

Use of mobile and educational games in the sports training of young football players

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Purpose: *determine the content and sequence of the use of mobile and educational games in the process of sports training for young football players.*

Material & Methods: *analysis, synthesis and generalization of scientific information on the problem of research, educational and methodological literature and Internet sources, pedagogical observations.*

Results: *it is established that the effectiveness of the use of mobile and educational games should be ensured not only through their appropriate selection in accordance with the pedagogical conditions and due organizational and methodical decision, but also by determining the optimal sequence of their implementation in the training process, adapting their content and structure to the contingent students and a specific pedagogical situation. The generalized sequence of application of these games in the process of sports training of young football players is considered, on a specific example their approximate content is revealed.*

Conclusion: *the content and sequence of the use of mobile and educational games are determined by methodological provisions that provide for the primary solution of the tasks of the individual side of the training of young football players with the subsequent resolution of interrelations in its limits. After that, those tasks of a certain side of sports training that can be solved by means of another are realized. In the future, the relationship and integration of two or more parties of long-term training is carried out in control games and official competitions.*

Keywords: *mobile and educational games, sports training, young football players, use.*

Introduction

Constant growth in the level of football requires a steady improvement in the sports training of young players, the modernization of the selection and forecasting system, improving the management of the training process, improving the quality of training of qualified personnel.

In the conditions of reorientation to the new conceptual provisions in the system of reserve preparation in sport, a number of topical issues have been singled out, on which the solution of the problem of the formation of the sporting skills of young football players depends. Analysis of scientific and educational literature allows us to state that: fundamental research, which is characterized by a comprehensive approach, a wide age range, aimed at deepening and expanding the theoretical and methodological foundations of children's and youth football is not enough [2]; in children's and youth football there are still unsolved a number of issues related to the construction and content of the training process at the stages of initial, preliminary basic and specialized basic training [5]; contradictions remain between training and competitive activities in the system of long-term preparation of the football reserve [7]; as a result of organizational and methodological miscalculations in the preparation of young football players, premature exhaustion of the reserve capabilities of their organism occurs [11].

Improvement of sports training should be carried out on theoretical and methodological bases, reflecting the current trends in the development of football, the main of which V. Shamardin determines the increase in the number of power combat and speed of the game, improving the interaction of players in the changing of their functional duties, further im-

proving collective action and strengthening their role in the attack and defense, increasing the reliability of the implementation of technical and tactical actions and gaming tasks, involvement in playing episodes of numerous groups of football players [12].

A necessary factor for the successful solution of the tasks of sports training for young football players is the provision of mutual communication and assistance of all parties to this long-term process – theoretical, technical, tactical, physical, psychological and integrative (game), as well as training and competitive activities. At the same time, the formation of links between the components of training with the aim of uniting them into a single integrated competition activity requires a continuous, purposeful impact.

An important indicator of achieving the planned results in the training process is the ability of each student to effectively apply gaming techniques in difficult game and competition conditions. Young athletes should learn how to implement the entire amount of program material in gaming and successfully adapt to the specifics of football competitions. Integral components of this pedagogical process are mobile and educational games. Their use allows qualitatively solve various cognitive-developing, educational, control and evaluation, recreational and recreational tasks, facilitates the transformation of differentiated educational and training effects in the effectiveness of gaming and competitive activities.

The effectiveness of competitive activities in football is ensured by the appropriate level of all aspects of the sports preparedness of each player and the team as a whole. In this case, the best way to prepare for the game is herself. However, as V. Nikolaenko points out, today the model of the training

and exercise is not a game, but an exercise that significantly hinders the growth of the sports skills of young football players [7]. After all, it is utopia to teach to play with only one exercise. Exercise is a kind of football theory, and the game is a practice. And no matter how much the pupil does not exercise with the ball, it does not guarantee that he will learn how to play [10]. The need for systematic work on what a young football player will deal with on the field during the competition determines the need for optimal use of the potential of the game in its various forms in the training process.

Purpose of the study: to determine the content and sequence of the use of mobile and educational games in the process of sports training for young football players

Material and Methods of the research

To achieve this purpose, a set of interrelated methods was used, namely: analysis, synthesis and generalization of scientific information on research, educational and methodological literature and Internet sources, pedagogical observations.

