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## **DEVELOPMENT OF AGILITY OF YOUNG FOOTBALL PLAYERS IN THE PROCESS OF SPORTS TRAINING IN SPORTS SCHOOL**

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**Анотація.** У публікації розкриваються основні вихідні положення експериментальної методики розвитку спритності юних футболістів у процесі спортивної підготовки в ДЮСШ, уточнюються завдання, конкретизується зміст цього цілеспрямованого педагогічного процесу, визначаються умови підвищення його ефективності.

**Ключові слова:** спритність, юні футболісти, спортивна підготовка.

**Abstract.** The publication reveals the main initial provisions of the experimental methodology for developing the agility of young football players in the process of sports training in the Youth Sports School, clarifies the tasks, specifies the content of this purposeful pedagogical process, determines the conditions for increasing its effectiveness.

**Keywords:** agility, young football players, sports training.

**Relevance of the research topic.** The constant growth of the level of football requires steady improvement of sports training of young football players, modernization of the selection and forecasting system, increasing the efficiency of management of the educational and training process, improving the quality of training of qualified personnel.

Throughout the history of the development of the system of long-term training of football players, especially in recent years, scientists and practicing teachers have made a lot of efforts to improve the training process. Actual problems of sports training of football players of different ages and qualifications were devoted to their research by K. Vikhrov, V. Kostyukevich, G. Lysenchuk, I. Maksimenko, V. Nikolaenko, V. Pshibilsky, V. Solomonko, V. Shamardin, and other scientists.

The analysis of scientific and methodological literature and the generalization of advanced practical experience show that the development of motor qualities of young football players is one of the priority issues that require an effective solution on the way to achieving the planned sports results. In the multi-year training system, the process of improving motor qualities is constant and endless. It involves an active and systematic search for new ways, forms and methods of improving the quality of the educational and training process of young athletes.

According to experts, one of the most promising areas for improving the effectiveness of the educational and training process of young football players is one that is based on taking into account the compliance of individual capabilities of the athlete with the proposed tasks and requirements put forward at the present stage of development of the game [1, 2, 5]. After all, the successful conduct of competitive wrestling requires the manifestation of the athlete's ability to skillfully operate his own motor arsenal, which allows him to effectively and qualitatively act in complex game situations that are dynamically developing and extremely limited in time. At the same time, the basis for positive changes in the training of young football players are functional capabilities

and physical qualities, the current place among which belongs to agility.

This complex physical quality determines the effectiveness of game actions and the quality of solving most technical and tactical problems. It is from the readiness of a young football player for optimal mastery, control and regulation of motor actions, which determines the essence of agility, to a large extent depends on the formation of his sportsmanship.

**The purpose of the study** is to reveal the initial provisions of the experimental methodology for the development of agility of young football players in the process of sports training in the sports school.

**Research results.** Achievement of planned sports results is impossible without a clear and objective understanding of the entire training process, which is based on the laws of the formation of sportsmanship. These patterns are determined by factors that determine the effectiveness of competitive activity and the optimal structure of preparedness, the peculiarities of adaptation to the means and methods of influence characteristic of football, the individual characteristics of children, the timing of the main competitions and their compliance with the optimal for achieving the highest results of the athlete's age, the stage of long-term sports improvement [7].

Objectively existing laws of medical-biological, psychological-pedagogical, social, sports nature are realized and revealed in didactic (scientific; consciousness and activity; consistency, consistency and continuity; accessibility and individualization; strength and progression; connection of theory with practice) and specific principles of sports training (focus on the maximum possible achievements, in-depth specialization and individualization; continuity of the training process; unity of general and special training; cyclical preparation process; unity of gradual increase in loads and their tendency to the maximum possible values; undulation and variability of load dynamics; the unity and interconnection of the structure of competitive activity and the structure of the athlete's preparedness; age adequacy of many years of sports activity), which determine

the requirements for the structure, content, nature of this activity and act as its regulators.

All principles are implemented in a close relationship, providing a correct understanding of the process of sports training as a consistent mastery of the athlete's maximum possible level of intellectual, technical, tactical, physical, psychological and gaming preparedness, which is determined by the specifics of football and ensures the achievement of planned sports results in competitive activities. Since the implementation of these principles contributes to the effectiveness of sports training, they can act as organizational and methodological foundations of any side of this process, including the development of the agility of young football players.

