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DEVELOPMENT OF COORDINATION SKILLS IN SENIOR AND PREPARATORY GROUP CHILDREN IN THE PROCESS OF PEDAGOGICAL EXPERIMENT

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A B S T R A C T

The article presents the results of research work on teaching football elements in pre-school instituitons. Moreover, the results are compared gender-based: girls and boys in senior and preparatory groups of pre-school-institutions.

K E Y W O R D S

movement skills, development of children, technical football elements, pre-school students, pre-school preparatory groups, senior groups.

INTRODUCTION

In the course of the pedagogical experiment, we determined the development of coordination abilities using the tests "Walking along a line", "Stork in the swamp", "Running to the ball along the sight and hearing sign" and "Shuttle running with lifting objects".

Initially, we measured balance on the most comfortable leg for the child, standing on the right and left leg through the "Stork in the Swamp" test, which allowed us to more fully determine the ability to maintain dynamic balance. The development of static balance was determined by the "Walk along a line" test.

It was found that at the beginning of the pedagogical experiment, the results of the manifestation of these abilities in the control and experimental groups and between boys and girls in each group did not differ significantly. Girls in both groups performed better than boys in the "Stork in the Swamp" test before the start of the experiment. Boys and girls in both groups performed significantly better on the static balance test on the right leg than on the left leg.

After the pedagogical experiment, the results of all test items in the children of the experimental group significantly exceeded the results of the children in the control group. The greatest increase in results in the experimental group between boys (22.1 sec and 22.3 sec) and girls (22.7 sec and 23.4 sec) was in static balance (right and in the left legs) was detected. In the control group, girls who performed this task showed significantly higher results than boys after the experiment. These differences were not noted in the experimental group.

Before the start of the experiment, the children showed the same results in the dynamic balance test, with an average deviation of 20 cm ($p > 0.05$). At the end of the experiment, the results of the children in the experimental group improved by more than 50%, and the deviation from the given straight line

was an average of 8 cm, which is 10 cm from the results shown by the boys and girls in the control group is good for

Table 14 Dynamic and static balance indicator test results of boys and girls of senior and preparatory groups during pedagogical experience (X±m)

Control tests	Pedagogical experience testing in the process time	Sex	NG	TG	p
Line across walk (cm)	Beginning	Boys Girls	19.4±0.7 20.03±0.8	20.2±0.9 19.6±0.7	>0.05 >0.05
		p	>0.05	>0.05	
	Completion	Boys Girls	17.5±0.8 18.6±0.7	7.5±0.5 8.3±0.4	<0.05 <0.05
		p	>0.05	>0.05	
Right on the leg balance save (s)	Beginning	Boys Girls	14.7±0.5 15.9±0.8	15.4±0.4 16.2±0.7	>0.05 >0.05
		p	>0.05	>0.05	
	Completion	Boys Girls	17.3±0.6 20.1±0.9	37.5±0.9 38.9±1.3	<0.05 <0.05
On the left leg balance save (s)	Beginning	Boys Girls	11.6±0.6 12.8±0.6	12.6±0.5 12.3±0.4	>0.05 >0.05
		p	>0.05	>0.05	
	Completion	Boys Girls	13.7±0.3 15.1±0.5	34.9±1.1 35.7±2.4	<0.05 <0.05
		p	<0.05	>0.05	

Locomotive and grasping ability is determined using the control exercise "Running to the ball along the visual and auditory signal" (Table 15). This test has been updated by us. To provide a more detailed account of the development of this ability, we included auditory cueing of this task and actions performed by telling the colors of the balls.

At the beginning of the experiment, girls in both groups generally performed slightly worse than boys on these tasks. At the end of the experiment, the results of the experimental group were significantly superior to the results of the children in the control group. The positive dynamics of the development of this ability in the experimental group was 30% in boys and 27% in girls, which is several times higher than the results shown by children in the control group and is statistically reliable.

