

**METHODOLOGICAL FEATURES OF SING THE TOOLS
OF THE BWF “SHUTTLE TIME” PROGRAM
FOR THE DEVELOPMENT OF COORDINATION SKILLS
IN STUDENTS**

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Badminton refers to acyclic, complexly coordinated types of motor activity, which is characterized by high accuracy and speed of execution of technical and tactical techniques in various ways, fast and accurate spatial orientation on the playground. The main manifestations of coordination abilities in badminton are [5, 6]:

- Motor memory (accuracy of reproduction of muscle efforts). A number of factors influence the accuracy of hitting in badminton: the angle of rotation of the hand during the hit, the force of compression of the handle of the racket, etc.
- The ability to orientate in space is necessary when moving on the court, controlling the boundaries of the court, when performing a serve – hitting the service zone, when performing a high-long shot – hitting the opponent's court.
- The ability to balance is manifested when hitting the steering wheel and moving around the court.

The analysis of scientific and methodical literature was carried out Yu Lyuwei [6], Xu Xiangqian [4] over the past five years found that scientists and practitioners suggest using programs of different durations in the process of developing motor skills. It is noted that already after 20–25 classes it is possible to get a positive effect from the influence of programs aimed at developing motor skills in badminton players. Therefore, we suggest considering the BWF Shuttle Time program as a means of developing coordination abilities, which is focused on 22 lessons [1, 4].

When solving the issue with the content of the methodology for the development of coordination abilities, we took into account the fact that the educational process under the BWF Shuttle Time program for elementary school students is primarily educational, not training oriented [1]. The BWF Shuttle Time methodology is based on: general development exercises of coordination orientation, as well as exercises that contribute to the formation of abilities and skills to perform technical and tactical techniques specific from the point of view of coordination abilities for badminton.

Means for the development of coordination abilities are specially directed physical exercises systematized in blocks, as well as mobile games and relay races.

The BWF Shuttle Time methodology has been adapted by us and is offered for implementation within 4 months (22 lessons) and can be used in any primary school class. When holding three lessons a week, one lesson is devoted to learning the game of badminton and developing coordination abilities according to the BWF Shuttle Time method [3, 4].

Solving this task took 10–15 minutes of the entire lesson.

The structure of the lesson remains traditional (preparatory, main and final parts). The whole lesson lasts 40 minutes.

It should be noted that exercises that require subtle differentiation of efforts (including practice of actions with the steering wheel) are undesirable to perform after power loads. Therefore, we used exercises for the development of coordination abilities in the preparatory and main part of the lesson, and in the final part, exercises on the use of the coordination ladder were included.

We used exercises that affect the auditory, visual and motor sensory systems.

The development of coordination of hand movement is facilitated by the use of various objects in shape, weight, and texture (ball, shuttlecock, balloon). It also contributes to the formation and development of the child's objective thinking. Tasks for the development of simple and complex reactions are used to develop the ability to react. For the development of a simple reaction, it is recommended to use such exercises as changing the direction of movement according to a signal, speeding up or slowing down, etc., for the development of a complex reaction: after one signal – stop, after another signal – change the direction of movement, and so on [3, 4].

To develop the kinesthetic ability to reproduce spatial, temporal and force parameters of movements, the following exercises are used: throwing a shuttlecock at a target and at a given distance; jumping for a given distance; turns by a given number of degrees; special exercises with a frill. The development of the ability to differentiate the parameters listed above was carried out through the introduction of strictly regulated changes in individual parameters of the performed movements and actions. It is recommended to

use objects of different weight and shape. Exercises are performed both with and without visual control.

For the development of orientation in space, it is recommended to use special tasks: changing the positions of hands, legs and body in space (to the sides, up, angular characteristics – 450, 600); changing the plane and direction of movements according to the signal (reaction of visual and auditory analyzers); exercises in pairs; shuttlecock throws at the target from different starting positions; performing exercises without visual control.

To develop the ability to maintain balance, it is recommended to use exercises: in interaction with a partner – jumps from different starting positions (squatting, facing each other, back to each other, standing on a gymnastic bench) in different directions; walking on the gymnastic bench, step by step, sideways, on toes, with the back forward; maintaining a posture in unstable initial positions (on one leg) and others.

Taking into account the age of children, it is recommended to widely use general developmental exercises, mobile games and relays, which effectively affect various sensory systems and contribute to the development of various coordination abilities.

It is necessary to apply exercises for the muscles of the hand and fingers, including with a racket, juggling a balloon, juggling a shuttlecock with the open and closed side of the racket, passing the "shuttle track", bouncing shuttlecocks up with the open side of the racket, as well as preparatory exercises.

Changing the way of performing exercises is achieved by changing the initial positions, efforts, pace and volume of movements. When additional movements are introduced to the usual motor action, performing an exercise without visual control, changing its spatial boundaries, a change in the conditions for performing exercises is achieved [2, 3].

It should be noted that exercises that will contribute to the development of coordination abilities for children of primary school age should be of low intensity, but as they are mastered, a gradual increase in intensity is necessary. The duration of continuous work in one exercise is usually 10–200 seconds. The duration of the exercise in the proposed method ranges from 30–60 s to 2–3 minutes, however, in mobile games and relays, the duration should be slightly longer – from 2–3 to 3–4 minutes, since explaining the rules of the game, showing the performance of the relay takes some time.

The number of repetitions in each exercise for short-term work should be from 6 to 10–12 times. If the task is longer, then the number of repetitions can be no more than 2–3 times.

The development of coordination abilities by means of the BWF Shuttle Time program is facilitated by the optimal ratio of relay races and games of different intensity.

This method is used at the end of the main part of the lesson, when children are tired and their attention is weakened, which allows to activate their activity and ensure interest in the exercises performed. In this case, it is advisable to hold games. The duration of moving games is from 3 to 5 minutes, the number of repetitions – from 2 to 4 times, depending on the content.

Conclusions. Summarizing the above, we note that the method of developing the coordination abilities of primary school students using the tools of the international program BWF Shuttle Times should be carried out taking into account the specific principles of the organization of the educational process: a comprehensive approach to the development and diagnosis of coordination abilities; unity of development of mental and motor components of motor abilities.

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