

Integrated Training for Rugby Students

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ABSTRACT

Integral training in rugby is discussed in the article, aim of integral training in rugby players, its main tasks, what is integral training in rugby.

In recent years, a number of activities have been carried out aimed at strengthening the health of the population, the formation of a spiritually and physically developed generation, and the widespread involvement of compatriots, especially young people.

At the same time, the issues of further development of the system for identifying and selecting (selection) highly gifted young rugby players, rugby infrastructure, raising the activity of sports schools to a new level, improving the system of training and material incentives for specialists in the field, and raising the level of competitions.

Increased attention to the development of rugby in Uzbekistan coincided with the solution of such an urgent task as improving all the components of the system for training rugby reserves in the country in order to further improve the skills of Uzbek rugby players.

The main task of every rugby coach is to find such methods of teaching and educating young and young rugby players that would help them gain self-confidence and gradual progress, achieving the highest results.

Integral training is the process of combining all types of athlete training into a single system for the implementation of the strategic tasks of individual or team wrestling. The process of assimilation of the material should take place in a strict sequence, using an exercise of appropriate complexity for faster and more effective assimilation of technical and tactical

techniques.

The purpose of integral training in rugby is to give those involved in rugby the knowledge and skills, to instill such skills and qualities that would contribute to the successful activities of young, young, and youth rugby players.

It includes two interrelated sections - theoretical training, training in special knowledge on tactics, and practical training, training in individual group and team tactical actions, as well as the development of special abilities among young rugby players.

Success in mastering young and young rugby players of tactical techniques without theoretical training. The acquisition of theoretical knowledge by young and young rugby players helps them apply the most appropriate techniques in a particular situation, contributes to the correct orientation in difficult game situations, helps to predict the actions of partners and opponents and, based on this, choose the most effective solutions. Theoretical lessons on tactics are held in the form of conversations or lectures. Oral messages of the coach are supported by the use of visual aids - a rugby field layout with mobile figures, drawings illustrating various tactical combinations, a special board on which the necessary drawing is applied when explaining tactical actions, film materials that make it possible to repeatedly review the necessary tactical actions and their possible options.

Theoretical lessons on the tactics of rugby players should begin with familiarization with the rules of the game, and practical mastery from a young age, which take place in the process of conducting game exercises. Simultaneously with the training of those involved in the basic techniques, they are provided with information about the tactical capabilities of each of them. Later, as the training material is mastered, the coach proceeds to analyze group and team tactical actions in a certain sequence, clarify and distribute responsibilities within the team, tasks and functions of individual players.

The next stage of training involves the analysis by those involved in the interaction of players in various phases of the game. We give an example, highlighting the phase of the attack, the coach focuses the attention of young and young rugby players on the fact that the attack is characterized by three stages: the beginning of the attack (when the team has mastered the ball and is ready to start the attack), the development of the attack (preparation for scoring), completion attacks (goals). Having dwelled in sufficient detail on each of them, the coach talks about the methods of attack, which can be different, and the choice of method is determined by the capabilities of the offensive team and the shortcomings in the opponents' game. The following example can serve as an illustration of the latter. If the team has technical and at the same time fast players, then in the game against a team attacking with large forces, it is advisable to use slow-moving fast combinations. When the opposing team attacks with a small number of players, concentrating the main forces on the defensive, it makes sense to attack more slowly, gradually pulling up their forces from the rear during the course, using a clear maneuver, changing places by players.

Explaining the essence of the game in defense, the coach must tell the students what the defense is based on and what it is subordinated to. Then there is a conversation about the general principles of the game in defense, the need to foresee the course of developing events, to be able to determine the most dangerous directions in the development of the attack of opponents, to distinguish their false moves from true intentions, to take the most rational individual and collective tactical actions in the fight against opponents. It is useful to support this message with an analysis of the game of individual players in recent meetings. At the same time, it is

recommended to note both the positive aspects of their actions and the negative ones. Similarly, the coach talks about the phases of transition from defense to attack.

When rugby players have already mastered this educational material to a sufficient extent, one should proceed to the theoretical solution of problems of varying difficulty. These sessions are best done in the form of questions and answers. First, a simple material familiar to those involved is selected, which gradually becomes more complicated. For example, what tactics should be followed when playing on a wet field, what passes (short, long, medium) should be used when playing against the wind, how the defenders should be positioned at a certain location of opponents and the ball so that each of them would have a convenient position for insurance, mutual insurance and fairly tight custody of the attackers.

A special place in the theoretical lessons on tactics is occupied by attitudes towards the upcoming games and their analysis, which should be preceded by a thorough preparation of the coach. During the installation, the coach reveals to the students the basic game plan, which is based on the preparedness of the team's players, taking into account their weaknesses and strengths, as well as the available information about the playing style of the opposing team and its individual players. First of all, the coach tells his wards what means will be most effective to achieve the victory of his wards.

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