



THE USE OF ACTIVE GAMES TO DEVELOP THE SKILLS OF MASTERING FOOTBALL ELEMENTS IN 10–12-YEAR- OLD STUDENTS

Barno Pulatovna Abdullayeva

Associate Professor of the Institute for Retraining and
Advanced Training of Specialists in Physical Education and Sport

Abstract

This article examines the pedagogical significance of using active games in the process of effectively mastering and consolidating football elements among 10–12-year-old students. Taking into account the age-specific physical and psychological characteristics of middle school children, the advantages of the game-based method in teaching football technical elements (dribbling, passing, receiving, shooting, and defensive movements) are scientifically substantiated. In addition, examples of active games applicable in training sessions, their methodological organization, and expected outcomes are presented.

Keywords: Football, active games, technical skills, physical education, 10–12 years old, students, game method, agility, coordination.

Introduction

Today, improving physical education lessons in general secondary schools and increasing students' interest in sports are among the most pressing issues. Football is one of the most popular sports among students, and teaching its elements effectively requires a scientifically grounded pedagogical approach. Programs for the development of youth football developed by FIFA and UEFA also recommend forming technical preparedness in young players through



game-based activities. In this regard, the use of active games in teaching football elements to 10–12-year-old students is considered an effective pedagogical tool.

Age Characteristics of 10–12-Year-Old Students

The age period of 10–12 years is characterized by intensive development of motor activity. At this stage:

The central nervous system is sufficiently developed;

Motor coordination improves rapidly;

It is a favorable period for developing speed and agility;

Play activity occupies a leading role;

Interest in competition and rivalry increases.

Therefore, teaching football elements not through simple repetitive drills but through active games leads to higher effectiveness.

Main Directions in Teaching Football Elements

At the age of 10–12, special attention is paid to the following technical elements of football:

Dribbling with the inside and outside of the foot

Short- and medium-distance passing

Receiving (controlling) the ball

Shooting at the goal

Basic defensive actions

When teaching these elements, active games increase motivation, make lessons more engaging, and help form technical skills in a natural playing environment.

Pedagogical Advantages of Using Active Games

The use of active games in football training provides the following advantages:

-Increases motor activity

-Develops coordination and balance

-Improves decision-making speed

-Forms teamwork skills

-Strengthens competitive spirit

-Promotes automation of technical movements

During games, students feel more relaxed and confident, which reduces fear and tension and consequently increases the level of skill acquisition.



Examples of Active Games for Developing Football Skills

1. “Steal the Ball” Game

Objective: To develop dribbling and defensive skills. **Organization:** Several students move around the field with a ball, while one student acts as a defender trying to take the ball away. **Outcome:** Speed, agility, and ball control skills improve.

2. “Accurate Pass” Relay

Objective: To teach accurate passing and receiving.

Organization: Students work in pairs or small groups to deliver accurate passes to a designated target point.

Outcome: Passing accuracy and teamwork skills develop.

3. “Mini-Football 3 vs 3”

Objective: To apply learned elements in practice.

Organization: Teams of three players compete on a small field.

Outcome: Technical and tactical thinking skills improve.

4. “Hit the Target” Game

Objective: To improve shooting accuracy.

Organization: Small targets are placed inside the goal. Students take turns shooting at them.

Outcome: Shooting power and accuracy develop.

Methodology for Organizing Training Sessions

When using active games, it is important to consider the following:

Adjust the complexity of games according to age;

Follow safety rules strictly;

Gradually increase physical load;

Ensure active participation of each student;

Create a positive psychological environment.

The structure of a training session usually includes:

Preparatory part (warm-up using game elements)



Main part (targeted games to teach technique)

Final part (competitive game and reflection/analysis)

Theoretical Basis and Observational Results

Pedagogical observations show that when football elements are taught through active games:

The speed of skill acquisition increases;

The number of technical errors decreases;

Participation activity rises;

Students' interest in football strengthens.

The effectiveness of the game method is directly related to children's natural need for movement and competition.

Conclusion

The use of active games is an important pedagogical tool for effectively forming football elements in 10–12-year-old students. Game-based training sessions help students acquire technical skills faster and more sustainably, develop physical qualities, and increase interest in sports.

Thus, active games should be applied not merely as an auxiliary tool but as one of the main methodological approaches in teaching football.

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