



Efficiency of Mobile Games in Technical Training of Kurash Wrestlers

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Annotation: The article discusses the effectiveness of outdoor games for technical and tactical training of kurash wrestlers. Examples of the use of outdoor games in the training system of kurash wrestlers are given.

Keywords: outdoor games, efficiency, training system, kurash wrestling, kurash wrestlers.

Introduction. The traditional practice of technical and tactical training is focused on the study of techniques with their gradual inclusion in the fight, and at the same time, coaches lose sight of the important study of the basic elements of technical and tactical actions (stances, distances, movements, grabs, release from grips, crowding, maneuvering and other elementary actions) [1, 2]. They believe that mastering these actions by kurash wrestlers happens by itself. In order to use techniques in fights, kurash wrestlers need to acquire wrestling skills, which the coaches try to ensure by including training and training fights, but in such conditions, skills in children are formed slowly and with great difficulty [3, 4]. Traditional methods cannot successfully solve these problems, but game methods can do it. Game methods of teaching and training in sports are becoming more widespread in various sports and in particular in wrestling kurash [5, 6, 7].

In this regard, the task was set to study the features of the use of specialized outdoor games in the training of young wrestlers. Outdoor games have recently become widely used as an effective tool in the training process in various sports [8]. This is due to the great potential of the game teaching method in sports training, in which outdoor games are used quite often due to early specialization in various sports [9, 10].

Specialized outdoor games are understood as such games, the content of which includes specific elements of sports and the necessary qualities are formed [11, 12].

The need to use specialized outdoor games is due to the fact that coaches own the methodology of teaching techniques, and elementary technical and tactical actions, that is, various preparations, deceptive actions, cannot be taught using a strictly regulated method. Realizing this, coaches use the competitive method, including it in the training process [13, 14].

However, in fights, all the attention of children is directed to the implementation of techniques, and elementary tactical actions are not practiced. The solution here is simple - to develop rules for conducting a fight in which victory would be awarded for the best performance of elementary actions. Such fights in the form of a game are specialized outdoor games [15, 16]. Using these games, the coach can bridge the gap between a strictly regulated method of training and a competitive one, by consistently teaching the technique and tactics of wrestling. The use of outdoor games for educational purposes finds its relationship with didactic games [17, 18].

The main feature of didactic games is that, both in terms of content and in terms of the methodology and rules of the game, they are specially developed for the purpose of learning.

Didactic games make the learning process easier and more entertaining: one or another mental task contained in the game is solved in the course of activities that are accessible and attractive to children. A didactic game is created for the purpose of learning and mental development [19]. The fullness of learning with emotional and cognitive content is a feature of the didactic game. In many didactic games, an exercise clearly appears, but a didactic game cannot be identified with an exercise, because it is based on children's play relationships, game design, and game actions.

Didactic game as a game form of learning is a very complex phenomenon. In contrast to the educational essence of classes or the practical nature of exercises in a didactic game, two principles operate simultaneously: educational, cognitive and playful, entertaining. In the didactic game, the structure is clearly revealed, that is, the main elements that characterize the game as a form of learning and gaming activity at the same time.

The main elements of didactic games are: the content of the game, game design, game actions and game rules. The presence of didactic tasks emphasizes the educational nature of the game, the focus of the educational content on the processes of cognitive activity of those involved. The didactic task is determined by the leader and reflects his teaching activity.

The structural element of the game is the game task carried out by children in the game activity. Two tasks - didactic and game - reflect the relationship between learning and play. In contrast to the direct setting of a didactic task in the classroom in a didactic game, it is carried out through a game task and determines the game actions, becomes the task of the child himself, arouses the desire and need to solve it, and activates the game actions.

A didactic game becomes a real form of game learning only when educational, cognitive tasks are set for children not directly, but through the game, are closely connected with the game, entertaining beginning, with game tasks and game actions.

An essential side of the didactic game is the game plan. It arouses the keen interest of children, excites their activity, desire to play. The game intent is often expressed in the very name of the game and constitutes its beginning. The rules of the game are educational, organizational, disciplinary in nature and most often they are combined in various ways. Teaching rules help to reveal to children what and how to do, they correlate with game actions, strengthen their role, and reveal the method of action. The rules organize the cognitive activity of children: consider something, think, compare, find a way to solve the game task.

Conclusions. Assimilated the rules of the game become the "fulcrum" of relationships in the game. At the same time, they contribute to the formation of independence, self-control and mutual control. Through the rules, their assimilation, the educator forms in children the ability to orient themselves in changing circumstances, the speed and accuracy of the reaction, the ability to restrain immediate desires, and to show emotional and volitional effort. As a result, the child develops the ability to control his behavior in different circumstances, correlates it with the behavior of his playmates. Specialized outdoor games for kurash wrestling combined the features of outdoor and didactic games and are widely used in the educational and training process.

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