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FEATURES, FORMS, AND METHODS OF CLUB TRAINING SESSIONS WITH SENIOR STUDENTS

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Abstract

This article scientifically analyzes and substantiates the structure, features, forms, and methods of training sessions conducted with senior students engaged in athletics at general education schools. The developed author’s methodology is based on principles of physical education and general pedagogy. It includes a model for the organizational and methodological structure of athletics club sessions in schools, a sample 48-week curriculum for school athletics clubs, the physical fitness criteria required for admitting students to the athletics club, and the daily schedule of students participating in athletics clubs at general education schools.

Key Words: Strength, Endurance, Speed-strength, Speed, Coordination, Flexibility, Physical Fitness, Athletics, Training.

INTRODUCTION

Athletics is one of the complex sports involving coordination and technique, which is geographically expanding and becoming more popular worldwide. The increasing competition in athletics globally demands the search for ways to improve the organizational and methodological efficiency of managing athletes at all stages—from initial training to the highest levels of sports mastery.

Worldwide, scientific research in the theory and methodology of children’s and youth sports focuses on identifying selection criteria, means, and methods for athletics disciplines, managing their physical development, and planning and distributing training loads while considering the anatomical, physiological, and psychological characteristics of children’s bodies.

In our country, systematic work is being carried out to develop and popularize children’s and youth sports, select talented athletes during long-term training stages, provide targeted preparation, create necessary conditions for them, supply reserve athletes to the national team, and ensure their worthy participation in international sports arenas. Several decrees and resolutions have been adopted aimed at “strengthening young people’s interest and enthusiasm for sports, promoting healthy lifestyles in society, selecting

talented young athletes, developing their professional skills and abilities, preparing sports reserves for national teams in various sports, and continuously involving students in sports activities and competitions."

This places special responsibility on the scientific development of physical education and sports, particularly children's sports, and the establishment of its organizational foundations. Specifically, in our country, improving the methodology for selecting active games during training sessions of young athletes in school athletics clubs—taking into account the characteristics of the sport—is a pressing issue. This includes using games to develop both physical readiness (strength, agility, endurance, speed, speed-strength) and psychological readiness (ability to communicate, understand peers, comprehend assigned tasks, express attitudes toward peers, build relationships with adults, etc.).

The comprehensive physical education program for students in grades 5–11 of general education schools consists of two main parts: a basic part and a variable (differentiated) part. The variable part of the program is determined by the need to consider children's individual characteristics as well as regional, national, and local features of schools. The specialized sports classes should ensure the implementation of this part of the school athletics club training program.

The goal set for athletics clubs is to organize educational-training and upbringing activities in the selected sport (track and field) with children. The clubs will be staffed with students from the school where the club is based and neighboring schools (with a plan to later integrate these students into schools where specialized athletics clubs are established). This creates favorable conditions for effective education, regular training, and harmonizing mass sports events.

Proper scheduling of students in athletics clubs allows for daily physical activity, and depending on climate conditions, even twice-daily training sessions can be arranged.

Preliminary research conducted by us on the methodology of organizing and conducting educational and training sessions showed that students in athletics clubs had better attendance in general education subjects and improved health conditions.

Children missed fewer classes due to illness, became more disciplined and organized.

Under such conditions, it is necessary to consider that coaches will find it easier to establish effective communication with both parents and schoolteachers.

Over the past decades, more than a thousand sports clubs have been established across the republic. However, to this day, a thoroughly tested methodology and organization for working with children in sports clubs has not been sufficiently developed.

Admission to athletics clubs specialized in track and field was based on parental consent and the children's own interest in the sport. A total of 140 students from grades 5–11 were included in the pilot group. Initially, general physical training sessions were conducted. A prospective training plan using various tools from different types of sports was developed to prepare future athletes. Additionally, an educational plan focused on nurturing knowledgeable and well-informed young athletes was created.

Measures aimed at strengthening children's health were outlined. The plan includes regular medical check-ups to monitor students' health status. Spiritual development was also taken into consideration. Excursions, amateur performances, and end-of-session reviews were included in the preparation program (see Table 1).

During our research, we sought to find objective answers to the following questions:

How should organizational and methodological work with children in general education school athletics clubs be carried out?

