

The Features Of Education-Training Process For Young Boxers

Alimboeva Roziya Dobolbaevna teacher, Department of
Tashkent State University of Uzbek language and
Literature named after Alisher Navoi

Olimjon Muqimov associate Professor,
Department of Physical Education and Sport
Jizzakh State Pedagogical Institute named after A.Kodiriy

Shonazarov.Otabek.Raximqulovich teacher,
Department of Physical Education and Sport
Tashkent State Pedagogical University named after Nizami

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SUMMARY

This article examines the qualitative development of the education and training process for young boxers, and reveals the nature and content of the problem of their preparation for achieving high performance. The role and importance of moral and physical factors in improving the quality of the training process are analyzed.

As we are aware, the development of physical culture and sports in the education system plays a crucial role in promoting healthy lifestyles, enhancing professional and working abilities, long-life, spending leisure time of students meaningfully and upbringing their high patriotism and willpower. To achieve this goal, the № PP-3031 of the President of the Republic of Uzbekistan adopted on June 3, 2017 “On measures for further development of physical education and mass sports”, the PP-3306 Decree of the President of the Republic of Uzbekistan adopted on October 2, 2017 “ On measures for further development of boxing sports” and the № 893 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated November 7, 2017 "On the

Program of Complex Measures for the Further Development and Promotion of Boxing Sports" not only promote the development of physical education and sports but also national sports.

Sports training for children, adolescents and young people not only addresses the issues of general physical training, development and improvement of various abilities, but also helps to shape the personality of the trainees [1,2]. Today, there is a growing need to attract as many children as possible to sports. It wouldn't be an exaggeration that this need is the result of negative trends in the development of society, such as the system of life values, lifestyle, contemplation and evaluation standards in recent years.

Practice suggests that children who are able to achieve high results are inevitable. In addition, it is noticeable that there is a lot of developmental stagnation for young qualified athletes who have spent five to eight years of systematic training to reach their full potential. The research conducted in different years on the reasons for the departure of young athletes from sports has shown that the main source of leaving sports unwisely by young athletes should be studied, first and foremost, in the wrong course of education and training. Therefore, the early withdrawal of athletes from SSCT (Sport School for Children and Teenagers) without completing their studies may be attributed to the lack of professionalism in the training staff. If we regard young athletes leaving schools as a criterion for defining the quality of the SSCT activities and in turn the dynamic of early departure from sport can be taken as an indication of the weaknesses in the organization of many years of training.

The constant presence of children in sports schools are directly connected with the attitude of parents toward sports activities. For instance, deprivation of a child from training is one of the most common types of penalties for bad schooling, where boxing activities are promoted as a obstacle to good or satisfactory learning.

In order to study children's attitudes to sports, we carried out a pedagogical experiment in the SSCT in Nukus city with the following tasks: 1) a set of organizational measures aimed at developing a personal motivation field for young boxers and methods for psycho-pedagogical impact on the child's personality; 2) Special emphasis was placed on creating and maintaining an interest in sports during the program implementation; 3) efforts were made to extend sports-related activities to enhance children's motivation to participate in systematic exercises and competitions; 4) conducting regular educational activities with students and their parents to promote physical education and

enhance their knowledge of the impact of sports on the human body and personal qualities.

Over the first half of the year, up to 50% of the sessions have been spent talking to children, explaining their tasks in detail, explaining boxing techniques and tactics, and special attention is paid to analyzing individual technical behavior of the leading boxers in the school. During the direct training, the children were repeatedly demonstrated the serious errors of the students in specific examples. At first children were given the opportunity to emphasize mistakes and try to identify their reasons.

After the session discussions special emphasis was given to the analysis and conclusion. Information about exercises and test results entered on an agenda and (first by the trainer and later by the student) were discussed with the whole group. The need for strict adherence to the agenda, the importance of good time distribution for the preparation of school tasks, and ensuring proper sleep and rest, the need to carefully studying the new material in school lessons were also emphasized. The process of preparing the young boxer for active action and long-term hard work was primarily based on the motivation and promotion of his or her learning needs in order to do more effective action. However, due to the increasing need for children to move, learn and compete, it requires them to understand the importance of enhancing their physical qualities, coordination skills and boxing techniques. These tasks can only be accomplished through increased workload and ability to overcome the inevitable difficulties.

As a future qualified athlete, a great attention was paid to the joint identification of tasks in the formation of the personal motivation field, the planning of specific indicators, the submission of regular test tasks and control norms. In other words, during the training course the trainer should ensure to teach the most important general training principles, which are the principles of consciousness and visualization. The child's interest grows when the tasks are fulfilled, the norms are met and eventually the desire arises, as well as he or she begins to overcome new challenges and aspires to conquer new horizons.

To ensure that the training activities meet the individual needs of the student, expanding and deepening their interests and each boxer has only real but easy-to-reach goals and encourages young athletes to achieve their goal. A trainee does a certain job only when he or she is convinced about what they are doing is necessary for them and in this case they are able to do it. The following steps can be identified to build confidence in the need for training:

- the learner must understand the importance of playing sport to achieve physical perfection by improving health and all physical qualities (strength, endurance, agility, speed and flexibility);
- the seriousness of a learner's approach to sports must be recognized and promoted by parents, teachers and friends;
- when performing different tasks (assisting the trainer in preparing and cleaning inventory, refereeing and controlling tests, conducting competitions, etc.) a child should understand his or her particular social status;
- when participating in competitions it is essential to perceive the sense of responsibility towards the trainer and teammates;
- the desire to be a “trainer” and the child himself to conduct exercises without the help of trainers;
- understanding the great social importance of sporting success and possible personal perspectives in sports career.

In the experimental group, we have developed specific forms, means and content of educational work to organize the training activities. The work is based on considering the individual skills of children. In analyzing experiment results and conclusions of doctors' supervision in detail, children were explained the need for individualization of training sessions. The children were given the methodology basics of targeted planning based on their data, thus young boxers were given a chance the ability to set equal goals and consequently it allows them to form their own practical experience and defining indicators in each section of sports training.

The work practice of the first year confirmed the correctness of the chosen course. This can be seen in the following results: 1) in the autumn of the following year, the whole group came to training sessions; 2) sports results was not lower than that of other peers in traditional training groups; 3) the direction of motives changed significantly towards the development of sports.

During the experiment, children showed a growing interest in boxing. At the same time, our research has shown that in addition to educational and training orientation, it is necessary to change the curriculum, make it more interesting and diverse in the organization of training sessions.

References:

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