**Fundamentals of Teaching Technical and Tactical Skills to Beginners’ Training Groups in Football**

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**Abstract.** This article presents and experimentally tests a methodology for the development of technical and tactical skills in beginners’ training groups in football, as well as the results obtained during the pedagogical experiment. A systematic approach has been developed to improve the fundamental technical and tactical actions of young football players, contributing to the optimization of training processes and the effectiveness of skill acquisition in competitive conditions.

**INTRODUCTION**

**Relevance.** In Uzbekistan, significant attention is given to the development of football. This is reflected in several key regulatory and policy documents, including the Law of the Republic of Uzbekistan “On Physical Culture and Sports” (2015), Presidential Resolution No. PQ–3031 of June 3, 2017 “On measures to further develop physical culture and mass sports” (Presidential Resolution, 2017), Presidential Decree No. PF-5368 of March 5, 2018 “On measures for the radical improvement of the public administration system in the sphere of physical culture and sports” (Presidential Decree, 2018a), Presidential Resolution No. PQ-3610 of March 16, 2018 “On measures for the further development of football” (Presidential Resolution, 2018b), and Presidential Decree No. PF-5887 of December 4, 2019 “On measures to bring the development of football in Uzbekistan to an entirely new stage” (Presidential Decree, 2019). These and other sector-specific decisions, together with ongoing large-scale reforms, clearly demonstrate the state’s commitment to advancing the sport.

At the same time, certain challenges remain in practice, particularly the low level of organization of competitions among children’s and youth teams, as well as the insufficient effectiveness of some regional departments of physical culture and sports. Addressing these shortcomings and effectively utilizing the opportunities created by the above-mentioned state programs represent an essential task for ensuring the sustainable and systematic development of football in Uzbekistan.

**Object of research.** The training process of preparing and teaching technical and tactical techniques to those involved in the initial football training groups.

**Subject of research.** The subject of the study was defined as the prospective indicators of young football players in training groups.

**Novelty of the work.** Criteria for assessing young football players based on their pedagogical and biological characteristics.

Scientific novelty lies in the following:

the prognostic significance of physical fitness indicators and morpho-functional characteristics has been revealed;

a set of normative requirements and control-transfer standards for the admission of young football players to training groups has been developed;

the effectiveness of the selection criteria for children to engage in football within training groups has been scientifically substantiated.

**Research Objectives.** To determine the dynamics of developing the process of teaching technical and tactical skills in beginner football training groups.

1. To develop a methodology for improving the process of teaching technical and tactical skills in beginner football training groups.
2. To experimentally substantiate the methodology for improving the process of teaching technical and tactical skills in beginner football training groups.

**Method of research:** The following research methods were used to solve the set tasks.

1. Theoretical analysis and generalization of scientific and methodological literature data;

2. Pedagogical observations of competitive and training activities. 3. Pedagogical control tests (tests).

4. Pedagogical experiment.

5. Mathematical and statistical analysis of the research results.

**Organization of the study.** The study was conducted in the gym of Berdakh Karakalpak State University.

In the main pedagogical experiment, all participants were divided into control and experimental groups. The number of athletes in each group was equal — 10 young football players.

The football players of the experimental group trained according to a specially developed program based on the principles of programming and organization of the training process, taking into account the positive effects of training loads.

**TABLE 1.** Program for Developing Technical and Tactical Skills in Initial Preparatory Football Groups

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **Content** | **Load in minutes** | **January** | **February** | **March** |
| 1 | Ball control and coordination — exercises for maintaining balance and controlling the ball while moving. | 150**'** | 150**'** | - | - |
| 2 | Pressing and defensive positioning — performing close marking and applying controlled pressure on the opponent. | 150**'** | 150**'** | - | - |
| 3 | Low stance dribbling — developing dribbling skills while maintaining stability and protecting the ball in a low stance. | 150**'** | - | 150**'** | - |
| 4 | Passing and movement combinations — short passing with simultaneous movement to free zones. | 150**'** | - | 150**'** | - |
| 5 | Interception and defensive reactions — intercepting passes and counteracting attacking movements through proper positioning. | 150**'** | - | - | 150**'** |
| 6 | Change of direction with the ball — feints and turns using both feet to bypass an opponent. | 150**'** |  | - | 150**'** |
| 7 | Finishing after combination play — shooting on goal following a one-two pass or cross. | 150**'** | 150**'** | - | - |
| 8 | Attacking through double passes — fast offensive combinations involving two or more players. | 150**'** | - | 150**'** | - |
| 9 | Counterattacking transition drills — quick shift from defense to attack with an emphasis on teamwork and timing. | 150**'** | - | - | 150**'** |
| 10 | Game simulation under resistance — practicing all learned techniques and tactical movements under 50–100% game resistance. | 150**'** | - | - | 150**'** |
| Subtotal: | | 1500**'** | 450**'** | 450**'** | 600**'** |

The athletes of the control group trained according to generally accepted football training programs.