What types of accessible training tools are suitable for working with young athletes?

How many hours per week should athletics club sessions last?

Are active games used in athletics club training?

If you had the opportunity to choose a sport again, would you choose this sport again?

What factors contribute to achieving high results in athletics?

To what extent can you demonstrate willpower and activity during training sessions?

Considering general education subjects and the hot climate of our country, what should a daily routine look like to ensure effective training and rest for students?

According to survey results from our study conducted in schools, it was revealed that, currently, a well-developed organizational and methodological model for conducting athletics club sessions in general secondary schools does not exist. Moreover, teachers lack sufficient experience and understanding in this area.

Based on these results, we developed an improved organizational and methodological model for conducting athletics club sessions in schools. This model primarily aims to:

Increase physical activity and strengthen the health of school students through athletics club sessions;

Enhance their physical and psychological preparedness.

Based on this objective, we defined the following tasks:

To shape the organizational and methodological content structure of athletics club sessions in schools.

To develop programmatic and methodological support for athletics club training in schools.

To analyze the results of participants in athletics clubs and improve methods for enhancing their performance.

To achieve these tasks, functional modules of the training process were developed and refined. The motivational module focuses on forming stable motivation, creativity, and initiative toward athletics club sessions using active games.

The methodology is aimed at improving existing sports methods and includes the following types of preparation: general physical training, specific physical training, technical-tactical training, theoretical preparation, psychological preparation, performance-control assessments, refereeing and coaching practices, and recovery activities. These methods were integrated into the training process.

As a result of the practical module, opportunities were expanded to monitor the level of physical, psychological, and sport-specific technical readiness and fulfill sports norms.

Furthermore, through the monitoring-correction module, participants' errors and shortcomings during sessions were promptly addressed using corrective mechanisms.

As a result, participants were able to:

Perform assigned tasks during athletics sessions;

Apply acquired knowledge and skills in practice;

Participate in competitions;

Fulfill sports standards;

Acquire practical skills in organizing sports competitions.

