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Improving the Methods of Shooting Training of Young Biathletes

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ABSTRACT: This article discusses the development of a method of training in shooting at idle for young biathletes. It will focus on the theoretical and methodological foundations of shooting training for young biathletes, as well as safety rules for handling weapons during training and methods of teaching shooting techniques. A comparative analysis of the low readiness of young biathletes to idle is presented.

KEYWORD: shooting training, sports shooting, young biathlete's astigmatism, etc.

Shooting training for a biathlete is based on the general rules of other shooting sports. However, it has its own characteristics, namely shooting after intense skiing with high blood pressure and high emotional arousal. Therefore, the development and scientific justification of new specific means and methods for the rationalization of shooting training at the initial training stage, and most importantly, the development of pedagogical technologies and scientific research in the process of forming shooting abilities and skills in young biathletes justification is necessary.

Teaching young biathletes the elements of shooting is necessary for the formation of a smart technique for fast and accurate lying and standing shooting [7].

The purpose of the study: to develop and study the effectiveness of the shooting training methodology for young biathletes using an empty simulator.

Weapons safety rules during training.

Safety during shooting is ensured by high discipline of all its participants, strict adherence to established rules and knowledge of safety measures when working with weapons.

At each line (and shooting range), safety instructions are developed and posted in a prominent place, taking into account its characteristics and local conditions. Every student or competitor should learn and know it. Athletes who have not mastered safety rules and measures are not allowed to shoot [1,4].

The following are strictly prohibited at shooting ranges and shooting ranges:

- load the weapon with a cartridge before the "Shoot" command;
- aiming the weapon at people, to the side and back of the firing range (shooting range), whether it is charged or not;
- shooting from defective weapons;
- targeting the target even with an unloaded weapon if people or animals are in its location;

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- being in the firing line outside the next shift;
- bring the weapon charged to the firing line.

It is allowed to load the weapon only in the line of fire, after the leader's command "to load", the issue of cartridges is carried out only with the permission of the leader in the line of fire.

Cleaning of weapons is carried out only in a place designated for this purpose, under the supervision of the leader or captain of the firing squad.

Methodology of selection of young biathletes. An effective system for selecting promising young athletes plays an important role in the preparation of sports reserves. The analysis of the performance of athletes at the Olympic Games and other major international competitions has shown that, along with their clear motor skills, those with a high level of development of moral and willful qualities, significant work ability, achieve great success; perfectly mastered sports equipment and tactics, as well as a high level of resistance to harmful factors in competitions. All this determines the need for special selection of highly developed individuals of the listed qualities and abilities to successfully specialize in a certain sport.

Sports abilities are a set of various (morphological, functional, psychological and other) characteristics of a person, which are associated with the possibility of achieving high, even record results in certain sports [2,5].

The issue of timely identification of abilities in children and adolescents is especially relevant, because they distinguish between motor and mental abilities with the formation and development of the organism, their various manifestations are less related to each other, and some types of motor activity the tendency begins to manifest itself more and more noticeably. It is known that children of school age are widely involved in lessons in sports schools.

A reasonable system of selection and orientation to sports is a favorable condition for determining the inclinations and abilities of children and adolescents in time, fully revealing their potential, achieving spiritual and physical maturity and, on this basis, mastering the heights of sports skills. - allows to create conditions. An objective assessment of the individual abilities of young athletes is given on the basis of comprehensive examinations of children, adolescents, boys and girls, because there is no single criterion for fitness for sports. Even such an indispensable indicator as a sports result may not be decisive in the process of choosing athletes, if it concerns children and adolescents, when the formation of the body has not yet been fully completed.

At present, the formation of the organizational and methodological basis of the system of selection of children and adolescents in sports schools for children and adolescents has largely been completed. According to modern ideas, the selection of children and adolescents for sports schools is an important part of the pedagogical process, the initial stage of which mainly determines the further process of sports improvement [1,3].

It is necessary to define the concepts of "sport competition" and "sport direction".

