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OPTIMIZATION OF THE EDUCATIONAL AND TRAINING PROCESS OF YOUNG ATHLETES 9-12 YEARS OLD WHO PLAY SPORTS GAMES

The initial stage of training a sports reserve is a multifaceted process that encompasses social, economic, organizational, biomedical, psychological, and pedagogical aspects. At this stage, the foundation for athletes' physical and psychological resilience is established, which is crucial for their future athletic development. Effective training at the initial stage requires a comprehensive approach that includes not only the development of physical qualities and technical skills but also the formation of psychological balance, motivation, and teamwork abilities. A key focus should be on stimulating the development of the nervous system and improving coordination through the use of various training methods, including game-based exercises, diverse training tools, and sensorimotor coordination activities.

An important consideration is the avoidance of overtraining and monotony in the training process, as these can lead to physical and emotional fatigue, decreased motivation, and an increased risk of injury. Rather than early specialization, the emphasis should be placed on developing technical versatility and a broad motor base, which enhances adaptability to different competitive conditions and improves athletes' tactical awareness. In this context, the use of sensorimotor coordination exercises, non-standard game situations, and unstructured play can foster creativity and decision-making skills in unpredictable environments.

Beyond physical and technical development, significant attention should be given to athletes' psychological well-being. A supportive training environment created by coaches and parents fosters intrinsic motivation and enjoyment of sports, which are key factors in sustaining long-term engagement in athletic activities. Developing trust between the coach and the athlete is essential, as it helps build self-confidence and enhances psychological stability.

Future research should focus on improving the differentiated approach in the training process, taking into account the individual characteristics of young athletes, their physiological and psychological maturity, and their sporting specialization. Another important research direction is the analysis of the effectiveness of various training methods to optimize the development of motor skills and physical abilities. The implementation of modern methods for monitoring physical condition, the use of biomechanical analysis, and the individualization of training programs can form the basis for increasing the effectiveness of sports reserve preparation at the initial stage.

Keywords: sports games, young athletes, initial training stage.

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1. PROBLEM STATEMENT AND ITS CONNECTION TO KEY AND PRACTICAL CHALLENGES

One of the most pressing issues in modern sports is optimizing the training process for young athletes. The challenge of improving the effectiveness of talent development in team sports is becoming particularly relevant. One of the main directions of further improvement of the methodology of modern sports training is the establishment of strict coordination of the system of management of the process of long-term sports improvement and specific requirements of competitive activities in specific sports disciplines. However, in sports games, especially in team games, solving this problem is particularly difficult, on the one hand, due to the lack of an objectively measurable result, and on the other, due to the dependence of the latter on a whole complex of factors of the most diverse nature with varying degrees of compensability and interdependence at various stages of long-term sports training [1, 2].

Effective management of improving the sports and technical skills of young athletes at all stages, establishing a correspondence between the system of long-term training and the characteristics of the competitive activity of

athletes in sports games should be based on data on the main patterns of the formation of sports skills. This, in turn, is associated with the successful solution of such issues as identifying age-qualification changes in the content and structure of competitive activity and determining the factors that ensure its high efficiency at the stages of long-term training [3, 4].

The age of 9-12 years is one of the most crucial periods for the development of motor function. This is the stage of initial training in most sports games. During this period, the "school of movements" is established, forming the foundation for the future motor improvement of young athletes. The broader the range of skills and abilities acquired during this time, the greater the effect of sports training, and the more successfully motor function will develop [5].

However, early sports specialization, along with the intense training and frequent competitive activities it entails, poses significant risks. It disrupts the natural principles of long-term athletic development, leading to premature physical strain and potentially exhausting young athletes. As a result, they may miss the opportunity to reach their full potential during the age period most suitable for peak performance in their chosen sport [6, 7].

2. ANALYSIS OF RECENT RESEARCH AND PUBLICATIONS

An analysis of the current state of improving the management system for long-term training of young athletes in team sports suggests that a substantial body of knowledge has been accumulated on various aspects of this issue. At the same time, it must be acknowledged that, despite the generally sound management frameworks for specific aspects of sports training, a comprehensive organizational and methodological system for managing the long-term athletic development of young athletes in team sports has yet to be fully established. Currently, the model characteristics of various aspects of young athletes' preparedness in team sports have been extensively studied [8]. Additionally, various aspects of sports selection and the organizational foundations of youth training systems have been well developed [9]. The methodology for developing motor skills in young players, considering age, gender, and individual characteristics, is also widely represented [10, 11]. Furthermore, established concepts of theoretical and coordination training for young athletes in team sports have been formulated [12, 13].

