

ORGANISATION OF OBSTACLE COURSE TECHNIQUE TRAINING METHODS FOR CHILDREN'S SPORTS SCHOOL STUDENTS

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ABSTRACT

Modern sport seeks new ways to identify talent and develop effective training systems. Among the many components of an athlete's preparation, technical training remains fundamental — it teaches athletes correct movement techniques and refines them to mastery. Understanding how motor skills develop is essential for teachers, coaches, and healthcare professionals..

Modern sport seeks new ways to identify talent and develop effective training systems. Among the many components of an athlete's preparation, **technical training** remains fundamental — it teaches athletes correct movement techniques and refines them to mastery. Understanding how motor skills develop is essential for teachers, coaches, and healthcare professionals.

The theoretical foundations of motor learning were laid by scientists such as **I.M. Sechenov, I.P. Pavlov, V.M. Bekhterev, P.K. Anokhin, and N.A. Bernstein**, while pedagogical principles were developed by **N.G. Ozolin, V.M. Dyachkov, L.P. Matveev, and M.M. Bogen**. Their work emphasized that motor actions must be systematically learned and perfected.

Bogen's concepts of **main reference points (MRP)** and the **indicative basis of action (IBA)** provided a structured approach to teaching motor skills. These ideas led to the development of the *positional method* and the concept of *key posture*, which remain relevant in physical education and sport.

Pedagogical and Psychophysiological Aspects

According to **V.M. Geletsky (2008)**, forming a motor skill involves several pedagogical stages:

1. **Motivation.** Students must develop a conscious desire to master new skills. Without positive motivation, learning becomes mechanical and inefficient.
2. **Knowledge formation.** Observing actions and listening to guided explanations help learners understand the essence of movement. According to Bogen (1985), the most important movement elements requiring attention are MRPs, and their totality forms the IBA.
3. **Creating a mental representation.** Learners must form visual, logical, and motor images of the movement through observation, explanation, and experience.

4. **Whole-movement practice.** Once key perceptions and understanding are formed, the learner performs the complete movement and gradually perfects it.

From a **psychophysiological perspective**, three neural phases accompany skill formation:

(1) **Initial generalization**, when nervous excitation spreads across many centres, resulting in uncoordinated, rigid movements.

(2) **Concentration**, when coordination improves and unnecessary movements disappear.

(3) **Automation**, when movement becomes stable, efficient, and automatic.

Laws of Skill Formation

Skill development occurs **unevenly** — rapid progress may be followed by slower refinement. Delays may result from internal adaptation or external teaching errors. Skills can also **fade** if not practiced regularly; however, their neural base remains and can be quickly restored with repetition. Importantly, **motor skill improvement has no limit**, as refinement continues throughout an athlete's career.

Transfer of Motor Skills

Motor skills interact through **transfer** — the influence of one skill on another.

- **Positive transfer** occurs when structural similarity facilitates learning (e.g., throwing a ball helps throwing a javelin).

- **Negative transfer** happens when previous habits hinder new ones (e.g., side swimming disrupting breaststroke leg symmetry).

- Transfers can be **unilateral, reciprocal, indirect, partial, generalized, or cross-transfer** (when movement learned by one limb transfers to the other). Recognizing these laws is vital when sequencing movement training in sports such as athletics, gymnastics, or acrobatics.

Teaching and Perfecting Technique

In physical education, movement is both a **means and a goal**. Coaches must combine theory with modern teaching tools to achieve rational, efficient movement. The *Avangard Sports Complex* emphasizes that sporting progress depends on technical mastery — irrational techniques limit potential, especially in track and field.

Mastering running, jumping, and throwing involves three key steps:

1. **Understanding movement**, through demonstration and explanation.
2. **Learning movement**, via repeated performance and correction.
3. **Consolidation and refinement**, through continuous feedback and practice.

Coaches should adapt technique to each athlete's **individual characteristics**, ensuring movements are **economical and coordinated**. Blind imitation of other athletes' techniques often leads to errors. Each exercise should be taught through both **visual demonstration** and **verbal clarification**, as perception, muscle sense, and feedback are crucial in forming movement coordination.

Repeated performance gradually eliminates unnecessary movements, resulting in efficient and accurate motor actions. As **K.D. Ushinsky** noted, mastery of skills liberates the mind and will for new achievements.

Correcting Errors and Consolidating Skills

Mistakes are inevitable during training. Coaches must identify and correct them promptly to prevent reinforcement of incorrect habits. Early-stage errors are easy to detect, while later refinements require detailed analysis and often the use of video observation. Demonstrating both correct and incorrect executions helps learners understand differences and internalize proper technique.

Motor skill consolidation is based on **I.P. Pavlov's concept of dynamic stereotypes** — stable conditioned reflexes formed through repetition. These neural patterns ensure automatic and efficient performance. However, even after achieving a high technical level, continuous refinement remains essential. Prolonged breaks can cause partial skill loss; thus, periodic repetition is required to maintain proficiency.

The Role of the Coach

A skilled coach plans **continuous progression** — ensuring constant learning and improvement of technique. The broader an athlete's base of general and specific motor skills, the faster they master new ones. Coaches must apply the principle: *"If you can't show it, explain it."* Clear demonstration remains the cornerstone of teaching movement.

Finally, effective training considers the **individual physiological responses** of athletes. Recognizing how exercises influence the body allows for personalized programs and optimal transfer of training effects. This personalized, scientifically grounded approach was developed further by **A.P. Bondarchuk**, whose classification of training methods remains fundamental in the preparation of elite athletes.

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