Sports competition is a system of organizational and methodological activities of a complex nature that includes pedagogical, sociological, psychological and medical-biological research methods, based on which children, adolescents, girls and boys abilities and skills to specialize in one sport are determined. The main task of the sports competition is to comprehensively study and determine the inclinations and abilities that best meet the requirements of a certain sport. Some experts use the term "sport fitness" instead of the term "sport selection".

It refers to a system of tools and methods for identifying and evaluating individual aptitudes and abilities that are important for successful specialization in a chosen sport (or a group of homogeneous sports).

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Sports direction is a system of organizational and methodological activities of a complex nature, on the basis of which narrow specialization of a person in a certain type of sport is determined.

The analysis and theoretical generalization of the results of many studies allows for the formation of the basic rules of the theory of sports selection.

Sports competition is a multi-stage multi-year process that covers all periods of sports training. It is based on the comprehensive study of the abilities of athletes, the creation of favorable conditions for the formation of these abilities that allow for successful improvement in the chosen sport [7].

Sports ability to a large extent depends on a genetic predisposition characterized by stability, conservatism. Therefore, when predicting sports abilities, first of all, it is necessary to pay attention to relatively less variable signs that determine the success of future sports activities. Since the role of genetic factors is maximally revealed when high demands are placed on the body, it is necessary to pay attention to the high level of achievement when evaluating the performance of a young athlete [4].

In connection with the heterochronic development of individual functions and qualitative characteristics, there are certain differences in the structure of the manifestation of athletes' abilities at different age periods.

These differences are especially evident in those who play technically demanding sports, where they already achieve high sports performance during childhood and adolescence, and in which all the training of the athlete, from the beginner to the international master of sports, makes the young athlete continues against the background of complex processes of formation. The problem of selecting young athletes should be comprehensively solved based on the use of pedagogical, biomedical, psychological and sociological research methods [1, 2].

The selection (qualification) process for the sports school is divided into 3 stages. The main tasks of the selection stage are to attract children and teenagers who are involved in sports to sports activities, preview them and organize preliminary sports activities. The criteria that determine the feasibility of involving children in many types of sports include the child's height, weight, and physical characteristics.

Observations of children during physical education lessons, sports departments, intra-school, district and city competitions and control tests are important for the correct selection. It is possible to prepare children in advance to enter BOSM as part of school physical education classes.

The selection of special tools can be aimed at forming the ability of young students to engage in a certain type of sport and, on this basis, guide them to the types (table.1) [6].

In order to attract 2-3 training groups of a sports school of 20 people, it is often necessary to consider more than 100 children, according to statistics, only one of the 60,000 children who come to the swimming pools reaches the level of international master of sports results. . And then only one of the many masters of sports of the international category will become the champion of the Olympic Games.

Table 1. Selection (qualification) system for sports school

Qualifying stages	the main tasks of the qualifying stage	basic sorting methods
1	Pre-qualification of children and teenagers to the sports school	Pedagogical observation, control tests (tests), reviews by sports, selections, sociological studies, medical examination
2	In-depth compatibility check A pre-selected contingent that deals with the requirements of successful	Pedagogical observation control tests (tests), competitions and control calculations

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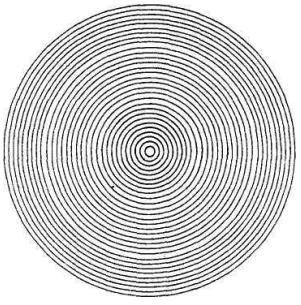
	specialization in the chosen sport. Admission of children and teenagers to the gym school	Psychological research, medical and biological examination
3	A multi-year systematic study of each student of the sports school for the final determination of his individual sports specialty (stage of sports direction).	Pedagogical observation control tests (tests), competitions and control calculations Psychological research, medical and biological examination

Consequently, the probability of accepting children into sports improvement groups also depends on the number of candidates involved.

The sports practice of the I stage of the competition shows that in the I stage it is impossible to determine the ideal type of children who combine the morphological, functional and mental qualities necessary for further specialization in a certain sport.