During the experiment, the dynamics of the level of technical and tactical readiness and the effectiveness of competitive activity were evaluated.

At the beginning of the experiment, there were no significant differences between the indicators of the control and experimental groups in terms of technical and tactical readiness and athletic performance.

At the end of the experiment, the advantage of the indicators of the experimental group and the reliability of their differences confirmed the effectiveness of the proposed methodology for improving the teaching of technical and tactical techniques to young football players in the initial training groups, taking into account the specifics of competitive activity.

Based on the conducted experiments, the correctness of the proposed hypothesis was proved, and an effective method for improving the technical and tactical actions of young football players was developed, taking into account the specifics of their competitive activity [5, 6].

Program of Training Sessions for Improving the Technical and Tactical Skills of Beginner Football Players in Initial Preparatory Groups.

When developing the programs, it is necessary to take into account that modern football, with its increasing training and competitive loads, requires an optimal level of technical preparedness from young athletes.

The analysis of specialized scientific literature, the study of best practices of leading coaches, the examination of the levels of technical and tactical training, and the analysis of competitive activity and the relationship between technical readiness and physical fitness parameters formed the basis for the development of a program of training sessions aimed at improving the technical and tactical skills of beginner football players.

Training sessions focused on developing the combination nature of technical methods are aimed at improving athletes’ ability to prepare for matches and demonstrate tactical actions effectively.

The program lasts for 3 months, divided into three stages, each lasting thirty days. Classes were held from January 2024 to March 2024. Each stage included ten sessions (15 minutes each) aimed at developing technical and tactical actions in training. In each of them, combinations of techniques such as passing, dribbling, ball control, finishing, and defensive coordination were used (see Table 1).

In addition, at each stage, ten sessions (15 minutes each) were allocated for performing combination actions with 50% and 100% resistance according to the same scheme. In these exercises, special attention was paid first to learning and developing technical and tactical skills, and only afterward to performing them under resistance conditions.

**RESEARCH RESULTS**

The process of improving the technical and tactical skills of beginner football players, in addition to providing them with theoretical knowledge and forming practical abilities, also involves monitoring their technical and tactical readiness.

The subject of control in tactical training is the dynamics of a player’s tactical thinking, decision-making, and situational adaptability during training and matches. The level of tactical readiness of young football players was determined through pedagogical observations, testing, and the analysis of their performance in training games and competitive situations [11].

At the beginning and at the end of the pedagogical experiment, we assessed the level of performance of technical and tactical actions among football players. This allowed us to identify the following indicators of technical and tactical effectiveness:

1. Pedagogical evaluation of short passing combinations (score);
2. Pedagogical evaluation of long passing and ball control combinations (score);
3. Pedagogical evaluation of offensive and defensive transitions (score);
4. Execution time of a three-pass attacking combination (sec.);
5. Execution time of a defensive regrouping drill (sec.);
6. Accuracy rate of shots after combination play (%).

The following tables (Tables 2, 3, 4, 5) present the control indicators of football players in the experimental and control groups at the beginning and at the end of the pedagogical experiment, demonstrating the effectiveness of the developed training methodology.

The influence of anthropometric indicators and pre-experimental pedagogical testing results of football players in the control and experimental groups is presented in Table 2.

