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METHODS OF TEACHING WRESTLERS TO IMPROVE THEIR TECHNICAL AND TACTICAL SKILLS IN SPORTS SCHOOLS FOR CHILDREN AND ADOLESCENTS

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Annotation
This article aims to improve the technical and tactical skills of wrestlers in children and youth sports schools. The magnitude of the physical load is characterized by its size and intensity. Accordingly, the loading can be done by increasing the workload or increasing the speed of its execution, or by changing both parameters at the same time.

Keywords: Exercise, exercise, wrestling, pedagogical, movement, system, technical, tactical, skill.

Introduction

The processes of movement training and the development of physical abilities are subject to different laws, regardless of whether the object of their influence is one - a specific person performing the exercise. The specificity of the laws requires the appropriate pedagogical (methodological) actions to implement them: the same pedagogical principles for teaching actions, others for the development of physical abilities. By the way, this is a special feature of the pedagogical process in the development of movement activities. A person who conducts the pedagogical process in the field of physical education should see it not only in accordance with the principles of education and upbringing, but also in accordance with the principles of development of physical abilities. It should be borne in mind that the principles of physical education reflect a single requirement: any pedagogical process must be based on awareness, activism and other principles. However, the clear implementation of these principles (i.e., the choice of tools and methods) must be consistent with the tasks to be solved (the tasks of teaching, or the development of physical abilities). For example, the principle of gradualism in the teaching of motor activity is realized through a system of preparatory exercises, and in the development of physical abilities through the system of physical activity. This means that any method of developing physical abilities must involve the implementation of didactic principles in a specific way. Since movement training depends on the effect of physical

loads on the learner, there is a need to take into account the laws of the body's response to the expected loads. Therefore, there are special principles that express the laws of the relationship between the state of man and physical loads in the form of their organization in terms of time.

The principle of regularity of pedagogical influence. This principle implies the need for regular physical activity to develop physical abilities. Because abilities develop and improve, first of all, in the process of their manifestation. Underlying this principle are the laws that govern the repetitive effects of movement and activity on the human body, how the different alternations of work and rest are reflected at each stage of recovery, as well as long unjustified breaks between trainings. describes the reversibility of skill development. The independence of the impressions in the development of physical abilities is ensured by the proper performance of this or that in a particular lesson, as well as the correct sequence of lessons and rest intervals between them at a certain time (week, month, quarter, year, etc.). . Therefore, in implementing the principle of regularity, it is necessary to ensure the continuity of functional and structural adaptation processes, which are the basis for the development of physical abilities. This is achieved, first of all, by following the mode of physical activity, which is considered the most optimal for the improvement of each ability, and it is known that it is based on the order of rotation of work and rest in one way or another. Gradually, step by step, that is, gradually increasing the load, both in a single session and in a series of sessions, facilitates the adaptation of the human body, deepens and strengthens the adaptive processes that take place, thus increasing the load to new, higher levels. helps to create the conditions for the transition to the next level. Excessive demands that are not in line with the physical capabilities of the organs and systems in the body, and attempts to rapidly increase physical abilities (accelerated exercise) can have a negative impact on health. It should be borne in mind that the rate of morphological development of different organs, systems and functions in the body under the influence of load is not the same. This means that the use of different types of exercises during the exercise requires a specific increase in the load in each case. For example, for "spaghetti" exercise, significant progress in increasing joint mobility can be achieved during 3 months of training, it takes at least 6 months to significantly increase the volume in only a few muscle groups of the musculoskeletal system. In order to improve the functioning of the respiratory system, it is necessary to exercise regularly for 10-12 months. When it comes to physical abilities, these differences can be summed up as follows: flexibility increases day by day; strength - weekly; speed - month; endurance year after year.

Gradual loading does not preclude the use of maximum loads. Under certain

conditions, such loads can lead to very positive changes in the level of development of physical abilities. Threshold load is a load that fully mobilizes the functional resources of the human body, but does not exceed its adaptive capacity. It does not harm the body's ability to function normally and does not cause it to become overly stressed. The concept of "threshold" load has a relative meaning: at one level of readiness, the load, which is considered a threshold, is not considered as such in another. Thus, as the body's functional capacity increases with regular exercise, the previously maximum load becomes normal. Thus, the actual values of the maximum load can be determined only by the specific physical condition of the person. Of course, in the development of physical abilities, the maximum load should be applied when the trainees have the appropriate training, taking into account their age, individual characteristics, as well as the specifics of the load, in accordance with other principles. The magnitude of the physical load is characterized by its size and intensity. Accordingly, the loading can be done by increasing the workload or increasing the speed of its execution, or by changing both parameters at the same time. In practice, various forms of gradually increasing the load are used: linear, ascending, stepwise, wavy and jumping. - Large, medium and small loads can be used. The first mentioned loads are mainly aimed at the gradual or balanced (simultaneous) improvement of individual abilities, such as agility and strength, and the latter with the ability to speed and endurance in different activities. The use of loads in the same direction in the development of a particular skill during a single exercise or series of exercises has been shown to have a much deeper but limited effect on the human body than complex loads. In practice, there are many different combinations of selective loads. For example, in order to improve the aerobic endurance of a skier during a workout, it is necessary to focus only on motor skiing. However, this exercise should be performed in a variety of ways: first using an intermediate, then a standard method, or, conversely, using a set of different tools in one-way training. Complex loading has a much wider but superficial effect on the body. When using a combination of skills development, you should first consider the following:

It is known that loads with speed properties create favorable physiological conditions for loads that require more endurance. They leave a "mark" for a few hours (if there is a significant increase), which negatively affects the performance of speed exercises. It was also found that speed loads are well compatible with impacts with force properties, with a positive continuous effect under certain conditions, ie even if the power exercise was performed before the speed exercise, in their reverse sequence. In describing the following basic concepts and terms used in the struggle, it is necessary to pay attention to the fact that in the scientific and methodological literature and in

practice there is no single definition of them. Author prof. F.A. In his work, Kerimov substantiated these concepts and terms. A wrestler's training is an integral part of the training system, a pedagogically organized process of managing the development of the athlete using systematized tools and methods aimed at achieving high sports results. Training activities are the joint efforts of a team of coaches and wrestlers to achieve the goals of training. Sports competitions are an integral part of the system of training wrestlers. They serve as a training goal and a measure of its effectiveness, but on the other hand, they are an effective tool for special competition preparation. Athlete's technical training is a pedagogical process aimed at acquiring movement skills that ensure high reliability of the wrestler in competitive activities. It is a pedagogical process aimed at strengthening the musculoskeletal system. Mental training of a wrestler is a pedagogical process aimed at cultivating spiritual qualities that correspond to the specifics of spiritual, will and sports wrestling and are able to provide a high level of reliability in competitive activities.

Basic Literature

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