HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

# IMPROVING COORDINATION ABILITIES AND TECHNICAL-TACTICAL PREPARATION IN 12-YEAR-OLD GIRLS

**Qurbonova Iroda Shokirovna**
Master's student, Asia International University
E-mail: qurbonovairoda0045@gmail.com

**Abstract.** This article addresses the issues of improving technical-tactical preparation through the development of coordination abilities in 12-year-old girls. In the process of training young athletes, coordination abilities are an important factor in performing movements accurately, harmoniously, quickly, and purposefully. In particular, the 11–13 age period is a sensitive period for forming coordination abilities in girls, and at this stage the systematic application of special exercises serves to enhance the quality of technical-tactical movements. The article analyzes methodological approaches aimed at developing balance maintenance, spatial orientation, quick reaction, movement rhythm, and movement accuracy. It also presents special coordination exercises that can be applied during the training process and their effect on the preparation of young athletes.

**Keywords:** coordination abilities, technical-tactical preparation, 12-year-old girls, sports training, balance, quick reaction, movement accuracy.

## Introduction

Today, in the field of physical education and sport, raising the younger generation as healthy, physically strong individuals who are interested in motor activity and possess sports skills is of great importance. In particular, in children's and adolescents' sport, organizing the training process in accordance with age characteristics creates a solid foundation for athletes' subsequent stages of development. Along with physical qualities, developing coordination abilities in young athletes is also an important component of technical-tactical preparation. Coordination abilities determine an athlete's capacity to perform complex movements accurately, harmoniously, and efficiently. Controlling movements, maintaining body balance, orienting correctly in space, responding quickly to a signal, and being able to reorganize movement in changing situations are necessary in almost all types of sports activity. These qualities are especially important in sports games, where the player must make quick decisions according to the movement of the ball, the positioning of the opponent, the movement of teammates, and the situation on the field [1].

In the body of 12-year-old girls, physical and psychomotor developmental processes proceed actively. During this period, the locomotor apparatus, the central nervous system, intermuscular coordination, and motor reactions continue to form. For this reason, this age stage is considered one of the favorable periods for developing coordination abilities. However, at this age the body's growth processes also accelerate. Rapid changes in height and body weight may in some cases lead to inaccuracy of movements, a temporary decline in balance, and difficulties in performing technical movements. In practical training, when working with 12-year-old girls, more attention is often paid to general physical preparation. Running, jumping, strength, and endurance exercises are widely used, but coordination exercises are not organized systematically enough. As a result, young athletes make errors in passing the ball, receiving it, directing it toward a target, stopping quickly, changing direction, and adapting to the opponent's movement. This, in turn, leads to the slow formation of technical-tactical preparation [2].

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Technical-tactical preparation is not limited to teaching movement technique alone. It is also connected with the athlete's ability to understand when, where, and how to perform a movement. For example, even if the technique of passing the ball is good, if the athlete cannot make the right decision in a game situation, the effectiveness of the movement decreases. Therefore, in technical-tactical preparation, developing coordination abilities should be regarded as one of the main factors. In developing coordination abilities in 12-year-old girls, it is important to organize training in an interesting, movement-rich form that becomes gradually more complex. For children of this age, tasks in the form of games, competitions, and relay races generate high motivation. For this reason, it is advisable to combine coordination exercises with elements of sports games, movements with the ball, quick-reaction exercises, and balance tasks.

Coordination preparation increases the accuracy of technical movements, activates tactical thinking, and gives the athlete confidence in their movements on the field. In this respect, developing coordination abilities in 12-year-old girls serves to improve not only physical preparation but also technical-tactical skill [3].

**Main Part**

Coordination abilities express the athlete's capacity to control movements, harmonize them with one another, and adapt them to external conditions. The better these abilities are developed in young athletes, the more quickly and qualitatively they master new technical movements. In particular, in girls who practice sports games, coordination abilities play an important role in working with the ball, choosing position, observing the movement of partners and opponents, and making quick decisions [4].

When conducting training with 12-year-old girls, coordination exercises should be organized from simple to complex. At first, exercises such as maintaining balance, changing direction, and sensing movement rhythm are given. In the subsequent stages, these exercises are combined with technical tasks performed with the ball. Such an approach helps to increase the accuracy and speed of movements.

Table 1

**Main components of coordination abilities in 12-year-old girls**

| Type of coordination ability | Content | Importance in sports training |
|---|---|---|
| Maintaining balance | Holding the body position stable | Ensures movement stability in jumps, stops, and turns |
| Spatial orientation | Determining the positions of the field, partner, opponent, and ball | Helps choose the right position in a game situation |
| Quick reaction | Responding quickly to a signal or situation | Increases speed in defensive and offensive actions |
| Movement rhythm | Harmony of movements | Increases efficiency in |

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

| Type of coordination ability | Content | Importance in sports training |
|---|---|---|
| | in terms of time and speed | running, jumping, and movements with the ball |
| Movement accuracy | Performing a movement in a set direction and with set force | Improves the quality of passing, receiving, and directing the ball toward a target |
| Movement restructuring | Changing a movement to match a changing situation | Develops adaptation to the opponent's movement and tactical decision-making |

As can be seen from the table, coordination abilities are connected with almost all aspects of technical-tactical preparation. For example, if balance is not sufficiently developed, the athlete cannot correctly hold the body position while receiving or passing the ball. If spatial orientation is weak, the athlete cannot fully assess the situation on the field. Quick reaction, in turn, is of great importance in responding to unexpected situations during the game. When selecting coordination exercises, the interest and preparation level of young athletes must be taken into account. If exercises are too complex, the athlete cannot perform them correctly and loses interest. Conversely, exercises that are too simple do not produce a developmental effect. For this reason, exercises should be made gradually more complex [5].

