

FEATURES OF TENNIS METHODS OF TEACHING 5-6 YEARS OLD CHILDREN IN THE INITIAL STAGES

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Annotation. *Purpose:* theoretical and methodological justification for the existing teaching methods tennis of 5-6 years old children. *Material:* 17 special analysis and scientific and methodological sources. *Results:* the features of the existing methods of teaching children at an early stage of training. The main theses of the existing methods: 1) the training process is carried out in the form of games; 2) the level of general physical preparedness level exceeds special; 3) The first two years of the children do not participate in official competitions; 4) education of children begins with "School Ball", with a gradual transition to employment with racket and ball; 5) training is built on two levels: theoretical - each "part" in the form of pre-formation of a mental model of rational behavior, and practical - the formation of the ability to perform motor actions. *Conclusions:* it was found that the existing methods of constructing the training process for children 5-6 years do not account for their physiological characteristics, therefore proposed to use computer technology and animation, that will shorten the formation of motor skills of children.

Keywords: tennis, initial, stage, technique, young tennis players, classes.

Introduction

At modern stage tennis is characterized by significant increasing of popularity and attention to this game. It is important that junior generation is involved in this process. As on to day children often start to seriously practice sports at 5-6 years old age.

Nowadays in tennis a situation exists, when children at early stage of sportsman's formation are oriented on professional training, which is based on technique of power tennis for achievement of quick victories at any rate. Such approach to training results in worsening of health and ruining of child's motor system; it prevents child from mastering of combinational game and tactic and, at last, children lose interest to game and leave tennis. It is connected with absence of theoretical and methodological provisioning in field of tennis for 5-6 years old children at first year of their training. It forces coaches to adapt the existing methodic, basing on demands and contingent. That is why analysis of existing methodic of 5-6 years' old children's training at initial stage is an urgent task. Analysis will permit to determine main characteristics of such methodic and specify approaches to improvement of children's tennis training.

The research was carried out in compliance with plan of SRW of physical education department of Automobile and tracks institute of SHEE "DonNTU".

Purpose, tasks of the work, material and methods

The purpose of the work is determination of characteristics of tennis trainings of 5-6 years' old children at initial stage of training.

As per the purpose of the research we set the following *tasks*:

1. Analyzing of existing methodic of 5-6 years' old children training at initial stage.
2. Determination of methodic peculiarities.
3. Determination of main approaches to improvement of children's tennis training at initial stage.

The methods of the research: theoretical analysis, generalization of special and scientific literature.

Results of the research

Different components of children's tennis training were described by many authors: S.P. Belits-Gayman [1], G.A. Kondratyeva, A.I. Shokin [2], G.K. Zhukin [3], T.S. Ivanova [4], who noted that tennis initial program is multi-component like in other kinds of sports. Distribution of time into different sections of training work is fulfilled in compliance with certain tasks of many years' training.

Different authors specify the following tasks: 1) strengthening of health and improvement of physical condition; 2) mastering of exercises' techniques; 3) comprehensive physical fitness on the base of practicing of different kinds of sports; 4) cultivation of interest in sport practicing; 5) training of will qualities; 6) determination of kind of sports for further training.

First two years children do not participate in official competitions, that is why annual cycle is not divided in periods and main attention is paid to content of week cycles.

At initial stage training is in form of game: with elements of general exercises and main orientation on development of necessary physical skills; in the form of relay race, outdoor games for evaluation of bent to game functioning, quickness, accuracy, coordination, accuracy of muscular efforts, emotional-will qualities, features of attention, ball exercises (ball school) [2, 17].

Most of authors recommend starting training of 5-6 years' old children with "ball school", working only with tennis ball, consequently making exercises more complex, close to tennis strikes.

Main task of ball school is training of simple motion skills, quickness, power of observation, concentration and quickness of attention's re-pointing, elementary abilities for prognostication. Working with ball junior tennis player

receives experience in visual perceiving of ball, of familiarizing with different speed of its flight and dap from ground, helps to correctly coordinate movements with flight of ball.

