

THE BASICS OF BUILDING A TRAINING SESSION FOR YOUNG ATHLETES

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1. The purpose of sports training is to prepare for a sports competition, aimed at achieving the highest possible level of preparedness for a given athlete, due to the specifics of competitive activity and guaranteeing the achievement of planned sports results.

The content of sports training includes various aspects of an athlete's training: theoretical, technical, physical, tactical and mental. In training and especially in competitive activity, none of these aspects is manifested in isolation. They are combined into a complex complex aimed at achieving the highest sports performance.

In the process of sports training, the following main tasks are solved:

- 1) mastering the technique and tactics of the chosen sports discipline;
- 2) improvement of motor qualities and increasing the capabilities of the functional systems of the body, ensuring the successful implementation of the competitive exercise and the achievement of the planned results;
- 3) education of the necessary moral and volitional qualities;
- 4) ensuring the necessary level of special mental preparedness;
- 5) acquisition of theoretical knowledge and practical experience necessary for successful training and competitive activity.

The complex results of solving the problems of sports training are expressed by the concepts: "fitness", "preparedness", "sports form".

Fitness is characterized by the degree of functional adaptation of the body to the training loads presented, which occurs as a result of systematic physical exercises and contributes to an increase in human performance. Training is always focused on a specific type of athlete's specialization in motor actions and is expressed in an increased level of the functional capabilities of his body, specific and general performance, in the achieved degree of perfection of sports skills and abilities.

Athlete training, as a rule, is divided into general and special. Preparedness is a complex result of physical fitness (the degree of development of physical qualities); technical training (level of improvement of motor skills); tactical training (degree of development of tactical thinking); mental preparation (the level of improvement of moral and volitional qualities). Preparedness

can also apply to each separately of the listed types of training (physical, technical and mental fitness).

2. The main specific means of sports training in sports characterized by active motor activity are physical exercises. The composition of these exercises to some extent specializes in relation to the features of the sports discipline chosen as the subject of sports improvement.

Means of sports training can be divided into three groups of exercises: selected competitive, specially preparatory, general preparatory.

Selected competitive exercises are holistic motor actions (or a set of motor actions) that are a means of wrestling and are performed, if possible, in accordance with the rules of competitions in the chosen sport.

The proportion of selected competitive exercises in most sports, with the exception of sports games, is small, since they place very high demands on the athlete's body.

Specially preparatory exercises include elements of competitive actions, their connections and variations, as well as movements and actions that are essentially similar to them in the form or nature of the displayed abilities. Special preparatory exercises include, in certain cases, exercises from related, related sports aimed at improving the specific qualities necessary in the discipline of specialization and manifested in the appropriate modes of work.

The composition of specially preparatory exercises is determined to a decisive extent by the specifics of the chosen sports discipline. Exercises are created and selected in such a way as to provide a directed and differentiated impact on the improvement of physical abilities and the formation of motor skills necessary for an athlete. Specially preparatory exercises are subdivided into leading exercises that contribute to the development of forms, techniques of movements, and developing exercises aimed at educating physical qualities (strength, speed, endurance, etc.). Simulation exercises are also among the specially preparatory exercises, which are selected in such a way that the athlete's actions correspond as much as possible in terms of the coordination structure to the nature of the performance and especially in terms of the kinematics of the chosen sports discipline.

Among the many specially preparatory exercises, the coach must be able not only to select them to solve a specific task, but also to create new ones from parts, elements, and combinations of movements.

General preparatory exercises are mainly means of general training of an athlete. As such, a wide variety of exercises can be used - both close in terms of the characteristics of their impact to specially preparatory ones, and significantly different from them (including those that are oppositely directed).

The importance of general preparatory exercises in many sports, especially in training young athletes, is often underestimated. Individual specialists at all stages of long-term training

sharply increase the volume of special physical training and reduce the volume of general physical training, which leads to a forced training of young athletes.