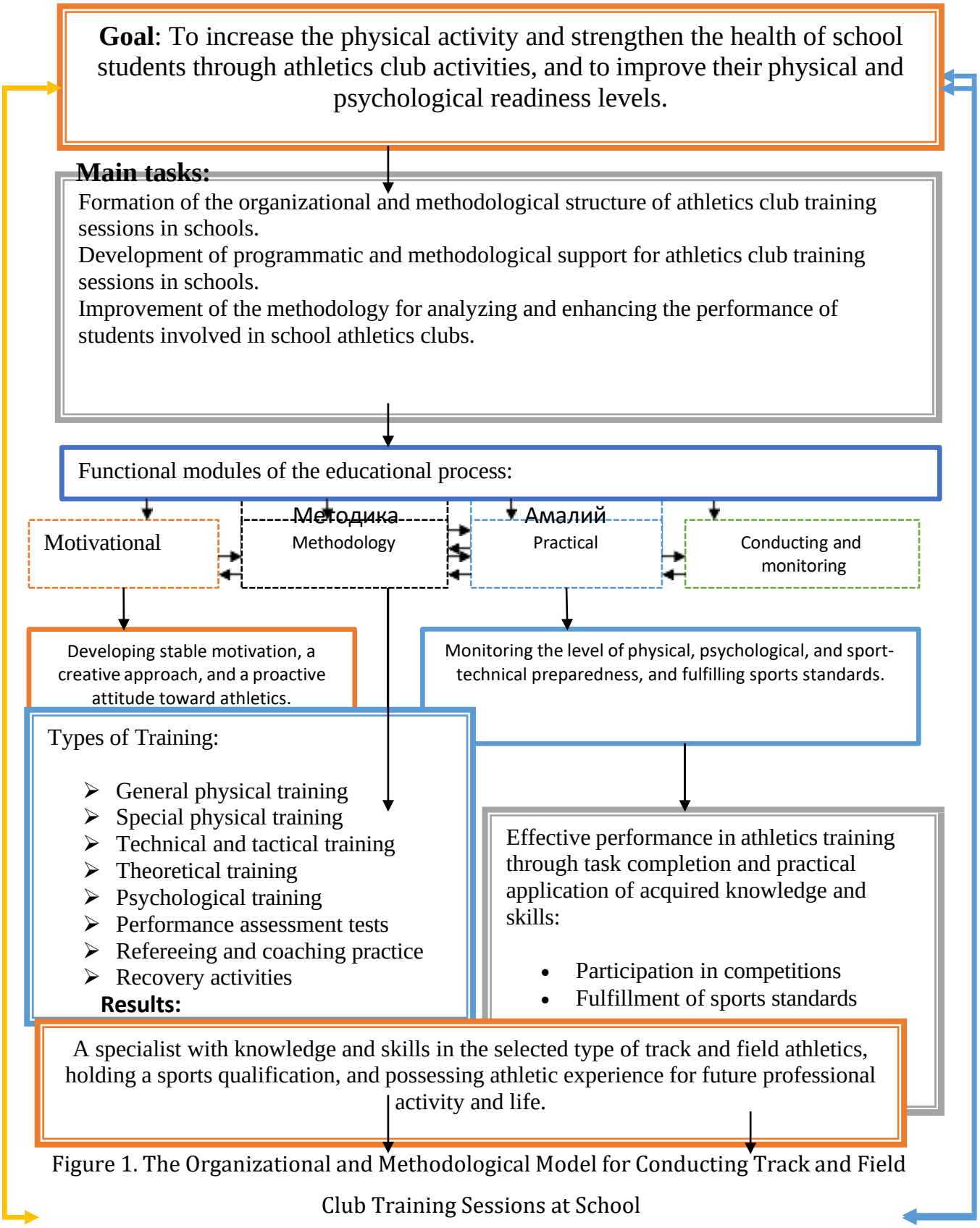

Figure 1. The Organizational and Methodological Model for Conducting Track and Field Club Training Sessions at School

In the current complex period, managing the formation of human motivation is a complicated psychological-pedagogical task.

The school athletics club training program provides information in a structured format, divided into specific sections in the form of grouped training sessions. In terms of

volume, this is the largest and most comprehensive section. It includes the names of the main tools, methods, and the modes of their implementation

To deeply understand the origin and unity of the long-term training structure, the methodological guidelines describe the main principles that incorporate the methodology for applying standard educational training technologies and content during the preparation of future short-distance runners

First of all, let us briefly highlight the main principles that comprise the structure of long-term sports training. The structure of a young athlete's sports training includes the following components:

a) The specific ratio of different aspects of preparation (e.g., physical and psychological);

b) The necessary ratio for increasing training loads (e.g., volume and consistency);

c) The sequence, purpose, and content of various stages in the training process (e.g., stages and parts, according to L.P. Matveev).

After thoroughly examining the long-term sports training system of a young athlete, it is divided into the following structural components:

Training sessions.

Training sessions and their components.

Microcycles.

Mesocycles.

Macrocycles (annual and semi-annual training periods).

Stages of long-term training (from 1 to 7 years).

Table 4.1 shows the main elements of the long-term training process structure.

The school athletics club's training sessions were conducted over 48 weeks of the year. The remaining 4 weeks were allocated for active rest. The number of training sessions per microcycle was increased by 1–2 times each year. The volume and intensity of athletics training were increased based on the results of medical examinations and performance indicators from control tests conducted under competition conditions..

1-table

Sample 48-Week Curriculum Plan for School Athletics Club

		Preparation years

N	Preparation components	1 year	2 year	3 year	4 year	5 year	6 year	7 year
1.	General physical preparation	**180**	**170**	**162**	**135**	**85**	**60**	**54**
2.	Special physical preparation	**54**	**48**	**46**	**63**	**80**	**96**	**100**
3.	Technical preparation	**16**	**25**	**28**	**30**	**50**	**54**	**58**
4.	Tactical preparation	**4**	**6**	**8**	**12**	**20**	**24**	**28**
5.	Theoretical preparation	**10**	**10**	**8**	**8**	**8**	**8**	**8**
6.	Psychological preparation	**6**	**8**	**8**	**10**	**12**	**12**	**12**
7.	Conducting control tests	**12**	**12**	**12**	**12**	**12**	**12**	**12**
8.	Control games	Outside the timetable						
9.	Refereeing and coaching practice	**-**	**-**	**4**	**6**	**9**	**10**	**4**
10.	Participation in competitions	According to the calendar schedule of mass sports events						
11	Recovery activities	**6**	**9**	**12**	**12**	**12**	**12**	**12**
12	Medical examination	Outside the timetable						
Total:		**288**	**288**	**288**	**288**	**288**	**288**	**288**
One-week workload:		**6 time**	**6 time**	**6 time**	**6 time**	**6 time**	**6 time**	**6 time**

*The 1st and 2nd years of the school athletics clubs are not conducted.