Table 2

**Coordination exercises that can be applied during the training process**

| Type of exercise | Order of performance | Quality developed |
|---|---|---|
| Coordination ladder exercises | Quickly passing through marked squares with various steps | Agility, rhythm, foot-movement coordination |
| Balancing on one leg | Standing on one leg for 20–30 seconds | Static balance, body control |
| Running on signal | Running, stopping, or turning at the coach's signal | Quick reaction, attention |
| Throwing the ball at a target | Directing the ball toward a target from a set distance | Movement accuracy, spatial differentiation |
| Rope jumping | Jumping in various rhythms and various ways | Movement rhythm, arm-leg coordination |
| Running with direction changes | Moving left, right, and backward between markers | Movement restructuring, agility |
| Moving with the ball | Running while dribbling the ball or passing it to a | Technical accuracy, coordination |

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

| Type of exercise | Order of performance | Quality developed |
|---|---|---|
| | partner | |

These exercises can be applied in the preparatory or main part of the training session. Performing the exercises for 15–25 minutes is considered optimal for young athletes. The quality of performance of each exercise should be monitored by the coach, and errors should be corrected in a timely manner. Organizing exercises in the form of competitions during training increases the girls' activity. Effectiveness is high when coordination exercises are carried out in close connection with technical-tactical preparation. For example, exercises such as changing direction before passing the ball, stopping on a signal and giving the ball to a partner, and maintaining balance before striking at a target develop technique and coordination at the same time. Because such tasks are close to game conditions, practical skills are formed more quickly in athletes. In forming technical-tactical preparation in 12-year-old girls, the correct distribution of training loads is also important. Giving excessively many complex coordination exercises during training may lead to fatigue. In a state of fatigue, movement accuracy decreases. For this reason, the coach must correctly determine the volume and duration of exercises and the rest intervals [6].

Table 3

**Sample weekly coordination preparation for 12-year-old girls**

| Training day | Content of exercises | Duration | Main focus |
|---|---|---|---|
| Day 1 | Coordination ladder, rope jumping, running on signal | 20 minutes | Agility and reaction |
| Day 2 | Balance exercises, throwing the ball at a target, running with direction changes | 20–25 minutes | Balance and movement accuracy |
| Day 3 | Moving with the ball, passing to a partner, relay exercises | 20–25 minutes | Technical-tactical actions |
| Day 4 | Light repetition exercises, game-form tasks | 15–20 minutes | Consolidating movements |

This weekly training sample can be applied in physical education lessons or sports clubs. Here, the number and complexity of exercises are adjusted according to the athletes' level of preparation. During training, the girls' condition, degree of fatigue, and quality of exercise performance must be continuously monitored. The development of coordination abilities directly affects the quality of performance of technical movements. For example, an athlete with well-developed balance and spatial orientation can quickly adjust the body position when receiving the ball. An athlete with developed quick reaction responds quickly to the opponent's movement. In girls with high movement accuracy, errors in passing the ball, directing it toward a target, and performing technical tasks decrease.

**Discussion**

As noted in scientific-methodological sources, the effective formation of technical-tactical preparation in young athletes is closely connected with their coordination preparation. In 12-year-old girls, motor experience is not yet fully formed. For this reason, enriching their motor repertoire

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

through various coordination exercises is important. Repeating only the same exercises during training may lead to boredom and a slowing of development in athletes. Therefore, it is advisable to regularly update the content of exercises and organize them in the form of games and competitions. In particular, relay races, exercises performed in pairs, movements with the ball, and signal-based tasks increase girls' interest in training. Coordination exercises are not merely an auxiliary tool in developing technical-tactical preparation but one of the main methodological factors. This is because technical movements cannot be performed fully and qualitatively without coordination. Tactical actions, in turn, require quick thinking, assessing the situation, and adapting one's own movement. All of these are directly connected with coordination abilities.

**Conclusion**

Developing coordination abilities in 12-year-old girls is an important condition for improving technical-tactical preparation. At this age stage, developing the abilities of maintaining balance, spatial orientation, quick reaction, movement rhythm, movement accuracy, and movement restructuring serves to enhance the quality of sports movements. Through the systematic inclusion of special coordination exercises in the training process, girls form skills in working with the ball, changing direction, performing technical tasks accurately, and adapting quickly to game situations. For this reason, special attention must be paid to coordination preparation in sports training conducted with 12-year-old girls. The recommended coordination exercises can be applied in physical education lessons, sports clubs, and initial sports preparation sessions. This, in turn, serves to comprehensively develop the physical, technical, and tactical preparation of young athletes.

**References**

1. Balyi I., Hamilton A. Long-Term Athlete Development: Trainability in Childhood and Adolescence. Sport for Life, 2004.
2. Lyakh V.I. Koordinatsionnye sposobnosti: diagnostika i razvitiye [Coordination Abilities: Diagnosis and Development]. Moscow: TVT Divizion, 2006.
3. Hirtz P., Starosta W. Sensitive and critical periods in development of motor coordination. Journal of Human Kinetics, 2002.
4. Lloyd R.S., Oliver J.L. The Youth Physical Development Model. Strength and Conditioning Journal, 2012.
5. Boichuk R., Iermakov S., Korop M., Kovtsun V., Vaskan I. Coordination training of volleyball players aged 16–17. Journal of Physical Education and Sport, 2020.
6. Matveev L.P. Teoriya i metodika fizicheskoy kultury [Theory and Methodology of Physical Culture]. Moscow: Fizkultura i sport, 2008.