When choosing general preparatory exercises, the following requirements are usually observed:

1) in the early stages of the sports path, the general physical training of an athlete should include means that allow you to effectively solve the problems of comprehensive physical development;

2) at the stages of in-depth specialization and sports improvement, it should be the foundation for improving competitive skills and physical abilities that determine sports results.

3) general preparatory exercises should express the features of sports specialization and their composition in each case should have its own specifics.

3. In sports training, the term method should be understood as the method of using the main means of training and the set of techniques and rules for the activities of an athlete and coach. In the process of sports training, two large groups of methods are used: 1) general pedagogical, including verbal and visual methods; 2) practical, including the method of strictly regulated exercises, game and competitive methods.

The verbal methods used in sports training include storytelling, explanation, conversation, analysis, discussion, etc. The effectiveness of the training process largely depends on the skillful use of instructions, commands, comments, verbal assessments and explanations.

Visual methods used in sports practice include: 1) methodologically correct demonstration of individual exercises and their elements, which is usually carried out by a coach or a qualified athlete; 2) demonstration of educational films, video recordings of the technique of motor actions of students, tactical schemes on models of playgrounds and fields, etc.; 3) the use of the simplest landmarks that limit the direction of movement, the distance covered, etc.; 4) the use of light, sound and mechanical leading devices, including those with program control and feedback.

The methods of strictly regulated exercise include methods that are mainly aimed at mastering sports equipment, and methods that are mainly aimed at educating physical qualities.

Among the methods aimed primarily at the development of sports equipment, there are methods for learning exercises as a whole (integral-constructive) and in parts (dissected-constructive). Learning the movement as a whole is carried out when mastering relatively simple exercises, as well as complex movements, the division of which into parts is impossible. However, when mastering an integral movement, the attention of athletes is consistently focused on the rational fulfillment of individual elements of an integral motor act.

When learning more or less complex movements that can be divided into relatively independent parts, the development of sports equipment is carried out in parts. In the future, the integral

implementation of motor actions will lead to the integration into a single whole of the previously mastered components of a complex exercise.

Among the methods aimed primarily at improving physical qualities, there are two main groups of methods - continuous and interval. Continuous methods are characterized by a single continuous execution of training work. Interval methods provide for the performance of exercises with both regulated pauses and involuntary rest pauses.

When using these methods, exercises can be performed both in a uniform (standard) and in a variable (variable) mode. With a uniform mode, the intensity of work is constant, with a variable - varying. The intensity of work from exercise to exercise can increase (progressive variant) or change repeatedly (variable variant).

The possibilities of continuous training methods in conditions of variable work are much more diverse. Depending on the duration of the parts of the exercises performed with greater or lesser intensity, the features of their combination, the intensity of work when performing individual parts, it is possible to achieve a predominant effect on the athlete's body in the direction of increasing speed capabilities, developing various components of endurance, improving individual abilities that determine the level of sports achievements in various sports.

In the case of a varying variant, parts of the exercise can be alternated, performed at different intensities or with different intensities and varying durations. Widely used in sports practice and interval training methods (including repeated and combined). Performing a series of exercises of the same and different duration with constant and variable intensity and strictly regulated rest pauses is typical for these methods. In the modes of continuous and interval work in sports training, a circular method is also used, aimed at selective or complex improvement of physical qualities.

The game method is used in the process of sports training not only for the initial training of movements or selective influence on individual abilities, but for the complex improvement of motor activity in complicated conditions. To the greatest extent, it allows you to improve such qualities and abilities as dexterity, resourcefulness, quick orientation, independence, and initiative. In the hands of a skilled teacher, it also serves as a very effective method of instilling collectivism, camaraderie, conscious discipline, and other moral qualities of the individual.

Equally important is its role as a means of active recreation, switching those involved in a different type of physical activity in order to accelerate and increase the efficiency of adaptation and recovery processes, maintain the previously achieved level of preparedness.

The gaming method is most often embodied in the form of various outdoor and sports games. The competitive method involves a specially organized competitive activity, which in this case acts as the best way to increase the effectiveness of the training process. The use of this method is associated with high requirements for the technical-tactical, physical and mental capabilities

of an athlete, causes profound changes in the activity of the most important systems of the body and thereby stimulates adaptation processes, provides an integral improvement of various aspects of the athlete's preparedness.