Results of the research and their discussion

A purposeful process of training young players is based on the laws of the formation of sportsmanship. According to V. Platonov, these regularities are stipulated by the factors determining the effectiveness of the competitive activity and the optimal structure of preparedness, the peculiarities of adaptation to socially characteristic means and methods of influence, the individual characteristics of children, the timing of the main competitions and their correspondence, optimal for achieving high results of the athlete's age, long-term sports development [9].

Objectively existing patterns of medical-biological, psychological-pedagogical, social, sporting character are realized and unfolded in didactic (scientific, conscious and active, systematic, consistent and successive, accessible and individualized, strength and progress, the connection between theory and practice) and specific principles of sports preparation (focus on the maximum possible achievements, in-depth specialization and individualization, continuity of training on the process, the unity of the earth and the special preparation, the cyclicity of the preparation process, the unity of the gradual increase in loads and their tendency to the maximum possible values, the waviness and variability of the dynamics of the loads, the unity and interrelationship of the structure of the athlete's competitive activity and structure, the age-related compliance of long-term sports activity) which determine the requirements for the structure, content, nature of this activity and act as its regulators. All these principles are implemented in close relationship, providing a correct understanding of the process of sports training, as a consistent achievement of the highest possible level of preparedness by the individual, largely determines the results of her participation in competitions.

Didactic and specific principles of sports training serve as guidelines for determining the content and sequence of using mobile and educational games in the training of young athletes. The essence of these games is a meaningful activity aimed at achieving specific motor tasks in a rapidly changing environment. Their characteristic feature is the gaming techniques – active creative motor actions aimed at achieving

the goal of a game and are motivated by its common design. Motor actions are determined by certain rules, which determine the manifestation by children of the corresponding initiative behavior. On the way to victory, the purposeful nature of the behavior requires an analysis of the situation, constantly changing, predicting it and effectively responding with the use of a large volume of motor actions in various combinations and variations, manifesting the necessary qualities, abilities, and Fig. Independence and relative freedom of action in combination with the fulfillment of the established conventions accepted by players under the subordination of personal interests are realized in conditions of emotional saturation and entertainment.

The game as a manifestation of one of the main types of human activity can be viewed from different perspectives: pedagogical as a means and method of influencing the individual, psychological as a means of mental development, a way of mastering social relations and collective forms of activity, according to sociological ones, as a condition the emergence and development of communication, the relationship of people, etc., in contrast to games in general, in mobile and educational games used in the pedagogical process, a clearly stated goal and in accordance with its expected result, which can be and justified, determined by the necessary components of this process and characterized by training and developmental focus.

Modeling any game situation or episode, mobile and educational games require from each student a complex manifestation of psychomotor abilities and intelligence. At the same time, participation in the game encourages an active and proactive position, largely determines the success on the way to achieve the planned sports results. After all, the activity of a young football player is one of the psychological and pedagogical mechanisms of mental, social, moral, physical, emotional growth of personality, its entry into the culture of sports. It is accompanied by an interest, a sense of pleasure and pleasure and is based on them. As emphasized by P. Lesgaft, functional pleasure is the most essential feature of the game [4], which essentially distinguishes it from physical exercise. The confirmation of this is the fact that in any other kind of activity a person does not seek to show his capabilities to the point of view, revealing the available psycho-physical and intellectual resources, as in the game.

Content of the training process is determined by the content of the competition activity, competitive game actions and the conditions for their effective implementation. The interrelation of training and competitive activity is provided primarily through integrative training, an important component of which are mobile and educational games. Their use makes it possible, on the one hand, to significantly improve the technical and tactical actions and functional capabilities of young players, and on the other hand, they successfully solve the problems of direct preparation for competitions. Moving and learning games make not only the integrated and integrative achievements of the goals of various aspects of sports training, but also the maximum realization of their training effects in integral competitive activity. Thus, according to V. Kostyukevich, integrative training "seems to be a synthesis of past training work and a forecast of future competitive activity" [3, p. 253].

