ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

METHODS OF ASSESSING THE LEVEL OF COORDINATION SKILLS OF 11-12-YEAR-OLD FOOTBALL PLAYERS

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Article DOI: https://doi.org/10.36713/epra21939
DOI No: 10.36713/epra21939

ABSTRACT

In this article, a set of various exercises was developed to determine the level of coordination skills of 11-12-year-old football players. The exercises allow to determine the coordination abilities of young football players, develop coordination abilities, and qualitatively increase the level of physical and technical training.

KEY WORDS: *Young Football Players, Coordination Ability, Coordination, Competitive Exercises, Special Training Exercises, General Training Exercises.*

INTRODUCTION

Modern football is currently developing at a rapid pace, which, in turn, places high demands on young players, requiring them to maintain optimal performance across all technical-tactical, physical, and psychological aspects. In our country, as with all sports disciplines, special attention is devoted to the development of football, and various measures are being taken in this regard. One example is the Decree of the President of the Republic of Uzbekistan *"On Measures to Bring the Development of Football in Uzbekistan to a Qualitatively New Level,"* which has significantly increased children's and adolescents' interest in football.

The level of physical qualities is crucial for young players to achieve high performance. Speed-related physical attributes are considered particularly important, as players must make quick, effective, and accurate decisions in response to various situations occurring during a game. According to research by numerous scientists, coordination skills are essential for young players to respond efficiently to the dynamic conditions of the game. The development of coordination abilities in footballers has been studied by various authors.

To improve the coordination skills of football players, it is first necessary to assess the level of coordination abilities in players aged 11–12.

LITERATURE REVIEW

According to research by specialists, the rate of development of coordination skills is influenced by genetic factors, anatomical and physiological conditions, and the specific characteristics of the organism at different stages of maturation.

Many scholars have conducted studies on assessing and developing the coordination abilities of young athletes. However, a comprehensive testing system for evaluating the coordination level of football players aged 11–12 is still insufficiently developed.
In the present article, which focuses on evaluating the coordination abilities of football players aged 11–12 and the means for their development, the works of researchers such as L. P. Matveev, V. N. Platonov, V. I. Lyakh, A. M. Monakov, Z. Vitkovsky, Yu. K. Kholodov, V. S. Kuznetsov, A. I. Talibjanov, and Sh. T. Iseev have been studied and analyzed.

RESEARCH METHODOLOGY

To address the research objectives, the following methods were used: theoretical analysis of scientific and methodological literature (i.e., review and synthesis of works by Uzbek and international scholars on the topic), pedagogical observation, and the development of pedagogical tests.

ANALYSIS AND RESULTS

The main goal of sports training is to master the selected sport in depth, to acquire all technical and tactical aspects, to strengthen the health of young athletes, and to ensure proper physical development. It is essential to instill in them a spirit of patriotism, to achieve high results in their chosen sport, and to gradually develop their physical preparedness to a higher level. In the early stages of training, it is recommended to focus on developing general coordination skills, which are important for many sports disciplines [6, p.15].
The nature of competitive activity demands a high level of physical fitness from players, as well as the ability to demonstrate motor skills — with coordination skills playing a particularly important role [2, p.281].

Unexpected situations that constantly arise during game play require quick reaction speed, the ability to concentrate and switch attention, and precision in space and time [6, p.15].

All of these features are related to coordination abilities. These abilities are understood as an athlete's capacity to solve tasks involving actions of varying levels of coordination complexity. This implies optimal control of movements (executed accurately, quickly, and effortlessly) and high performance, relying on resourcefulness.

The scientific and methodological literature shows that considerable work has been done in these areas. Scholars

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believe that coordination abilities in athletes aged 11–12 are influenced by genetic factors, but like other physical qualities, these abilities also develop through training.