When using the competitive method, the conditions for conducting competitions should be widely varied in order to bring them as close as possible to those requirements that are most conducive to solving the tasks set.

It should be noted that in working with young athletes, all of the above methods of sports training are used in various combinations. Each method is not used in a standard way, but is constantly adapted to specific requirements due to the peculiarities of sports practice. When choosing methods, it is necessary to ensure that they strictly correspond to the tasks set, the age and gender characteristics of athletes, their qualifications and preparedness, general didactic principles, as well as special principles of sports training.

Features of the implementation of the principles of sports training in the process of training young athletes. Sections of training young athletes

1. Sports training of children, adolescents, boys and girls is carried out in accordance with the general laws of education and upbringing.

Along with this, sports training as a special form of education has specific patterns that are absent in other forms of education. They are reflected in such principles of sports training as a focus on maximum achievements, in-depth specialization and individualization; unity of general and special training of an athlete; continuity of the training process; the relationship between the gradualness of loads and the tendency to "limit" loads; wavelike dynamics of loads; cyclicity of the training process.

In the first years of playing sports, the task of in-depth specialization in any one sport is not set. Sports classes are held in terms of versatile training, followed by in-depth specialization in the chosen sport. Versatile training, carried out from childhood, ensures the steady progress of sports results throughout the long-term training process.

2. The principle of individualization requires the construction and conduct of training for young athletes, taking into account their age characteristics, abilities, level of preparedness.

3. The principle of unity of general and special training in relation to the training of young athletes implies an organic relationship between general and special training with the dominant importance of general training at the first stages of a long-term sports training. The training of young athletes should be considered as a long-term pedagogical process aimed at using the entire set of training and extra-training means, methods, organizational forms, with the help of which the comprehensive development of the personality of a young athlete is ensured.

4. The continuity of the training process of training young athletes is manifested in three main provisions: the training process must have a long-term and year-round character; the impact of each subsequent session in the process of training should be layered on the traces of the previous one in order to consolidate and improve the positive changes in the body of a young athlete that have arisen under the influence of previous sessions; rest should be sufficient for recovery and growth of working capacity.

The steady increase in loads, the gradual complication of the requirements for the training of a young athlete, is expressed in the consistent performance of such tasks that allow him to master more and more complex and advanced skills and abilities. Graduality in training should correspond to the capabilities and level of preparedness of the young athlete, to ensure the steady progressive growth of his sporting achievements.

5. The next principle of sports training is a wave-like change in training loads. This process is based on the patterns of fatigue and recovery of the young athlete's body after intense training work, the patterns of adaptive processes as a result of training, the patterns of interaction between the volume and intensity of the load due to changes in the predominant orientation of the training process. Wavy dynamics of loads is typical for various structural units of the training process.

6. A characteristic feature of the training process is its cyclicity, i.e. a relatively complete circuit of its phases with a partial repetition of individual classes, periods and stages at a certain time. Training cycles are the most general forms of its structural organization. The organic components of the training process are microcycles (7-10 days), mesocycles (1-1.5 months) and macrocycles (one-year and four-year) training.

7. Along with the principles of sports training in the process of training young athletes, the coach must be guided by a number of the following methodological provisions: 1) target orientation in relation to the highest sportsmanship; 2) the effect of the realization of the capabilities of a young athlete; 3) proportionate development of the basic physical qualities of young athletes; 4) a promising lead in the formation of sports and technical skills.

The first methodological position - the target orientation of the training of young athletes in relation to the highest sportsmanship - takes into account not only the age patterns of the development of a young athlete, but also the requirements that his preparedness must meet at various stages of a long-term training based on criteria specific to the stage of sports improvement.

The second methodological position - the effect of the realization of opportunities depending on the age characteristics of young athletes - is directly related to the individualization of the training process. First of all, attention should be paid to the extent to which the young athlete realizes his abilities.

