is less than 5% and the result is significant; -if P>0.05, then the error is greater than 5% and the result is accordingly unreliable.

The results of the development of coordination abilities in hockey players 10-12 years old

№	Indicators	Results		
		Before experiment	After the experiment	P
1	Slalom run (sec)	6,77	5,81	p<0,05
2	Shuttle run 7x30m (sec)	85,5	78,5	p<0,05
3	Running around the racks with dribbling (sec)	11,03	9,86	p<0,05
4	Ball juggling	6	10	p<0,05
5	(Number of times)	8,1	6,5	p<0,05



During the control testing at the end of the pedagogical experiment, we obtained the following indicators of the development of coordination abilities in hockey players aged 10-12, which became significantly different, which indicated the effectiveness of the methodology we developed ($p<0.05$)

Thus, in terms of coordination abilities, the following results were obtained: In the slalom run test, the average result was 5.81 seconds, thus increasing the speed by 14.2%.

In the 7x30m shuttle test, the average result was 78.5 seconds, thus the result improved by 18.2%.

In the stance running test, the average result was 9.86 seconds, the result improved by 10.6%.

In the ball juggling test, the average result was 10 times, the result improved by 66.6%.

In the 30m dribbling test, the average result was 6.5 seconds, an improvement of 19.7%.

The results obtained were considered significantly different, since $P<0.05$.

During the experiment, no adverse events in the state of health of the trainees were observed. Good health was noted during the time of the experiment. Thus, we can conclude that the method developed by us for the development of coordination abilities in hockey players aged 10-12 is effective.

CONCLUSIONS

1. Theoretical analysis of the problem of developing coordination abilities among hockey players aged 10-12 showed that at this age a person learns basic motor skills and abilities, in the formation of which motor-coordination abilities play a significant role. The development of coordination abilities in hockey players aged 10-12 is an important part of the training process.

This age is a favorable, sensitive period for the development of coordination abilities, since during this period a "school of movements" is formed in the child, which, in the future, helps to learn complex movements with the least effort and master new skills and abilities. Well-developed coordination abilities are fertile ground for the development of physical qualities (strength, speed, endurance, etc.).

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