The formation of the experimental methodology is based on the following pedagogical provisions:

- purposeful development of agility taking into account the age and individual characteristics of students in accordance with the tasks of sports training at the stage of in-depth sports specialization;
- an integrated approach to learning motor actions and the development of agility;
- building thematic series of classes that allowed consistently and qualitatively to assimilate complex motor actions and develop general and special dexterity;
- gradual enrichment of the experience of coordinating movements based on elements of novelty;
- providing motor symmetry of possession of game techniques.

The implementation of these provisions is aimed at achieving the proper level of development of the dexterity of young football players, which allows the successful conduct of competitive wrestling in the conditions of gaming and competitive activity. Such a planned level of development of agility requires a comprehensive manifestation of coordination abilities and implies that the athlete:

- 1) is able to perform complex motor actions;

2) performs them accurately (accuracy in this case means that the biomechanical characteristics of these movements are close to the reference);

3) qualitatively rebuilds its activities in constantly changing conditions;

4) quickly absorbs new motor actions [4, 6, 8, 9].

Accordingly, the general guidance of all training sessions, the task of which includes the development of dexterity, should provide for compliance with the following conditions:

a) ensuring positive emotional and psychophysical state of students;

b) conducting classes on the development of dexterity against the background of sufficient recovery of the body after previous loads;

c) the implementation of the task of developing dexterity in the structure of a separate lesson is planned at the end of the preparatory and at the beginning of its main part;

d) intervals between repetitions or series of individual exercises should be sufficient to restore performance;

e) education of dexterity should occur in close connection with the development of other physical qualities and the formation of motor skills.

Improvement of any physical quality requires taking into account its sensitive period, the patterns of interaction of motor abilities, the specifics of the sport, the content of educational material, sexual-age and individual characteristics of students, material and technical support and is closely related to the process of forming motor skills.

The purposeful development of agility is not an isolated process, since any motor aspect of solving game problems is always interrelated with the intellectual, technical, tactical, physical and psychological capabilities of the athlete. This relationship is due to the complex nature of gaming activities and the integrity of motor actions in football. Each player's action arises as a result of a system of knowledge, the manifestation of physical and psychological qualities, motor experience and is realized as a holistic effect, as an integrative education. [9]. The absence of at least one of the components or an insufficient level of mastery of it inevitably

leads to a decrease in the effectiveness of the game action, and as a result, makes it impossible to achieve high sports results. At the same time, comprehensive sports training implies optimal compliance of all its parties, taking into account the full realization of the athlete's capabilities. According to the theory of functional systems developed by P. Anokhin, harmony is achieved not only on the basis of communication and interaction, but also based on mutual perception. Accordingly, the education of a young football player's agility should take place in such a combination with other parties to sports training, in which their mutual perception will be carried out, due to which an increase in the level of physical and technical preparedness will contribute to the growth of others. And vice versa. By developing the intellectual, psychological, physical and tactical capabilities of the individual, the coordination and technique of the athlete will be improved.

The content of the training process is determined by the content of competitive activity, game competitive actions and the conditions for their effective implementation. The relationship of training and competitive activities is provided through integrative training, the highest form of which is educational, control and competitive games [4]. These games allow you to maximize the training effects of physical, technical and other aspects of sports training in a holistic competitive activity.

Accordingly, the training activities of students to develop agility should be aimed at solving the following tasks:

- purposeful development of agility;
- consolidation of skills in possession of game techniques;
- expansion of the range of variation of technical elements, tactical actions;
- completion of game techniques individualization;
- achieving integration of game techniques and motor abilities leading to their performance, primarily coordination;
- high efficiency of game techniques in game and competitive activities.

Thus, at the first stages of sports training of young football players there is a completion of the formation of basic motor skills and the formation of super skills - a system of skills of the highest order, characterized by variability, creativity, individualization, high stability of game receptions in difficult and extreme conditions, that is, in game and competitive activities. Therefore, the consolidation and improvement of game techniques is carried out in variable and complicated conditions, and the development of agility itself should include elements of novelty. It is proposed to perform motor actions with different speed and strength, the space for the implementation of the techniques of the game, the position of the ball changes, the requirements for the accuracy of the execution of the elements of technology increase, their combination and opposition (passive and active) from the opponent are assumed, additional tasks and rules are used.

