



Some Features of The Method of Training and Training of Young Boxers

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ABSTRACT

Educational and sports work with teenagers should be considered as leading to active sports activities. Groups should be based on age, physical development and, preferably, weight category. This is convenient, because it will be possible to choose exercises for all those involved in the group.

Keywords:

Educational and sports work

Educational and sports work with teenagers should be considered as leading to active sports activities. Groups should be based on age, physical development and, preferably, weight category. This is convenient, because it will be possible to choose exercises for all those involved in the group.

At the age of 14-16 years, the main task is the comprehensive physical development as the basis for the successful mastery of boxing skills. The classes should be dominated by gymnastic exercises for coordination, speed, flexibility, balance, running, jumping, sports and outdoor games, running along a combined obstacle course, etc.

Much attention should be paid to exercises on apparatus and with apparatus (stuffed and other balls, hoops, gymnastic sticks, skipping ropes and boxing apparatus).

Boys aged 17-18 solve more specific tasks to master and improve the technical and tactical forms of combat; requirements for physical and mental stress increase. Older young men already perceive the verbal method of teaching quite well, so you can dwell in more detail on explaining this or that action.

During combat practice, the number of which increases, more complex tasks are given related to the development of endurance, and the requirements for activity in combat increase.

The duration of boxing classes increases, there are fewer breaks for rest than for teenagers. At this age, they include more exercises to develop speed of action. The number of classes per week is increasing, at the same time more scours are given to technical and tactical skills. Classes are more individualized, the boxer competes more often, and therefore, he purposefully approaches training planning, the content of the preparatory, competitive and transitional periods. A clear organization of the training process contributes to the development of such necessary qualities as discipline, attention, activity and diligence. Serious attention should be paid to drill exercises with clear execution of commands, observing the sequence in the exercises.

Elements of technique involved learn in exercises with a partner. Freestyle combat should be as easy as possible. In the classroom, it is necessary to take more frequent breaks for

rest, during which point out the shortcomings, link the episodes of the techniques being studied with their application in practice. The duration of rounds of freestyle and conditional combat, as well as other special exercises, should not exceed 2 minutes.

Mastering technical and tactical skills is closely related to training and, consequently, to prolonged physical and mental stress. It should be taken into account that the younger the boxer, the more the processes of excitation prevail over the processes of active inhibition. Prolonged stress or receiving blows often lead the nervous system into a state of extreme inhibition. Therefore, the breaks between individual exercises should be more frequent and longer than when exercising with adults, strong impacts during training are completely excluded.

Every new technical and tactical technique is perceived by a teenager in his own way and, when mastered, is transformed accordingly.

The coach must catch the individual style of the boxer, take into account all his morphological, physiological and psychological characteristics.

Great skill is required for a coach to correctly assess the abilities of the student. Finding a gifted young man, properly organizing his training process, assessing individual capabilities, finding means and methods for their development - this is the way to train a boxer.

In no case should you select partners for conditional and free-style combat with a large difference in body weight and physical development. In training, strictly follow the fight, avoid excitement, the desire to achieve an advantage with the help of brute force. The coach should not rush to determine the abilities of the young man, they can manifest themselves at different stages of training and training. So, V. Yengibaryan suffered a number of failures at the USSR championship, but continued to train hard, believed in himself and eventually became the European champion, and then the Olympic champion. The outstanding boxer V. Popenchenko "matured" almost by the end of his boxing career, becoming the European

champion, the best boxer of the Olympic Games in Tokyo.

Older boys are not satisfied with the role of a passive student; they seek creativity. When conducting classes, they should be given some independence in choosing exercises, determining the volume and intensity of training, and planning it. Thus, a creative contact is created between the trainer and the student and supported by high-level joint work. The student can move independently from one stage of his actions to the next, more complex one. The coach objectively assesses his actions, seeking self-control and objective assessment also from the student.

During training with young men, especially of younger and middle age, it is advisable to take several breaks of 5-6 minutes, for example, after a warm-up, after exercises with a partner, before and after exercises on shells. This contributes to maintaining the speed of action throughout the session. From the very beginning of boxing activity, the young man must be taught to exercise with a partner in a mask and with a toothbrush (well-fitted). Covering the head and guarding the lips promote composure during action at medium and close distances, acquiring skill in such difficult defenses as dives and evasions, especially when approaching the enemy.

In combat gloves, one should not practice striking projectiles, because the skill of an accurate strike will not be developed. The blow should not be applied hard, but quickly, exactly in a weak spot and with the impact area of the fist.

Classes should be carried out lively, interesting, each subsequent replenishment with new emotional exercises. It is necessary to pay attention not only to specially directed exercises, but also to exercises of a somewhat abstract nature, but important for the development of the qualities necessary for a boxer (relay race, outdoor and sports games, etc.). Whenever possible, classes should be held outdoors; this contributes to better metabolism, hardening, less fatigue and the creation of positive emotions. In addition, when conducting classes outdoors, the coach has the opportunity

to use a wider choice of means for the development of certain physical qualities.

