PREPARING A STUDENT TEAM BASED ON INNOVATIVE DIRECTIONS IN MINI-FOOTBALL

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Abstract: This article analyzes the innovative methods used in the training of the student team in mini football, their effectiveness and approaches aimed at improving the quality of the athletes' game. Modern training processes, technical and tactical exercises, as well as important aspects of physical and mental preparation are considered for successful participation in competitions among students. The methods used in order to improve the team's level of play and achieve high results in the future through innovative approaches are discussed.

Key words: mini football, innovative approaches, student team, technical training, tactical training, video analysis, sports analysis programs, team training, technologies, competition results, individual training, physical and mental training.

Introduction

Mini-football, as one of the most popular sports among students today, occupies a special place in the field of physical education and sports. Its dynamic and fast-paced nature requires quick decision-making, as well as the development of technical and tactical skills. Therefore, it has become essential to apply innovative approaches when forming and training student teams. Through the use of innovative strategies, it is possible to enhance team efficiency, improve technical and tactical proficiency, facilitate rapid decision-making during matches, and achieve better results by integrating modern methodologies.

Unlike traditional training methods, modern technologies and scientifically grounded approaches provide broader opportunities for team development. These innovative directions include the use of sports analysis software, video analysis of matches, personalized training programs, and strategies that exploit the tactical mistakes of opponents.

Review of literature on the subject

The relatively short history of mini-football's development and formation is primarily explained by the fact that the structure of its training processes, the content of training loads, and their orientation were originally adapted from traditional ("big") football. It is also noteworthy that the core principles of player preparation in professional teams were initially established by former classical football players. This reveals the continuity of educational objectives, the structure of training tasks across each phase, the macro-cycle of the learning process, and the overall content of the instructional tools.

According to B.F. Boychenko, the unique characteristics of the game have defined specific approaches in planning and preparing teams for competitions. Many scholars—such as A.E. Braginskiy, A.E. Babkin, G.M. Gadjiev, S.V. Golomazov, V.Z. Ivasev, and G.V.

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Monakov—have emphasized that physical training and the acquisition of various motor skills have a direct impact on all areas of player development. However, they underscore that the most critical component is the application of innovative scientific approaches in technical and tactical preparation.

Yu.N. Vavilov outlines several objectives addressed during general physical training:

- Development of core physical attributes;
- Enhancement of functional capacities;
- Expansion of motor skills;
- Improvement of athletic performance;
- Holistic physical development;
- Promotion of recovery processes;
- Strengthening of overall health.

S.V. Bryankin emphasizes that general physical training addresses one of the fundamental tasks of sports practice—it ensures the complete physical development and comprehensive conditioning of athletes. It also supports recovery, functioning as a critical aspect of the training process. General physical preparation focuses on developing basic physical qualities and refining essential motor abilities, laying the groundwork for more specialized sports training.

Research methodology

The research methodology is based on a combination of qualitative and quantitative approaches. Data were collected through video analysis of student mini-football games, coach interviews, and player surveys. The gathered information was analyzed using comparative and descriptive methods to assess the impact of innovative training strategies on team performance and individual skill development.

Analysis and results

Each game in football demands the expression of various physical qualities, which must be considered when selecting training tools. For actions such as sudden accelerations, jumping for the ball, shooting from 25–30 meters, delivering long passes to teammates, or making abrupt directional changes, a football player must possess considerable strength. This strength enhances the effectiveness of game movements, especially finishing shots. The most valuable form of strength in football is explosive muscular power, which results from improved intermuscular and intramuscular coordination and contraction efficiency. Therefore, in football, a high level of relative strength that is, increased power without gaining additional body weight is particularly valued.

A football player must have the strength to move quickly into open space, jump for the ball, stop abruptly, and sharply change direction or strike the ball forcefully. At the same

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time, the development of strength should not come at the expense of flexibility, speed, or the player's ability to perceive the game correctly.

To develop strength, exercises such as jump training, acrobatics, and gymnastics are recommended. Dynamic drills using light weights, rope climbing, and shooting exercises can also be applied. After each intensive session, a short rest period (20–30 seconds) is recommended, including relaxation exercises during rest intervals.

