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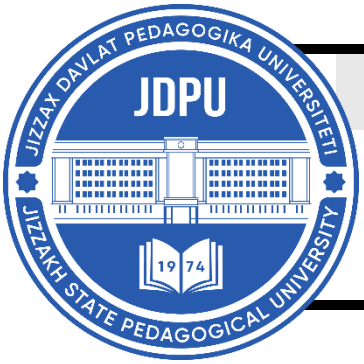

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METHODS OF DEVELOPING COORDINATION SKILLS OF YOUNG FOOTBALLERS

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ABOUT ARTICLE

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Abstract: The article presents a discussion of the pedagogical experiment conducted in football training at a sports school, focusing on the development of coordination abilities in 11–12-year-old children, taking into account their physical fitness, and the use of special physical exercises. The results of the study are also presented.

Relevance. Modern football is one of the sports that requires the coordinated manifestation of all motor abilities in complex and rapidly changing situations. It is no secret that football players perform a large number of complex technical movements during a match. Here, we are referring to the interconnection of complex movements and their creative combinations, which possess a very high degree of variability. This highlights the necessity of developing coordination abilities at a younger age as one of the most important aspects of physical education. The ages of 11–12 are considered the most favorable period for developing coordination abilities in young football players. At this stage, the so-called “foundation” is

formed for coordination development, and knowledge, skills, and abilities required for performing coordination exercises are established.

In our Republic, increasing attention is being paid to fundamentally improving the education system, ensuring the comprehensive intellectual, moral, aesthetic, and physical development of children, preparing them for the educational process with high quality through upbringing, and introducing modern educational programs and technologies. Taking these factors into account, the issue of developing age-specific physical qualities in young football players and effectively organizing the physical and health-improving process remains one of the urgent tasks [2].

Thus, the research problem is explained by the existence of contradictory views between the level of elaboration of the theoretical foundations of methods for developing coordination abilities in young football players and the practical needs of the field.

The aim of the study to develop proposals and recommendations for improving the coordination abilities of 11–12-year-old football players through special physical exercises.

Research objectives:

To study and analyze the age-specific characteristics of developing coordination abilities in 11–12-year-old football players;

To analyze commonly accepted development methods aimed at improving the coordination abilities of 11–12-year-old football players;

To develop a set of special physical exercises aimed at enhancing the coordination abilities of 11–12-year-old football players.

Research results and discussion. One of the current issues in sports practice is teaching new and varied movements with a gradual increase in their coordination complexity. This approach is widely used in basic physical education as well as in the initial stages of sports improvement. By mastering new exercises, trainees not only expand their movement experience but also develop the ability to form new types of coordinated movements. A person with a large repertoire of motor skills (a reserve of movement abilities) can more easily and quickly cope with unexpected motor tasks. Discontinuing the teaching of new and diverse movements inevitably reduces the ability to acquire them and, at the same time, slows down the development of coordination skills.

Our work on the problem under study was aimed at improving the effectiveness of organizing and conducting training sessions focused on studying pedagogical observation methods and their structure, as well as on the use of tools and methods for developing the coordination abilities of young football players.

The introduction of physical exercise complexes into the process of pedagogical observation sessions made it possible to identify the football players' positive attitude and to assess their condition during training. The pedagogical study was conducted to determine the effectiveness of a set of special exercises aimed at developing the coordination abilities of 11–12-year-old football players.

The pedagogical study was conducted during training sessions, both in the sports hall and in outdoor training conditions. At the beginning of the study, a 25-minute session was held, which included general developmental exercises and warm-up activities. The participants were instructed to perform the control exercises in a state of maximum readiness.

We developed a set of special exercises to improve the coordination abilities of 11–12-year-old football players and implemented them in the training process of the players in the experimental group (see Table 2).

Football players aged 11–12 took part in the pedagogical study. At the beginning of the study, the level of development of coordination abilities in the young football players from the experimental and control groups was assessed through initial testing.

2-table

Analysis of the development level of coordination abilities in 11–12-year-old football players at the beginning of the pedagogical study.

T/r	Control tests	Control group		Experimental group	
		October (2024)	March (2025)	October (2024)	March (2025)
1	Dribbling the ball in a straight line, s	9,8±0,7	9,7±1,1	9,7±0,5	9,6±0,7
2	Dribbling a moving ball, s	5,3±0,6	5,4±0,8	5,3±0,5	4,9±0,6
3	Dribbling the ball with a change of direction, s	12,1±0,8	12,1±0,9	12,0±0,7	11,7±0,6
4	Shots on goal, times	3±0,3	3±0,5	3±0,2	4±0,2

The analysis of the results showed that no significant differences were observed between the groups, as the results were close (P > 0.05).

During the study, the following changes occurred between the groups. Significant differences in the results, compared to the control group, were recorded in the experimental group for the control tests “Dribbling a moving ball,” “Dribbling the ball with a change of direction,” and “Shots on goal” (P < 0.05). A noticeable improvement in the results of other tests was observed in both the control and experimental groups (see Table 2).