You can practice holding the preparatory and final parts of the lesson outdoors.

The training session should be completed in an organized manner: to summarize its results, point out the general shortcomings of the group, each individually, and note the positive aspects. It is advisable to show films (15-20 minutes) before classes, in which students could watch the application of technical and tactical elements that they will work on in the coming training.

Self-education plays an important factor in the education and upbringing of a young man. In sports, it is impossible to achieve high sports results without independent work on oneself; this should be taught from adolescence. The coach should give tasks to the young boxer for a month, a week, every day, teach the selection of exercises for the development of certain physical, technical-tactical and moral-volitional qualities, the alternation and dosage of these exercises. A young boxer should get used to performing morning exercises on his own, know what exercises he will do in the upcoming training, clearly imagine the goals and objectives of the training, the sequence of exercises. Such preparation for classes sets the boxer up for active training. Under the supervision of the trainer, the boxer must keep a diary of training and self-control.

The task of the trainer is to create situations in the classroom that would encourage the student to think about how to solve them. An important role in the successful mastery of the skill is played by the assessment of the development of physical, technical-tactical and volitional qualities. The most effective indicators are competitions and combat practice, but control tests should be periodically arranged for individual special exercises (for example, the number of jumps with a rope at a certain time, hitting the bag, sprinting, cross-country, exercises with and without objects for speed coordination, flexibility, etc.). This will contribute to the development of the desire to achieve better results.

The coach should monitor the development of good posture in young boxers, apply corrective exercises.

Medical examination and constant monitoring - the joint activity of a doctor and a trainer in working with this age - must be linked and effective.

The coach does a lot of educational work: he controls the execution of tasks, keeps in touch with parents, the school in order to jointly influence and help, raise discipline and encourage good deeds. Adolescents have great respect for the high professionalism of the coach - knowledge of the subject, exactingness towards themselves, what they try to imitate. Young men are well versed in the morality of the coach, his civic qualities.

The coach has great responsibilities not only in the physical education of students, but also spiritually, because children of this age are most capable of being influenced by those people whom they trust, respect and imitate. Therefore, the coach (teacher) must be a person of high culture and personal accuracy, diligence, all way of life to be an example for his wards. He is responsible for the sports future and health of students, therefore, he must be attentive, demanding, persistent, patient and caring in his work with young boxers.

The main method of scientific research is the method of comparison and analysis of qualitative and quantitative indicators obtained by observing the phenomena under study. Comparing various data of the process under study, the researcher reveals the patterns of its course, looking for ways to control it, cause or prevent its occurrence.

In order to determine the direction of the study and clarify its possible results, the researcher must have certain knowledge and experience. Therefore, scientific work is preceded by a period of practical activity, the accumulation of knowledge and experience in this sport.

The first stage of scientific work is the study of what has already been done in this and related fields of activity. It may turn out that the problem of interest has been investigated and solved. If the problem has been studied in a general way, it is possible to use known data and

concentrate efforts on the study of individual issues. Studying the state of related sciences will help the researcher to obtain additional and auxiliary data that will facilitate work on the chosen topic.

The study of practical experience provides very valuable data.

The next stage of scientific work is the analysis of data obtained from the study of literary sources and experience. This stage ends with the final clarification of the main direction of the study, clarification of the assumptions (hypotheses) and the definition of organizational forms of work and methods for obtaining objective data. The stage ends with the refinement of the research plan.

The main stage is, as a rule, experimental research. The researcher checks the effectiveness of one or another training method, technique variant, etc. under specially organized conditions. The data should reflect the most significant in the phenomenon being studied. Some topics can be developed without setting up experimental research, for example, topics on the history of boxing or certain issues of methodology. In these cases, the researcher makes an in-depth study of the literature and practical experience.

The scientific study ends with data analysis with conclusions and proposals for implementation in practice.

Conclusions and proposals must be brought to the attention of the broad masses of practical workers and verified by practice.

The main methods of summarizing experience are the study of literature and the study of practical work experience.

The study of literature. First of all, you need to make a list of books, brochures, articles and manuscripts, which may contain materials of interest to the researcher. The list of references should be as complete as possible, include works for the last 10-15 years (including major works in related sciences).

The list is compiled on the basis of bibliographic reference books and library catalogs. 1: gm and catalog w: journal articles are indicated, you should look at the lists of articles usually placed in the last issue of the

journal for each year. Then make a list of questions and prepare cards for statements.

