

ELIMINATING ERRORS AND DEFICIENCIES OCCURRING DURING COMPETITIONS AMONG YOUNG TENNIS PLAYERS

Felyura Rashidovna Hamroyeva

Lecturer, Department of Tennis, Badminton and Table Tennis Theory and Methodology

E-mail: hamroyevafelyura@gmail.com

Abstract: This article examines the pedagogical and methodological foundations for identifying and eliminating technical, tactical, psychological, physical, and organizational errors that occur during competitions among young tennis players. Tennis competitions require young athletes not only to execute strokes correctly but also to make rapid decisions, anticipate opponents' actions, maintain emotional stability, and preserve technical accuracy under conditions of physical fatigue and psychological pressure. The study classifies competition-related errors into several categories and proposes a step-by-step coaching model covering pre-competition, in-competition, and post-competition activities. Particular attention is given to the development of technical skills, tactical thinking, psychological resilience, and effective decision-making abilities. The findings highlight the importance of integrating technical, tactical, and psychological training to improve competitive performance and reduce the frequency of errors among young tennis players.

Keywords: young tennis players, competitive performance, technical errors, tactical preparation, psychological stability, serving, decision-making, game analysis.

Introduction

Tennis is currently recognized as one of the most effective sports for the comprehensive physical, technical, tactical, and psychological development of young athletes. In particular, the proper organization of competitive activities, timely identification of technical and tactical mistakes, and the implementation of pedagogical and methodological strategies to eliminate these shortcomings represent important directions in sports training.

Unlike training environments, competitive situations expose athletes to considerable psychological pressure, strong opposition from opponents, time constraints, the necessity for rapid decision-making, and responsibility for performance outcomes. These factors often contribute to the occurrence of technical and tactical errors that negatively affect competitive results. Therefore, studying the causes of such mistakes and developing effective methods for their prevention and correction is of both theoretical and practical significance.

Literature Review

The issue of identifying and eliminating errors arising during the competitive activities of young tennis players has been extensively discussed within the fields of sports pedagogy, sports psychology, physical education, and tennis theory and methodology. Previous scientific and methodological studies have emphasized the interdependence of technical, tactical, physical, and psychological preparedness in achieving successful competitive performance.

Research findings indicate that competitive success depends not only on stroke technique but also on athletes' decision-making abilities, concentration, psychological stability, agility, and adaptability to changing match conditions. The scientific literature highlights the importance of correctly developing stroke techniques during the initial stages of training, improving footwork and coordination abilities, and systematically strengthening serving and return skills.

Empirical observations have demonstrated that young tennis players frequently make errors related to forehand and backhand strokes, serving, receiving the ball, court positioning, and responding appropriately to opponents' actions. These findings suggest the necessity of implementing competition-oriented exercises, situational tasks, and pedagogical approaches based on systematic error analysis rather than relying solely on general technical training.

Research Purpose

The primary objective of this study was to identify the technical, tactical, and psychological errors that occur during competitions among young tennis players, develop pedagogical and methodological approaches for their elimination, and scientifically substantiate the effectiveness of the proposed methodology in improving competitive performance.

Research Objectives

The study pursued the following objectives:

To analyze the technical, tactical, and psychological errors occurring during competitions among young tennis players based on scientific and methodological literature.

To identify the most common mistakes associated with forehand strokes, backhand strokes, serves, inaccurate shots directed toward open court areas, and inappropriate offensive-defensive tactical choices.

To investigate competition-related stress factors, including errors during crucial points, sequences of repeated mistakes, passive playing behavior, and indicators of psychological stability.

To develop pedagogical exercises and methodological approaches aimed at correcting identified errors.

To evaluate the impact of the implemented pedagogical and methodological interventions on competitive performance and psychological stability using experimental data.

To statistically assess the effectiveness of the proposed methodology based on the obtained results.

Practical Recommendations

The practical recommendations developed in this study are intended to reduce technical, tactical, and psychological errors among young tennis players and improve their overall competitive performance. The recommendations were designed considering athletes' physical development, technical preparedness, competitive experience, and psychological characteristics.

The technical training program included exercises focusing on forehand and backhand strokes, serving techniques, shot placement toward open court areas, and offensive-defensive tactical choices. These exercises were designed to improve stroke accuracy, footwork, coordination, and decision-making skills during competitive situations. Particular emphasis was placed on correct stroke execution, maintaining body balance, and timely movement toward the ball.

The tactical training component incorporated exercises involving combination play, positional movement, time management, and strategies aimed at misleading opponents. These activities contributed to reducing impulsive decision-making during critical points, minimizing psychological setbacks following consecutive mistakes, and decreasing passive playing behavior.

