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THE MAIN DIRECTIONS OF TRAINING YOUNG ATHLETES

However, in this case, the main goal is training, therefore, the greatest requirements are imposed on the athlete's coordination capabilities. In this regard, the above-mentioned aspects of preparation are usually called according to the predominant attribute.

Key words: young athletes, training, education, exercise.

Biroq, bu holatda asosiy maqsad mashqdir, shuning uchun sportchining koordinatsion imkoniyatlariga eng katta talablar qo'yiladi. Shu nuqtayi nazardan tayyorgarlikning yuqorida qayd etilgan jihatlari odatda ustunlik xususiyatiga ko'ra nomlanadi.

Kalit so'zlar: yosh sportchilar, mashg'ulot, ta'lim, mashq.

Однако в данном случае основной целью является тренировка, поэтому наибольшие требования предъявляются к координационным способностям спортсмена. В связи с этим вышеупомянутые аспекты подготовки обычно называются в соответствии с преобладающим атрибутом.

Ключевые слова: юные спортсмены, тренировка, воспитание, физические упражнения.

Sports training is carried out mainly in three interrelated areas: education, training and development.

Education is a pedagogical process of purposeful influence on the mental sphere of an athlete in order to instill the necessary qualities and, above all, the formation of a communist worldview, high morality, the development of certain character traits and will, habits and tastes.

Learning is a process that provides the formation of motor and other skills, the acquisition of theoretical knowledge, the improvement of the ability to build and coordinate movements and actions, mastery of technique and tactics, the acquisition of dexterity and accuracy of movements, the ability to exercise strength, speed and endurance, conduct training, massage itself, self-control, participate in competitions.

Development is a process of directed influence on the organs and systems of an athlete in order to strengthen and increase their functional capabilities. Under the influence of training in the athlete's body, morphological, physiological and biochemical changes occur (for example, the volume of skeletal muscles, the mass of the heart muscle, the vital capacity of the lungs, the elasticity of muscle tissue and ligaments improve, the intensification and economization of the circulatory system and oxygen utilization occurs, the functional capabilities of anaerobic mechanisms, etc.)

At the same time, depending on the age and fitness of the athlete, the characteristics of the type of athletics, periods and stages, some aspects of training and development manage more attention, others - less. For example, a less prepared athlete pays more attention to mastering the technique of athletics and other exercises, acquires general physical fitness, while a master first of all improves tactical skill and special physical fitness. Along with this, in the preparatory period, more time is devoted to the creation of a general and special "foundation", and in the competitive - special training and preparation for the starts. There may also be individual characteristics of an athlete that require a different approach. For example, an athlete may have a high level of strength development and poor technical readiness, or excellent speed of movement, but lack of joint mobility. Naturally, from this follows the appropriate selection of means and methods of training.

All these aspects of training are interconnected and interdependent on the unity of the human body, the physiological basis - the formation of conditioned reflex connections, "commonwealth" in the activity of organs and systems, the leading role of the functions of the brain. Any exercise or manifestation (physical, volitional, technical, tactical, ideomotor, autogenous, etc.) cannot be strictly local, absolutely one-sided. No matter how specific the impact on any one organ or one system is, it will, to a certain extent, be reflected on other organs and systems, on the whole organism as a whole. Naturally, the coach must always remember and take into account the effect of the simultaneous influence on the athlete's body, on his mental sphere of the training exercise, competitive load, external conditions and other means of training.

Consequently, when performing the same exercise, you can simultaneously carry out different sides of the preparation, but usually this exercise affects some component of the preparation to a greater extent. For example, during the training of sports technique, physical and volitional qualities are developed. However, in this case, the main goal is training, therefore, the greatest requirements are imposed on the athlete's coordination capabilities. In this regard, the above-mentioned aspects of preparation are usually called according to the predominant attribute. A trainer can, for example, by running a long run in order to increase

aerobic capacity, at the same time foster the will to endure fatigue, strengthen and improve the elasticity of the muscles and ligaments of the lower extremities, and contribute to the mastery of the correct technique. This very important position, arising from the dialectical relationship and interdependence of different directions and sides of training, gave a basis for a number of scientists to believe that there is no point in dividing the process of sports improvement into training, upbringing and development. Based on the pedagogical experience in school education, one term "upbringing" is sufficient, since it absorbs both learning and development. The term "education" can be interpreted very broadly, including everything in its concept (for example, physical education).

However, in relation to sports training, differentiation in its directions is necessary. This is due, first of all, to very high requirements for the physical and mental functions of the athlete's body, the need for a powerful impact on him in one direction or another. Through the appropriate selection of means, methods, load and conditions, these actions should be directed to the preferential formation of a skill, the development of any one physical quality or the improvement of the psychological aspects of the athlete's activity. For example, barbell exercises with the "to failure" method develop more muscle strength by increasing their mass, although this increases the inability to exercise strength to some extent. But the same exercise with a barbell of maximum weight, performed once in several approaches, to the greatest extent fosters the ability to exercise strength and significantly less affect the elasticity of muscle fibers, their increase. With the predominant use of training, education or development, the coach must take all that into account. that simultaneously with the main one can be acquired along the way.

In doing so, there is no change that affects the performance of young athletes, depending on their mastery of this or that movement in the belt they are considering. To do this, the person who conducts the pedagogical process of physical education must build it based not only on the principles of education and upbringing, but also on the principles of development of physical activity. At the same time, it is necessary to accept that all sports competitions in physical education reflect the same requirements: in them, any pedagogical process must be built on the basis of awareness, activism and other principles. However, the clear implementation of these principles must be consistent with the tasks at hand.

Currently, "physical activity" and "physical qualities" are used to describe the ability of athletes to move. Although these concepts are similar in some ways, but not the same. Physical control is a complex of psycho-physiological and morphological actions that meet the requirements of a young athlete and ensure their implementation. In physical education and sports, the terms "strong," "fast," "agile," and "flexible" are reflected in the quality of athletes' performance.

All types of physical training have certain similarities. Physical training of young athletes is closely linked with sports specialization. Inadequate assessment of any type of physical fitness during exercise will eventually hinder the development of sports skills.

Physical training of young athletes is one of the most important components of sports training and is understood as a process aimed at comprehensive development of the body, strengthening health, improving physical abilities and creating a solid functional base for all other types of training.

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