Proper development of agility of young football players in the process of their sports training is possible on condition of systematization of appropriate means, determination of their orientation taking into account projection of each of them on game and competitive activity. Since agility is determined by the complex manifestation of general, special and specific coordination abilities, it is advisable to group the means of developing this physical quality in accordance with the essence of these abilities with the reflection of a certain side of sports training in their content.

The method of developing the agility of young football players involves the use of specially developed exercises, combined into educational complexes that correspond to the stages of sports training and obey the basic didactic principles. At the same time, for the development of general coordination abilities, complexes of means are proposed, the implementation of which is related to physical training and does not include work with a football for the intended purpose. Complexes of means aimed at improving special coordination abilities correspond to the individual actions of the player in football and reflect, first of all, the content of technical training. Accordingly, the complexes of means implemented in order to develop specific coordination abilities

involve the execution of group and team actions and are closely related to the tactics of football. In turn, the use of mobile and educational games in the educational and training process requires the manifestation of dexterity as a complex of coordination abilities and will provide solutions to the problems of game (integrative) training of young football players.

So, such an open system of training tools, on the one hand, allows you to purposefully influence the development of agility, and on the other - makes it possible to improve the various aspects of the sports training of young athletes.

Indicative complexes of means aimed at the development of general coordination abilities include acrobatic exercises (forward, backward and sideways rolls; forwards and backwards; series of overturns; exercises with a rope (running over a rope, high steps, basic jumps, jumps with alternating legs, combined jumps); jumping exercises (jumping in place with one and two legs, jumping with advancement in different directions, alternating jumps and jumps, running jumps, jumping on marks, through stuffed balls and other obstacles, jumping up); running exercises (with a high lifting of the thigh, with throwing shins (back, outside, inside), with jumps, running jumps, with acceleration, with a change in the direction of movement, alternating running with turns and jumps, jerks from various starting positions, shuttle running).

Indicative complexes of means aimed at the development of special coordination abilities contain:

- exercises with the ball (juggling balls of different weights and sizes, according to tasks, hitting the ball for accuracy; to range; in conditions of limitation of time and space; after performing additional tasks: rollover, squat, jump, etc.; stopping the ball in conditions of limited time and space; from different starting positions; using two or more balls; with the performance of additional tasks: with departure to the side, after a rollover, squat, jump, etc.; conducting the ball according to its own instructions, with deceptive movements against an imaginary opponent, a combination of conducting the ball, deceptive movements and strikes in different ways



at its own discretion, performing game techniques with balls of different sizes, in non-standard conditions (sites with a slope, on sand, etc.);

- game tasks (stopping the ball on tasks: after a toss (transfer) in the under-delivery; to the left - to the right of the player; with departure to the side; using two or more balls, etc.; stopping the ball coming to the player from any direction; with different force and trajectory; shots into the gate in various ways according to the tasks: with the definition of the part of the gate for hitting, the force of the blow, the distance to the gate, etc.; running the ball on tasks: with a change in direction and speed of movement, with a stroke of obstacles, a restriction in space, in combination with other motor actions, etc.; a combination of dribbling, deceptive movements and punches on instructions; performance of game techniques according to additional requirements: for a while, only in a certain way or the number of touches, etc.

Indicative complexes of means aimed at the development of specific coordination abilities involve the transfer of the ball according to tasks: a certain distance; trajectory and strength of flight of the ball; through obstacles; in one or two touches; with the change of places by players; transfers by one and two balls in pairs, threes, fours, columns in combination with his stops; performance of ball transfers in the structure of group tactical actions: interaction of players in combinations "to the wall," "crossing," "with one touch," "passing the ball," etc.; kicks into the goal after transfer from the partner without movements; kicks into the goal after transfer from a partner with movements in certain sections of the field (pairs, triples); performing ball passes in the structure of team tactical actions: the interaction of players in a quick and positional attack; performing game techniques in conditions of passive and active opposition to the opponent.

