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IMPROVING GROUP ATTACKING ACTIONS OF YOUNG FOOTBALL PLAYERS

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ABOUT ARTICLE

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Abstract: In competitive activities in modern football, the tendency to develop a fast game and complicate tactical combinations is clearly expressed. Therefore, the ability of an athlete to evaluate the location of players (his own and the opponent's) on the court, the position and direction of the ball's flight, to anticipate the actions of partners and guess the opponents' plans, quickly analyze the current situation and, having chosen the most appropriate action, effectively perform it is of particular importance. Scientists and specialists believe that the rational organization of the activities of players and the team as a whole, more advanced tactics are of decisive importance in football.

Introduction

One of the strategic tasks of society and the state in the field of physical culture and sports is the worthy performance of our athletes in international competitions.

The extreme conditions of competitive struggle in modern football are due to the great diversity and dynamism of game situations, the difficulty of their perception and recognition,

the lack of information for decision-making, the spatial and temporal limitations of game actions, and the need to coordinate individual actions when solving group problems [2].

When comparing the indicators of the accuracy of technical and tactical actions of football players and players playing for professional teams, a negative continuity is visible: techniques that are performed with a high percentage of errors in adolescence continue to be a component that limits the success of competitive activity in the game of qualified athletes [4].

In the current situation, one of the priority areas for improving the sports skills of football players is technical and tactical training. Therefore, in accordance with the curriculum for football schools, training at the age of 14-15 should be focused on technical and tactical training, on understanding the game as a whole, on learning to interact with a partner through the use of easy tactical combinations: playing "into the wall", "crossing" [5, 7, 8].

The main volume of training load should be of a specialized nature, and group and team exercises of a technical-tactical or game nature should be used as priority means of preparation [5,6].

Analysis and generalization of scientific and methodological literature indicate that at present there are still insufficiently studied issues of increasing the effectiveness of technical and tactical training of football players through the use of game exercises that simulate various aspects of rivalry. Analysis of the exercises recommended in educational and methodological literature and recommendations for their use at various stages of sports training does not provide complete confidence that football players, after mastering them, will be able to choose the optimal behavior within the framework of their technical and tactical capabilities, adequate to the conditions of the game and the general strategy of the team's activities [6, 7].

Purpose of work. The aim of our research is to develop and implement a methodology of game exercises that ensure the improvement of group tactical actions of football players in attack.

Objectives of the research work. Pedagogical testing was used to measure the technical preparedness indicators of football players. The tests were defined in accordance with the lesson program of the sports school at the stage of improving sports skills [8].

The level of technical preparedness was assessed based on the results of the following test exercises:

• a goal kick for accuracy (number of times). It is performed on a stationary ball with the right and left feet from a distance of 11 m. Football players send the ball through the air into a given half of the goal, divided vertically. Five kicks are performed with each foot in any way. The total number of hits is taken into account;

• juggling a ball (number of times). Strikes are performed with the right and left leg (middle, inner and outer parts of the instep), thigh and head. Strikes are performed in any sequence without repeating one strike more than twice in a row [1, 6, 7].

Research.Pedagogical observation was used to study the quantitative indicators of group tactical actions in an attack with the participation of 2-3 players in the game exercise "2 on 2 Game" and in the two-way game "8 on 8". Game teams were formed from the subjects in such a way that they were approximately equal in strength.

The game exercise "2 on 2 Game" was performed on a court 20 m wide and 30 m long. Two players had to interact with each other and get the ball over the opposing team's line. The task was considered completed if one of the players passed this line after dribbling, i.e. made one touch of the ball to the line, and another - behind the line. This position of the player with the ball indicated that the interaction of the players was successful, since it led to the creation of a numerical advantage in the area where the ball was located. The exercise was performed for 5 minutes. The exercise began with a kickoff from their own line of the court. During the kickoff, both defenders had to be at least 9 m away from the attacking players. After losing the ball, when the defenders took possession of the ball or the ball left the court, the exercise was stopped. The team that took possession of the ball made the kickoff from its line and moved on to attacking actions. The test exercise was conducted in the form of a competition between 8 teams of two people in a round-robin system in one round. The teams were formed in such a way that their compositions were approximately equal in strength. Each team played 7 games. A total of 28 games were played.