- Differences in the development of this ability in boys and girls were not found within the groups.

As noted, the children of the control and experimental groups performed the task "Running to the ball along the visual sign" better, which indicates the superiority of visual perception in children of this age, which corresponds to the characteristics related to the development of mental processes. .

In the preliminary test results, boys showed better results than girls in the test task "Shuttle run carrying an object", which allows to determine the ability to readjust motor activity, but the differences are not reliable.

of boys and girls increased significantly after the physical training sessions based on the use of football elements were held in the experimental group. Boys of the experimental group improved the time of the control exercise by 2.9 seconds, and girls by 3.4 seconds. Whereas, in the control group, it was 0.2 seconds and 1.3 seconds for boys and girls, respectively. This indicates a weak development of this

type of coordination ability in older children of the control group and children of the preparatory group.

After the pedagogical experience, positive dynamics in the development of coordination skills were noted in the control and experimental groups.

The results presented in Table 17 show that physical education training based on the use of football elements allows to significantly increase the level of development of coordination skills. After the pedagogical experience, the results of the children of the experimental group were significantly higher than the results of the children of the control group ($p < 0.05$).

Coordination skills indicator test results

Control tests	Pedagogical experience testing in the process time	Groups (number of children)		t	p
		NG (n=43)	TG (n=44)		
Line across walk (cm)	Beginning Completion	19.9±0.09 17.2 ± 0.07	19.9±0.05 7.9 ± 0.04	1.44 2.11*	>0.05 <0.05
Hearing sign across to the ball run (s)	Beginning Completion	17, 5 ±0.06 16.7 ± 0.06	17, 3 ±0.07 12.4±0.04	1.54 2.13*	>0.05 <0.05
View sign across to the ball run (s))	Beginning Completion	15.6±0.07 15 ± 0.06	15.5±0.06 10.6 ± 0.04	1.89 2, 5 4*	>0.05 <0.05
The item carrying shuttlecock run (s)	Beginning Completion	12.8±0.03 12.5 ± 0.04	13.1±0.03 9.9 ± 0.0 2	1.6 9 2, 3 3*	>0.05 <0.05
Right on the leg balance save (s)	Beginning Completion	15.3±0.0 3 18.7 ± 0.09	15.8±0.05 38.2 ± 0.08	1.93 2.22*	>0.05 <0.05
On the left leg balance save (s)	Beginning Completion	12.2±0.05 14.4 ± 0.09	1 2.5±0.02 3 5 , 3 ± 1,2 _	1, 8 6 2.2 6 *	>0.05 <0.05

As can be seen from Figure 4, the increase in results in the experimental group is much higher than in the control group. The greatest increase in both groups was noted in the development of static and dynamic balance.

In the experimental group, the results describing the static balance increased by an average of three times, and in the control group by an average of 20%. In terms of dynamic balance, this increase was more than 50% in the experimental group, and 14% in the control group.

In the experimental group, the results of the control exercise "Running to the ball according to the visual and auditory signal" improved by an average of 30%, in the control group, this figure was about 4%.

Performance in the control exercise "Shuttle run" increased by 24.4% in the experimental group and 2.3% in the control group.

is confirmed by a significant increase ($p < 0.05$) in the level of development of all coordination skills in the experimental group compared to the control group .

Special tests . Special coordination actions on dribbling with the ball between the posts were evaluated in the test task "Carrying the ball between the posts at a distance of 10 m", which is used as part of the control tests of the young players in the initial training stage.

According to the results shown at the beginning of the experiment, the time taken by the boys of both groups to pass the control distance reliably exceeded the time of the girls (Table 18). After the end of the study, the results of the control group remained unchanged (Fig. 5), while the time to complete the task in the experimental group improved by 45.7% for boys and 50.5% for girls. In addition, there were no significant differences between the results recorded during the repeated tests in boys and girls, which indicates equal opportunities for the development of special movement activities and coordination (coordination) skills of the football player.

