

**SOME FEATURES OF THE METHOD OF TEACHING AND TRAINING OF  
YOUNG BOXERS**

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**Abstract**

Educational and sports work with adolescents should be considered as leading to active sports activities. The basis of the recruitment of groups should be age, physical development and, preferably, weight category. This is convenient, because it will be possible to choose exercises for all those involved in the group.

At the age of 14-16 years, the main task is comprehensive physical development as the basis for the successful mastery of boxing skills. Gymnastic exercises for coordination, speed, flexibility, balance, running, jumping, sports and outdoor games, running on a combined obstacle course, etc. should dominate the classes.

Much attention should be paid to exercises on shells and with shells (stuffed and other balls, hoops, gymnastic sticks, jump ropes and boxing equipment).

Boys 17-18 years old solve more specific tasks of mastering and improving technical and tactical forms of combat; to them increase the requirements for physical and mental stress. Older young men already perceive the verbal method of teaching well, so you can dwell in more detail on the explanation of this or that action.

During combat practice, the number of which increases, more complex tasks associated with the development of endurance are given, the requirements for activity in combat increase.

The duration of the boxing session increases, there are fewer breaks for rest than in adolescents. At this age, include more exercises to develop the speed of action. The number of classes per week is increasing, while more promotions are given to technical and tactical skills. Classes are more individualized, the boxer often performs in competitions, and therefore, purposefully approaches the planning of training, the content of the preparatory, competitive and transitional periods. A clear organization of the educational and training process contributes to the development of such necessary qualities as discipline, attention, activity and hard work. Serious attention should be paid to drill exercises with a clear execution of commands, compliance with consistency in exercises.

Elements of the technique are learned in exercises with a partner. Freestyle combat should be as light as possible. In the classroom, it is necessary to take more frequent breaks for rest, during which to point out shortcomings, to link the episodes of the techniques studied with their use in practice. The duration of rounds of free and conditional combat, as well as other special exercises should not exceed 2 minutes.



Mastery of technical and tactical skills is closely related to training, and therefore, to prolonged physical and mental stress. It should be borne in mind that the younger the boxer, the more the processes of excitation prevail over the processes of active inhibition. Prolonged stress or receiving blows often lead the nervous system into a state of extreme inhibition. Therefore, breaks between individual exercises should be more frequent and longer than when practicing with adults, strong blows during training are completely excluded.

Any new technical and tactical technique is perceived by a teenager in his own way and, when mastered, is transformed accordingly.

The trainer must catch the individual manner of the boxer, take into account all his morphological, physiological and psychological features.

Great art is required for the coach to correctly assess the abilities of the student. To find a gifted young man, to properly organize his educational and training process, to assess individual capabilities, to find means and methods of their development - this is the way to train a boxer. In no case should you select partners for conditional and freestyle combat with a large difference in body weight and physical development. In training, strictly monitor the fight, do not allow excitement, the desire to achieve an advantage with the help of brute force. The coach should not rush to determine the abilities of the young man, they can manifest themselves at different stages of training and training. So, V. Yengibaryan suffered a number of failures at the USSR championship, but continued to train hard, believed in his strength and eventually became the champion of Europe, and then the Olympic. The outstanding boxer V. Popenchenko "matured" almost to the end of his boxing career, becoming the champion of Europe, the best boxer of the Olympic Games in Tokyo.

Older boys are not satisfied with the role of a passive student; they strive for creativity. When conducting classes, you should provide them with some independence in choosing exercises, determining the volume and intensity of training, in planning it. Thus, creative contact is created between the trainer and the student and is supported by high-level joint work. The student can move independently from one stage of his actions to the next, more complex one. The coach objectively evaluates his actions, seeking self-control and objective evaluation also from the student.

During training with young men, especially younger and middle-aged, it is advisable to take several breaks of 5-6 minutes, for example, after warming up, after exercises with a partner, before and after exercises on shells. This helps to maintain the speed of action throughout the lesson. From the very beginning of boxing activity, a young man should be accustomed to exercises with a partner in a mask and with a tooth (well fitted). Covering the head and protecting the lips contribute to concentration during the action in the middle and near distances, the acquisition of skill in such complex defenses as dives and slopes, especially when approaching the enemy.

In combat gloves, you should not practice striking shells, because you will not develop the skill of an accurate strike. The blow should be applied not strongly, but quickly, exactly in a vulnerable place and with a striking area of the fist.

Classes should be carried out lively, interestingly, each subsequent replenishment with new emotional exercises. It is necessary to pay attention not only to specially directed exercises,



but also to exercises of a somewhat abstract nature, but important for the development of the qualities necessary for a boxer (relay, mobile and sports games, etc.). Outdoor activities should be held whenever possible; this contributes to a better metabolism, hardening, less fatigue and the creation of positive emotions. In addition, when conducting classes in the open air, the trainer has the opportunity to use a wider choice of means for the development of certain physical qualities.