Complexes of means complement mobile and educational games, namely:

- "Break the wall," "1000," "Battle of the roosters," "Day and night with balls," "Kvach with the ball," "Ball in the air,"

"Ball to the captain," "Ball to the middle," "Hit the target," "Shootout," "The right football player," "Ball kicks from the circle," "Do not miss the ball," "Start behind the ball," "Ball into the goal with kvach," Jugglers, Ball over the net, Save the ball, "Round ball," "Two balls through the net," linear, counter and round relays, etc.

- Varieties of the game "Square":  $3 \times 2$ ,  $4 \times 2$ ,  $5 \times 2$ ,  $5 \times 3$  on areas of the football field or grounds of different sizes without limiting the number of touches to the ball and with a certain number of them.

- Game tasks in exercises with "Ball holding."

- Educational games  $3 \times 3$ ,  $4 \times 4$ ,  $5 \times 5$  on one gate.

- Training games in limited or full squads on 3 - 4 gates.

- Training games for two gates with the definition of zones on the field, where it is mandatory to perform a certain task: the number of passes, their variety or touches, ball management, deceptive movements, etc.

- Training games in unequal numerical syllables or with a handicap (handicap).

- Educational games with the implementation of certain group and team actions in game situations and standard positions.

These complexes of means in parallel with the development of agility form the player's ability to instantly make the right decision in a particular game situation, effectively perform it and rebuild the motor actions in accordance with the circumstances. According to many experts [3, 4, 7], it is the dexterity of a football player that largely determines the level of his technical and tactical skill. In particular, V. Kostyukevich notes that football training programs will be effective if they are aimed at the simultaneous development of agility and technical and tactical skills [4]. At the same time, assessing the dexterity of a football player in the implementation of any justified motor task should include determining not only its manifestation in individual elements, but also taking into account the degree of correspondence of the performance of motor actions to the current game situation and team tactical plan.

Experimental method of development of agility involves the use of various methods and methodical methods of sports training, namely visual methods - showing, demonstration on the diagram and video, viewing training sessions and official competitions; verbal methods - a story, explanation, indication, remark, belief, conversation; practical methods - methods of clearly regulated exercises, game method, competitive method.

Practical methods of developing agility are the methods of clearly regulated exercises, game and competitive. Among the methods of education of physical qualities, methods of standard and variable exercises and the method of circular training are used. The most common methods of learning motor actions are the method of combined influence and the method of teaching exercises in general (in general). At the same time, students' attention should be focused on the formation of knowledge about the upbringing of physical qualities, rational ways of performing motor actions, adequate perception of their movements by students, as well as mastering the ability to evaluate the techniques of the game.

The perfection of perception of the movements and positions of a body is promoted by those exercises and tasks which performance requires clear spatial and temporal regulation of movements and muscular efforts where the close connection between direction, speed, duration of motor actions, muscular efforts and result of their consistency is provided. In addition, exercises are often used, the beginning of which involves unusual initial positions, asymmetric movements, mirror performance of motor actions, various muscle tension, complications of movements with additional tasks, changing the ways of performing them. The quality of the proposed exercises depends largely on the coordination of movements.

All complexes of means used in the preparation of young athletes should provide a versatile effect on the body of children and require a clear dosage of loads. Physical activity is the motor activity of a person, providing an active reaction of the functional systems of his body. It is necessary to

distinguish between the external (physical) and internal (physiological) sides of the load [7].

The components of the external side of the load are the volume of physical exercise, reflecting the quantitative indicators of the effect of motor actions on the body, and its intensity, which characterizes the strength of this effect. Indicators of the volume of the load are the number of physical exercises, the duration of their implementation, the total time of motor activity, the length of the distance covered, the weight of the load, etc. The intensity of the load is characterized by indicators of the speed and pace of movements, the magnitude of acceleration, coordination complexity, the density of the impact of exercises, etc.

The inside of the load is determined by those functional changes that occur in the body as a result of certain external influences. In the conditions of the training session, the heart rate (heart rate) and external signs of fatigue can be considered sufficiently informative indicators of this side of physical activity: skin color, breathing pattern, sweating, coordination of movements, well-being, etc.

Important factors of the degree of influence of motor actions on the adaptive processes of the body are the duration of rest between the performance of physical exercises and its character - passive, active, combined.