**Table 2.** Description of the football players in the control and experimental groups before the pedagogical experiment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **№** | **Indicators** | **Control group(n=10)** | **Experimental group (n=10)** | **P** |
|  | Age (years) | 14.6 ± 0.4 | 14.7 ± 0.5 | >0.05 |
|  | Height (cm) | 165.2 ± 3.6 | 166.1 ± 3.9 | >0.05 |
|  | Weight (kg) | 54.8 ± 4.1 | 55.3 ± 4.0 | >0.05 |
|  | Playing experience (years) | 2.4 ± 0.6 | 2.5 ± 0.5 | >0.05 |
|  | 30 m sprint (s) | 5.6 ± 0.3 | 5.5 ± 0.2 | >0.05 |
|  | Ball control test (points) | 6.8 ± 0.5 | 6.9 ± 0.4 | >0.05 |
|  | Passing accuracy (%) | 68.5 ± 4.2 | 69.0 ± 4.1 | >0.05 |
|  | Shooting accuracy (%) | 63.7 ± 3.9 | 64.1 ± 4.0 | >0.05 |

**Interpretation:**

Before the start of the pedagogical experiment, no statistically significant differences (p > 0.05) were observed between the control and experimental groups of young football players in terms of their anthropometric data and technical readiness, indicating the homogeneity of the study participants.

The anthropometric indicators of football players showed that there was no difference between the athletes in the control and experimental groups.

**Table 3.** During the pedagogical experiment, the content of the training process in the control and experimental groups.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **Volume and Content** | **Control group** | | **Experimental group** | |
|  | Number of weeks | 20 | | 20 | |
|  | Number of training sessions | 100 | | 100 | |
|  | Number of games | 20 | | 20 | |
|  | Total number of training sessions | 9000 minutes | (150 hours) | 8730 minutes | (145,5 hours) |
|  | **Special means** | 7650 minutes | 85 % | 6985 minutes | 80 % |
|  | **Non-special means** | 1350 minutes | 15 % | 1745 minutes | 20 % |
|  | **General endurance** | 2700 minutes | 30 % | 2620 minutes | 30 % |
|  | **Speed endurance** | 1350 minutes | 15 % | 1310 minutes | 15 % |
|  | **Strength, agility, flexibility** | 2250 minutes | 25 % | 2185 minutes | 25 % |
|  | **Speed** | 1800 minutes | 20 % | 1745 minutes | 20 % |
|  | **Speed qualities,** including: | 900  minutes | 10 % | 870  minutes | 10 % |
|  | **Method of dynamic efforts** | 900  minutes | 10 % | - | - |
|  | **“Intensive” method** |  |  | 870 minutes | 10 % |

**RESULTS OF THE PEDAGOGICAL EXPERIMENT**

The volume, content, and direction of the training process in the control and experimental groups were planned during the pedagogical experiment based on our observations of the training process of 12–14-year-old volleyball players and the sports school program (Table 3).

From January 2025 to March 31, during the 89-day period, 100 and 97 training sessions (each lasting 150 minutes) were conducted in the control and experimental groups, respectively, along with 20 and 19 friendly and scheduled matches.

10% of the total training time (600 minutes) in both the control and experimental groups was allocated to developing leg strength and speed qualities. These exercises were conducted in the main part of the training sessions. In the control group, the following methods were applied: game-based, competitive, repetitive and interval, and circuit exercises. These mainly included jumping and pushing exercises, general developmental exercises (with and without equipment), track and field exercises (running, jumping, throwing), and relay exercises.

Simultaneously, in the experimental group, a “strength-oriented” training method was applied to develop speed qualities focused on leg power. During the sessions, these exercises were performed by the experimental group both with and without the ball.

Training sessions were organized using **circuit** and **flow methods**. Jumping exercises were performed in combination — from depth jumps followed by upward or long jumps, then running with the ball and performing a jump shot or a header. Using the **“intensive” method**, during a 20-minute training segment, young football players performed explosive jump exercises from depth 20–30 times.

During the **pedagogical experiment**, a total of **97 training sessions** were conducted, of which **44 sessions** applied the “intensive” method. Each training session lasted **90 minutes**, with **20 minutes** devoted to exercises based on the “intensive” method.

The effectiveness of the training methods we applied was determined in the pedagogical experiment based on three groups of tests: speed (jumping ability), speed (running 15 m and 30 m from a standing start), and leg muscle strength indicators.

At the end of the pedagogical experiment, testing was carried out for both the control and experimental groups of football players. The test results are presented in Table 5.

Repeated testing of the speed qualities of both groups of football players at the end of the pedagogical experiment showed that in both the 15-meter and 30-meter runs from a standing start, there was no significant improvement in either group (the increase did not exceed 2.64%).

A statistically significant difference in speed indicators before and after the experiment was observed only in the experimental group of football players during the 15-meter sprint from the start (t = 2.504; P < 0.05).

