

Methods of Improving the Physical Training of Young Volleyball Players

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ABSTRACT

The article highlights the possibilities of performing movements by young volleyball players, the main feature of which in teaching physical training and the training process in youth volleyball determines the effectiveness of offensive and defensive actions.

Today, volleyball in our country is considered as one of the priorities for the development and popularization of children's sports. "The importance of increasing the creative and intellectual potential of the younger generation, the formation of a healthy lifestyle among children and youth, their broad involvement in physical education and sports is increasing". In recent years, thanks to the initiative of the President of the Republic of Uzbekistan, his active efforts and direct leadership, physical culture, mass and professional sports, like all spheres, are among the priorities of state policy. Despite the fact that volleyball is one of the most popular sports in our country, the high results of our athletes at international sports competitions show that there are enough mistakes and shortcomings in the system of training athletes in volleyball. This is one of the urgent problems in the system of training highly qualified athletes in volleyball. 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 at a particular stage of training. The competitive activity of volleyball players was taken as the basis for this categorization. Depending on this, the exercises are divided into two large groups: basic, or competitive, and auxiliary, or training.

All exercises are included in the training depending on their orientation. These exercises are: general

physical; special physical; technical; tactical; complex (holistic game). Each type of training has its own leading tools with which specific tasks are solved. At the same time, exercises related to one type of preparation will be closely related to exercises of another type of preparation. For example, if an athlete does not have the qualities of speed and strength developed to the proper extent, he will not be able to perform the technique of striking an attacking blow. In this case, it would be advisable to give exercises for the development of speed and strength qualities. Because increasing the volume of repetition of an attacking strike in this case is ineffective.

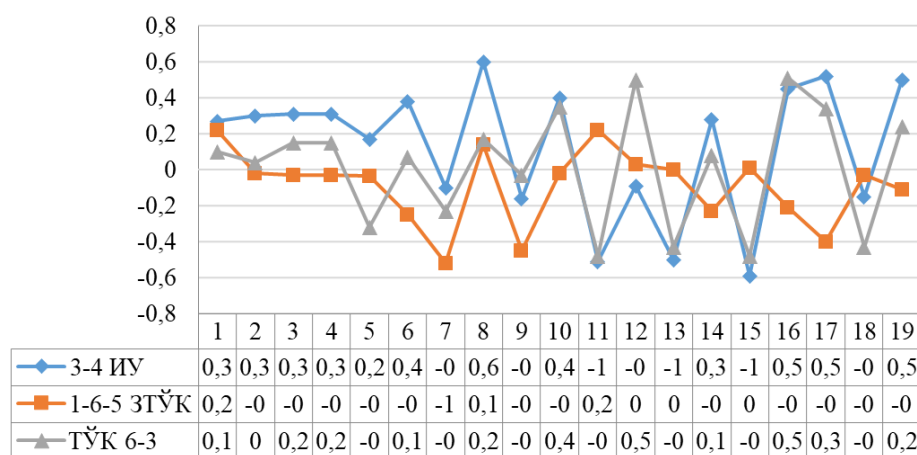
The effectiveness of funds in teaching volleyball movements will largely depend on the ways they are used. Styles are selected and applied depending on the task, the level of training of participants, specific conditions.

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

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 studied technical method. Approximate lifting exercises serve as a bridge during the transition from special physical training to technical. Technical exercises built on a certain level of complexity contribute to the formation of tactical skills. On this basis, individual tactical actions are subsequently studied.

The main feature of volleyball training is that it is aimed at mastering the motor skills of the sport and special knowledge about it. Movement training in volleyball is based on general didactic principles and follows from the laws of the formation of motor skills and abilities.

It is advisable to take into account the styles used in the learning process, in accordance with each stage of training.



Interrelation of indicators of special technical training among young volleyball players

The first stage is familiarization with the method being studied. At this stage of training, it is to consolidate the ability to perform an action in its basic version in a general way. At this stage, practitioners should master the basics of the new movement technique being taught. During the stage, the basis of a dynamic stereotype is laid. Features of this phase: insufficient accuracy of movements in phase and time; inaccuracy of muscle movements; instability of the rhythm of the pace of movements; the presence of unnecessary additional movements; lack of proximity between the phases of complex movements.

Based on the above features, the following tasks are solved at the first stage of training:

- A) creating a vision of movement;
- B) to master a new movement being studied, supplement it with certain movements;
- C) elimination of unnecessary movements, unnecessary muscle tension;
- D) achieving complete execution of the movement in the starting position.

