

Personalizing instruction for children aged 5-6 in the acquisition of fundamental football skills

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Postgraduate student **D.A. Antipov**¹

Dr. Hab., Professor **L.V. Tarasova**²

Dr. Hab., Associate Professor **A.V. Antipov**¹

¹State University of Education, Mytishchi, Moscow region

²Moscow State Academy of Physical Education, Malakhovka, Moscow Region

Corresponding author: alexlocomotiv@mail.ru

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Abstract

Objective of the study was to validate and demonstrate the efficacy of personalized training for children aged 5-6 years in the development of fundamental football skills.

Methods and structure of the study. The experiment was carried out from September 2021 to November 2023, involving 32 children aged 5-6 from FC Strogino and FC Lokomotiv (Moscow). The experiment involved individual lessons as an additional form of coaching for children already enrolled in the football schools of FC Strogino and FC Lokomotiv (Moscow). This approach allowed for a personalized impact on each student and the creation of a «school of movements» for future purposeful training in playing techniques. The effectiveness of this approach was evaluated by measuring the changes in technical preparedness indicators.

Results and conclusions. The personalization of training sessions for young football players aged 5-6, which includes supplementary instruction, fosters the effective improvement of technical skills and the ability to apply them in game situations. Therefore, for children aged 5-6 who participate in football, it is essential to provide them with additional individualized training sessions, such as one-on-one coaching, which can help them catch up with their peers in a relatively short period of time. These sessions take into account the unique developmental characteristics of each child's body.

Keywords: football, young players, training sessions, individualization, technical methods of the game, development of motor skills.

Introduction. The optimal structure of training sessions in football is determined, first of all, by the rational structure of various types of training, which determine the selection of effective means that ensure the growth of sports skills of players of various qualifications. The training of young athletes, at present, has a tendency to systematically increase the training load, but the basis for training young football players should be exercises performed with light loads to form motor skills that ensure mastery of the basics of the game [1, 4]. Due to the fact that football is a team game, of course, the main training is group training. But at the initial stage of training, children aged 5-6 are not yet ready to interact with several partners, it is easier for them to master the methods of handling the ball together with a coach or in a pair with one partner. When there are 15-20 people in a group, the coach simply physically cannot pay due

attention to everyone. Even in a group of 5-6 people, there will not be enough attention for everyone. Individual training and training in small groups allow us to pay attention to each of the students and work qualitatively on those aspects that are needed by this particular child, at this particular time. Therefore, the principle of individualization appears in the form of a didactic model, which is based on the laws of training and education in the theory and methodology of physical education and sports [2, 3, 5].

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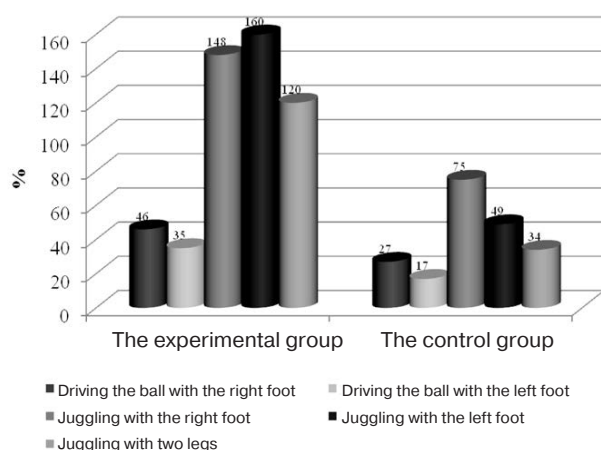
Methods and structure of the study. The experiment was conducted from September 2021 to November 2023 at FC Strogino and FC Lokomotiv (Moscow), involving 32 children aged 5-6 years involved



in football. To test the effectiveness of individual training sessions with children aged 5-6 years in the process of mastering the basic technical elements of football, two groups were formed: experimental (EG, $n = 16$ people) and control (CG, $n = 16$ people). Individual sessions were conducted as an additional form of tutoring for children already studying at the football schools of FC Strogino and FC Lokomotiv (Moscow). This approach ensured a selective impact on each student and made it possible to form a «school of movements» for subsequent targeted teaching of playing technique. The effectiveness of the proposed approach was assessed by testing the dynamics of technical fitness indicators.

Results of the study and discussion. Analysis of changes in technical preparedness showed that young football players in the control and experimental groups showed a systematic improvement in their results throughout the entire educational experiment.

A comparative analysis of the results of young football players aged 5-6 years, obtained at the end of the educational experiment, with the initial data in the ball handling and juggling exercises revealed reliable differences in the experimental and control groups. It should be noted that the increase in results in young athletes in the experimental group, both in ball handling with the right and left foot, and in juggling with the right, left and both feet, was higher than in the control group (see figure).



Increase in results in dribbling the ball 20 m with the right and left foot, in juggling with the right, left and both feet in young football players aged 5-6 years, experimental and control groups

The intra-group variability of technical preparedness indicators during the pedagogical experi-

ment, both in the control and experimental groups, decreased, but for most indicators exceeded 10%. This suggests that not all young football players equally mastered the technique of dribbling and juggling the ball.

To identify the cumulative effect of the developed methodology, an expert assessment of the technical and tactical training of young football players was conducted at the end of the school year. The experts were asked to assess the technical and tactical training of young athletes, the ability to apply technical techniques in a game situation on a five-point scale. The assessment criterion was the requirements for the game activity of young athletes in the first year of study. As a result of the expert assessment, in which five coaches took part, we received 90 assessments in the control group and 100 assessments in the experimental group.

After the first year of football training, the number of excellent, good and satisfactory grades in the control group was 20 (44,4%), 40 (22,2%) and 30 (33,3%), respectively. The football players of the experimental group received 38 (38,0%), 44 (44,0%) and 18 (18,0%) excellent, good and satisfactory grades, respectively. As a result, the average score of young football players of the experimental group was significantly higher than that of the control group ($p < 0,05$) (see table).

Evaluation of the gaming activity of young football players aged 5-6 years – participants of the experiment

Expert evaluation, point		T	p
CG (M ± m)	EG (M ± m)		
3,8 ± 0,09	4,1 ± 0,08	2,492	<0,05

Thus, individualization of training sessions for young football players aged 5-6 years, which includes additional training, promotes effective mastery of technical actions and develops their ability to use technical techniques in a game situation.

Conclusions. Thus, for children aged 5-6 years who play football, it is necessary to organize additional individual lessons in the form of tutoring, which allow for a fairly short period of time to pull up the lagging aspects of readiness to the basic parameters, since such lessons take into account the individual characteristics of the child's body development. Taking into account the presented thesis, we consider it very appropriate to recommend and implement the presented experimentally substantiated and effective approach in the practice of coaches of both sports schools and



football academies, thereby ensuring a rapid growth of the sports and technical skills of the young athlete.

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