You can practice conducting the preparatory and final part of the lesson in the open air.

The training session should end in an organized manner: sum up its results, point out the general shortcomings of the group, each individually, note the positive aspects. It is advisable to demonstrate films (15-20 minutes) before classes, in which students could watch the use of technical and tactical elements that they will work on in the next training.

An important factor in the education and upbringing of a young man is self-education. In sports, you can not achieve high sports results without independent work on yourself; this must be taught from adolescence. The trainer should give tasks to the young boxer for a month, a week, every day, teach the selection of exercises for the development of certain physical, technical, tactical and moral-volitional qualities, the alternation and dosage of these exercises. A young boxer should get used to the independent performance of morning exercises, know what exercises he will do in the upcoming training, clearly understand the goals and objectives of the training, the sequence of exercises. Such preparation for classes sets up the boxer for active training. Under the supervision of a trainer, a boxer should keep a diary of training and self-control.

The task of the coach is to create such situations in the classroom that would push the student to think about the way to solve them. An important role in the successful mastery of skills is played by the assessment of the development of physical, technical, tactical and volitional qualities. The most effective indicator is competition and combat practice, but you should periodically arrange control tests for individual special exercises (for example, the number of jumps with a rope at a certain time, blows to the bag, short-distance running, crosses, exercises with objects and without objects for speed, coordination, flexibility, etc.). This will contribute to the development of the desire to achieve better results.

The trainer should monitor the development of good posture in young boxers, apply corrective exercises.

Medical examination and constant monitoring – the joint activity of the doctor and the coach in working with this age – should be linked and effective.

The coach conducts a lot of educational work: monitors the implementation of tasks, keeps in touch with parents, school in order to jointly influence and help, raise discipline and encourage good deeds. Great respect among teenagers is caused by the high professionalism of the coach - knowledge of the subject, self-demandingness, which they try to imitate. Young men are well versed in the morality of the coach, his civic qualities.

The coach has great responsibilities not only in the physical education of students, but also in the spiritual, because children of this age are most capable of being influenced by those people whom they believe, respect and imitate. Therefore, the coach (teacher) should be a person of high culture and personal accuracy, diligence, the whole way of life to be an example for his



wards. He is responsible for the sports future and the health of students, therefore, he must be attentive, demanding, persistent, patient and caring in his work with young boxers.

The main method of scientific research is the method of comparison and analysis of qualitative and quantitative indicators obtained by observing the phenomena under study. Comparing various data of the studied process, the researcher identifies the patterns of its course, looks for opportunities to control it, cause or prevent the appearance.

In order to determine the direction of the study and clarify its possible results, the researcher must have certain knowledge and experience. Therefore, scientific work is preceded by a period of practical activity, the accumulation of knowledge and experience in this sport.

The first stage of scientific work is the study of what has already been done in this and related fields of activity. It may turn out that the problem of interest has been investigated and solved. If the problem is studied in a general way, you can use the known data and focus on the study of individual issues. The study of the state of related sciences will help the researcher to obtain additional and auxiliary data that facilitate work on the chosen topic.

Very valuable data is provided by the study of practical experience.

The next stage of scientific work is the analysis of data obtained in the study of literary sources and experience. This stage ends with the final clarification of the main direction of the study, the clarification of assumptions (hypotheses) and the definition of organizational forms of work and methods for obtaining objective data. The stage ends with the refinement of the research plan.

The main stage is, as a rule, experimental studies. The researcher checks in specially organized conditions the effectiveness of a particular training method, a variant of the technique, etc. The data should reflect the most significant in the phenomenon under study. Some topics can be developed without the formulation of experimental research, for example, topics on the history of the development of boxing or individual questions of the methodology. In these cases, the researcher studies in depth the literature and practical experience.

The scientific study ends with data analysis with conclusions and proposals for implementation in practice.

Conclusions and proposals should be brought to the attention of the masses of practitioners and checked by practice.

The main methods of generalizing experience are the study of literature and the study of practical experience.

### **Study of Literature**

First of all, you need to make a list of books, brochures, articles and manuscripts in which there may be materials of interest to the researcher. The list of references should be as complete as possible, include works for the last 10-15 years (including capital works on related sciences).

The list is compiled on the basis of bibliographic reference books and library catalogs. 1:glm and catalogue sh: journal articles are indicated, you should view the lists of articles usually placed in the last issue of the journal for each year. Then make a list of questions and prepare cards for statements.



Studying a book or article, you should not make extracts and notes at the first reading. The first time you need to read the whole book (or chapter), marking on a sheet of paper the pages and paragraphs in which the material of interest is presented. At the second reading, it is not necessary to re-read the entire work. You can limit yourself to re-studying the previously marked sections and pages, taking notes on their content and filling out cards for the file cabinet.

