

Improving the Technique of Driving the Ball When Playing Mini-Football for Players Aged 18-20 Years

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Abstract

Today, mini-football is rightfully one of the most developing sports in Uzbekistan. It is integrated into almost all schools and universities, where multi-scale tournaments among students are held annually. But the stage of improving sports skills remains insufficiently studied, since futsal is a fairly young sport in which various game patterns appear every year, and most importantly, mini-football becomes more contact and high-speed.

Keywords: mini-football, running the ball, mini-football players, technical training.

INTRODUCTION

Sports and outdoor games are of great health-improving importance for university students. They are distinguished by a variety of motor activity and positive emotions, they effectively relieve fatigue, improve emotional state, increase mental and physical performance. Collective actions during the game foster sociability, a sense of camaraderie and other moral qualities.

Outdoor games have simple rules, and the teams for their conduct can be completed arbitrarily. This manual contains a variety of outdoor games, many of them are especially useful outdoors. However, in the classroom, you can use a wide variety of outdoor games, compiled independently or taken from the methodological literature, if they meet the objectives set. In order to successfully choose a game and conduct it at a good pedagogical level, it is important to take into account the interests of students and their physical development.

Sports games, in comparison with mobile games, require a higher mastery of techniques of a particular type of game and knowledge of the rules of refereeing that determine the relationships and behavior of the players.

The most common sports games in universities are: volleyball, football, basketball, table tennis, hand ball.

For the most part, for recreational purposes and outdoor activities, games are held according to simplified rules.

The program of the mini-football course at the university provides for a consistent study of the technique and tactics of the game. Students study the history, theory of mini-football and the methodology of teaching this game, practically master the technique, tactics, knowledge, skills and abilities for independent, coaching, pedagogical, scientific and educational work.

Sports games are characterized by a variety of motor activity and emotional intensity.

Modern trends in the development of mini-football are associated with a noticeable increase in the intensity of players' actions, manifested in an increase in the intensity of the struggle in game episodes, a reduction to a minimum of passive phases in the action of each football player, an increase in the number of shots at the opponent's goal, a significant variety of forms of



attacking actions and the use of active methods of defense. All this leads to an increase in requirements for all aspects of the training of mini-football players, including tactical skills. Based on this approach, in individual tactics, special attention should be paid to the ability to make the most correct decisions in conditions of time shortage, constant change of situations and single combats with rivals, allowing you to create a playing space for yourself and your partners in attack, and in defense choose the optimal position in relation to an attacking opponent. In mini-football, scoring situations occur much more often than in the big one, both at their own goal and at the opponent's goal.

Very often, a positional game is built through a center player, who is put forward at the forefront of the attack. Such a player, as a rule, takes positions on the approaches to the opponent's goal, placing his back to them and facing his partners. In this position, he has the opportunity to take a pass directed by a partner from deep in the field. The center man maneuvering in front is supported by the rest of the partners with his active, purposeful actions. In the absence of a pronounced center player, a team game in attack is built using a variety of combinations, combined with individual actions of the players. As a result, free zones are created on the approaches to the opponents' goal, where one of the attackers rushes for the final blow. Such attacking actions involve active shelling of opponents' gates from various distances. In mini-football, high-quality possession of all ball handling methods allows a player to successfully control the ball and change the speed of his movement depending on the situation on the field. Football players use deceptive actions on the ball in order to overcome the opponent's resistance and create favorable conditions for further threats to the goal. It was assumed that performing resistance exercises, increasing the speed of driving, close to the game situation, would improve and improve the technique of driving the ball.

The aim of the study is to increase the effectiveness of the ball technique among mini-football players aged 18-20 years at the expense of funds associated with increased pressure.

In the training of football players aged 18-20 years, the improvement of the ball technique involves a variety of methods of performing physical exercises. The main method in mini-football is the repeated method of performing techniques and actions.

The body of athletes aged 18-20 is still in a state of formation and development, players get tired faster, muscle strength is not sufficiently developed. However, they are characterized by a high ability to assimilate complex motor and coordination actions, which contributes to mastering and improving ball handling and performing deceptive actions.

The training plan was developed for six weeks. During each training week, the subjects completed 5 training sessions. In the control group, the athletes followed a standard training plan, which used the usual means and methods. The athletes of the experimental group performed training in accordance with the plan according to the proposed scheme, where the amount of funds aimed at improving ball technique was higher, and the amount of techniques aimed at developing strength and striking actions on goal was significantly reduced in comparison with the control. In the experimental group, exercises were used, both well-studied and aimed at mastering new motor actions, as well as special exercises that contribute to the development of coordination qualities. In addition, theoretical classes were introduced into the training process. At the same time, the duration of training sessions in the two groups was the same. The introduction of special exercises into the training process contributed to the



improvement of the technical readiness of the players in mini-football when driving the ball. (Table 1).

Table 1

Test	Measurements of parameters	KG (n=12)	EG (n=12)
Driving the ball 40 m with a stroke of 10 cones, with	Before	11,7±0,9	11,6±1
	After	11,5±0,4	11±0,2
Dribbling the ball 20 m, s	Before	9,2±0,09	9,4±0,2
	After	9,12±0,06	9,01±0,07
Driving the ball with resistance, with	Before	24±0,8	23,95±1,2
	After	23,9±0,3	22,87±0,25
One-on-one win, % of successful wins out of 10	Before	44±3,11	43,8±3,3
	After	12,9±1,32	12,87±0,9
Driving the ball 40 meters with a 360° turn, with	Before	12,9±1,32	12,87±0,34
	After	12,85±1,03	12,42±1,1
Keeping the ball in the "eight", with	Before	18,33±2,2	18,42±1,1
	After	18,3±2,04	17,68±1,5

Note: KG – the control group, EG – the experimental group.

Results

The dynamics of the results in the test "leading the ball 40 m with a stroke of 10 cones" was 4.7%; in the test "leading the ball along the "eight" — 4%; in the test "dribbling the ball 20 m" — 4.1%; in the test "leading the ball with resistance" — 4.8%; in the test "beating one-on-one" — 4.3%; in the test "driving the ball 40 meters with a 360 ° turn" — 3.5% ($P < 0.05$). In the control group of football players, the dynamics of the results in the exercises for evaluating the technique of the ball is significantly lower and statistically unreliable ($P > 0.05$). All results in the control group also showed positive dynamics, but there were no statistically significant differences. Thus, the improvement of the results in the experimental group was caused by the introduction into the training process of a technique aimed at primarily improving the technique of driving the ball. Conclusion. The obtained results can be used for further scientific research aimed at improving the system of training athletes in mini-football, as well as by specialists in practice, when preparing teams.

Literatures

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