Table 19 shows that before the start of the experiment, 50% of the children of both groups dribbled only with their right feet, and about 40% dribbled with both feet alternately. No significant differences in dribbling performance were observed between boys and girls within the groups. The ball dribbling patterns of the control and experimental groups indicate little skill in performing ball-moving movements with the feet.

After tests in the experimental group, where the elements of soccer were used in the group, the number of children who alternately dribbled the ball with both feet doubled. In the control group, this figure was 13.6% for boys and 4.8% for girls.

Data from the observational analysis showed that the children used 8 different options for dribbling the ball, which were shown in the table and had no significant differences. In most cases, about 30% of children in the control and experimental groups hit the ball with the inside of the foot, 35% with the inside of the foot and the inside of the toe, and about 14% with the toe.

It was also noted that boys used more different options than girls. In the control group, at the end of the pedagogical experiment, the variability of dribbling methods did not have significant changes. With the outer part of the foot and the tip of the foot - this is the most reasonable decision when solving the task of movement activity.

Based on the analysis of the observations made in the "Kicking the ball to the target 4 goals" test (Fig. 6), according to the children's movements with the ball, it was found that at the initial stage of the pedagogical experience, for everyone, a kick on the ball with the toe giving was the most convenient way.

However, after the pedagogical experiment in the children of the experimental group, different hitting methods were used depending on the position of the child before kicking the ball to accurately hit the 4 goals. Most of the time, the children of the experimental group used kicking with the upper part of the leg, which was effective in hitting the goal.

At the beginning of the experiment, the time spent on the control exercise "Kicking the ball at the target 4 goals" did not reveal a significant difference in the results of the control and experimental groups. When re-tested after the experiment, the children of the experimental group significantly improved the results, which is statistically reliable compared to the control group (Table 21).

During the "Kick the ball to the target 4 goals" test, the children were asked to perform the task in the direction convenient for them (the ball is located in front of the child, to the right, to the back and to the left).

About 26% of the children in both groups performed the task in a "counter-clockwise" manner, while the rest of the children did not understand the condition. In such situations, the child does not know which ball to kick better, which caused more time to be spent on kicking. In our opinion, this is due to the poorly developed coordination of the sense of distance. At the end of the experimental trial, the number of children in the experimental group who hit the ball in a clear sequence increased

significantly. The number of children who perform the movement clockwise - 47.7% (27.3% - boys and 20.4% - girls), 38.6% counter-clockwise (respectively o 15.9% and 22.7% of boys and girls. No significant changes were found in the control group.

The analysis of the results of accurate execution of blows (Fig. 7) showed that at the beginning of the pedagogical experiment, the number of accurate blows in the control group was 59% for boys and 54.5% for girls, and 56% for boys in the experimental group .8%, in girls it was 54.8%.

Boys were noted to be more accurate than girls, but the differences were not found to be reliable. Training on experimental methods made it possible to increase the efficiency of children in the experimental group by an average of 28%. At the end of the experiment, the total number of hits for boys was 85.2% and for girls 80.7%.

The performance of boys and girls in the control group decreased slightly.

Observations showed that during the execution of "clockwork" movements, in most percentages (60%) when the ball was put into the goal, children of both groups performed the given task, that is, in most percentages when the ball was accurately hit into the goal. - 60% of children were at the gate when performing clockwise, 56% when performing counter-clockwise. A deeper analysis of the results of the observations shows that in the control and experimental groups, the first shot was the most accurate, and a relatively low performance was found in the execution of the last shot. Children could not fully use the possibilities of the hip, knee, calf part of the leg. The results of the study show the uncertainty of the development of movement skills of boys and girls when performing kicks and dribbling. In the experimental group, the changes during the performance of special test exercises describing the level of mastery of football elements show a significant improvement in the special movements of children with their feet to the ball. A positive correlation was noted between the results shown in special tests and tests that determine physical fitness.

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