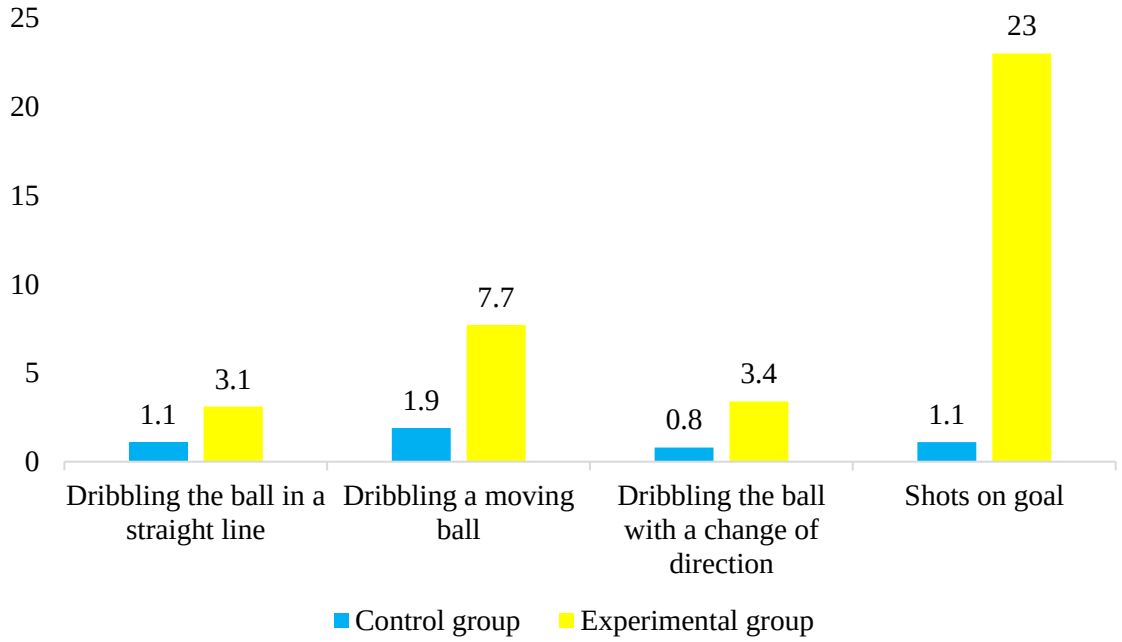

Figure 1. Dynamics of improvement (%) in the performance of 11–12-year-old football players in the experimental and control groups.

Our study showed that, in the “Dribbling the ball in a straight line” test, after applying the set of exercises aimed at developing coordination abilities, the experimental group demonstrated an improvement of 3.1%, while the control group improved by 1.1%. In the “Dribbling a moving ball” control test, the average improvement was 7.7% in the experimental group and 1% in the control group. In the “Dribbling the ball with a change of direction” test, the experimental group improved by 0.8%, and the control group by 3.4%. In the “Shots on goal” test, the experimental group improved by 23%, while the control group showed an improvement of 1.1%.

Conclusion. It can be stated that, by the end of the study, the results of the experimental group had improved compared to the control group. A set of special physical exercises aimed at developing the coordination abilities of 11–12-year-old football players was developed. The training process included at least 20% of special preparatory exercises aimed at improving this level of readiness. The effectiveness of the proposed set of special physical exercises was proven, as the experimental group demonstrated a significantly greater improvement in the development level of coordination abilities in 11–12-year-old football players compared to the control group.

Coaches can use the set of special physical exercises we have developed, aimed at improving the coordination abilities of 11–12-year-old football players, in their football training sessions.

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1-table

A set of exercises aimed at developing the coordination abilities of 11–12-year-old football players in the experimental group.

T/r	Exercise content	Number of repetitions	Organizational and methodological guidelines
1	Running with stops at the coach's (signal) command, then running in the opposite direction.	2-4 times	The exercise is performed under the strict supervision (signal) of the coach.
2	Running toward a stationary or moving ball from a distance of 10–15 m, followed by a shot at the goal.	2-4 times	After completing the run, return slowly to the starting position.
3	Running in a zigzag pattern ("slalom run").	2-4 times	Distance: 2 m.
4	Fast running while dribbling the ball (from a distance of 15–20 m).	2-4 times	When dribbling the ball, it must be bounced on the ground at least 4 times. Children stand at the starting line and, at the coach's signal, run while dribbling the ball quickly.
5	Shuttle running 3 × 10 m.	2-4 times	The coach monitors whether the line is touched with the hand (or foot).
6	Triple forward jump from a standing position.	2-4 times	With feet together, jump forward for 2 or 3 m.
7	Juggling the ball with one foot (5–10 times), then, at the coach's (signal) command, quickly dribbling the ball for 15 m.	2-4 times	When dribbling, the ball must be touched at least 4 times; maintain ball control and avoid losing it.
8	Juggling the ball with both feet (5–10 times), then, at the coach's (signal) command, quickly dribbling the ball for 15 m.	2-4 times	The exercise is performed under the strict supervision of the coach. When dribbling, the ball must be touched at least 4 times.
9	Performing three forward rolls in succession.	2-4 times	At the command (signal), players take the starting position and consecutively, without stopping, perform three forward rolls, aiming to complete the task in the shortest possible time. After the last roll, the player must return to the starting position and perform the exercise at a moderate pace.
10	Performing forward and backward rolls, followed by a fast 15 m run.	2-4 times	The exercise should be performed as quickly as possible.