In the first year of the school athletics club, a training load of 288 hours was allocated and distributed as follows: general physical training – 180 hours, special physical training – 54 hours, technical training – 16 hours, tactical training – 4 hours, theoretical training – 10 hours, psychological training – 6 hours, conducting control tests – 12 hours, recovery activities – 6 hours. Participation in control games, medical examinations, and competitions was organized according to the calendar of mass sports events and was not included in the hour distribution.

Similarly, in the fourth year, a training load of 288 hours was allocated and

distributed as follows: general physical training – 135 hours, special physical training – 63 hours, technical training – 30 hours, tactical training – 12 hours, theoretical training – 8 hours, psychological training – 10 hours, conducting control tests – 12 hours, refereeing and coaching practice – 6 hours, recovery activities – 12 hours

To successfully conduct the experiments, students were divided into two training groups of 70 students each based on test results. Considering the age of the students, the test results were used as initial indicators to assign them to one group or another. The physical fitness indicators required for admitting students aged 12-18 to the school athletics club are shown in Table 2.

Group "A" conducted sports training according to the methodology we developed. Group "B" trained according to the sports club training program. The main difference between the training programs was that the time allocated for learning athletics disciplines in Group "A" was 20-30% less compared to Group "B". The remaining time in both groups was allocated to general physical training means and other sports such as swimming, gymnastics, acrobatics, sports and movement games, and general developmental exercises.

The allocation of training hours by us differs from that specified in the programs of sports educational institutions. A comparison of the data presented in the table indicates that in the experimental group, the total volume of hours spent on training increases, and when the duration of each session is reduced, it becomes closer to that provided in the program. The experimental methodology involves the use of comprehensive general physical training (GPT) tools and performing various athletics exercises such as running at different speeds over various distances, jumping, throwing, and specific and imitation exercises.

In GPT, exercises from other sports, as well as sports and movement games, were utilized. When planning training time in detail by weeks, we considered the loads for students preparing for and taking exams and reduced them accordingly. During holidays, the volume and quantity of training hours were increased.

The daily schedule was structured based on climatic conditions, taking into account morning training, school lessons, extended day systems for completing homework, evening training, and three meal times (see Table 3). The combined physical education lesson was held at the end of the school day—from 18:00 to 20:30.

Analysis of the results from five years of experience demonstrated that the physical readiness of boys in group "A" was significantly higher compared to their peers in group "B." This superiority was evidenced by their performance in normative exercises as well as

in the results of specific athletics disciplines..

2-table

Daily schedule of students training in athletics clubs at general education schools in Bukhara region

Days of the week	**Morning training session**	**Lesson at school**	**Doing homework**	**Evening training session**
Monday	**-**	**8,30-13,15**	**13,25-14,25**	**17,30-19,30**
Tuesday	**8,00-9,45**	**10,30-15,00**	**15,10-17,00**	**-**
Wednesday	**-**	**8,30-14,10**	**14,30-17,00**	**17,30-19,30**
Thursday	**8,00-9,45**	**10,30-15,00**	**15,10-17,00**	**-**
Friday	**-**	**8,30-14,10**	**14,30-16,30**	**17,30-19,30**
Saturday	**8,00-10,00**	**10,30-15,00**	**-**	**-**
Sunday	Day off			

As previously mentioned, when organizing athletics clubs, the children's desire to engage in sports and the consent of their parents were fundamental. Although the students of the athletics clubs did not have a physical development advantage at the beginning of their training, after one year of practice, our participants achieved high results in competitions among general education school students in Bukhara city.