For better harmonious progressing of a child and coordination of movements S.P. Belits-Gayman [1] advises to develop the so-called two-sided motion skills – ability to use equally right and left arms, right and left legs. For this purpose it is necessary to apply both games for arms and games for legs.

Then it is necessary to pass to training with racket and ball.

Training of junior tennis players is a complex stage-by-stage process, which is realized in sport clubs and children-junior sport schools and envisages achievement of certain level of fitness – physical, theoretical, technical-tactic.

Physical fitness is divided in general, auxiliary and special. General fitness stipulates comprehensive development of physical skills, functional potentials of organism's organs and systems, their coordinated manifestation in process of muscular functioning. In modern sport training general fitness is connected not with comprehensive physical condition in general, but with improvement of skills and abilities, which influence to certain extent on sport achievements and effectiveness of training process.

Auxiliary fitness is a functional basis for successful working on development of special physical skills, which manifest in movements, required in chosen kind of sport. Auxiliary fitness hardens organism for high special loads and intensive recreation.

Special fitness is characterized by level of physical skills, potentials of organs and functional fitness, which directly determine achievement in chosen kind of sports [5].

S.P. Belits-Gayman [1] underlines in his works that since the very beginning of tennis trainings it is necessary to pay attention to achievement of certain level of both general and special fitness. It is one of main conditions of mastering game's rational technique. Formation of strike skills is in direct dependence on strength of "working arm" and girdle. Only with their optimal condition modern comprehensive technique can be mastered.

Level of general and special fitness substantially depends on sportsmen's age. At 5-6 years old age general fitness exceeds special one. It is conditioned by peculiarities of organism's age development and many years' planning of training process [6].

V.N. Platonov (1086) [7] determines dynamic of load at stage of initial training tin the following way: 50% of general training, 45% of auxiliary fitness's training and 5% of training for special fitness.

A.P. Skorodumova [8] points that tennis players of first year of training have the best correlation of general and special physical fitness as 70% of general and 30% of special in respect to time, assigned for physical training. However, up to recent time it has been being considered that the best increment of general and special children's abilities is in conditions: 60% for general training and 40% - for special one in respect to total time of junior tennis players' physical training at initial stage.

Theoretical trainings are conducted in form of talks of coach (doctor, experienced tennis players) with demonstration of visual aids. It is purposeful to familiarize children with theoretical principles of tennis technique on example of exhibition performances of older sportsmen.

Tactical training at initial stage is reduced, mainly, to children's training of simple tactic actions. From the first training children shall be trained not only strike ball, but to control it, point it exactly to target with different speed and rotation [4].

Mastering of tactic techniques at initial stage is fulfilled, considering the following requirements:

- by the end of first year children shall be able to keep ball in game, exchanging strikes with partners not less than 20 times;
- in 2nd year they shall master cross strikes, strikes on line, conduct set game;
- at finalizing stage of initial training junior tennis players shall be able to fulfill attacking strikes of "short ball" type, varying them by strength and depth.

Technical training is a pedagogic process, oriented on sportsman's perfect mastering of game techniques that ensures reliability of skills in game and competition functioning. In modern tennis technique and following from it accuracy, stability of strikes' fulfillment determine efficiency of tennis players' actions. Traditionally training of techniques is carried out in several stages [9].

First stage is familiarizing with technique.

Second stage is training of the technique in simplified conditions. At this stage children shall obtain not only general but also detail understanding of the technique, they shall master. First of all they shall master:

- initial (preparatory for this action) stance;
- final stance;
- self-control technique when coming from stance to stance of phase's end;
- passing from one stance to other under visual control;
- fulfillment of movement slowly, controlling it.

Third stage is mastering of technique in complicated conditions. Training includes elements of competitions.

Fourth stage is consolidation of technique in game.

