THE METHODOLOGY OF USING ACTIVE GAMES TO IMPROVE THE TECHNICAL AND TACTICAL TRAINING OF 12–13-YEAR-OLD RUGBY PLAYERS

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Annotation

In modern society, the social significance of sports continues to grow steadily. One of the fundamental priorities of physical education is to engage the younger generation in regular sports activities and to foster essential physical attributes such as strength, speed, endurance, and agility. Research indicates that active games are an effective pedagogical tool for developing the physical, moral, and volitional qualities of children and adolescents. Within rugby training, the integration of active games provides substantial pedagogical and practical advantages by enhancing physical preparedness, improving technical and tactical proficiency, strengthening psychological resilience, and facilitating social adaptation. Furthermore, game-based activities help identify individual characteristics of players and sustain a high level of motivation and engagement in the training process.

Keywords: rugby, technique, tactics, game, physical training, strength, active games, speed, agility

Introduction Active games represent an emotionally engaging and developmentally adaptive form of activity suitable for children of all ages. During gameplay, participants not only improve their physical development but also acquire key life competencies such as independence, perseverance, goal orientation, and initiative. Consequently, game-based activity is regarded as an
essential component of both educational and developmental processes.

Scholarly literature emphasizes that active games contribute to the development of complex cognitive processes, including logical reasoning, imagination, memory, concentration, and effective decision-making. They also promote a positive emotional background, enhance physical endurance, improve motor coordination, and refine spatial orientation. Additionally, active games nurture moral values, willpower, discipline, and teamwork. Most importantly, they evoke positive emotions that sustain internal motivation for continuous and intensive training. Hence, active games serve not only as a means of physical enhancement but also as a powerful factor in psychological and social development. Active Games in the Training Process It is important to note that monotonous and repetitive training routines can limit technical development,
weaken tactical awareness, and diminish motivation, thereby slowing athletic progress. For this reason, incorporating active games into the training process is a crucial pedagogical strategy. The main objective is to ensure that games serve as an effective medium for achieving the learning and training goals.

Through gameplay, adolescents reveal their individuality and develop their physical, cognitive, and volitional capacities. Games strengthen character, encourage overcoming challenges, and cultivate respect toward opponents. Regular inclusion of active games in training helps develop stable motor skills and sustained interest. Their simple rules, emotional richness, and minimal material requirements contribute to their widespread accessibility.

Active games are an efficient tool for learning, reinforcing, and refining individual technical elements, as well as for developing fundamental physical abilities required across various sports disciplines.

In recent years, as public awareness of the importance of physical culture has increased, more families have shown interest in their children's regular participation in sports. Therefore, coaches and physical education specialists must implement diagnostic methods to identify children's aptitude and inclination toward specific sports. The process of determining adolescents' ability to master sport-specific motor skills is complex and multifaceted. Game-based testing is among the most effective

tools for identifying talented children and adolescents, as it allows for the assessment of physical and coordination capacities relevant to specific sports.

During gameplay, children demonstrate high levels of motor activity, which assists coaches in assessing physical potential for future specialization. Coaches recognize that not all physical qualities can be equally developed in every child; genetic factors play a significant role in determining developmental potential.

The Pedagogical Value of Active Games in Rugby Training Integrating active games into rugby training offers substantial pedagogical, psychological, and practical benefits. The systematic use of such games enhances athletes' physical preparedness, technical-tactical competence, and overall engagement in the training process. The main benefits can be summarized as follows:

1. Development of Physical Fitness Strength, speed, agility, and endurance are developed simultaneously. The movements involved in active games—running, jumping, pushing, and pulling—closely replicate those used in rugby. Balance and coordination are improved due to dynamic and unpredictable situations, requiring players to adapt rapidly and maintain stability during contact play.

2. Formation of Technical and Tactical Skills Ball control, protection, and passing techniques are developed naturally. Tackling and grappling elements are practiced safely through modified game forms. Teamwork and strategic awareness are reinforced as players make real-time decisions regarding defense, attack, and field positioning.

3. Psychological and Cognitive Benefits Stress tolerance and emotional stability are enhanced through continuous competition and interaction. Decisionmaking speed improves, which is crucial for tactical adaptability during offensive and defensive phases. Motivation and interest are sustained, as active games make training more varied, enjoyable, and less monotonous.

4. Social and Educational Significance Team cohesion and mutual trust are strengthened through cooperative gameplay. Sportsmanship, discipline, and respect for opponents are cultivated naturally within the game context.

5. Pedagogical Advantages Active games allow coaches to structure training sessions in a game-oriented manner, which is especially effective when working with young athletes. They create multifunctional learning environments where physical, technical, and psychological skills develop simultaneously within a single activity.

Thus, active games are among the most effective methods for developing strength, speed, coordination, contact readiness, teamwork, and decision-making abilities in young rugby players. They are particularly valuable in youth training, helping athletes to master complex rugby elements more effectively and naturally through play-based learning.

Conclusion The integration of active games into sports training—especially in physically intensive disciplines such as rugby—plays a vital role in the comprehensive development of athletes. Through active games, young players naturally and dynamically acquire essential physical attributes such as strength, agility, speed, balance, and endurance. Moreover, they develop technical and tactical competencies, team interaction skills, and positional awareness in a safe and engaging manner.

From a psychological and social perspective, games enhance emotional resilience, rapid decision-making, initiative, self-confidence, and active participation in team dynamics. They also reinforce educational influences by fostering discipline, sports ethics, respect, and responsibility.

For young athletes, active games enrich the emotional atmosphere of training and help maintain long-term interest and motivation. Therefore, their systematic and purposeful application in rugby training represents a powerful pedagogical tool that unites physical, educational, and developmental processes.

Furthermore, active games reveal athletes' individual characteristics and levels of potential, enabling coaches to guide them effectively, strengthen their advantages, and design personalized training programs.

In summary, active games are an integral component of rugby training. Their inclusion promotes comprehensive physical, technical, psychological, and moral preparation of athletes. Particularly when

working with young players, effective use of active games accelerates the acquisition of complex rugby skills and enhances the overall efficiency, engagement, and multidimensionality of thetraining process. Hence, incorporating active games into the educational-training curriculum should be considered not merely advisable but essential for achieving optimal training outcomes.

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