



STAGES OF TECHNICAL TRAINING OF ATHLETES

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Abstract.

The pedagogical process is aimed at studying the details of the motor action. Particular attention is paid to methods based on the use of motor perception. At this stage, a rational kinematic and dynamic structure of movements is formed. In order to form an expedient rhythm of motor actions, a wide range of traditional methods and means are used, aimed at creating an integral picture of a motor action, combining its parts into a single whole.

This article tells exactly how to organize the actions of athletes during technical training.

Key words:

Technical training, teaching sports games, means of methods, technical improvement, stage of formation.

The process of training and technical improvement can be subdivided into relatively independent and at the same time interconnected and interdependent links. According to the conventional wisdom, there are three stages of an athlete's technical training.

The first stage is initial learning. In the process, a general idea of the motor action is created and an attitude is formed to master it, the main mechanism of movement is studied, a rhythmic structure is formed, and gross errors are prevented and eliminated.

The second stage is deep learning. The understanding of the regularities of a motor action is detailed, its coordination structure is improved in terms of movement elements, dynamic and kinematic characteristics, the rhythmic structure is improved, their correspondence to the individual characteristics of the trainees is ensured.

The third stage is consolidation and further improvement. The skill is stabilized, the appropriate variability of actions is improved in relation to the individual characteristics of the athlete, various conditions, including those with maximum manifestations of motor qualities.

The effectiveness of training at various stages of technical training can be ensured only if the stages of training and its content are closely linked to the criteria of effectiveness.

German experts in the field of sports (Stark, 1971; Schnabel, 1982) recommend dividing the process of technical training into a larger number of relatively independent stages, which makes it possible to more accurately detail the tasks, means and methods of technical improvement,

1. The stage of creating the first idea of a motor action and the formation of a mindset for teaching.

The resulting psychomotor reactions and the direction of the will to perform an action create an appropriate functional setting. This is achieved by using verbal and visual methods, with the use of which attitudes and basic ways of mastering technology are formed. The information received by the athlete at this stage should be presented in the most general form and clearly characterize the main mechanism of movement. The athlete's attention is concentrated on the main parts of motor actions and the ways of their implementation. The details of sports equipment, the peculiarities of its formation, depending on individual and other characteristics, are not considered at this stage, since they can complicate the solution of the tasks.

2. The stage of the formation of the initial skill, corresponding to the first stage of mastering the action.

At this stage, the ability to perform the main function of the movement is formed. Here, the generation of motor factors is noted, which are not always rational intramuscular and intermuscular coordination, are associated with the irradiation of excitation processes in the cerebral cortex. These features determine the orientation of the training process - mastering the basics of technique and the general rhythm of action. Particular attention must be paid to the elimination of side movements, excessive muscle tension. The learning process is concentrated in time, since long breaks between classes reduce its effectiveness. Too frequent repetitions of the mastered exercise in the lesson is not always advisable, since the formation of skills is associated with a rapid depression of the functional capabilities of the nervous system.

The main practical method for mastering a motor action is the method of divided exercise, which involves dividing the action into independent parts and learning the latter in isolation with subsequent unification. The division of the motor action into parts, the isolation of motor procedures simplifies the process of skill formation, as it facilitates the setting of tasks, the selection of means and methods, control over the effectiveness of training, prevention and elimination of gross errors. Better mastering of motor actions using various methods of orientation - light, sound and mechanical leaders, special oriented ones regulating the pace of movements, their direction, etc.

3. The stage of formation of the perfect fulfillment of a motor action is associated with the concentration of nervous processes in the cerebral cortex.

Separate phases of the motor act are stabilized, the leading role in movement control is transferred to proprioceptors.

The pedagogical process is aimed at studying the details of the motor action. Particular attention is paid to methods based on the use of motor perceptions. At this stage, a rational kinematic and dynamic structure of movements is formed. The goal of a targeted action is used by a wide range of methods and means aimed at creating a holistic picture of a motor action, uniting its parts into a single whole. Various technical means of compulsory fulfillment of motional actions in a given range of motional characteristics are also used; myostimulation, which ensures the appropriate activity of muscle groups; training in the hydrochannel (for rowers and swimmers), forced leading (for runners, skaters) in order to form high-speed equipment, etc.; simulators for mastering the details of equipment in light conditions, etc.

4. The stage of stabilization of the skill corresponds to the stage of strengthening the motor action.

As the rational system is consolidated, the characteristic features of the skill are determined - the automation and stabilization of the action. The pedagogical task is to stabilize the motor action and to improve its individual details. For this purpose, multiple repetition of exercises is widely used in standard and especially in variable conditions. At this

stage of technical improvement, it is closely linked with the development of motor qualities, tactical and mental training. Particular attention should be paid to the technical improvement of various functional states of the body, including the states of compensated and uncompensated fatigue.

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