

Pedagogical Foundations and Age-Related Features of the Educational and Training Process

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ABSTRACT

This article describes the pedagogical foundations and age-related features of the education process.

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In modern conditions, due to the specifics of the sport, the number of athletes who could achieve success and achieve the highest results has decreased. Difficulties have arisen in the rational construction of the training process for novice athletes so that they can reach the pinnacle of sports excellence and realize their capabilities in competitive activities. As a rule, now this process lies purely on the intuition of the coach, his experience while still an athlete, and the athlete himself [1, p. 12].

For many sports professionals, training task and training load mean the same thing. It is necessary to distinguish these concepts from each other. According to V.N. Platonov, load refers to the impact of physical exercise on the athlete's body, which causes an active reaction of its functional systems. External and internal indicators of training loads are distinguished. External load indicators can be represented by indicators of the total volume of work and intensity. The total volume of the load is its duration in time and the total amount of work performed in the process of performing the exercises, which is expressed in hours, number of classes, starts. Load intensity is the intensity of work and the degree of its concentration over time. This includes the pace of movements, the speed and power of their execution, the time it takes to cover distances, and the amount of weights. The load is most fully characterized by "internal" indicators - this is the body's reaction to the work being performed. [2, p. 34].

The basis of training is not work, but a training task. V.P. Popov says that generalized concepts of load and rest do not reflect the whole essence. In his opinion, workload and rest achieve pedagogical value only if they are arranged in a certain way. And correctly selected and structured in the necessary way, load and rest are already a training task that provides training work to the athlete's body and has a specific pedagogical program and composition. Training tasks can solve the necessary pedagogical problem in a lesson, and a training lesson is a kind of sequence of training tasks [3, p. 543].

A task is an exercise or a set of exercises that are necessary to solve the necessary problems. The task can be considered as a component in the implementation of targeted and precise control of training. The process of performing a training task has a pedagogical and functional impact on the athlete.

Significant attention during training is given to exercises in the process of performing this task [6, p. 24-25].

Using standard training tasks, you can build a training process with the goal of:

- a) ensuring expressive organization of the training process at all stages of long-term training;
- b) creating conditions for an acceptable ratio of frequency and variability;
- c) the monotony of the methods of complex coordination training;
- d) increasing the scale of purposeful variations of the main motor action;
- e) using tasks using the method of varying exercises, reducing monotony;
- f) Differentiated and targeted impact on the young body for optimal development of basic physical qualities [4, p. 12-15].

Training tasks are divided into four groups:

1. educational;
2. special;
3. games that are aimed at developing physical qualities;
4. Complexes that promote the development of physical qualities.

It can be assumed that the identification and classification of training tasks performed in the process of sports training will help create a register of exercises often used in training, facilitate planning, accounting and regulation of the training load, and it will become achievable for the coach and athlete to obtain an intelligible quantitative and qualitative description of the training work done for the required period of time, increase the accuracy of training process management.

Surely, if you create blocks of training tasks in the form of sets of exercises and outdoor games, this can serve as the beginning for a reassessment of traditional ideas about the design and organization of training sessions.

The training session has its own structure and includes three parts. The preparatory part includes general developmental exercises, as well as special and game exercises for older groups.

The main task of the main part of the lesson is to master the exercise technique, implement general and special training. The main part of the use of physical exercises in a training session has its own order: first, complexes and games aimed at developing speed, then strength, and then endurance.

The task of the final part is to restore the body after perfect work. This includes exercises aimed at maintaining flexibility and endurance. On average, the final part takes from 15 to 20 minutes [5, p. 2-3].

The training is planned day by day based on a weekly cycle. A cycle can contain a variable number of days. Cyclic planning provides the opportunity to complete a volumetric training load and have full rest due to free days, as well as through a rational shift and combination of various training works. Today, athletes train five to seven times a week [1, p. 16].

In the training cycle, classes are rotated with different tasks, means, methods and loads. Therefore, given the fact that the effectiveness of training can be increased through the correct distribution of different activities in the cycle, it is necessary to take a serious and skillful approach to building a microcycle. If we want to improve the technique of the event in subsequent classes, then we need to correctly perform the load earlier. It will also be ineffective if you plan to work on improving a technique of any kind, and the goal of the previous lesson was to develop endurance or improve technique with the greatest effort. The best way to get good results is to improve your technique with little effort over several days.

Training athletes in difficult-to-coordinate sports is an integral action. It should not be forgotten that the performance of one type can affect another type or quality, either positively or negatively. At the initial stages of preparation, training stimulates the simultaneous growth of all physical qualities, that is, there is a positive mutual influence of exercises on each other. We must not forget that an athlete may be immersed in study or work, perhaps he is in a different training climate and the availability of sports facilities is impossible.

“Athletes in complex coordination events do not need to have the technique of champions in each event. They must have effective and simple basic technique in each event: the better the basic technique in each event, the better the final result. The coach and athlete must always maintain a balance in the technical and physical development of all types,” say V.V. Balakhnichev and I.B. Zelichenka.

In every sport, achieving high results is determined by various factors. Among them are the personal characteristics of the individual, the requirements for the chosen sports activity. In this regard, an essential condition for effective sports selection is knowledge of the requirements of the chosen sport for athletes, the formation of models of an outstanding jumper or thrower. Complex types of athletics impose certain requirements on athletes that are specific to this type of sports activity. In particular, the athlete is required to have well-developed coordination, agility, flexibility, speed, and the ability to tolerate intense physical activity well. It is equally important to have a powerful neuromuscular system and the ability to correctly distribute forces, to be careful in performing motor elements

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