According to G. V. Monakov, coaches use the following methods to develop coordination abilities in young players:

1. **Visual methods**: demonstration of exercises via diagrams, models, films; visual training and formal competitions.
2. **Verbal methods**: explanation, instruction, reminders, persuasion, conversation, guidance, and messaging.
3. **Practical methods**: variable training methods (initial full or partial learning), repetition, variable, interval, game-based, and competitive methods.

The coach plays a crucial role in teaching coordination skills. Demonstrating movements helps young players clearly visualize actions and perform them accurately without error. The demonstration must be clear and visible to all athletes, so the coach should choose a spot visible to the entire group or team. Coordinated movements must be slow and precise, and players should focus on the key elements.

All coordination exercises used in football training can be divided into three groups:
a) Competitive exercises
b) Specialized training exercises c) General preparatory exercises
The most extensive and accessible group of coordination-development tools for young players is general preparatory gymnastics, which consists of dynamic exercises that involve major muscle groups simultaneously. These exercises are performed both without equipment and using various tools (balls, gym sticks, jump ropes, etc.) and range from simple to very complex.
All exercises used in football training can be categorized into **primary** and **auxiliary**.

Primary Exercises include:

- Exercises for general and specialized development of motor abilities;
- Exercises for learning and improving ball-handling techniques;
- Exercises and game systems for mastering technical-tactical and combination techniques.

Auxiliary Exercises include
a) General developmental exercises that help form new systems of conditioned reflexes and expand functional capacities;
b) Special exercises that mirror the structure of actual movements (temporal connections), aligned with various aspects of tool handling or similar tasks;
c) Exercises resembling other sports that contribute to skill development.

Training should aim at quickly and purposefully restoring motor skills to expand motor capabilities and functional reserves, particularly in situations that change unexpectedly.

For 11–12-year-old players to demonstrate precise movements in dynamic situations, a high level of performance capacity is required. We often witness situations where players receive the ball in mid-air or strike it after sudden directional changes. Therefore, strong coordination skills are essential. Before developing these skills, it is necessary to determine their current level in players and accurately set the intensity, duration, and frequency of training exercises.

To assess the level of coordination abilities in young players, we employed the following exercises:
(*Please share the list of exercises if you'd like them translated too.*)

Exercise	Methodical Instructions	Evaluation of Results
Ball juggling. The athlete juggles within a 10×10 square without stepping out of bounds using the left and right foot.	The athlete starts the exercise holding the ball in their hands.	The result is evaluated on a 10-point scale.
Penalty kick from 11 meters. The athlete spins in place 5 times with arms raised to shoulder level, then tries to score into an empty goal.	The athlete may position themselves closer to the ball.	The result is measured in minutes.
Ball juggling over a distance of 30 meters.	The athlete throws the ball and juggles it over 30 meters without letting it fall. To make the exercise harder, poles can be placed every 2 meters.	The result is measured in minutes.
Holding the football with the right and left foot. Maintain balance with the ball without dropping it or lifting it into the air.	The exercise can be started with either foot.	The result is measured in minutes.
Dribbling the ball with feet, tossing it upward, turning 360 degrees, and continuing to dribble.	The exercise can begin and end with the alternate foot.	The result is evaluated on a 10-point scale.

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CONCLUSION

The results of the analysis of literary sources show that in the process of teaching young athletes various exercises, especially those involving coordination complexity, the use of the aforementioned methods — performing complex coordination exercises in the first part of the main training session, increasing rest intervals, and gradually increasing exercise difficulty — yields the desired outcomes. This approach not only promotes the growth and development of athletes but also enhances the quality of learning and the overall training process.

The conducted research indicates that the most favorable period for targeted development of coordination skills in football players is between the ages of **11–12**.

At this age, young players are capable of quickly and easily adapting to and mastering various complex coordinated movements. Therefore, it is essential first to determine the level of coordination skills in footballers aged 11–12. It is equally important to monitor the intensity and volume of coordination-demanding exercises, providing workloads appropriate to each athlete's individual level.

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