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STAGES AND PRINCIPLES OF DEVELOPING TECHNICAL AND TACTICAL SKILLS IN ADOLESCENT FEMALE BOXERS

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ABSTRACT

The article examines the organizational, pedagogical, and methodological aspects of developing technical and tactical skills in adolescent female boxers. The aim of the study is to substantiate the sequence of technical and tactical skill development and identify the pedagogical principles that contribute to the effective organization of the training process. The research was conducted in March 2026 at the boxing section of the Termez Sports School in Termez, Surkhandarya Region, Uzbekistan. The practical significance of the study lies in the potential application of the proposed model to the planning and organization of training sessions for adolescent female boxers. A quantitative assessment of the model's effectiveness requires further analysis of the actual results obtained from the pedagogical experiment.

Introduction. The current stage of development of women's boxing is characterized by increasing demands on athletes' technical proficiency, the speed of tactical decision-making, and their ability to effectively execute motor actions under the constantly changing conditions of competitive bouts [5, 7, 8]. In this context, improving training methodologies for adolescent female boxers is particularly important within the system of youth sports development.

Technical and tactical proficiency is a multidimensional characteristic that reflects the quality of motor skill acquisition, the ability to combine technical actions effectively, and the efficiency of their application in specific competitive situations [1, 3, 4]. However, a high level of proficiency in individual techniques does not necessarily guarantee successful competitive performance, as female boxers must accurately assess the distance between themselves and their

opponents, anticipate their opponents' intentions, and select appropriate motor responses in a timely manner [2, 6, 9].

During adolescence, the development of these abilities is closely associated with improvements in motor coordination, spatial and temporal orientation, attention, and tactical thinking. Nevertheless, variations in biological maturation and individual differences in physical development necessitate a differentiated approach to the content and intensity of training loads [12, 15]. International recommendations for youth athlete development emphasize the importance of integrating technical instruction with age-appropriate training strategies, injury prevention measures, and the maintenance of sustained motivation for sports participation [10, 13].

Studies conducted by D. Yu. Turdimuratov [11, 14] highlight the methodological importance of systematically improving the technical and tactical performance of female boxers during the initial and preliminary stages of basic training. The researcher emphasizes the need to incorporate specialized training exercises and systematically monitor the acquisition and execution of offensive and defensive techniques.

At the same time, the development of accessible and practically applicable methodological approaches remains particularly relevant to regional sports schools. Such approaches should ensure the progressive acquisition of motor skills, the gradual introduction of increasingly complex tactical tasks, and the individualized adjustment of training programs according to athletes' developmental characteristics and training needs.

Particular attention should be given to the organization of training for adolescent female boxers in sports schools throughout the Surkhandarya Region of Uzbekistan. In this setting, improving the methodological framework of training sessions may contribute to enhancing the quality of technical instruction and establishing a solid foundation for the subsequent development of athletic proficiency.

The aim of the study was to provide a theoretical justification for the stages and pedagogical principles of developing technical and tactical skills in adolescent female boxers, taking into account the organizational and training conditions of the boxing section at the Termez Sports School in Termez, Uzbekistan.

Materials and Methods. The research was conducted in March 2026 at the boxing section of the Termez Sports School, located in Termez, Surkhandarya Region, Republic of Uzbekistan.

The subject of the study was the content, sequence, and pedagogical conditions underlying the development of technical and tactical skills in adolescent female boxers.

The methodological framework of the study was based on the fundamental principles of sports training theory, the concept of progressive motor skill acquisition, the principles of individualized physical training loads, and pedagogical approaches aimed at improving athletes' coordination abilities.

The research methods included a review and analysis of scientific and methodological literature, comparative pedagogical analysis, systematization of boxing-specific exercises, structural and functional modeling, and the development of criteria for pedagogical assessment and monitoring.

Results. As a result of the theoretical and methodological analysis, a structured sequence for developing technical and tactical skills in adolescent female boxers was established, comprising four interconnected stages. The proposed framework was designed to reflect the practical conditions of training in sports schools and facilitate a gradual transition from the acquisition of individual motor skills to their integrated application in increasingly complex training situations.

Stage 1. Development of fundamental technical skills. The initial stage focuses on mastering the correct boxing stance, basic footwork, fundamental punching techniques, and elementary defensive movements. Particular attention is given to proper body positioning, postural stability, coordination between upper and lower limb movements, and the timely return of the hands to a defensive position after executing punches.

Stage 2. Improvement of technical coordination. The primary objective of this stage is to integrate previously acquired motor skills into coordinated and technically efficient movement combinations. Training exercises involve executing punches while moving, transitioning smoothly between offensive and defensive actions, and maintaining postural stability under dynamic conditions. Emphasis is placed on improving movement accuracy, coordination, and the consistency of technical execution.

Stage 3. Development of tactical variability. The principal objective of this stage is to develop athletes' ability to independently select appropriate motor actions in response to changing tactical situations. Particular emphasis is placed on identifying optimal fighting distances, recognizing an opponent's attacking intentions, selecting appropriate moments for counterattacks, and effectively employing feints and deceptive movements. These training activities are intended to enhance tactical awareness, situational decision-making, and adaptability during boxing exchanges.