In our study, the dosage of loads implies a clear regulation of their volume and intensity, rationally combined with rest intervals. The optimal ratio of volume and intensity of the load is determined primarily by the purpose for which the exercise is applied. The distribution of physical activity in the lesson can be different. In each case, it corresponds to the tasks of the lesson, the age and individual characteristics of the students, the content of physical exercises and the conditions for their implementation. General requirements for performing exercises include ensuring sufficient time to restore the body between them, the presence of elements of novelty, the prevention of fatigue, etc.

Directly, the algorithm for developing the agility of young football players involves performing a number of technological operations in the following sequence:

1. Setting goals and objectives based on determining the level of sports readiness of the student. To do this, in addition to studying planning documents, pedagogical observations, conversations and interviews with coaches, motor test tasks were used.

2. Selection and systematization of the necessary means to solve the tasks. The choice of means is carried out on the basis of the content and requirements of the current curriculum for children's and youth sports schools, taking into account the sensitive period of education of dexterity, the patterns of interaction of motor abilities, the specifics of football, the age and individual characteristics of students, material and technical support, etc.

3. Determination of optimal methods of training and education, ways of organizing the activities of students. The main methods of development of agility are the methods of standard and variable exercises and the method of circular training. The use of these methods requires appropriate knowledge about the peculiarities of the influence of each of them on the student's body.

4. Finding out the place of each tool within a particular occupation and in the cycle of training sessions, taking into account the generalization, concentration, dissociation of physical qualities, as well as positive and negative transfer of motor skills. Indeed, in certain cases, the development of one physical quality may be accompanied by the growth of others that have not specially developed (generalization of physical qualities), and in other cases, with the excessive development of one quality, the inhibition of others (dissociation of physical qualities) will occur or its development will not be accompanied by the growth of others (concentration of physical qualities).

5. Determination of the magnitude of physical activity and their dynamics in the pedagogical process in accordance with the laws of adaptation of the student's body to physical activity, as well as to the period of sports training. At the same time, physical activities included both training and competitive activities of students and corresponded to their age, individual characteristics and functional capabilities.

## 6. Analysis of the results of the development of dexterity.

According to the last point, an important component of the developed methodology is integrated control and self-control.

In the process of sports training, comprehensive control is considered by specialists in three aspects: as an element of general process management; as a set of special measures of the control service; as providing feedback in order to monitor the state of preparation [4, 7].

Using psychological-pedagogical and medical-biological indicators, operational, current and staged control provide information on the system "training activity - competitive activity - sports achievements (result)." Registration of quantitative and qualitative indicators of the characteristics of training exercises allows us to assess the effectiveness of the selected means, methods, conditions for their implementation and compliance with specific tasks of sports training, including the development of dexterity. Fixing the complex of game actions in competitive activity helped to determine the level of preparedness of individual players and the team as a whole.

For effective control of various sides of sports training, appropriate criteria are required, which on the one hand objectively reflect the level of preparedness of young football players, and on the other hand were easy to use. At the same time, objective criteria should always be supplemented by subjective ones, which are the basis of self-control and act as a necessary and informative link in the activities of each individual.

Self-control actions of students involve self-esteem and self-correction, which perform an important function in the formation of young football players. Self-esteem includes the allocation of their own knowledge, skills regarding the game of football, finding out the state of development of physical qualities, especially agility and comparing them with the requirements put forward to the young athlete at a certain stage of training. On this basis, the young football player, both independently and with the help of teachers, must adjust his further activities.

## **Conclusions.**

The experimental method of developing the agility of young football players in the process of sports training in the Youth Sports School involves the implementation of a system of means that correspond to general, special and specific coordination abilities. This systematization of training equipment will allow, on the one hand, to purposefully influence the development of agility, and on the other hand, it will make it possible to improve the various aspects of the sports training of young athletes. The training process should be provided with a complex of general pedagogical (verbal, visual) and practical methods: clearly regulated exercises, playing and competitive. The leading methods of development of agility are the methods of standard and variable exercises, as well as the method of circular training. In this case, in each case, the dosage of loads should correspond to the tasks of the training session, the age and individual characteristics of the students, the content of the proposed exercises and the conditions for their implementation.

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## **FORMING THE INTEREST OF PRESCHOOL CHILDREN 5-6 YEARS IN SPORTS – WAYS OF IMPROVEMENT**

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***Annotation.*** The publication reveals approaches to forming children's 5-6 years interest in sports. The identified