

PAPER

INITIAL TRAINING FOR VOLLEYBALL AND ITS ESSENCE

Begaliyev Bakhtiyor Atavulloyevich^{1,*}

¹Karshi State University Senior teacher of the Department of Physical Education and Sports

*begaliyev@gmail.com

Abstract

This article discusses the organization of initial training for young volleyball players and the content, tasks, tools, and training methods.

Key words: training, technical training, initial training, preparation, game skills, training tools, special exercises, training methods, equipment and equipment.

Introduction

In our country, along with the development of physical education and mass sports, great importance is attached to the development of sports. Every year, prestigious international and world-class competitions are held in our republic, which increases the interest of young people in sports. Our athletes participate in Asian, World and Olympic competitions, achieving high results and glorifying the glory of our country. One way to solve this problem is to reorient various types of targeted physical education programs to maximally meet the needs of each student and to take into account the physical development and level of preparation of students as fully as possible.

Unfortunately, although sports games, especially volleyball, are widely developed, high results are not achieved in international competitions. Volleyball is included in the curriculum of all educational institutions as a subject, and training processes are being conducted in sports clubs, children's and sports schools that operate outside of class and work hours.

The process of initial training in sports skills is considered the foundation of a multi-year sports training system. The more thoroughly and qualitatively the initial training is in terms of its organizational, methodological, scientific and material and technical aspects, the shorter and easier the path to training sports substitutes will be. But this, of course, directly depends on the knowledge, professional skills and qualifications of the specialist. Therefore, one of the most important and fundamental sections of the curriculum designed to train specialists is the methodology (technology) of primary education.

One of the main factors in achieving effective results in the competition process is the technical preparation and technical skills of the volleyball player. Therefore, the initial and main goal of the training process is to master the technique of the game.

Literature analysis

To date, a number of scientific studies have been carried out on the problems of the theory and practice of physical education and sports in higher education institutions, which highlight the issues of a differentiated methodology for using sports games in sports improvement groups in higher education institutions. L.R.Ayrapetyans, M.A.Godik, 1991; Yu.D.Zheleznyak, 1994; M.C.Akhmatov, 2004. In addition, the scientific works of V.A.Kobzev, 1996; N.A.Anashkina, 1998; A.Zelensky, 1998; V.P.Guba, 2000 and others describe the scientific, theoretical and practical foundations and methods of using a differentiated approach in organizing the physical education process of students. Movement and game skills - passing, receiving (defending), putting the ball into play, hitting, blocking - are mastered and improved in specific stages, using certain methods and tools. This process is carried out on the basis of pedagogical, biopsychological and biomechanical laws.

Results

The teaching process is a pedagogical process that requires great skill and professional training from the coach-teacher. However, teaching the technique of performing a movement (game skill) also depends on other important reasons.

Including the child's activity, the number, quality, duration of the sessions, auxiliary technical equipment, the conditions of the training venue, the child's interest, range of motion, experience, etc. It is also important to note that the time it takes to master movement techniques depends on the child's family circumstances, his social and economic opportunities, and his mental state. The factors taken into account in the process of education and training listed above should be included in planning documents based on a certain methodological order. In addition, the child's inner potential and existing factors should be identified through a selection program and exercises. The results obtained should serve as a basis for applying teaching methods, stages and technologies.

The initial training process is carried out in several stages, each of which includes its own methods and tools. General developmental exercises are used to improve the physical fitness of the player and the movement skills and abilities necessary for the player.

All exercises, combined according to their direction, form the main parts of the special training of the training, which include general physical, special physical, technical, tactical and game training. Each type of training has its own leading factors that help achieve the intended goal. At the same time, all types of training are inextricably linked to each other. For example, if a student is not physically well prepared, he will not be able to perform a technical exercise in attacking. In this case, it is more beneficial to physically train the student than to repeat the striking technique many times. Initial training should be carried out step by step and based on the principle of training.

The first stage is familiarization with the movement technique being studied. In this, the methods of telling, showing and explaining are used. Along with the demonstration, the trainer uses visual aids such as films, filmstrips, diagrams, field models, etc. The demonstration should be accompanied by explanations. The initial attempts of the trainer-teacher form a primary sense of movement in them.

The second stage is learning the technique in a simplified form. Success at this stage of learning largely depends on the correct selection of introductory exercises. They should be close in structure to the movement technique being studied and be able to be performed by students. Complex movements, i.e., an attack stroke, are broken down into its main components. At this stage, control methods are used, such as commanding, giving instructions, seeing and hearing, observing, technical means, etc., and demonstration movements, such as direct assistance from the coach, the use of auxiliary equipment, information on the force of the impact on the ball, the accuracy of the landing, and the use of light or sound, are of particular importance.

The third stage is training the technique in complicated conditions. The following are used: the repetitive method, performing the movement in complicated conditions, the game and evaluation method, the combined method, and circular exercises. The repetitive method is the most important at this stage. Only repeated repetition forms the skill. Repetition to develop skills requires performing exercises in different conditions, changing the conditions of movement, gradually increasing complexity. Exercises are performed even when tired, combined and game styles are aimed at simultaneously refining technique and solving the problems of developing special physical qualities, as well as improving technical and tactical preparation and game skills.

The fourth stage involves strengthening the movement in the game process. This involves the use of methods for interpreting the movements performed (pictures, tables, educational films, illustrative films), technical and tactical, special training tasks, game

and competition methods.

Discussion

Training and training games aim to learn, improve, and perfect each technique (skill). The ultimate means of strengthening skills is competition.

In volleyball, as in other sports, the main means of training are physical exercises. They are very diverse. Therefore, they are classified according to their role in solving the tasks set at a particular training stage. This classification is based on the competitive activities of volleyball players. In this regard, exercises are divided into two large groups: main or competitive and auxiliary or training.

The effectiveness of tools in teaching volleyball moves often directly depends on the methods of their use. Methods are selected and applied depending on the task, the level of training of the participants, and specific conditions.

Depending on the task at hand, the same tool can be used in different ways and in different ways. In addition, the sequence of tasks and types in each type of training also has a certain logical connection.

The tasks of one type of training change qualitatively, laying the foundation for the next type of training. For example, preparatory exercises express the general structure of the technical method being studied. Approximate exercises serve as a bridge in the transition from special physical training to technical training. Technical exercises built on a certain level of complexity help to form tactical skills. On this basis, individual tactical actions are subsequently studied.

Conclusion

The main movements in volleyball are walking, running, side steps, back steps, stopping, and jumping. In many cases, the movements are not given enough attention, explaining that they are not difficult. This is a misconception. Because the position and location of the player for performing various movements directly affect the effectiveness of the movement performed. Therefore, it is necessary to pay great attention to the training of movements. The correct organization of the initial training process by the coach serves as the basis for the effective formation of such important tasks as ensuring the cohesion of the national teams and cultivating qualified sports reserves.

References

1. The Law of the Republic of Uzbekistan "On Physical Education and Sports". Tashkent, September 5, 2015. 174 - No. Xalk Sozi newspaper.
2. J. Eshnazarov. History and management of physical culture. T., "Science and technology" publishing house, 2008., - 3 p.
3. J. Eshnazarov. History and management of physical culture. T., "Science and technology" publishing house, 2008., - 30 p.
4. Aliev A. Teacher's creativity.-T., "Teacher". 1991
5. Ataev A.K. Kurash. Study guide.-T., 1987
6. Abdumalikov R., Theoretical foundations of physical education and sports management. Study guide, -T., UzDJTI publishing house. 1996