

**Short communication****PECULIARITIES OF DEVELOPING VARIOUS  
TECHNICAL AND TACTICAL INTERACTIONS IN 13-14  
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E-mail: [dmitriych61@mail.ru](mailto:dmitriych61@mail.ru)**Key words:** *hockey, technical and tactical interaction, training***Introduction**

For over half a century has been a rivalry between hockey teams from North America and Russia. When these teams confront each other in competition of any level, it draws not only fan, but also specialist attention. Such interest exists because of the particular way these teams play, showing different styles of tactical play when they face off each other. Analyses show that the difference in tactical play is determined by the various tactical training these athletes had since childhood. However, despite the various training methods players had in the long-term aspect, at the highest level of sportsmanship observed the possibility of combining individual game styles of players who were brought up by different methods. This is eloquently proved by the successful careers of Russian players participating in the National Hockey League (NHL) in North America. It should be noted that the technical and tactical aspects of Russian players for the most part remain specific and are recognizable. Such a contrast to North American players not only discords with teammate game, but for the most part, gives an advantage when playing against other players. As the consequence of the above mentioned, in our paper is suggested that introducing Russian hockey players to the methods of training technical and tactical actions of the North American style of play will improve competitive efficiency. To confirm this hypothesis was conducted a pedagogical experiment

**Material and Methods**

To carry out this pedagogical experiment was chosen a hockey team with 13 – 14 year old players participating in the Moscow Championship. For a comparative analysis of the progress of the training process, as a control group were chosen three teams also taking part in the Moscow

Championship. At the beginning of the pedagogical experiment, the teams in the control group were placed as follows: 4<sup>th</sup> place above the experimental team, as well as one and two places below it in the championship table.

The duration of the pedagogical experiment was one season, including the preparatory and competitive periods from June to April. The main direction of the pedagogical experiment is related to the improvement of technical and tactical training of young players. The characteristic of the experiment was to train players in group activities with the use of specific schemes typical with Russian players and actions of North American players.

The organization of the experiment involves the use of a 2 + 2 + 3 cycle (where within 2 microcycles used the Russian methodology, within 2 microcycles: North American methods and 3 microcycles: mixed technique), a microcycle lasts for 3 days with the presence of a day off at the end of each microcycle, two times during the preparatory period: during on ice and off ice training. In the preparatory period, during off ice training, training days in the microcycle were 2 + 1. During on ice training in the preparatory period, training days for one microcycle were 3 + 1. On the final training day of a microcycle, after the day of rest, a two-way game was played. Both off ice and on ice training during the first two microcycles had technical and tactical exercises used in Russia hockey school. During the second two microcycles the team improved with exercises from the North American approach to technical and tactical organization of the game. The final three microcycles involved the use of both approaches in training, but their use was determined with exact instructions from the coach, what style should be used. The time allocated for addressing technical and tactical questions in the general training plan for each practice was distributed in accordance with other types of practices and objectives of the training period. During off ice training as a means of improving technical and tactical interactions of players outdoor games were used, basketball, handball, football, rugby with simplified rules. In each case, the players received clear instructions on the nature of interactions they should have with partners, as well as about how to play in offense and defense.

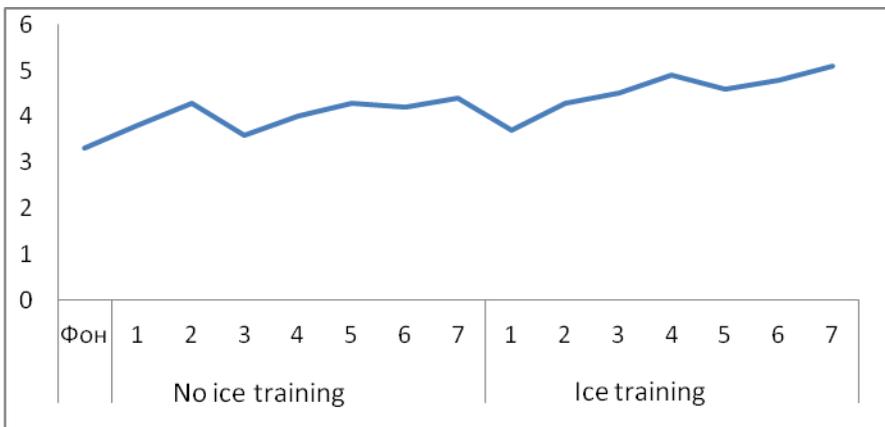
During the course of the pedagogical experiment we monitored the quality of performance of the fulfilled training tasks using a specially designed system of evaluation. The rating system provided information on athletes – how they got used to completing training tasks, each task had an increase complexity. The rating system was a 10 point scale. The 10 point rating scale included a comprehensive assessment of the correctness of the

choices the group chose for the current situation, the complexity of technical and tactical actions, the overall effectiveness, as well as a comprehensive assessment of the actions of the opposing players against which it was conducted.

