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**ІННОВАЦІЙНІ ТЕХНОЛОГІЇ В СИСТЕМІ
ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ФАХІВЦІВ
ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ**

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PROBLEMS OF TEACHING STUDENTS TO PLAY MINI-FOOTBALL

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Teaching mini-football in high school has a number of specific features: the level of mastering students in technical elements is not formed due to the lack of initial training in mini-football in high school. There is the refracting of gaming experience when playing mini football indoor.

Most students can play football and possess the basic skills of the game. But facing with the rules of playing mini football, sportsmen need to change not only the basic technical elements and principles but also the behavior during the game. The mini football coach should be able to present educational material competently, without breaking already formed ideas about playing football. Thus, there is a complicated task of correcting technical and tactical skills of the student and maintaining his interest in playing mini football which stands before the teacher of physical culture.

The analysis of the literature indicates the lack of addressing the problem of teaching mini-football in high school. Authors [1; 2] indicate some aspects of training mini football, the main methodological principles which include individualization and differentiation of technical and tactical training, followed the emphasis on team play.

Playing mini football differs from playing football a lot, though there is a similar set of rules and regulations in it. The main rules of playing mini football include: the teams consist of no more than 5 players, field size, weight of the ball, gate size are less than in football. We need indoor playground, special equipment, the number of judges is two arbitrators, the duration of the match is two halves of 20 minutes each, there are special rules when scoring goals (the goal is not scored if the ball bounces off the goalkeeper),

there is no offside.

When teaching mini-football in high school the teacher must operate not only the basic provisions and rules of the game, but also he must know how to build a training process, have his own training experience and principles. One of the main methodological principles of teaching mini-football is differentiated and personalized approach to coaching mini football.

The coach usually operates with the already formed technical base of the student, making minor adjustments to the implementation of the technical elements, and focuses on solving tactical problems. The construction of the training process in a professional team of Sumy State University in the first division of Ukraine is based on the development of basic techniques, learning tactical situations and improving technical and tactical skills.

The study found that theoretical, technical training of mini football players, the development of their physical qualities, the differentiation and individualization of tactical training influence the teaching mini-football in high school. The prospect of further research is in studying the impact of speed and agility on the technical and tactical level of training mini-football. We need to research the further analysis of the technical elements of owning transmission and reception of the ball, as well as psychological preparation of athletes.

Literature:

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