



## Methods of Training Young Boxers According to the System of Tasks

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**Annotation:** Teaching boxing in higher education has a number of features in terms of methodology. An important aspect is also the interdisciplinary approach to teaching boxing, taking into account individual physical and psychological characteristics of each student.

**Keywords:** teaching boxing in higher education; methodology; interdisciplinary approach; students' adaptation.

The method of teaching young boxers according to the system of tasks is the result of studying literary sources, pedagogical observations, and summarizing the pedagogical experience of working with young boxers.

The development of a system of tasks by the trainer requires the presentation of the material in sequence, providing a logical interconnection of the parts that follow one after another - the so-called steps-steps of learning. Each step is a specific task for action, in which the coach gives the right amount of information about what and how to do and what to pay more attention to. The trainer optimizes the organization of trainees, gives tasks and manages the process.

Students must receive a task for independent work, comprehend and understand it, highlight the main thing in a motor action and, on the basis of this, create their own model of this action (visual image), then program - streamline the sequence of their actions and complete the task. At this stage, the coach observes the student, compares and evaluates his actions, indicates ways of individual improvement. Thus, cycle after cycle, young athletes repeatedly perform an action in various options, situations until it becomes a skill, and then improve various combinations of actions in conditions close to combat.

The features of boxing make it easier to systematize the learning process, since two opposing persons participate in this sport. At first, one of them plays the role of an attacker, and the other contributes to the implementation of techniques and actions, and then both act as opponents - one attacks, the second defends. Thus, the reception is fixed in changing situations. These actions do not require stereotyped reactions, since the actions are acyclic. The basic structure of techniques is studied and improved along with their variants in an ever-changing environment.

The main form of organization of educational and training work with young boxers is a generally accepted group lesson, which consists of preparatory, main and final parts. The training of those involved in exercises and actions and improvement in them is carried out according to the established three-stage scheme - familiarization and testing of the reception or In order to successfully lead and manage those involved in the system of tasks, the following is necessary:



- 1) thoughtfully prepare classes, plan training influences and tasks depending on the composition of those involved;
- 2) actively and promptly conduct classes and direct the activities of students;
- 3) objectively and systematically evaluate the actions of trainees and summarize the results of classes;
- 4) periodically give homework to young athletes in physical and technical-tactical training.

Let us analyze these aspects of the activity of the coach and the team.

- a) the coach, having the initial data on the students (their development, school performance, health status, etc.), the initial and current state of the team (according to special tests), plans training effects according to the system of tasks and types of training; b) draws up a plan for a specific lesson, doses the load and provides favorable conditions for independent activity of students

## II. Conducting classes

After building the students, the report of the headman and checking attendance, the coach talks about the main tasks of the lesson and organizes the young athletes so that they best perceive the material being studied and perform the exercises.

In the preparatory part of the lesson - warm-up - the coach names the exercise, its purpose, sometimes demonstrates it and gives a task for execution. In the main part of the lesson, the coach conducts techniques and actions taking into account the specifics of boxing:

- 1) rebuilds students so that their actions are safe, sets out a particular task, names a technique or action, demonstrates it at a combat pace, then in slow motion, if necessary, in parts, focusing on the main thing in the execution technique, and determines the tactical purpose of the action ;
- 2) then gives a task, indicates the distance, intervals, explains if the actions are paired, what the first and second numbers do, and determines the time of actions or the number of repetitions. The beginning of the execution is the signal or the coach's command: "Start!", "Act!" etc. To complete the actions, commands are given: "Stop!", "Time!", "Enough!" or "Finish the exercises!"

After the students have mastered the basic structure of a technique or action, the trainer gives the task to repeat the action and its variants many times, depending on the situation of the tasks of the lesson. Sometimes students are given problem tasks and offered to solve them on their own;

- 3) during the performance of the task, the coach makes general and personal guidelines: what to look for, how to eliminate shortcomings and errors in the performance of techniques. In pauses, he clarifies the details of the technique, tactics, if necessary, re-demonstrates the action himself or asks the best students to do it;
- 4) after repeated repetition of techniques and their variants in various tasks, the coach creates conditions for the application of actions in conflict situations that are close to combat. The coach evaluates the actions of each student and pairs in the process of group lessons, in the viewing part of the lesson, when individual students or pairs complete the task, and the rest observe, as well as in a training fight for a separate move or in shortened rounds with different partners.

## III. Summing up the lesson

When summing up the results of the lesson, it is necessary to write down what material was passed, how the tasks were mastered, what reaction to the load, the behavior of students, their successes and shortcomings, what new methodological techniques were used, what should be paid attention to when preparing students on their own at home, etc.