To be able to compare the results of the technique used in training, the rating scale was not only used with the experimental team, but also used with the selected control group teams. A comparative analysis was conducted before and after the pedagogical experiment.

## Results

Figure 1 presents the changing dynamics of the indicators that measure the quality of the training process of the experimental team for pedagogical experiment.



**Figure 1.** The assessment of the quality of training during the microcycles in the preparatory period (in points)

These dynamics show that during the preparation process in off ice training, interactions between players are more pronounced and have a positive trend then during the same time period of on ice training. This can be explained with the following. Entry-level assignments of technical and tactical interactions are different. By the beginning of on ice training, hockey players already possessed certain skills to interact with each other. Therefore, the increase in absolute values of the second phase was smaller than in the first. Also the quality of training was affected by player different speed of movement, which in ice conditions is higher than on the ground. Reducing the time to make decisions increases the probability of partner errors in group interactions; it also increases the demands for technical skills to carry out necessary movements with the puck. Given the age of the

athletes taking part in the experiment, we can talk about insufficient technical components of the game they conduct, which further affects the quality of the implementation of tactical ideas. In addition, the volume of completed technical and tactical interactions during off ice training is higher than in on ice training due to the high level requirements for speed and strength preparedness of young hockey players, especially during high-speed training tasks. These features have a negative impact on the quality of development of tactical preparations and do not allow players to develop all range of actions that they can, including highly complex tactical tasks. Nevertheless, we can state the positive dynamics of learning technical and tactical coordination and the development of the athletes in the experimental team with both Russian and North American style of play. It should be noted that the training process was not directed only towards the development of tactical coordination between players, but also towards the ability to select the correct action, depending on the actions of the opposing team. Results of the pedagogical experiment are presented in Table 1.

**Table 1**

Estimate (in points) of the quality of technical and tactical training of both experimental and control groups

	Background (previous rank in the Championship in Moscow)	Evaluation of the first round of the Championship in Moscow	Evaluation of the second round of the Championship in Moscow
Experimental Team	3.1±1.8	4.5±1.2	4.2±1.7
Control Team 1	3.5±1.2	3.7±1.1	3.5±1.4
Control Team 2	3.1±1.6	3.1±1.4	2.9±1.9
Control Team 3	3.0±2.2	3.3±1.4	3.1±1.8

The results in Table 1 show that the data before the pedagogical experiment generally reflect the position of teams in the final table of the Championship in Moscow. Control Team 1 in the standings is above the experimental team by 4 places and eventually became the winner of the Championship, whereas control teams 2 and 3 were in 1<sup>st</sup> and 2<sup>nd</sup> places below than the experimental team. In the middle of the season there was a huge positive dynamics boost of the quality of technical and tactical components of the game in the experimental team, while the three control teams had very little changes. At the end of the playing season all unidirectional changes of the test are written down for all teams, including

the control team. It is obvious that in this age group to last a long season is rather difficult. Because of the insufficient level of special physical preparedness, the quality of technical and tactical preparedness is reduced. This is quite a natural process associated with the general biological laws of development and the formation of the body at this age.

## Conclusions

The results of pedagogical experiment show that using the proposed method in the training process in terms of technical and tactical training of 13 – 14 year old players, has a positive impact on the results of the experimental team. This was shown in the ability of the experimental team players to use adequate options for group actions which resulted in positive results in game situations with their peers.

The results of the pedagogical experiment showed that 13 – 14 year old athletes can master not only the Russian style of play, but also the North American style (tactical interaction). Mastering the proposed method of training will enhance the efficiency of game activity in players of the future, due to the increase of their skill level.

It is based on the fact that the development of styles of play and the possibility of their use in specific game situations in matches remain in the memory of the players, and with the improvement of the special physical and technical preparedness, will contribute to a wider choice of actions in games against teams with a different playing style.

## References

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