**Table 4.** Physical fitness indicators of young football players at the end of the pedagogical experiment

|  |  |  |  |
| --- | --- | --- | --- |
| № | **Indicators** | **Experimental group n = 20** | **Control group**  **n=20** |
| 1. | Running 15 meters from a high start (s) | 2,81±0,072 | 2,82±0,073 |
| 2. | Running 15 meters from a low start (s) | 2,28±0,125 | 2,30±0,175 |
| 3. | Running 30 meters from a high start (s) | 5,09±0,036 | 5,08±0,068 |
| 4. | Running 30 meters from a low start (s) | 5,03±0,041 | 5,01±0,071 |
| 5. | Jumping down from a 40 cm height and jumping for distance (cm) | 181,05±2,75 | 180,7±3,87 |
| 6. | Triple jump | 544,8±7,15 | 543,7±5,84 |
| 7. | Vertical jump | 34,05±2,97 | 31,25±3,85 |

The improvement observed in this control test is due to the fact that when developing one quality (speed-strength), the use of the “intensive” training method had a positive effect on the development of another quality — **speed**.

A comparison of the results of speed training showed that, in almost all types of jumps, by the end of the pedagogical experiment, there was a significant improvement in the results of both the control and especially the **experimental group** football players. In the experimental group, the differences between the indicators before and after the experiment reached a high level of significance (P < 0.001).

In the **standing long jump**, the increase in performance was quite high and amounted to **6.1 cm (3.36%)** in the control group and **7.25 cm (4.01%)** in the experimental group. In the **triple jump from a standing position**, the improvement was smaller — **7.8 cm (1.4%)** and **9.3 cm (1.73%)**, respectively. In the **drop jump from a 40 cm height followed by a long jump**, the increase was also insignificant — **3.8 cm (2.15%)** in the control group and **5.05 cm (2.86%)** in the experimental group.

The greatest difference in the growth of speed training results was observed in the **vertical jump from a standing position** among football players of the experimental group. Compared to the beginning of the experiment, this indicator improved by **6 cm (23.0%)** by the end. In the control group, the improvement was much smaller — **2.1 cm**.

Such varying degrees of improvement across different tests indicate that, in the control group, speed qualities were developed mainly through **repetitive exercises without weights or with minimal resistance**, whereas in the experimental group, the “intensive” method provided a more effective stimulus.

When analyzing the **leg muscle strength indicators** of both control and experimental groups at the beginning and end of the experiment, it was noted that both **absolute and relative strength** increased approximately equally. In the control group, absolute strength increased to **64.5 kg (22.6%)**, while in the experimental group it rose from **50.4 kg to 62.8 kg (24.6%)**. Relative strength increased by **22.7%** in the control group and **25.9%** in the experimental group.

However, the efficiency of the “intensive” training method during the pedagogical experiment was most clearly reflected in the **absolute and relative indicators of explosive strength**. During the experiment, the relative explosive strength in the control group **decreased by 17.9%**, whereas in the experimental group, it **increased by 28.4%**.

At the beginning of the experiment, testing showed no significant differences between the control and experimental groups of football players in terms of **speed-strength and speed qualities**. The initial average running speed for **15 meters from a standing start** was **5.31 m/s** in the control group and **5.79 m/s** in the experimental group, while after training it increased to **5.99 m/s** (P < 0.005).

In the **long jump, vertical jump, and triple jump tests**, the results of the control and experimental groups were almost identical at the beginning, and the differences between all indicators were statistically insignificant.

**Table 5.** Changes in the indicators of speed-strength and speed qualities of the control and experimental groups of football players at the beginning, middle, and end of the experiment

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicators** | **Control group** | | | | **Experimental group** | | | |
| **at the beginning** | **in the middle** | **in the end** | **Growth** | **at the beginning** | **in the middle** | **in the end** | **Growth** |
| **Running 15 m from a low start** | 5,31±0,243 | 5,29±0,161 | 5,38±0,148 | 0,07  1,3 % | 5,36±0,264 | 5,49±0,264 | 5,60±0,221 | 0,24  4,25% |
| **Speed of 30 m sprint from a low start (m/s)** | 5,79±0,257 | 5,82±0,242 | 5,88±0,236 | 0,09  1,55 % | 5,99±0,279 | 5,98±0,332 | 6,13±0,264 | 0,14  2,34 % |
| **Standing long jump (cm)** | 190±9,7 | 192±9,0 | 192±10,6 | 2  1,05 % | 190±12,2 | 194±11,5 | 200±11,0 | 10  5,26 % |
| **Standing high jump (cm)** | 37,2±2,46 | 36,7±3,05 | 38,4±4,06 | 1,2  3,2 % | 35,4±5,6 | 37,3±0,5 | 43,1±5,9 | 7,7  21,75 % |
| **Standing triple jump (cm)** | 5,73±13,4 | 5,74±21,2 | 5,75±18,6 | 2,0  0,35 % | 5,77±33,3 | 5,82±35,4 | 5,93±32,3 | 16  2,77 % |