One card contains the opinion of the author of the book on one issue. Thus, after processing one book, the researcher will fill out as many cards as he has outlined. The same number of cards will be filled out after processing the next book, etc.

Cards are folded not by the names of books, but by questions. Having finished studying the literature, the researcher will receive a file cabinet with the opinion of all authors on each of the questions of interest.

In conclusion, the researcher summarizes the studied literature and draws conclusions about the state of the issue in the literature (in what plan is covered, what is more developed, etc.).

Work on the literature can be completed by compiling a summary table of literary sources.

### **Generalization of Practical Experience**

The study of work experience is carried out through conversations with teachers, coaches, scientists, athletes, questionnaires; review planning and accounting documents; monitoring work practices; organization of accounting of practical work on special forms.

You need to prepare for the conversation and survey in advance by compiling a questionnaire on a special form. Put the results on the cards and make a file cabinet.

When questioning, special attention should be paid to the definition of the list of questions and their presentation. Do not overload the questionnaire with a large number of questions, as well as put questions in too general a form or in wording that allows for different interpretations. Questions should be formulated specifically and so that the filler can answer with a short phrase or one word "Yes", "No", "I agree", etc. So, for example, when studying the technique of a direct blow, you should not write in the questionnaire - "How is the blow performed?". Such a question can be answered with a whole article, and miss just the detail that interests the researcher.

Before sending out questionnaires, it is advisable to check them on several comrades, employees (ask to fill in), without explaining questions and without giving any advice. Analysis of the answers will reveal whether the questionnaire is correct.

The study of planning and accounting documents can provide valuable information for work related to the study of teaching methods, training. At the same time, it should be borne in mind that the data obtained during the analysis of these documents (accounting journals, athlete diaries, section reporting documents, etc.) are not always correct enough. Therefore, it is necessary to process a large number of such documents, to summarize the experience of many boxers.

Using the data of other researchers, it should be borne in mind that they could make mistakes due to the fact that:

evaluation of the results of the study was given by different people and in different conditions;



data obtained with the help of unverified measuring instruments;  
the qualifications of the persons who took the measurements varied;  
records were kept carelessly.

### **Methods of Obtaining Scientific Data**

As mentioned above, the main method of research work is the method of comparison and analysis of data on the phenomenon under study. In order to obtain them, it is necessary to conduct observation and fix the most significant changes. So, for example, if the effectiveness of two methods of teaching beginners is investigated, then it is possible to determine the best of them only by comparing the results of training: the degree of assimilation of new movements, the results shown when performing control tasks, etc. When studying the problems of training, it may be necessary to measure its impact on the state of the cardiovascular and other body systems, the mental state of the athlete, muscle strength, speed, coordination of movements, etc.

Methods of obtaining objective data in the field of physical culture and sports can be divided into five main groups: 1) visual observations; 2) registration of external manifestations of actions; 3) the study of the internal reactions of the body to physical exertion; 4) examination of the mental state; 5) study of the reaction of the central nervous system.

### **Visual Observations**

Visual observation is the simplest and most common method of obtaining data and evaluating it. It is publicly available, makes it possible to observe the process of action itself. But the data of visual observation are approximate, inaccurate. It is impossible to accurately measure either strength, speed, or even the shape of movements, especially to obtain data on the internal reactions of the body. This universal method should, as a rule, be supplemented by others that accurately record at least the main indicators necessary to study this phenomenon.

Visual observations should be carried out objectively, focused and systematically. The personal opinion of the observer should not interfere with seeing and fixing what contradicts and does not confirm his point of view. A researcher should not be like a football "fan" who does not notice the mistakes of the players of his favorite team and "sees" the mistakes of another team even where they do not really exist. You can not get carried away with wrestling, secondary details, etc. Attention should be focused on the phenomenon that is being studied; to fix all the details of the phenomenon, it is necessary to determine in advance the observation system (list of objects, sequence of observation) and prepare an observation file *with* a list of questions.

For greater reliability of the results of visual observation, especially in cases where the data are of great importance for the conclusions, observations should be carried out repeatedly and in different conditions.

In some cases, the researcher can obtain valuable materials by directly observing the practice of working in sections, at training camps, etc.



The form of the card is developed in accordance with the tasks of observation. So, for example, if the observation is carried out during the competition in order to find out the characteristic features in the application of blows, then the card may have the form given in Table. 16.

Two boxers are recorded in the card: a boxer who is being watched, and his opponent, since without data of the opponent's skill it is impossible to objectively assess the subject - boxers can have different levels of physical, psychological and tactical training.

The score can be given in points and the number of strokes.

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