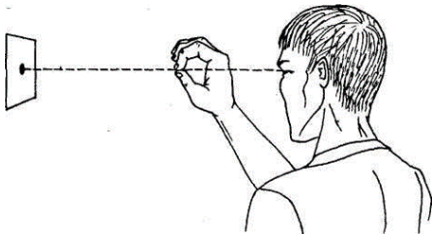
The most common eye tests are the (astigmatic) vision test and the (dominant) eye test. It is called astigmatic vision, in which the refraction of parallel rays occurs at different angles, i.e. the eye has several foci at different distances from the retina, so the image in it is formed incorrectly.

The presence or absence of astigmatism can be easily checked using a special table (Fig. 2). 1). Place the table at the best viewing distance (about 30 cm), so that the direction of vision is perpendicular to its plane, and look at the table with each eye in turn for a few seconds; if you see all concentric circles equally clearly, this indicates that you do not have astigmatism; if your vision has this defect, then you will clearly see only a few sectors of the disk, and the image of its other area will be unclear.



Picture. 1. Astigmatism test

There is also a very simple method for determining the dominant eye (Figure 1). 2). Look at any chalk object through the ring formed by the thumb and forefinger of the extended hand. Now, alternately close your eyes and see if the object leaves the ring. If so, the guide is the eye that sees the object without offset. This is the guide sight that should be used when aiming.



Picture. 2. The method of determining the guiding (dominant) eye. Most people have a dominant eye - the right

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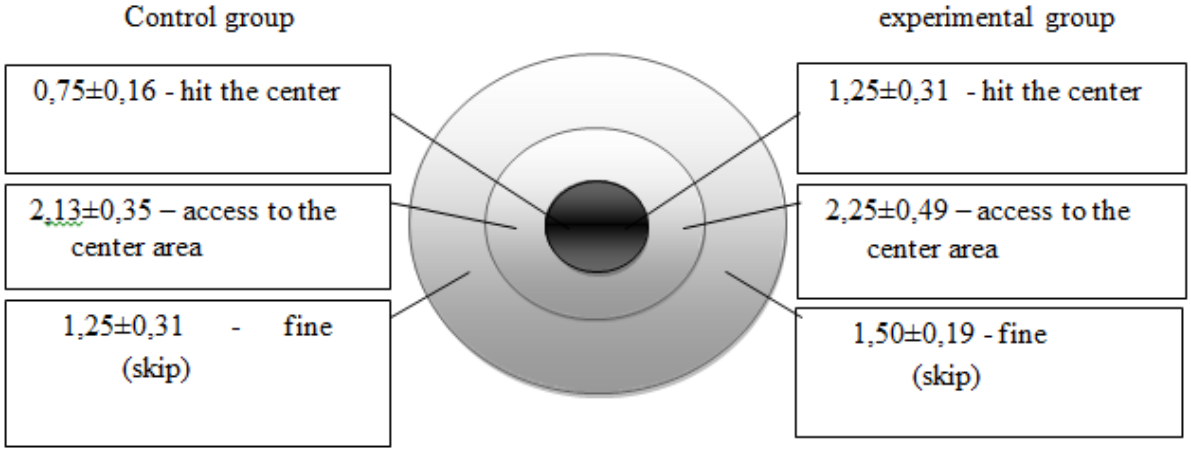
Results of a shooting training study of young biathletes using an empty simulator.