**CONCLUSIONS**

1. At present, the level of volleyball development imposes high demands on the physical fitness of volleyball players, particularly on their speed-strength and agility qualities. Childhood and adolescence represent the most critical stages for developing these qualities. Analysis of the literature shows that young volleyball players lag significantly behind other athletes in terms of speed-strength and agility development. The age of 11–13 is considered the most important stage for cultivating these qualities. Studying changes in agility and the volume, means, and methods used in their development provides significant opportunities for optimizing the training process.
2. Analysis of the literature and the training process indicates that many sports school departments do not pay sufficient attention to the speed-strength and agility training of young athletes. Therefore, applying the cluster method in improving the technical and tactical training of school volleyball teams is considered highly important and rational. It is crucial to enhance the level of speed training in young volleyball players by refining the tools and methods used. To date, there have been no studies aimed at developing methods for improving speed qualities in volleyball players of different age groups using “intensive” approaches.
3. Analysis of the training process over one year showed that the total time spent on training sessions and matches amounted to 430 calendar hours, which corresponds to the time allocated in the sports school program. Most of this time was dedicated to special exercises, accounting for 87–93% of the total training volume, while many non-special exercises were included in the program.
4. Analysis of the annual training cycle revealed that the training and practice volume for 12–14-year-old volleyball players amounted to 522 hours. The majority of this time, especially in ball-based exercises, was devoted to special exercises (75–93% per month). However, such a ratio of training tools does not always justify itself in terms of developing speed-strength and agility qualities. Including exercises related to running with the ball in the program reduces the effectiveness of the applied methods, particularly the “intensive” approach. For 12–13-year-old volleyball players, the main focus of training is general and special endurance (52.2% of total time), while agility endurance is trained for only 6.5% of the time, and flexibility, agility, and strength are trained for 16.2% of the time. Only 12.3% and 12.8% of the time are allocated for developing speed-strength and agility, respectively. This demonstrates a discrepancy between the theoretical-methodological foundations of sports training and the practical activity of coaches.
5. It was found that in the training of 11–12-year-old volleyball players, a large portion of training time is devoted to developing general endurance (45.8%), while agility endurance receives only 6.1% of annual time. Flexibility and agility are trained for 21.3% of the time, strength for 6.8%, running speed for 11.8%, and speed-strength qualities for 8.2% of the time. The allocation of time for developing various physical qualities in 10–12-year-old volleyball players does not correspond to the theoretical-methodological requirements of sports schools. More time should be allocated to developing agility, flexibility, speed-strength, and agility qualities at this age. Developing general and speed endurance is more appropriate at an older age.
6. At the age of 11, volleyball players’ running speed was 82.2% over 15 m and 79% over 30 m compared to older, more skilled basketball players. After one year, running speed increased by 5.7% over 15 m and 5% over 30 m. Improvements in agility qualities were as follows: long jump – 5.5%, triple jump – 20.4%. At the age of 11, the corresponding levels were 69.8%, 70.6%, and 64.9%, respectively. These results indicate that the growth rate of speed-strength and agility qualities in 10–12-year-old volleyball players is not very high.
7. In competitions, 12-year-old volleyball players performed an average total sprint distance of 110 m: 42 m with the ball and 68 m without the ball. The total number of accelerations during the game was 13.7: 5.2 with the ball and 8.3 without. Young volleyball players performed sprints over distances ranging from 5 to 15 m. During a single training session, the average sprint distance was 136.2 m, which is not considered very high.
8. A positive effect of depth jump height on vertical jump height was identified. For 12–14-year-old volleyball players, a height of 40 cm is considered optimal. Vertical jump heights following depth jumps from 20 cm, 40 cm, and 60 cm were 34.3 cm, 36.4 cm, and 34.4 cm, respectively.

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