At the start of the experiment, the physical fitness indicators of students attending the school athletics clubs were approximately 0.02 points lower than those of children not participating in the clubs. However, by the end of the academic year, the physical fitness indicators of the students increased by 0.6 to 0.9 points. When assessing physical fitness, it is important to consider that students attending the sports clubs spent about 6 hours more per week on physical education and sports activities compared to their peers following the basic curriculum.

An analysis of the results from the first stage of the experiment showed that the methodology we developed and applied successfully fulfilled the task of preparing children for specialization in the selected athletics discipline.

The competition system has a decisive influence on shaping the reserve training methodology. If the competition program includes classic athletics events and the competition rules allow participation in only one or two events even during 2-4 day competitions, the coach will focus on preparing athletes to achieve the best results in those

specific events. Therefore, it is necessary to organize competitions based on decathlon-type events consisting of diverse training and competition exercises. Each competition program should include several different decathlon events. After entries are submitted, a draw should be conducted to determine which decathlon will be held. This approach provides an advantage to teams and coaches who train according to comprehensive preparation programs.

The nature of the decathlon events should be adjusted based on the age of the participants. Their content must take into account the preferences of the athletes for particular groups of athletics disciplines.

The preparation of sports reserves in athletics clubs at general education schools should be carried out based on the following methodological principles:

- The sequence of training tasks, means, and methods for children, adolescents, youth, and adult athletes;

- A gradual and constant increase in the volume of general and special physical training means, with a slow change in their ratio: year by year, the share of special physical training volume increases (relative to the total training load), while the share of general training correspondingly decreases;

- The sequence of training loads in terms of volume and intensity, their constant increase over many years of training; in highly qualified athletes, changes in training loads should primarily occur through an increase in intensity. The increase in training intensity is more significant than changes in the overall training volume. Conversely, for adolescent athletes with lower training levels, changes in training loads should mainly occur through an increase in volume and to a lesser extent through an increase in intensity;

- Strict adherence to the principle of gradual application of both training and competition loads during the training process.

At the Romanian Scientific Research Center in Sports, Vasiliy Dmitresky (1971) conducted an analysis and assessment of various training exercises used in preparing short-distance runners at a high level. It was found that 59% of short-distance runners had developed to a level where they could perform specific training tasks accurately. In Germany, athletics training centers use standard training cards to plan and conduct training sessions.

These cards indicate the set of training tasks. Each card includes the goal, tasks, methodological recommendations, and in almost all sets, additional information about the type and technique of exercises performed.

German specialists consider the following factors when selecting and including cards in training exercises:

- The average level of group readiness;
- The direction of influence;
- The quality of the material base.

Based on physiological guidance exercises, German specialists classify training tasks into the following five groups:

- Operational tasks with a very moderate consistency sequence: mostly used for recovery purposes;
- Basic tasks: performed under stable conditions;
- Developing tasks: marked by a significant increase in anaerobic energy supply activity;
- Limited tasks: performed in the zone of maximal oxygen consumption;
- Extreme tasks: impose high demands on the athlete's body to utilize all available capacities.

Training sessions can be theoretical and practical. In theoretical sessions, young athletes acquire fundamental knowledge about the theory and methodology of sports training. These sessions are conducted through lectures, discussions, conversations, and methodological exercises related to the techniques of performing specific athletics disciplines. The tasks for practical sessions can vary widely, including developing certain physical qualities, learning new material, or reviewing previously covered content. Appropriate teaching materials, instructional methods, and training techniques are selected to accomplish these tasks.

In today's complex era, managing the formation of human motivation is a challenging psychological and pedagogical issue. The difficulty lies in the researcher's need to "penetrate" the inner world of the individual. However, by considering both internal and external factors, organizing purposeful management allows the formation of the required motivations in trainees, including educational, sports-related, and professional motivations.

To develop the motivation of students engaged in school athletics clubs, we have developed the following model.

The goal of the model is to enhance the psychological readiness of athletes training in general secondary schools. To achieve this goal, we set the following tasks:

1. To identify the psychological readiness of athletes training in general secondary

schools.

2. To develop a methodology for improving psychological readiness through active games.

To implement these tasks, the research objects were defined as the athletics club, boys and girls training in the club, and selected active games.