The indicators of group tactical actions performed by both teams on average per game were taken into account:

- number of gears;

- the number of accurate passes - a pass was considered accurate if the player who received the ball had it under control and the defender could not kick it out);

- the efficiency coefficient of transmissions, calculated as the quotient of the number of accurate transmissions divided by the total number of transmissions and multiplied by 100;

- number of attacks - an attack was considered complete if it resulted in a numerical advantage (the ball was put over the line); if the ball was lost (went out of bounds or was taken by the opposing team);

- the number of successful attacks that resulted in the creation of a numerical advantage;

- the coefficient of attack efficiency, calculated as the quotient of the number of successful attacks divided by the total number of attacks and multiplied by 100.

The two-way game "8 on 8" was held according to football rules on a pitch half the size of a regular football pitch with goals measuring 5 by 2 m located on its side lines. The game lasts two halves of 25 minutes each. The test exercise was conducted in the form of a competition between two teams of 8 people each, formed from subjects in the control group, on the one hand, and two teams of 8 people each, formed from subjects in the experimental group, on the other. In total, subjects from each group played 4 games.

Taking into account the objectives of our study, we recorded the following indicators of gaming activity of subjects in the control and experimental groups on average per game:

- the number of passes made by a team on average per game;

- number of accurate passes - a pass was considered accurate if the player who received the ball had it under control and the defender could not kick it out;

- the efficiency coefficient of transmissions, calculated as the quotient of the number of accurate transmissions divided by the total number of transmissions and multiplied by 100;

- number of passes per move - a pass was considered to be made per move if the player receiving the ball was moving towards the opponent's goal and had at the same time free space in front of him of at least 9-10 m;

- number of accurate passes per move;

- the coefficient of efficiency of passes per move, calculated as the quotient of the number of accurate passes per move divided by the total number of passes per move and multiplied by 100;

- the aggressiveness coefficient, calculated as the quotient of the total number of passes divided by the number of passes per move;

- the coefficient of effective aggressiveness, calculated as the quotient of the total number of accurate passes divided by the number of accurate passes per move.

The pedagogical experiment was conducted, for practical justification of the effectiveness of the application of the game exercise methodology developed by us in improving the group tactical actions of football players in attack.

To provide practical justification for the effectiveness of the application of the game exercise methodology developed by us in improving A formative pedagogical experiment was organized and conducted to study the group tactical actions of football players with the participation of two groups of subjects.

The control group included 17 football players studying at the secondary school "Bynodkor" in Tashkent. The experimental group included 16 students from the secondary school "Obod" in Tashkent.

The age of the subjects of both groups at the beginning of the formative pedagogical experiment was 14-15 years. The experiment was conducted from September 2024 to December 2024.

The training process in both groups of subjects was carried out in accordance with the lesson program for training groups of the stage of improving sports skills of the sports school [8].

The volume and intensity of the training load, the means and methods of physical (general and special) training, as well as the structure of the training process in micro- and macrocycles in both groups of subjects did not differ significantly.

The differences concerned only the means and methods of technical and tactical training, which in both groups of subjects accounted for up to 50% of the training time, and was aimed primarily at teaching basic techniques and individual and group tactical actions [7, 8].

In the control group, the solution of technical and tactical training problems was carried out using the means and methods recommended by the lesson program for the sports school.

In the experimental group, these tasks were solved using a set of game exercises developed by us. The use of these exercises was carried out taking into account the organizational and methodological features identified by us.

Results of the pedagogical experiment. The data presented in Table 1 indicate that the subjects of both groups at the beginning of the experiment were relatively homogeneous in terms of the preparedness indicators we studied.

The subjects of the control and experimental groups had approximately the same indicators of technical training: the results in juggling were 58.7 and 57.9 strikes, respectively, and in strikes on goal for accuracy - 8.2 and 8.0.

There were no significant differences in the group tactical performance indicators in the 2-on-2 game exercise.