Any aspect of sports training is not an isolated process, be-

cause, for example, the technical aspect of solving game problems is always interconnected with the intellectual, tactical, physical, psychological capabilities of the athlete. This relationship is due to the complex nature of gaming activities and the integrity of motor activities in football. Each action of the player arises as a result of the system of knowledge, the manifestation of physical and psychological qualities, motor experience and is realized as a holistic effect, as an integrative formation. The absence of at least one component or insufficient level of mastery of it inevitably leads to a decrease in the effectiveness of the game action, and in the end makes it impossible to achieve high sports results [6]. At the same time, comprehensive sports training provides for optimal compliance of all its parties with full consideration for the capabilities of the athlete. 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 is based on mutual assistance [1]. Accordingly, each side of the sports training of a young football player must be formed and developed in such a combination with others, in which their mutual assistance will be carried out, thereby increasing the level of technical preparedness in this case has a positive effect on others. And, conversely, by developing the intellectual, psychological, physical and tactical abilities of a young athlete to improve his technical skills.

A long-term study of football should be carried out on the basis of methodological provisions that provide for the priority solution of the specific tasks of the individual party to the preparation, and then resolve issues of interconnection within it. So, teaching the technique of the game provides for the consistent education of the necessary physical qualities. Further, those tasks of a certain side of preparation are realized, which can be solved by means of another [8]. In particular, the solution of tasks in football tactics is impossible without the use of technical methods, since any tactical action requires a combination of elements of technology, and the development of special physical qualities involves the use of gaming techniques. In the future, the relationship of two or more parties to training, their integration is carried out in control and official competitions.

Accordingly, the generalized sequence of the use of mobile and educational games in the process of sports training of young players can be this:

I. Preparatory games for soccer, the content of which reveals his specificity: "Shooting footballer", "The ball kicked out of the circle", "Do not miss the ball", "1000", "Start for the ball", "M ball in the goal with a spot" and etc.

II. Moving games on the technique of football: "Jugglers", "Square", "Ball through the net", "Ball Contents", "Circular Ball", "Break the Wall", relay races with elements of technology,

III. Educational double-sided games with tasks in technology: sequential inclusion in the system of tasks of program material for the corresponding year of study with the aim of fixing technical elements in game conditions.

IV. Educational two-sided games with tactical tasks: draws standard positions, using individual, team, team tactical actions in attack and defense on the basis of program material for the relevant year of training.

V. Teaching games with tasks aimed at the implementation of

gaming techniques in competitive conditions, mini-football; games using specific ways of performing gaming techniques or distributing the football field to "zones" in which only certain technical elements, tactical actions are used or some of them are banned; games with the definition of the direction of the gear (for example, only forward) and the flight path of the ball; games using non-standard equipment or equipment, etc.

VI. Educational games with tasks-installations aimed at improving gaming techniques and their integration in competitive conditions: playing in unequal or incomplete multiple warehouses, for a time, with a limit in the count, several balls, three, four or more gates, with the definition of the number of touches ball, the addressee of the broadcasts (for example, the ban on returning the ball to the partner from whom the player received it), etc.

VII. Control games with a familiar and unfamiliar rival.

VIII. Official matches meetings.

IX. Conducting the analysis of games.

On the basis of these methodological provisions, a set of mobile and educational games is developed for the corresponding cycle of training and a specific training session. In this context, the content and sequence of games is determined, first of all, by the tasks of training, taking into account the existing organizational and pedagogical conditions. For example, to improve the conduct of the ball - a game reception that directly constitutes the technical training of young players, such an indicative set of mobile and training games can be used:

I. 1.1. Arbitrary ball handling with minimal visual control on a limited area of the football field. A ball for each student.

1.2. The same in pairs. Players, holding a partner by the hand, simultaneously conduct the ball away from him by the foot.

Criteria for determining the winners: the quality of ball control, the absence of collisions with other players, the number of ball losses, interaction with the partner.

II. 2.1. Kicking the ball in the restricted area of the football field. The ball is for every player. According to a certain visual or combined signal from the teacher (raised hand, certain color of the flag, etc.). Students change the initial reference to the specified one: the right/left foot, in a certain way, speed, in the direction indicated, etc.

2.2. The same, but one of the pupils after the announcement of his name, number, etc., sets the reference point for reference.

Criteria for determining the winners: the speed of response to a signal, the quality of ball control, the absence of collisions with other players in the game, the number of ball losses, the degree of attention distribution.

III. 3.1. "Kvach with the ball." The ball is for every player. "Kvach", carrying out the conduct, seeks to catch up with one of the players and touch him. The task of the other participants is to avoid this by controlling their ball. The player to whom touched the "spot", takes over his role.

3.2. "Save the ball". Each of the players seeks to knock the ball out of the playing area of any of the participants of the game, keeping under their control.