#### IV. Homework

After summing up the results of the lesson, the trainer, taking into account the capabilities of the trainees, gives everyone a wearable individual homework (in the form of prepared photo tables 13x18 and 18x24 cm in size) on physical, technical and tactical training and improvement of favorite techniques.

Let us give an example of a private method of teaching young boxers according to the task system.

##### Private problem

To teach those involved in a direct left blow to the head and how to defend against it with the support of the inside of the right glove.

##### Organization of those involved, setting the task and information about actions

First, the coach, having built a group at the bottom of the line with a ledge facing him (see Fig. 1), talks about the task of the lesson, explains the tactical purpose of the reception and how to protect against it. Then, having built a group in two lines facing the center of the hall (Fig. 2), he and his assistant demonstrate a direct left blow to the head and defense against it, turning to the students in profile and full face.

##### Task for actions, their implementation and management of those involved

Task 1. From the main combat stance, the first numbers, standing from the spot, inflict a direct blow with the left to the head, the second numbers are protected by the support of the inside of the right glove with a slight tilt back or back-to the right (the coach and assistant repeat the technique).

Execution in two lines (Fig. 3), medium distance, interval for arms extended to the sides. Act 1 min, the pace is medium. Independently with the command "Start!".

Methodical instructions: return the hand along the tone of the same line along which the blow was struck;

when defending, do not take the right glove far forward - fix it at the moment the partner's striking glove touches;

at the moment of impact, do not raise your head, keep the right glove in front of the chin - on the right;

combine protection with a stand with a slight tilt back or back-to the right - this will greatly soften the blow of a partner;

not to strain, to act easily and freely, etc.

Task 2. The initiative at the second numbers, the first are protected. Act for 1 minute on the command "Go on!".

Trainer's personal notes. Stop command.

Task 3. First, the first numbers attack with a direct left blow to the head while moving forward, the second ones are protected by the support of the right glove with going back, then the attackers perform the same blow, but with a step back, and the defenders, moving forward (chasing the attacker), maintain their initial distance .

Execution in pairs (Fig. 4). Act for 2 minutes on the command "Start!".

Methodical instructions:



when attacking with a step forward, transfer the weight of the body to the walking leg only after the blow is executed;

defending himself with the support of the right glove - do not lower the left hand;

defenders must maintain a given distance, moving in sliding steps;

pick up the pace and act more precisely, etc.

On command "Stop!" switch roles.

Task 4. The initiative at the second numbers, the first are protected. The conditions are the same. "Act!"

Coach's notes. Command "Stop! Relax!"

Methodical instructions:

attackers, moving to the left or right, must open the partner's defense;

defenders, turning in time towards the partner, must oppose the defense with the support of the inside of the right glove, etc.

Command "Stop! Relax!". Change roles.

Task 6. The second numbers attack, the first ones defend. The conditions are the same. "Go on!"

Methodical instructions of the trainer. Command "Stop! Relax!"

Task 7. Pair exercises in direct blows of the left to the head and defenses against them with the support of the inside of the right glove in free movement around the hall (Fig. 6). Some attack, others defend.

Act 2 minutes, the distance is long, the pace is fast. Start on the command "Time!"

Methodical instructions:

when striking, do not lean unnecessarily, distribute body weight evenly on both legs;

defending yourself with the support of the right glove, do not lower your left hand, secure it with the side of the body of the same name;

at the final moment of impact, squeeze the brush - this will protect the fingers from damage, etc.

Stop command. Change roles.

Task 8. Conditions (duration, distance, pace) are the same. Start on the command "Time!"

Methodical instructions:

after each execution of attack and defense techniques, check the correctness of the combat stance, etc.

Stop command. Break 1 min.

Task 9. Control fights (Fig. 7) in conditions close to combat - to attack with a direct left blow to the head, protection with the support of the right glove. The duration of the battle is one round (1.5 minutes). After the battle - a personal assessment of the action. View and evaluate each pair.

Then the coach, having seated the students on the gymnastic benches (Fig. 8), together with one of the students, introduces the young athletes to the next, more complex, defense techniques - slopes to the right, to the left - and invites them to practice these techniques in front of a mirror during self-training.



At the end of the lesson, the coach conducts relaxation exercises, offers to remove the inventory, summarizes the results of the lesson and gives each student an individual homework on physical and technical-tactical training.

In this article, we tried to reveal a particular methodology for teaching young boxers according to the system of tasks for creative independent activity under the guidance of a coach.

In this regard, all the techniques and actions in boxing are studied and improved, as well as the functional training of young athletes and the most important moral and volitional qualities are brought up. The described methodology of the system of tasks for independent activity can be used in the training and education of secondary school students and university students in other sports specializations. The development of such a private technique is an important task for specialists in physical education.

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