The subjects of the control and experimental groups performed approximately the same number of passes (55.45 and 57.21 passes) during the 5-minute game exercise. The subjects of both groups also did not differ in pass accuracy: the number of accurate passes was 27.93 among the subjects of the control group and 28.03 among the subjects of the experimental group. The efficiency of passes, assessed as the percentage of accurate passes to the total number of passes, was relatively low and was 50.4% among the subjects of the control group and 49.0% among the subjects of the experimental group. In our opinion, this is due to the fact that most passes were made to a player in a closed position. The passes were untimely (premature or late), not related to the movements of the player without the ball.

The number of completed (successful or with loss of the ball) attacks in the control group was 15.21, in the experimental group - 14.62. The low rate of effective attacks is noteworthy - 3.13 and 2.93 attacks per 5 minutes of play. This is explained by the fact that young football players play the game mainly by using dribbling and dribbling, which are ineffective for creating a numerical advantage. Another reason is the insufficient level of development of the ability of the subjects to interact with each other in attack, in other words, a low level of mastery of group tactical action - passing the ball, and tactical combinations consisting of passes.

No significant differences were found between the subjects of both groups in the group tactical actions observed in the two-way 8-on-8 game. They had a relatively equal number of ball passes (237.25 and 241.5 passes), accurate ball passes (167.00 and 168.25 passes). The efficiency of ball passes was 70.7 and 69.7%, which was higher than in the 2-on-2 test exercise.

The efficiency of forward passes was significantly lower than the efficiency of all passes. This indicator was only 44.5% in the control group and 45.6% in the experimental group, i.e. it was approximately the same as in the game exercise "2 on 2", the conditions of which required the predominant execution of forward passes and allowed the possibility of lateral passes.

Even lower were the indicators of effective aggressiveness, reflecting the number of accurate passes per move, compared to the total number of accurate passes: out of 167 accurate passes, In the control group, only 13.25 passes were made on the move (7.9%). In the experimental group, 168.25 accurate passes were made, of which only 13 passes were made on the move (7.7%).

The main content of tactical combinations are group tactical actions

- ball passes consisting of two individual technical and tactical actions: hitting the ball to move it to a partner and moving (opening) to receive the ball. These actions must meet the requirements of timeliness and spatial precision (coordination in time and space), speed (speed of the ball and movement of the player without the ball) and secrecy.

Therefore, in order to effectively implement tactical combinations, football players must be able to perform group tactical actions.

- passing the ball, observing these requirements. at low speed and without the effect of surprise for the opponent. We have developed five groups of exercises.

The first group of exercises consists of exercises in the interaction of a player with the ball and a player without the ball through the execution of a ball pass. These exercises practice the timing, accuracy and force of a strike on the ball and the timing, accuracy and speed of opening to receive the ball, i.e. individual technical and tactical actions that are elements of the ball pass as a group tactical action. Mastering the ability to perform ball passes in compliance with these requirements is a necessary condition for their effective use in game exercises related to the use of tactical combinations.

The second group includes exercises to improve ball passing within the framework of the tactical combinations we have identified:

The third group consists of game exercises in which 2 attacking players interact with each other using the acquired group tactical actions "passing the ball", overcoming first the

passive and then the active resistance of one defender. All exercises are performed on a 20x30 m court. When performing the exercises, the "offside" position is taken into account.

The fourth group consists of game exercises in which two attacking players interact with each other and overcome the resistance of two defenders, regulated by the coach. All exercises are performed on a 20x30 m pitch. The offside position is taken into account when performing the exercises.

The fifth group consists of game exercises of a competitive nature. The exercises are performed according to the rules of football. The actions of each team are assessed, which allows them to be given the character of a competitive confrontation.

The technical fitness indicators of the subjects in both groups did not differ significantly after the completion of the pedagogical experiment.

This is understandable since, as we noted above, the same means and methods of technical training were used in the training process of the subjects in the control and experimental groups, and the volume and intensity of the training load were approximately the same.

Along with this, reliable differences are observed in the indicators of group tactical actions (Tables 1, 2).