The core content of the research is the selection of a methodology for participants and the development of games suited to that methodology. As appropriate tools, we used textbooks, teaching-methodological guides, visual aids, and pedagogical software tools for training sessions. To improve these tools, we incorporated electronic textbooks, software, visual aids (projectors, televisions), and information and communication technologies. The main tools included interactive whiteboards, electronic notebooks, computers, iPads, tablets, and smartphones.

Of course, these tools were integrated with innovative educational technologies such as mobile application-based textbooks on “Athletes’ Subjective Control Level” and “Depression State,” multimedia applications, presentation editors, learning platforms like Kahoot!, Zoom, Mentimeter, iSpring Smart textbook, QuizMaker, and mobile games. Assessment criteria were developed based on competency standards using IT tools, and evaluation was conducted orally (through conversations), in writing, via tests, observation, and practical exercises.

The comprehensive development of the younger generation—intellectually, morally, and physically—is primarily supported by athletics. Nowadays, the modernization of education worldwide, as well as the emphasis on the spiritual and physical development of individuals and the improvement of the quality of the educational process, is of great importance. In developed foreign countries, special programs have been developed to increase the effectiveness of athletics training. In private schools, the selection of curricula is more flexible compared to state schools, which allows for the testing of various pedagogical alternatives. Studies of scientific and methodological literature show that numerous scientific researches have been conducted on organizing athletics clubs in general education schools. However, tools aimed at increasing the effectiveness of these clubs, including the development and application of electronic textbooks during training, have been scarcely developed.

On June 16, 2021, the President of the Republic of Uzbekistan adopted Resolution No. PQ-5148 “On Organizational Measures for the Implementation of the System for Assessing the Physical Fitness Level of the Population.” The goal of this resolution is to

promote the physical and intellectual development of all segments of the population (including general education school students) through the development of physical education and sports, to improve physical abilities and motor activity, to achieve physical and psychological maturity, to increase work capacity, to prevent harmful habits and various diseases, and to foster healthy lifestyle habits. Through sports competitions, it aims to strengthen virtues such as willpower, self-confidence, and belief in one's abilities among youth, to develop courage, patriotism, and loyalty to the homeland, and to organize systematic work for identifying talented athletes among young people. Special tests are designed for school-age students, where physical education teachers contribute significantly to ensuring that students, especially girls, are physically strong, mature, and healthy; that they engage in sports; and that physical education and sports become an integral part of their daily lives. The importance of this contribution is very high in fostering a healthy lifestyle, achieving spiritual and physical perfection, and increasing enthusiasm for physical education and sports among the growing younger generation.

Today, optimizing the educational process and applying effective pedagogical technologies and modern didactic educational programs is of particular importance. Addressing these issues in the field of athletics is urgent because many school teachers have not fully mastered innovative technologies and lack the full capacity to apply them during training sessions.

Education and upbringing are complex processes that require creativity, high skill, and extensive experience from educators for each lesson. Methods and tools used several decades ago are gradually losing their relevance and effectiveness. This is evident in traditional lectures, practical and seminar classes, where information and ideas are usually presented only by the teacher, while students passively listen without active engagement. The main task facing the education sector today is to abandon such outdated and conventional methods and to organize lessons based on new innovative educational technologies and advanced foreign experiences.

CONCLUSION

The results of the conducted experiments allow us to draw a number of general conclusions and final decisions. In particular, the authors' developed methodology primarily aims at strengthening children's health, ensuring their comprehensive and harmonious development, the purposeful development of their communication abilities, as well as the development of motor skills.

The basis of this developed authorship methodology consists of principles of physical education and general pedagogy, including conscious attitudes and activity, visibility, convenience, and the socialization of children.

As the main tools, it is considered appropriate to use movement games that take into account the development of characteristics such as emotional and psychological uplift in school-age children, mutual competition, and the aspiration to carry out effective joint activities within a team. The selection of movement games used within the technological process and their appropriate sequential arrangement were directly designed considering the children's ability to interact during participation in the games.

During the implementation of the experiments, the selected games were generally divided into the following three groups: movement games emphasizing relatively individual characteristics, movement games performed in pairs, and team-based movement games with a competitive nature. The main criteria for including these games in the pedagogical process at the kindergarten were taken as the gradual transition from results achieved individually to the overall results of the team..

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