L.P. Matvyeyev [5] determines technique as rational motion action, which includes system of interconnected movements. Motion action consists of separate components: principles of technique, main (leading) link and detail. In training of techniques of tennis there are several methodic approaches based on these principles.

T.S. Ivanova [4] marks out main link – attacking interaction and offers to start training with formation of understanding of points of strike and attacking stances with relative fixed position of feet.

G.K. Zhukov [3] determines the following sequence: creation of general understanding of strikes; mastering of phases of striking interaction; fulfillment of strikes with full coordination of movements in conditions of restricted travelling; fulfillment of strikes with full coordination of movements in conditions of restricted quickness.

V.A. Golenko, A.P. Skotrodumova, Sh.A. Tarpyshev [10] mark out main “details” of elements in technique and sequence of strikes’ fulfillment: ability to correctly choose place on site before strike; choosing of hold for technique’s fulfillment; time of racket’s contact with ball; finalizing of strike by finishing of racket’s movement. Training is built on two levels: theoretical – every “detail” in the form of preliminary formation of mental model of rational behavior and practical – formation of ability to fulfill movement.

Such approach is coordinated with didactic model, which permits to imagine “what” and “how” to train: 1) formation of oriented basis; 2) formation of ability to solve situation; 3) carry out control of movement’s level. Authors Yu.I. Kravtsov, S.L. Fetisova [11] regard technical tactic training as didactic process, oriented on effective solution of typical game situations with the help of specialized motion skills and complex of game skills.

Now there are carrying out a lot of scientific researches, which to some extent solve problems of initial training.

Thus, problem of differentiation and individualization are regarded in general in frames of game’s style, which is determined by physical and psychological qualities of every sportsman (V.Z. Babushkin 1991) [12].

Dissertation researches of A.M. Linkov (2004) [13], who regards application of self-regulation methods in training of junior tennis players; I.Sh. Tuchashvili (1999) [14] who marks out three types of functional structure of junior sportsmen’s psycho-regulatory system: rational, reflexive, receptive, were fulfilled in frames of psychological training in tennis.

As on to day problems of bio-mechanical foundation of tennis strikes’ technique in different age groups are rather urgent (Al Khalili Muhammed, 1996) [15].

Concerning modern children, according to “theory of generations” [<http://www.kommersant.ru/doc>], they formed in period of quick development of computer technologies. In scientific literature (in field of psycho-physiology, these children are related to generation Z) [<http://medpsy.ru>]. They learn world through computer games. In modern children “clip” thinking dominates, which is oriented on processing of information by short portions, i.e. volume of information shall be within screen of computer. Only in this case children Z can understand it and remember. In this connection there appear problems of organizational, psychological character and other that, in its turn, negatively reflect on efficiency of all training process.

Generalizing the above said we can make conclusion that with availability of great number of researches on building of training process in tennis, all they do not consider psycho-physiological features of 5-6 years’ old children. That is why we offer to use computer technologies and animation, which will permit to shorten terms of formation of motion skills at initial stage of training. Application of such interactive methods, their influence is the next stage of the author’s researches.

Conclusions:

Analysis of special and scientific-methodic literature permitted to determine peculiarities of existing methodic of 5-6 years’ old children’s training. They shall include: training process, built in play form; general fitness exceeding special fitness; first two years children do not participate in official competitions; children’s training starts from “ball school” with gradual passing to trainings with racket and ball; trainings are built on two levels: theoretical – every detail shall be preliminary formed mentally and practical – formation of skill to perform certain motion action.

But existing methodic of training process’s building for 5-6 years’ old children do not consider their psycho-physiological qualities. That is why we have offered to apply interactive method of tennis training for children.

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Cite this article as: Kurmaeva E.V. Features of tennis methods of teaching 5-6 years old children in the initial stages. *Pedagogics, psychology, medical-biological problems of physical training and sports*, 2014, vol. 6, pp. 21-25. doi:10.6084/m9.figshare.1004091

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Received: 23.01.2014

Published: 03.03.2014