Tables 1

Indicators of group tactical actions of subjects in the control and experimental groups after the formative pedagogical experiment

Indicators	Bunyodkor	Obod
Organized Attacks (Number)	65.1 ± 4.0	73.1±5.0
Number of malicious attacks	12.5 ± 0.5	14 .0 ±0.6
Scoring goals from standard situations	0.7±0.04	1.1 ± 0.09
Shots on goal in a match (number)	10.0±0.05	12.8 ±0.08

Number of shots on goal in a match	4.7±0.04	6.1± 0.07

In particular, the subjects of the experimental group made more passes during the 5-minute 2-on-2 game exercise than the subjects of the control group (76.21 versus 59.13 passes). Of these, they made 49.03 accurate passes, which was 64.3%. The number of accurate passes by the subjects of the control group was 32.17%, which was only 54.4% of the total number of passes made.

During the test exercise, the subjects of the experimental group performed 23.13 attacks, of which 10.77 attacks (46.6%) were successful. The subjects of the control group performed only 17.04 attacks, of which only every third (32.2%) was successful - 5.48 attacks.

The subjects of the experimental group made more passes (276 passes) during the two-way 8-on-8 game compared to the subjects of the control group (252.25 passes). Of these, 75.5% of passes were accurate, while in the control group the pass accuracy rates were significantly lower - 68.8%.

Of the total number of passes, 75.5 passes (15.9%) were performed on the move. The control group performed only 68.5 passes per move, which was 14.0% of the total number of passes. This indicates a higher aggressiveness of the playing style of the subjects of the experimental group, manifested in the focus on advancing towards the opponent's goal.

The subjects in the experimental group not only made more passes per run, but also had high accuracy in their execution - 54.3% of them reached their partner (23.75 passes). The efficiency of passes per run among the subjects in the control group was significantly lower - only 15.75 passes out of 35.25 were accurate, which amounted to 44.7%.

Tables 2

Indicators of group tactical actions of subjects in the control and experimental groups after the formative pedagogical experiment (8x8)

Groups	Research group	Control group	t	p
The game is the right decision for tactical situations (score)	11.3 ±0.6	11.2±0.5	1.5	> 0.05

Time spent solving game tactical processes (c)	5.4 ± 0.6	5.3 ± 0.6	0 , 5	> 0.05

Of the 208.50 accurate passes performed by the subjects in the experimental group, 23.75 passes were made on the move (11.4%). The share of accurate passes on the move in the total number of accurate passes by the subjects in the control group was significantly lower - 9.1%.

Conclusions. We have developed a set of 45 game exercises divided into 5 groups taking into account the tactical complexity of the game tasks solved in the process of their implementation: 1) exercises for mastering the ball pass as a group tactical action through the improvement and coordination of individual technical and tactical actions included in its content; 2) exercises for improving the ball pass within the framework of tactical combinations; 3) game exercises "2 on 1" with the use of passes within the framework of tactical combinations; 4) game exercises "2 on 2" with the use of passes within the framework of tactical combinations; 5) game exercises simulating competitive conditions for the use of group tactical actions within the framework of tactical combinations.

The results of the formative pedagogical experiment showed that the subjects of the experimental group, thanks to the application of the game exercise methodology developed by us, taking into account the identified organizational and methodological features, better mastered the group tactical action - passing the ball. This is manifested in a greater number of accurate passes. Losing the ball less during passes, they have more time in possession of the ball, which is manifested in a greater number of passes during the game.

The use of game exercises in the training process in the experimental group allowed them to acquire knowledge about the general features of typical game situations, learn to quickly and accurately recognize them during the game, quickly select from the arsenal of learned tactical combinations those methods of organizing group actions that ensure a successful solution to the tactical task of creating a numerical advantage in the perceived game situation, coordinate their actions with the actions of their teammates. Due to this, they more often than the subjects of the control group use passes to the partner on the move, and they made these passes more accurately.

Summarizing the results of the study, it can be concluded that the use of game exercises leads to the development of tactical abilities, manifested in the speed and accuracy of perception and recognition of game situations, the speed and accuracy of choosing a method for solving a tactical problem of creating a numerical advantage in the area where the ball is located, saving it and realizing it with a final shot on goal.

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