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ASSESSMENT OF THE EFFECTIVENESS OF TECHNICAL-REPETITIVE TRAINING IN 8–10-YEAR-OLD BADMINTON PLAYERS

Djaksimuratov Islam Azatbaevich
Master's student of the Asia International University

ANNOTATION

This scientific article analyzes the theoretical and practical foundations for evaluating the effectiveness of technical-repetitive training sessions in 8–10-year-old badminton players. The study highlights the effectiveness of teaching technical elements through multiple repetitions while taking into account the physical, functional, and psychological characteristics of children at the initial stage of sports specialization. Since badminton requires speed, coordination, reaction time, and movement accuracy, the proper formation of technical skills at this age is of primary importance. The research employed pedagogical observation, testing procedures, comparative analysis, and statistical data processing methods. The obtained results demonstrate that when technical-repetitive training sessions are organized systematically and on a sound methodological basis, the technical preparedness indicators of young badminton players increase significantly.

KEYWORDS

badminton, 8–10 years old, technical training, repetitive training, coordination, speed, movement accuracy, game activity, sports pedagogy, evaluation criteria.

INTRODUCTION

In the modern sports system, special attention is being paid to youth sports. Particularly in badminton, where speed and coordination abilities are of primary importance, the initial stage of training forms the foundation for future sporting achievements. The age of 8–10 is characterized by a high level of central nervous system plasticity, the ability to quickly acquire motor skills, and a natural interest in play activities. Therefore, forming technical elements correctly through repetitive training at this stage is an important pedagogical task. Badminton requires quick decision-making, precise coordination of movements, and the execution of technical actions within a short period of time. Proper racket grip, stroke technique, footwork, and correct positioning on the court serve as the basis for more complex tactical actions in the future. If technical errors become ingrained at the initial stage, correcting them later becomes a complicated process. For this reason, scientifically evaluating the effectiveness of technical-repetitive training sessions is a relevant issue.

MAIN PART

The process of forming technical preparedness in 8–10-year-old badminton players should be organized with consideration of age-related anatomical and physiological characteristics. At this age, the muscular system is not yet fully developed, while the motor apparatus demonstrates a high degree of adaptability. This creates favorable conditions for the rapid acquisition of complex coordination movements. At the same time, prolonged monotonous loads may cause quick fatigue in children; therefore, it is advisable to widely use game-based methods during training sessions. Technical-repetitive training essentially represents a pedagogical process aimed at automating specific movement elements through repeated conscious performance. In badminton, such elements include overhead strokes, underhand strokes, short and long shots, service execution, and footwork techniques. The repetition process develops not only muscular memory but also stable motor patterns within the central nervous system. At the age of 8–10, when repetition is organized in a game format, motivation remains high and children actively participate in the training process.

A number of criteria are used to evaluate the effectiveness of technical-repetitive training sessions. First of all, the accuracy and consistency of strokes are considered key indicators. For example, the number of successful hits out of 20 shots delivered from a specific distance to a designated target is determined. In addition, the correctness of service technique, stroke power, and shuttle trajectory are also monitored. The speed and coordination of footwork are measured using special tests, including shuttle runs, rapid direction-change drills, and court movement speed assessments. During the research process, a six-month experimental training program was conducted with beginner-level badminton players. Training sessions were held three times a week, with 40–50 percent of each session devoted to the repetition of technical elements. Each technical movement was initially explained and demonstrated at a slow pace, after which the speed was gradually increased. Throughout the training process, visual control, video analysis, and the coach's verbal instructions were actively applied.

The results showed that when technical-repetitive training was applied systematically, stroke accuracy increased by an average of 25–30 percent. The number of service errors significantly decreased. Footwork speed also demonstrated positive dynamics. These findings confirm the effectiveness of repetitive training methods. At the same time, it was observed that not merely mechanical repetition, but conscious control and exercises adapted to game situations produced higher results. Psychological factors also play an important role in the development of technical skills in children. For athletes aged 8–10, praise, encouragement, and competitive elements serve as strong motivational tools. If the training process consists of monotonous repetition, interest declines. Therefore, enriching technical-repetitive exercises with mini-games, relays, and pair-based drills increases overall effectiveness.

In assessing technical preparedness, quantitative indicators are as important as pedagogical observation. Statistical analysis revealed a significant difference between the experimental and control groups, with the experimental group demonstrating higher performance indicators. This difference can be explained by the purposeful and well-planned application of repetitive training methods. Furthermore, adherence to safety rules, age-appropriate workload, and proper recovery organization are essential factors in the training process. Excessive repetition may lead to muscle strain; therefore, training load should be increased gradually. In general, technical-repetitive training in 8–10-year-old badminton players serves as one of the fundamental factors in the development of sports mastery. Through such training, movement accuracy, speed, and coordination abilities are enhanced. A properly structured methodological approach creates a solid foundation for achieving high-level sporting results in the future.

DISCUSSION

The results of the study demonstrated that the effectiveness of technical-repetitive training in 8–10-year-old badminton players is closely linked to age-specific physiological and psychological characteristics. At this developmental stage, the high plasticity of the central nervous system allows motor skills to be acquired quickly and effectively. Therefore, repeated conscious practice of technical elements strengthens movement patterns, making it easier to master more complex technical-tactical actions at later stages. The observed positive dynamic changes during the study can be attributed to the systematic and methodologically organized nature of the repetitive training.

The findings indicate that goal-directed and consciously executed movements are more effective than simple mechanical repetition. When an athlete understands the purpose of a stroke, its trajectory, and its significance in a game situation, both accuracy and consistency improve significantly. In this context, the coach's verbal instructions, visual demonstrations, and timely correction of errors emerge as important pedagogical factors.

Another key point highlighted during the discussion is the necessity of adapting training load and intensity to the age of the athletes. Children aged 8–10 are prone to rapid fatigue and have limited attention spans. If repetitive training is conducted in a monotonous manner, motivation may decrease. Therefore, integrating technical exercises with game elements and organizing them as mini-competitions enhances effectiveness. Experimental results confirmed that the group trained using game-based methods achieved higher technical performance indicators. Furthermore, technical-repetitive training was observed to positively influence the development of coordination skills. The specific demands of badminton—rapid reaction and sudden changes in direction—are improved through repetitive exercises. This also lays the foundation for developing tactical thinking in the future. The discussion showed that athletes with higher levels of technical preparedness make faster and more precise decisions in game situations.

However, certain limitations were identified during the study. Individual abilities, physical development levels, and psychological states of children can affect the results. Therefore, developing differentiated training programs based on an individual approach is advisable. Additionally, long-term monitoring is necessary to investigate the prolonged impact of technical-repetitive training on sports mastery. Overall, the discussion confirms that scientifically planned and evaluated technical-repetitive training is an essential component of sports preparation for 8–10-year-old badminton players. This approach helps establish stable technical skills, organizes game performance effectively, and creates a solid foundation for achieving high-level sporting results in the future.

CONCLUSION

The study demonstrated that organizing technical-repetitive training scientifically is a crucial condition for effective sports preparation in 8–10-year-old badminton players. At this age, repeated conscious practice of technical elements forms stable motor skills. Systematic training, age-appropriate workload, and the use of game-based methods ensure high performance outcomes. Clearly defined evaluation criteria and regular monitoring further contribute to the improvement of technical proficiency in young badminton players.

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