Furthermore, these exercises enhanced players' tactical awareness by improving their ability to identify open spaces, evaluate offensive and defensive situations, and make appropriate tactical decisions throughout matches. Competition-simulated training situations proved particularly valuable in preparing athletes for real competitive environments.

The psychological training component focused on self-regulation under competitive pressure, concentration enhancement, anxiety reduction, and the development of psychological resilience. Breathing control techniques, visualization exercises, positive self-talk, attentional

refocusing strategies, and competition simulations were employed to strengthen athletes' psychological preparedness.

Results and Discussion

The study investigated technical, tactical, and psychological errors commonly observed among young tennis players during competitions and evaluated the effectiveness of pedagogical and methodological interventions designed to address these issues. The findings revealed that many competitive errors stem from insufficient technical preparation, deficiencies in tactical decision-making, limited competition experience, and underdeveloped psychological resilience. Pedagogical observations and experimental results demonstrated significant reductions in errors related to forehand and backhand strokes, serving, inaccurate placement of shots toward open areas of the court, and inappropriate offensive-defensive tactical decisions. In addition, notable improvements were observed in reducing mistakes made during crucial points, psychological frustration following consecutive errors, and stress-related performance problems. These results confirm the effectiveness of the specialized pedagogical exercises and competition-oriented training tasks implemented during the study.

The findings further indicate that the integration of technical, tactical, and psychological preparation plays a crucial role in enhancing competitive performance among young tennis players. In particular, match simulation exercises, individualized error correction, video analysis, concentration training, and psychological resilience development significantly improved athletes' ability to make appropriate decisions during competitive play.

The increase in overall performance indicators and psychological stability confirms the positive impact of the proposed pedagogical and methodological interventions. Therefore, athlete preparation should involve not only technical skill development but also the systematic enhancement of psychological readiness and tactical thinking.

Conclusion

The results of this study demonstrate that the proposed system of practical recommendations and training exercises effectively contributes to the preparation of young tennis players for competitive activities. The implementation of integrated technical, tactical, and psychological training significantly reduces competition-related errors and improves overall athletic performance.

Consequently, the findings support the necessity of adopting a comprehensive approach to athlete development that combines technical mastery, tactical intelligence, and psychological resilience. The proposed methodology can be effectively utilized in sports schools, tennis academies, clubs, and training programs aimed at improving the competitive success of young tennis players.

REFERENCES

1. Decree No. PF-5924 of the President of the Republic of Uzbekistan dated January 24, 2020, "On Measures for Further Improvement and Popularization of Physical Culture and Sports in the Republic of Uzbekistan." Lex.uz.
2. Axmedova N.I. *Improving Sports Pedagogical Mastery (Tennis)*. Study guide. Chirchik, 2023. – 257 p.
3. Vincent William Simone. *Tennis Doctor: The Science of Professional Tennis*. Textbook. Chicago, 2024. – 626 p.
4. International Tennis Federation. *Rules of Tennis 2026*. London: ITF, 2026.
5. International Tennis Federation. *ITF World Tennis Tour Juniors Regulations 2025*. London: ITF, 2025.

Journal: <https://ifsmrc.org/index.php/aijrm>

6. Kilit B., Arslan E., Akca F., Aras D., Soylu Y., Clemente F.M., Nikolaidis P.T., Rosemann T., Knechtle B. *The Effect of Coach Encouragement on the Psychophysiological and Performance Responses of Young Tennis Players.* // International Journal of Environmental Research and Public Health. – 2019. – Vol. 16(18). – pp. 34–67.
7. Kilit B., Arslan E., Soylu Y., Karakoç B. *The Effect of Coach Encouragement on the Physical and Technical Test Results of Young Tennis Players.* // Turkish Journal of Kinesiology. – 2024. – Vol. 10(3). – pp. 199–206.
8. Mourtzios C., Athanailidis I., Arvanitidou V., Mourtziou M.A. *Changes in the Psychological Profiles of Young Tennis Players Aged 11–14 Years.* // Journal of Physical Education and Sport. – 2024.
9. Durmuş D. *Factors Determining the Performance of Young Tennis Players: A Multidimensional Approach.* PhD Dissertation. – Middle East Technical University, 2025.
10. Kovacs M.S. *Tennis Physiology: Training the Competitive Athlete.* // Sports Medicine. – 2007. – Vol. 37(3). – pp. 189–198.
11. Reid M., Crespo M., Lay B., Berry J. *Skill Acquisition in Tennis: Research and Current Practice.* // Journal of Science and Medicine in Sport. – 2007. – Vol. 10(1). – pp. 1–10.