Speed, as a rule, is linked to innate abilities; a player without such potential is unlikely to develop speed significantly beyond an average level. Speed is closely associated with other physical attributes such as strength, flexibility, and, at a minimum, endurance. A football player's speed comprises several components:

1. Initial acceleration;
2. Running speed (noting that football running technique differs from sprinting due to the presence of the ball, opponents, and rapidly changing game situations);
3. Rapid situational assessment—seeing the field;
4. Speed of ball control and manipulation (correct application of technical skills in dynamic game scenarios);
5. Speed of tactical decision-making.

With systematic training, anyone can improve their starting and running speed, but only within the limits of their physiological potential.

Agility is a key quality for mini-football players. It manifests in movement fluidity, coordination, precision, and body control. Agility is considered a hallmark of high-level sportsmanship. The higher the agility, the greater the range of motor skills the player possesses, enabling faster, more spontaneous movements with less cognitive control.

Specific agility is expressed in the ability to master football techniques ambidextrously. Agility develops slowly, reaching its peak at around 20–22 years of age. General agility should be developed before specialized agility, as the former provides the foundation for the latter. Activities such as obstacle course games and drills adapted from other football-related sports contribute significantly to the development of overall agility.

Special agility develops on the basis of general agility, primarily through technical-tactical exercises, various games, and practice drills [39]. During transitional stages, students are engaged in games such as football, basketball, handball, and tennis to enhance general agility, alongside game-based competitions. Separate sessions are also devoted to technical exercises.

In the preparation phase, developing general agility becomes one of the core objectives in training young football players. Focus is placed on gymnastics and athletic exercises. By the end of this phase, exercises are incorporated not only for improving game technique but also for enhancing special agility [40].

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As noted by F. Kerimov, during the main training phase, specific football exercises are implemented. Practicing a variety of technical drills simultaneously promotes the development of agility in football players [41].

Common Causes of Football Injuries Include:

– Disorganization in the structure of practical training sessions, poor planning, an excessive number of participants, and lack of discipline;

– Failure to account for trainees' preparedness when selecting training methods, inconsistent distribution of physical load, ignoring individual traits in developing motor skills, and overloading during preparatory exercises;

– Violation of medical supervision protocols (e.g., allowing students to participate without physician clearance, administering excessive physical loads after long breaks, or pushing students to exhaustion);

– Poor condition of training facilities, equipment, and sportswear;

– Neglect of personal hygiene and daily routines by students.

To prevent injuries resulting from the above issues, instructors must be informed of each student's medical clearance and physical fitness level. Coaches must personally inspect the playing field, training equipment, and sports gear before each session.

Prior to engaging in football activities, it is essential to educate students on the rules of the game and on methods to prevent common in-game injuries. Teachers should instruct students on how to perform preparatory exercises independently and teach proper techniques for safe ball reception, especially falling without injury.

Warm-up routines are mandatory before matches and classes to protect the body from overexertion. These routines should activate all major muscle groups, with particular attention to shoulders, fingers, and joints. Students must be taught safe jumping and landing techniques, specifically, to land on the balls of their feet rather than their heels.

To ensure that students successfully perform the exercises and play effectively, it is important to emphasize several factors that help restore energy and prevent overexertion, such as sufficient sleep, a healthy appetite, and a positive mood. If students experience disrupted sleep, loss of appetite, or mood deterioration as a result of training, they should consult a medical professional.

Agility exercises can also be integrated into the warm-up phase. Small-sided games not only contribute to general warm-up but also help mentally and physically prepare players for full gameplay. Exercises selected for the main part of the session should be diverse and promote all-around development of the players' skills and abilities.

Conclusion and suggestions

Preparing student teams in mini-football based on innovative directions plays a crucial role in enhancing game quality and achieving success in competitions. Unlike traditional training methods, innovative approaches help develop players' technical and tactical skills while improving their ability to make quick and effective decisions during gameplay. Through modern tools such as video analysis, sports analytics software, and

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individualized training programs, it becomes possible to identify each athlete's strengths and weaknesses and expand the team's capacity to exploit opponents' tactical errors.

The innovative methods discussed in this article elevate the preparation process of student mini-football teams to a new level. These approaches significantly contribute to improving technical and tactical competence, refining game strategy, and enhancing the physical conditioning of athletes. The integration of innovative technologies not only boosts team performance but also fosters the overall development of players, strengthens motivation, and reinforces self-confidence during matches.

Therefore, the application of innovative methodologies in student mini-football training serves as an effective means to elevate team performance and achieve high results in competitions. Such approaches are expected to be widely adopted in future training programs, forming a foundational strategy for creating optimal conditions for team success.

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