However, according to [14, 15], there is currently a need to optimize the training process of young players at the initial stage of long-term athletic development. According to researchers, a large number of young players are already undergoing intensive training at the stage of initial preparation. This is all a consequence of the fact that the current level of mastery in team sports is so high that addressing the primary task of preparing a qualified sports reserve requires increasing specialization and adaptation of young athletes, leaving little room for their well-rounded development and strengthening of physical health. The solution to this situation seems to lie in taking into account the biological patterns of adaptation of the organs and systems of the child's body when planning training loads at the initial preparation stage. It is also important to establish a system for monitoring the athletes' responses to training loads and their health condition. This research is relevant considering that the high volume of training loads and active competitive activity of young players at the initial training stage are extremely dangerous and may disrupt the objective patterns of long-term sports development.

3. IDENTIFICATION OF PREVIOUSLY UNSOLVED PARTS OF THE GENERAL PROBLEM TO WHICH THE ARTICLE IS DEDICATED

The analysis of literary sources shows that at present, the issue of initial training for young athletes in various sports games, considering the growing demands for players' technical and tactical skills in professional sports, is insufficiently studied and analyzed. In particular, there is a lack of research on the structure and content of training sessions for young players, as well as the balance between general preparatory, auxiliary, and specialized preparatory exercises at this stage of long-term sports development.

4. FORMULATION OF THE ARTICLE'S GOALS

The aim of the research was to generalize theoretical knowledge and best practices regarding the construction of the training process for young athletes at the initial preparation stage in sports games. To achieve the stated goal, we conducted an analysis of scientific and methodological literature, as well as program documents.

5. PRESENTATION OF THE MAIN RESEARCH MATERIAL WITH A COMPLETE JUSTIFICATION OF THE OBTAINED SCIENTIFIC RESULTS

The problem of the initial stage of sports reserve training belongs to the category of complex and multi-faceted issues, where socio-economic, organizational, medical-biological, psychological and pedagogical aspects are clearly distinguished [16]. An effective construction of the training process at the initial preparation stage involves: a comprehensive focus of the sessions; a standard weekly duration of microcycles without differentiating them into different types and with a still not very clear microstructure of the training process; a yearly duration of macrocycles and the absence of their periodization, with only a single preparatory period, including a long (at least 50-60 days) summer break [2].

The objectives of this stage are to strengthen children's health, provide comprehensive physical training, eliminate deficiencies in physical development, and teach the technique of the chosen sport as well as various auxiliary and specialized preparatory exercises. The training of young athletes is characterized by a variety of tools and methods, the extensive use of materials from different sports and active games, and the application of the game-based method. Training should have a distinctly emotional, entertaining, and educational nature, be accompanied by positive emotions, heightened attention, and constant encouragement from the coach and parents [1].

As noted by authors [9, 17], the necessity of highly diverse training, both physically and mentally, is largely due to the fact that the age boundaries of this stage typically coincide with the final phase of intensive nervous system development. This development must be stimulated through a variety of motor activities of a coordinative and game-like nature. At this stage, training sessions with significant physical and mental loads that involve monotonous material should not be planned. Monotonous long-term work leading to deep fatigue and prolonged recovery at the initial training stage is unacceptable, including due to the risk of overfatigue and overtraining.

According to Platonov [2], in the area of technical training, one should focus on the need to master a variety of preparatory exercises. In the process of technical improvement, the trainer should in no case try to stabilize the technique of movements in his students in order to achieve a stable motor skill that allows them to achieve certain sports results. At this time, the young athlete develops a versatile technical base that involves mastering a wide range of various dynamic actions. This approach is the basis for subsequent technical improvement.

In this regard, Nikolaenko [18], states when planning work aimed at developing various motor skills, one should not use narrow specialized exercises. The predominant focus on a variety of technical and coordination exercises with a high density of classes contributes to the development of various motor skills — speed, strength, flexibility, endurance. The sets of exercises aimed at developing individual qualities should be used in a small amount, taking them no more than 10-15% of the time of training sessions.

It should be taken into account that after performing short-term intensive exercises, children recover much faster than adults, which makes it possible to ensure a high density of classes, the effectiveness of which will only be evident with a variety of emotional intensity of training programs. It is necessary that competitive activity be subordinated to rational preparation, and not to success in competitions. The competition program should be fundamentally different from the competition program for adults, characterized by emotionality and diversity, solve the problems of quality control of preparation, development of aspiration of young athletes in competitions. Particular attention should be paid to eliminating negative pressure on young athletes from parents and coaches who often stimulate children to achieve athletic success. Preference should be given to systematic training [15].