The use of different styles at the initial stage of training will also have its own character. The initial time of learning movements is considered to be a preliminary acquaintance with these movements. This is achieved by stating the meaning and nature of the action, as well as by directly performing it in practice. When presenting, students should understand the purpose expected from actions, the significance of actions, it is necessary that the conversation be a necessary aid for their assimilation of actions, help to form willpower.

The show takes place in two types. Firstly, usually the action is fully displayed in the main version. It is important to pay attention to a clear and beautiful display of movement. Secondly, the basis of the movement technique is demonstrated. At the same time, the techniques of didactic expressive display are used (slowing down the movement, highlighting the main phases, etc.).

During the initial training of movement, various methods are used to get an idea of its main phases. These include a figurative explanation, affective demonstration, visual landmarks, sound signals, methods based on the perception of movement, including tasks of a subject nature (take something, reach for something, overdo it with something, etc.), a description of the sensations that should arise in the learner with the right performing actions. It is desirable to demonstrate to the participants not only cases when the actions were performed correctly, but also that they were performed with errors. This helps participants understand mistakes better and faster. Sound signals are used to determine the moment when the main force is applied, as well as to determine the rhythm and tempo of the act of movement.

It would be advisable to use the method of practical mastering exercises of a complex structure, usually broken down into parts. When studying movements in parts, the dynamics of nervous processes is facilitated. One of the important requirements for the organization of training are relatively constant conditions: maintaining the main action option and training conditions. Systematic training is characterized by the need to determine the optimal number of repetitions of the task and the size of the interval between them. Participants should be able to complete the task at such intervals several times at a time, these intervals should allow students to perceive the coach's warning well, know the quality of performance, imagine the next task and a way to improve performance, as well as restore the strength necessary for this. Determining how many times you need to repeat new movements in one lesson, it is necessary to take into account that when performing new complex coordination tasks, the nerve centers begin to tire quickly. To demand a better, accurate repetition of movements when fatigue occurs is ineffective and even harmful, since repeating movements with perseverance, without eliminating previously made mistakes, on the contrary, leads to the consolidation of the same mistakes. A good effect is the repetition of new movements in a small amount in one lesson. It is important not to take long breaks between workouts.

The second stage is the stage of perfect learning, the purpose of which is to bring a previously acquired skill to the level of skills that has been reworked to a certain whole. If the basics of movement techniques are taught at the initial stage of training, then at this stage the details of movement are detailed. The stage of perfect learning is characterized by the determination of the properties of individual actions of a complex act of action related to time, space and force. At the second stage of training, the following didactic tasks are solved:

- A) deeper understanding of the laws of the action being studied;
- B) to achieve knowledge and refinement of parts of the studied movement technique;
- C) the action consists in achieving complete accurate, free and continuous execution of actions.

At this stage, it is necessary to give practitioners full knowledge of the patterns and conditions of application of the studied exercises, teach the methodology and in-depth analysis of the results.

At the stage of ideal training, the number of repetitions gradually increases both for one series and for the entire session. At this stage, intervals between classes are allowed, which, in turn, makes it possible to introduce new material into the educational process.

The third stage is the stage of consolidation and further improvement of movements, the task of which is to teach how to apply the trained movement in various conditions and be able to reconstruct it.

Particular tasks at this stage of training are:

when fixing the movement technique, learn to perform its parts even more accurately;

- A) when fixing the movement technique, learn to perform its parts even more accurately;
- B) achieving the necessary level of improvement of movement techniques, depending on the nature of the practitioner;
- C) to ensure the purposeful application of the mastered action in various external conditions and in combination with other actions;
- D) consists in ensuring perfect mastery of movements with maximum physical effort.

Applying learned actions, it is important to link them more and more with tactical thinking. This, in turn, creates favorable conditions for the formation and improvement of tactical skills (purposeful distribution of forces, joint actions with partners, etc.). At this stage, it is recommended to use a large number of visual aids (layouts, film materials, plates, diagrams illustrating various tactical situations).

The results of studying the experience of using non-standard game exercises in the education of physical qualities showed that the vast majority of coaches practically do not use outdoor games in the preparation of young volleyball players.

The outdoor games used during this period for the purpose of developing physical qualities in the experimental group led to the rapid development of these qualities.

It is scientifically proven that outdoor games aimed at developing proven physical qualities are superior to traditional standard exercises, and also that outdoor games, due to their emotional nature, are valuable for the effective development of these qualities.

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