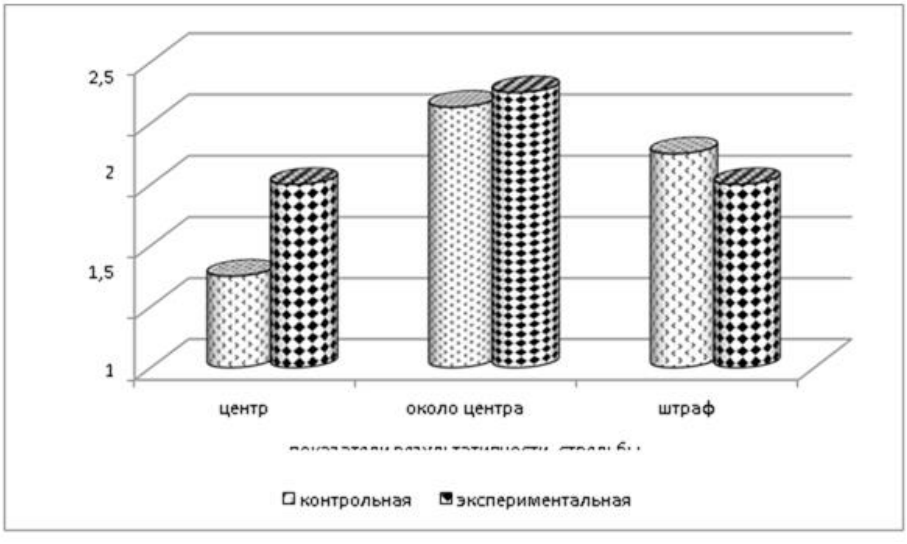
Comparative analysis of shooting training of young biathletes using an empty simulator.

At the beginning of the study, the results of shooting in a lying position consisting of five arrows, in the control group, 0.75±0.16 rounds hit the center of the target (that is, some athletes hit the center with one round), in the experimental group - 1.25±0.31 type (from zero to two types). From the control group, 2.13±0.35 species fell into the center area, in the experimental group - 2.25±0.49 (from zero to three species in each group). Also, out of five missed shots in the control group, 1.25±0.31, and 1.50±0.19 in the experimental group (from one to three in each group) (Fig. 1). 3).



Picture. 3. Shooting biathlon rifles lying down bi 7-4 at the beginning of the experiment according to the goal No. -7 of the control and experimental groups.

The results of shooting from the prone position of both groups determined the readiness of the athletes for the start of the experiment. Thus, at the beginning of the experiment, when comparing the results of shooting in the prone position of the control and experimental groups, no reliable differences were found in the indicators determined by the accuracy of hitting the target (Fig. 1). 4). This confirms that the groups did not differ in the level of shooting training.



Picture. 4. At the beginning of the experiment, the results of firing in the prone position of the control and experimental groups.