As noted by Koriahin [1], at this stage of long-term preparation, it is very important to find forms of conducting classes that stimulate cognitive activity, initiative and manifestations of individuality of young athletes. In this regard, games on school playgrounds, in courtyards, parks and other recreation areas have the most beneficial effect on creating the foundation for children's subsequent successful improvement. The key factor here is the absence of adults, which allows children to experiment, make different decisions, make mistakes without fear of criticism and control. Unstructured, unsupervised training and play activities promote

the manifestation of individuality, the formation of often unique motor skills, original technical and tactical solutions. Such activities also promote the holistic development of physical qualities, technical and tactical skills, which are the basis for later targeted training.

From the very beginning of training motor actions of young athletes, it is necessary to perform movements in both directions, with the leading and non-leading limb. As the players improve in sports, subtle differentiations in muscle sensations are produced, their accuracy and efficiency are achieved. The complex structure of game actions in sports games puts forward high requirements for the improvement and variability of the player's motor skills [12].

Bompa [16] believes that one of the factors for optimizing training and improving the technique of sports games is the use of optimal movement weights, which contribute to the development of intermuscular coordination, necessary for the rational organization of dynamic accents of the coordination structure of movements. The use of the method of additional mobilization of analyzers with an optimally selected weight of weights allows you to accelerate the process of learning and improving the technique of sports games. The use of weights ensures the improvement of sensory synthesis, increases the accuracy of dosing, timeliness of accentuation and correction of work efforts, and the formation of the necessary kinesthetic pattern of motor action.

According to a number of authors [18, 19, 20] the effectiveness of performing technical techniques in sports games largely depends on the athlete's vestibular stability. Excessive excitation of the vestibular apparatus (analyzer) causes a decrease in the performance of others (visual, cutaneous), which reduces the accuracy of movements, resulting in errors in the technique and tactics of the game.

6. CONCLUSIONS FROM THIS RESEARCH AND PERSPECTIVES FOR FURTHER DEVELOPMENT IN THIS DIRECTION

In the process of analyzing literary sources and summarizing the experience of scientists and practitioners, a conclusion was made about the necessity of planning the initial preparation stage in sports games, considering the age and individual characteristics of young athletes. The variety of training methods, extensive use of the game-based approach, and constant support from coaches and parents will enable players to acquire new motor skills more quickly and efficiently, progress faster toward high levels of sports mastery, and improve their technical and tactical abilities more successfully. At the same time, the prospects for further research lie in enhancing the differentiated approach to teaching motor skills and developing the physical qualities of young athletes at the initial preparation stage.

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Анотація

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ОПТИМІЗАЦІЯ ОСВІТНЬО-ТРЕНУВАЛЬНОГО ПРОЦЕСУ МОЛОДИХ СПОРТСМЕНІВ 9-12 РОКІВ, ЯКІ ЗАЙМАЮТЬСЯ ІГРОВИМИ ВИДАМИ СПОРТУ

Початковий етап підготовки спортивного резерву є багатогранним процесом, що охоплює соціально-економічні, організаційні, медико-біологічні, психологічні та педагогічні аспекти. Ефективне тренування на цьому етапі потребує комплексного підходу, що зосереджується на фізичному розвитку, освоєнні технічних навичок та психологічному благополуччі. Для стимулювання розвитку нервової системи та покращення координації слід використовувати різноманітні методи тренування, включаючи ігрові вправи та різноманітні тренувальні засоби. Перевантаження молодих спортсменів одноманітними тренуваннями слід уникати, щоб запобігти втомі та перенавантаженню. Акцент має бути на технічній універсальності, а не на ранній спеціалізації, що дозволяє спортсменам розвивати широкий руховий базис. Крім того, оптимізація тренувальних навантажень, впровадження вправ на сенсомоторну координацію та сприяння неструктурованим іграм можуть покращити набуття навичок та тактичної свідомості. У дослідженні підкреслюється важливість підтримуючого тренувального середовища, де тренери та батьки сприяють отриманню задоволення та внутрішній мотивації. Майбутні дослідження повинні зосередитися на вдосконаленні диференційованого підходу у тренувальному процесі для оптимізації розвитку рухових навичок та фізичних здібностей у молодих спортсменів.

Ключові слова: ігрові види спорту, юні спортсмени, початковий етап підготовки.

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