The third methodological position is the proportionality of the development of basic physical qualities. This is to ensure the optimal ratio of the levels of development of physical qualities in young athletes at each stage of a long-term training. With regard to the training of young athletes, this setting becomes even more significant, since it allows you to correlate the degree of development of various physical abilities to the extent that it is useful for the sports improvement of those involved.

The fourth methodological position is a promising advance in the formation of sports and technical skills. At the stages of initial specialization and in-depth training, young athletes should gradually master the skills and motor skills in the mode necessary for successful competitive activity in the future. Implementation of the long-term lead setting is reflected in the rational combination and variation of various means aimed at improving the sports and technical preparedness of young athletes.

5. The training of young athletes includes the following organically related sections of training: physical, sports and technical, tactical. Over a number of years and annual cycles, all these types of training are carried out. Depending on the tasks and stage of training, the individual characteristics of young athletes and other conditions, some sections of training are given more attention, others less.

To achieve high sports results, the optimal level of physical fitness of the student, the development of physical qualities in accordance with the characteristics of each sport are of paramount importance. Therefore, the leading place is occupied by the process of physical training, carried out in unity with the process of improvement in sports equipment. Physical training is divided into general and special. General physical training is aimed, first of all, at the versatile physical development and physical fitness of athletes, i.e. on the development of such physical qualities, which, not being specific to the chosen sport, are necessary to increase the functional capabilities of the body. General physical training enriches the young athlete with a wide variety of skills. It is provided by the systematic impact of exercises on all organs and systems of the body, which determine the versatility of its physical development.

Achieving success in sports largely depends on rational sports, technical and tactical training. Perfect technique is a set of effective ways to perform a sports exercise in order to achieve a better result. In the process of learning, the level of mastering the technique changes from elementary beginner technique to the perfect technique of an international master of sports. Rational technique, due to biomechanical and physiological laws, allows the athlete to more economically and efficiently perform movements and actions.

In classes with young athletes, an important place is occupied by training in sports equipment and improvement in it, since during this age period the motor function reaches a high level of development, the ability of the central nervous system to form strong conditioned reflex

connections increases, and the activity of the second human signaling system is activated. All this creates exceptionally favorable opportunities for the formation of motor skills and abilities. On the way from a beginner young athlete to an international master of sports, the process of mastering sports equipment is carried out, which is conditionally divided into three main stages: 1) the stage of initial learning; 2) the stage of in-depth learning; 3) the stage of consolidation and further improvement. At the stage of initial learning, the tasks of mastering the basics of rational sports technique (the correct structure of a motor action, the absence of excessive stress, etc.) are solved. At the stage of in-depth learning, the initial possession of the technique of a motor action is brought to a relatively perfect level. At the stage of consolidation and further improvement, full possession of the motor action is achieved, individual elements of sports equipment are “polished”.

In the sports training of children and adolescents, the share of education is much more significant than in the process of training older athletes. This is due to the need for the earliest possible mastery of the basics of technique in the chosen sport and the presence of especially favorable opportunities in childhood and adolescence for the formation of motor skills and abilities. At the initial stages of training, the focus is on general technical training aimed at mastering a variety of motor skills and abilities. In the training of young men and women, special technical training is put forward in the first place, the purpose of which is to master the technique of a competitive exercise of a chosen sport and to constantly improve it.

Tactical training is divided into two parts: general and special. General tactical training is the mastering of the basics of the tactics of the chosen sport, the rules of tactical interaction with partners and opponents, familiarization with the conditions of sports performances, etc. Special tactical training - practical mastering of tactical techniques, their variants and combinations, education of tactical thinking. In order to master the basics of tactics, a young athlete studies the general provisions of tactics, the features of sports competitions, the ways, means and methods of conducting tactical wrestling in a chosen sport. Knowledge of tactics is acquired by reading special literature, lectures, conversations, observations at competitions.

The unity of training and education in the process of training is ensured with the active guiding and guiding influence of the coach-teacher and the conscious creative participation of the young athlete.

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