When studying a book or an article, one should not make extracts and notes at the first reading. For the first time, you need to read the entire book (or chapter), marking on a sheet of paper the pages and paragraphs that contain the material of interest. At the second reading, it is not necessary to reread the entire work. You can limit yourself to re-studying the sections and pages noted earlier, outlining their content and filling out cards for the card index.

One card contains the opinion of the author of the book on one issue. Thus, after processing one book, the researcher will fill in as many cards as he has outlined questions. The same number of cards will be filled after processing the next book, and so on.

Cards are not folded by book titles, but by questions. Having finished studying the literature, the researcher will receive a card file with the opinions of all authors on each of the questions of interest.

In conclusion, the researcher summarizes the studied literature and draws conclusions about the state of the issue in the literature (in what plan is covered, what is more developed, etc.).

Work on the literature can be completed by compiling a summary table of literary sources.

Summarizing the experience of practical work. The study of work experience is carried out through conversations with teachers, coaches, scientists, athletes, questionnaires; study of planning and accounting documents; observation of work practices; organization of accounting for practical work on special forms.

You need to prepare for the interview and the survey in advance by compiling a questionnaire on a special form. Divide the results into cards and make a card file.

When questioning, special attention should be paid to the definition of the list of questions and their presentation. Do not overload the questionnaire with a large number of questions, as well as put questions in too general a form or in a wording that allows for various interpretations. Questions should be formulated specifically and in such a way that

the filler can answer with a short phrase or one word "Yes", "No", "I agree", etc. So, for example, when studying the technique of a direct blow, you should not write in the questionnaire - "hit?" Such a question can be answered in a whole article, and it is precisely the detail that interests the researcher that is missed.

Before mailing the questionnaires, it is advisable to check them on several comrades, employees (ask them to fill in), without explaining the questions and without giving any advice. An analysis of the answers will reveal whether the questionnaire is correctly drawn up.

The study of planning and accounting documents can provide valuable information for work related to the study of teaching methods and training. At the same time, it should be borne in mind that the data obtained from the analysis of these documents (registers, diaries of athletes, reporting documents of sections, etc.) are not always sufficiently correct. Therefore, it is necessary to process a large number of such documents, to generalize the experience of many boxers.

When using data from other researchers, it should be borne in mind that they could make mistakes due to the fact that:

- evaluation of the results of the study was given by different people and under different conditions;

- data obtained using unverified measuring instruments;

- the qualifications of the persons who carried out the measurements were not the same;

- accounting was done carelessly.

Methods for obtaining scientific data

As mentioned above, the main method of research work is the method of comparison and analysis of data on the phenomenon under study. In order to get them, you need to observe and fix the most significant changes. So, for example, if the effectiveness of two training methods for beginners is being studied, then the best of them can only be determined by comparing the results of training: the degree of assimilation of new movements, the results shown in the performance of control tasks, etc. When studying training problems, it may be

necessary to measure it. influence on the state of the cardiovascular and other body systems, the mental state of the athlete, muscle strength, speed, coordination of movements, etc.

Methods for obtaining objective data in the field of physical culture and sports can be divided into five main groups: 1) visual observations; 2) registration of external manifestations of actions; 3) the study of internal reactions of the body to physical activity; 4) study of the mental state; 5) study of the reaction of the central nervous system.

visual observations

Visual (visual) observation is the simplest and most common method of obtaining data and evaluating them. It is publicly available, makes it possible to observe the process of action itself. But the data of visual observation are approximate, inaccurate. It is impossible to accurately measure either strength, or speed, or even the form of movements, much less to obtain data on the internal reactions of the body. This universal method should, as a rule, be supplemented by others that accurately record at least the main indicators necessary to study this phenomenon.

Visual observations should be carried out objectively, concentratedly and systematically. The personal opinion of the observer should not interfere with seeing and fixing what contradicts and does not confirm his point of view. The researcher should not be like a football "fan" who does not notice the mistakes of the players of his favorite team and "sees" the mistakes of the other team even where they actually do not exist. You can not get carried away with wrestling, minor details, etc. Attention should be focused on the phenomenon that is being studied; in order to record all the details of the phenomenon, it is necessary to determine in advance the observation system (list of objects, sequence of observation) and prepare an observation file with a list of questions.

For greater reliability of the results of visual observation, especially in cases where the data are of great importance for the conclusions, observations must be carried out repeatedly and under different conditions.

In a number of cases, a researcher can obtain valuable materials by direct observation of the practice of work in sections, at training camps, etc.

The form of the card is developed in accordance with the tasks of observation. So, for example, if the observation is carried out during the competition in order to find out the characteristic features in striking, then the card may have the form shown in Table. 16.

Two boxers are recorded on the card: the boxer being monitored and his opponent, since without the opponent's skill data it is impossible to objectively assess the subject - boxers can have different levels of physical, psychological and tactical training.

Evaluation can be given in points and the number of strokes.

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