Stage 4. Integration of technical and tactical skills. This stage focuses on integrating previously acquired technical skills and tactical decision-making abilities into a coordinated system of competitive motor actions. Particular attention is directed toward the logical sequencing of offensive and defensive movements, appropriate distance management, maintaining technical accuracy, and adapting effectively to an opponent's behavior. The integration of these components is intended to support the development of consistent and adaptable technical and tactical performance under conditions resembling competitive bouts.

Table 1. Structure of technical and tactical skill development in adolescent female boxers at the Termez sports school

Developmental Stage	Main Training Content	Training Methods and Exercises	Pedagogical Assessment Criteria
I. Fundamental Stage	Acquisition of basic boxing stance, footwork, fundamental punching techniques, and defensive movements	Shadowboxing, simulation exercises, and preparatory drills	Technical accuracy, postural balance, and movement coordination
II. Coordination Stage	Improvement of combinations involving punches, defensive techniques, and footwork	Focus mitt training, combination drills, and partner exercises	Movement accuracy, postural stability, and coordination of technical actions
III. Tactical Stage	Development of tactical thinking, distance management, and timing skills	Situational training exercises and controlled tactical interactions	Response timing and appropriateness of tactical decisions
IV. Integration Stage	Comprehensive application of technical skills and tactical strategies	Simulated boxing bouts, video analysis, and tactical training assignments	Adaptability, independent decision-making, and consistency of technical execution

The analysis of the proposed model identified several key pedagogical principles that provide a methodological foundation for the effective organization of technical and tactical training.

The principle of progressive skill development involves gradually increasing the complexity of motor tasks and introducing more advanced movement patterns only after athletes have adequately mastered the prerequisite technical elements.

The principle of individualization emphasizes consideration of athletes' age, physical fitness levels, motor coordination characteristics, and individual rates of skill acquisition when designing and implementing training programs.

The principle of integrating technical and tactical training focuses on developing athletes' understanding of the specific competitive situations in which each acquired technical skill can be effectively applied.

The principle of training variability is implemented through systematic modifications to the spatial characteristics of exercises, fighting distances, movement tempo, and the nature and intensity of simulated opposition.

The principle of systematic feedback involves continuous pedagogical assessment, individualized correction of technical errors, and the development of athletes' ability to independently evaluate the quality and effectiveness of their motor performance.

The principle of safety emphasizes minimizing unnecessary contact-related training loads, ensuring adequate recovery intervals, and organizing training activities according to athletes' age-related developmental characteristics and individual readiness for physical exertion.

The principal outcome of the methodological framework is the systematic structuring of the training process, in which each successive stage builds upon previously acquired motor skills and promotes the gradual development of athletes' autonomy in solving technical and tactical tasks.

Discussion. The proposed model highlights the importance of a comprehensive approach to developing technical and tactical proficiency in adolescent female boxers. Its distinguishing feature is the integration of motor skill acquisition, the development of tactical thinking, and the progressive introduction of more complex conditions for performing training exercises.

The theoretical and methodological findings are consistent with the research conducted by D. Yu. Turdimuratov, which emphasizes the importance of systematically organizing technical and tactical training for female boxers. However, the model presented in the current study focuses on the progressive development of a broader range of motor skills, including footwork, punching techniques, defensive movements, and their combinations in various tactical situations.

For adolescent female boxers, this approach requires the differentiated selection of exercise complexity, appropriate regulation of training volume, and prevention of premature exposure to excessive contact-related training loads.

The recommendations of the International Olympic Committee concerning injury prevention among female athletes further emphasize the importance of preventive approaches to physical conditioning, effective motor control, and the establishment of a safe training environment.

The proposed model is of particular methodological relevance to the boxing section of the Termez Sports School, as it can be implemented using readily available training resources without requiring sophisticated diagnostic equipment. Technical and tactical performance can be monitored through standardized training exercises, expert assessments, video recordings, and individualized pedagogical observation records.

Overall, the present study establishes a methodological foundation for further investigation into the patterns and mechanisms underlying the development of technical and tactical proficiency among adolescent female boxers within regional sports school settings.

Conclusion. The theoretical and methodological study conducted in March 2026, taking into account the organizational and training conditions of the boxing section at the Termez Sports School in Termez, Surkhandarya Region, Uzbekistan, resulted in the development of a stage-based model for improving technical and tactical skills in adolescent female boxers.

The theoretical analysis demonstrated that a systematic training progression should involve the acquisition of fundamental technical skills, improvement of motor coordination, development of tactical variability, and integration of acquired skills into simulated competitive activities.

The key pedagogical principles underlying the organization of the training process were identified as progressive skill development, accessibility, individualization, integration of technical and tactical training, variability of motor tasks, systematic feedback, and maintenance of a safe training environment.

The proposed model may serve as a methodological framework for planning and organizing training sessions, individualizing pedagogical interventions, and developing a systematic assessment framework for monitoring technical and tactical proficiency in adolescent female boxers.

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