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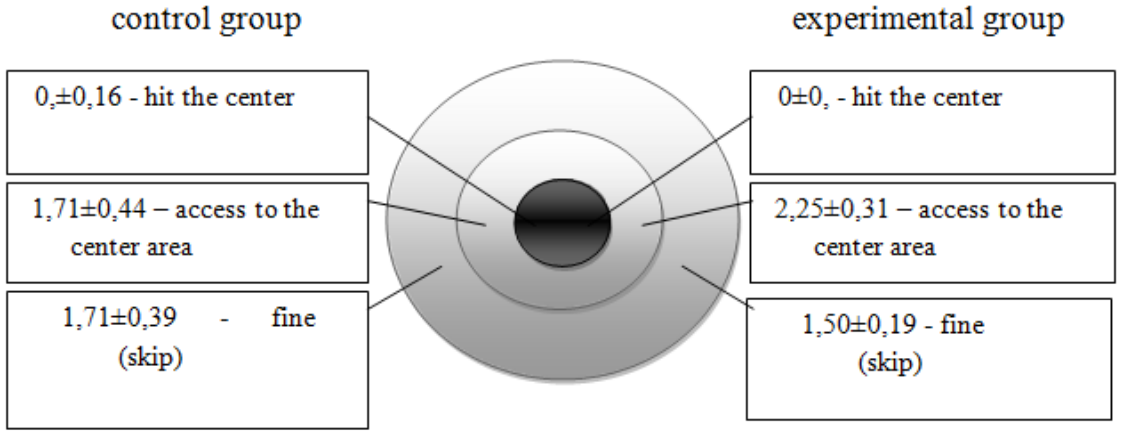
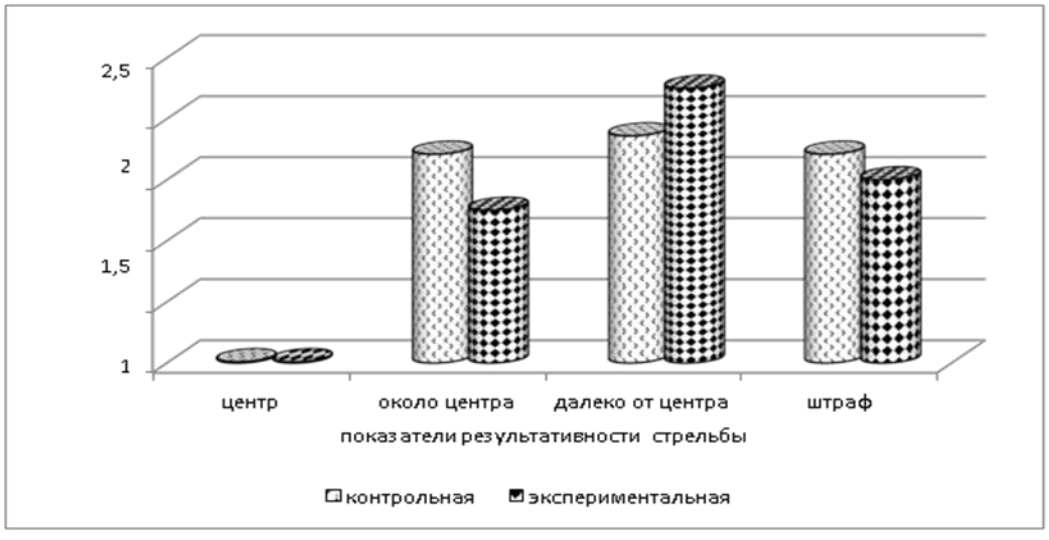
In the control and experimental groups, it was found that one athlete (0±0) did not reach the center of the target in the standing position of five arrows. The central area of the control group popali1, 71±0.44 species, in the experimental group - 1.25±0.16 (from zero to three species in each group). Athletes of the control group made 1.86±0.24 rounds in the area far from the center, experimental - 2.25±0.31 (from one to three in each group).

It was found that 1.71±0.39 types (from zero to three) of five missed shots in the control group, and 1.50±0.19 (from one to two) in the experimental group (Picture 1). 5).



Thus, when comparing the results of shooting from a standing position of the control and experimental groups, no reliable differences were found in indicators determined by the accuracy of hitting the target (Fig. 1). 5). This emphasizes the uniqueness of the shooting training groups for the start of the experiment.



Picture. 5. Results of standing shooting of the control and experimental groups at the beginning of the experiment.

Control made the most frequent mistakes - firing in a hurry, pulling the trigger without clarifying the sights, focusing only on pulling the trigger and ignoring the stability of the weapon, waiting for the shot and the appropriate and appropriate tool reactions, delayed attraction, indecisiveness. Making such mistakes, the athlete shoots with shortness of breath and lack of visual acuity. It should be noted that the experimental group made fewer production errors, pulling the trigger with a finger. Observations have shown that it is necessary and easier to correct errors during free exercise.

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Research has shown that free practice is indeed an integral part of shooting training, and has a great impact on the development of shooting skills in athletes, as well as training endurance, perseverance and discipline.

The control group made the most common mistakes - hasty shooting, pulling the trigger without showing sight, focusing only on the release of the trigger and ignoring the stability of the weapon, waiting for the shot and the corresponding motor reactions, delaying the shot, indecision. By making such mistakes, the athlete will hit with heavy breathing and insufficient visual acuity. It should be noted that the experimental group made fewer errors in production and trigger finger pressing. Observations have shown that it is easier to correct errors with an empty trainer.

Studies have shown that free-standing training is a truly integral part of shooting training, has a great impact on the formation of marksmanship skills in athletes, and develops endurance, perseverance, and discipline.

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