Criteria for determining the winner: the number of knocked out balls from rivals, touches of "spots", the loss of their ball.

IV. 4.1. Keeping the ball in pairs, threes, fours on a certain section of the football field. The location of the students in the groups is one column at a time, the distance is 1,5–2 meters. The lead player in the group sets the direction, speed, way of doing or performs additional motor actions with the ball. Famous players – reproduce certain partner motor actions, observing the initial distance. Lead in the pair change the pointer.

4.2. The same in the form of a relay race, in which different tasks for running the ball correspond to certain segments of the distance. Change of the player in the head of the column occurs after the completion of a specific task.

Criteria for determining the winner: observance of the initial distance in the group, the quality of the reproduction of motor actions, the number of losses of the ball, the speed of the tasks.

V. Circular relay race. The initial arrangement of participants is in the form of a geometric figure (square, rectangle, triangle), on the corners of which teams are built. Each side of the figure corresponds to a specific way of running the ball or an additional task. The first numbers of the teams start simultaneously. They consistently overcome all distances, performing certain motor actions and returning to their team, where they pass the ball to the next player.

Criteria for determining the winners: the speed of tasks, the quality of ball control.

VI. Holding the ball with two or three teams. At a certain section of the football field, the team that owns the ball, aspires to keep it as long as possible, using certain methods of conducting and other methods of play. The task of the opponents is to select the ball. The team whose player made a mistake is immediately included in the selection of the ball.

6.2. The same, but using 2–4 sections of the field, located at a distance of 10–30 m from each other. During the game on one of the parcels, according to a conditional signal, players must run to the corresponding other site and continue holding the ball. Selection of the ball begins the team, the player who ran last.

Criteria for determining the winner: the duration of possession of the ball, the quality of control of the ball, the number of losses.

VII. 7.1. Mini football.

7.2. Two-sided training game with the obligatory condition of performing the ball before the final blow to the goal.

7.3. The same, but in unequal or incomplete multiple warehouses.

7.4. The same, but several balls or three or more gates.

7.5. Two-way training game with the distribution of the football field to the "zones", in one of which it is allowed to use only the ball.

7.6. The same with the use of several balls.

7.7. A two-way training game with the obligatory performance of tactical actions, the content of which is the conduct of the ball: crossing, running, etc.

VIII. Control games.

The presented set of games aimed at solving the tasks of the stage of fixing and improving the conduct of the ball – one of the main techniques in the game of football. It should be supplemented and corrected in accordance with the requirements of the curriculum, the period of sports training, the level of preparation and the individual capabilities of students. In addition, the efficiency of the use of mobile and educational games should be ensured not only through their expedient selection in accordance with the pedagogical conditions and due organizational and methodical decision, but also through the definition of the optimal sequence of their implementation in the training process, adaptation of their content and structure to the contingent of students and a specific pedagogical situation.

Thus, the importance of mobile and educational games in the process of sports training is conditioned by the content and nature of football. After all, the purposeful preparation of a young athlete for gaming activities, determines the specifics of football, a priori impossible without the use of various games. The system of training aids can be improved, including through the optimal combination of physical exercises with mobile and educational games and gaming tasks. It should be aimed at the successful achievement of the goals of a certain stage of this multi-year process and is organized in accordance with its organizational and pedagogical conditions, namely the goals and tasks of each of the parties to sports training for a certain period, the state of preparedness of students, their sex, age, individual opportunities and game role, scientific, educational and methodical and material support, forms of employment, etc.

Conclusions

Moving and learning games is an important and integral factor in improving the sports training of young players. Proper use of them allows, on the one hand, to purposefully influence each of the parties of this multi-year process and on the basis of their mutual connection, assistance and integration to improve the playing and competitive potential of young athletes, and on the other, contributes to the solution of the contradiction between the training and competitive activities of students in system of their sports training.

The content and sequence of the use of games is conditioned by didactic and specific principles of sports training, as well as the available organizational and pedagogical conditions. They are directly determined by the methodological provisions that provide for the priority solution of the tasks of the individual side of the training of young football players with the subsequent resolution of issues of interconnection within it. After that, those tasks of a certain side of sports training that can be solved by means of another are realized. In the

future, the relationship and integration of two or more parties of long-term training is carried out in control games and official competitions.

Prospects for further research are related to the study of the features of the use of mobile and educational games in different periods of the annual cycle of sports training for young football players.

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