

METHODS AND STAGES OF INITIAL TRAINING IN VOLLEYBALL TECHNIQUE

Rajab Sayfitdinovich Baymuradov

Associate Professor, Department of Sports Activities
Bukhara State University

Abstract

The process of initial sports training is considered the foundation of the long-term system of athletic preparation. The more thoroughly and effectively initial training is organized in organizational, methodological, scientific, and material-technical terms, the shorter and easier the path to preparing reserve athletes will be. However, this directly depends on the specialist's knowledge, professional skills, and qualifications.

Keywords

ontogenetic and biopsychological characteristics, socio-economic opportunities

At present, society places high demands on the training of highly qualified specialists. A specialist must possess a broad outlook, deep knowledge required to master his profession, and the ability to pass this knowledge on to his students.

A coach's mastery is expressed in the effective management of a sports team and in the proper organization of training and educational processes, taking into account the individual psychophysiological characteristics of each athlete. Long-term experience and scientific research show that an organic balance of the coach's theoretical, methodological, and practical activities, ensuring an effective system of knowledge and skills, is one of the conditions for improving pedagogical mastery. This requires a deep and comprehensive command of pedagogical and psychological knowledge, strengthening theoretical knowledge and skills in a specific sport, and on this basis developing practical skills reflected in positive coaching outcomes, as well as identifying ways to improve one's own skills through self-education.

To achieve high athletic results, technical and tactical training plays a significant role alongside physical training, and its development is an important factor. Therefore, special attention should be paid to the development of passing accuracy in volleyball. Thus, focusing on passing accuracy in the training of young volleyball players is a guarantee of achieving high sports results. Consequently, one of the urgent issues is to prove the effectiveness of teaching methods for passing during training on the basis of scientific research.

In sports practice, the initial training process is the foundational stage of long-term athletic development, and the correct use of teaching methods at this stage makes it possible to effectively form sports skills at subsequent stages.

When planning and organizing the initial training process, it is necessary to take into account the ontogenetic and biopsychological characteristics of the child. In other words, the training loads performed during the initial training process must be standardized and applied depending on the physical and functional capabilities of the participating children.

It is well known that the volume and intensity of movements (loads) are of great importance for human health and for physical and functional development. However, the volume and intensity of all types of movements, including physical and technical-tactical work performed in sports clubs, must correspond to the participant's functional capabilities or be slightly above them. According to long-established biological laws, if the cumulative "power" of daily physical loading performed at certain stages of ontogenetic development constantly

exceeds the functional capabilities of the organism, then symptoms of stress or rapid fatigue will appear in the organism (in organs, muscles, vessels, cells, tissues, heart, lungs, spleen, liver, etc.).

Particular attention should be paid to the fact that the effective organization of children's sports, the health of participants, and the formation of athletic skills during long-term sports training primarily depend on the indicators of physical fitness.

Physical fitness and its components—strength, speed, agility, endurance, and flexibility—have long attracted the attention of many researchers as scientific objects. Their studies comprehensively cover the essence and content of physical qualities, their importance in physical education, sports, and other processes, as well as the problems of their development.

In sports practice (and in professional practice), physical preparation is usually divided into two closely related types: general and special physical training.

Throughout life, human health, mental and physical activity, and the formation of sports skills during long-term sports training are primarily determined by the content and level of these two types of training.

The main goal of physical education and sports training is to strengthen health and achieve high sports results, which primarily draws attention to the importance of developing general physical qualities from an early age. Most scholars note that regular sport-specific training, properly organized in terms of volume, intensity, and content, has a positive effect on the bodies of children and adolescents. However, it has been observed that narrowly specialized training based only on general physical preparation can also have negative consequences. Therefore, correct planning of the ratio between physical and technical-tactical work at the initial stage of training creates the conditions for the effective formation of children's sports skills.

The process of initial sports training is the basis of the long-term system of athletic preparation. The more thoroughly and effectively initial training is built on its organizational, methodological, scientific, and material-technical foundations, the shorter and easier the path to preparing sports reserves will be. But this, of course, directly depends on the specialist's knowledge, professional skills, and qualifications. Therefore, one of the most important and fundamental sections of specialist training programs is methodology (technology) of initial training.

One of the main conditions for achieving effective results in competition is technical training and a high level of technical mastery in a volleyball player. Thus, the initial and principal goal of the training process is the complete mastery of game technique.

Game skills—passing, receiving (defense), putting the ball into play, attacking, and blocking—are learned, improved, and refined at certain stages with the help of specific methods and tools. This process is carried out on the basis of pedagogical, biopsychological, and biomechanical principles.

The teaching process is a pedagogical process that requires great mastery and professional preparation from the coach-teacher. However, learning the technique of performing a movement (a game skill) also depends on other important factors: the child's activity, the quantity, quality, and duration of training, auxiliary technical equipment, training area conditions, the child's interests, "richness" of movements, previous experience, and so on.

It should also be noted that the time required to master movement technique depends on the child's family situation, socio-economic opportunities, and mental state.

The above information and factors taken into account in the training process should be included in planning documents on the basis of a certain methodological order. In addition, identifying the child's internal "hidden" abilities and existing factors should be carried out using 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, and each of these stages includes its own methods and tools.

General developmental exercises are used to improve the player's physical fitness, as well as the motor skills and abilities necessary for the player.

All exercises combined according to their purpose make up the main components of special training: general physical, special physical, technical, tactical, and game preparation. Each type of preparation has its own leading factors through which the intended goal is achieved. At the same time, all types of preparation are inseparably connected. For example, if a student is not physically prepared enough, he or she will not be able to perform an attacking technical exercise. In such a case, it is more useful to physically prepare the student than to repeat attack technique many times.

The first stage is familiarization with the movement technique being studied. At this stage, the methods of explanation, demonstration, and commentary are used. Along with the teacher's personal demonstration, visual aids are also used: film, video, diagrams, field models, etc.

Demonstration should be accompanied by explanations. The first attempts of learners form an initial perception of the movement.

The second stage is mastering the technique in a simplified form. Success at this stage largely depends on the correct selection of lead-up exercises. They should be close to the technique being studied in their structure and feasible for learners. A movement with a complex structure (for example, an attacking hit) is divided into main components (parts). At this stage, control methods are used (commands, instructions, visual and auditory perception, observation, technical aids, etc.), as well as methods such as assisted execution of the movement (direct assistance from the teacher, the use of auxiliary equipment) and information methods (force of striking the ball, landing accuracy, light or sound cues).

The third stage is practicing the technique under more difficult conditions. The following methods are used: the repetition method, performance of movements in complicated conditions, the game and evaluation method, the combined method, and the circuit method. The repetition method is the most fundamental at this stage. Only repeated performance forms a stable skill. Repetition for skill formation requires exercises to be performed under various conditions (changing the conditions of movement, gradually increasing complexity). Exercises are performed even under fatigue, and the combined and game methods are directed toward simultaneously refining technique and solving tasks related to the development of special physical qualities, as well as improving technical-tactical preparation and game skills.

The fourth stage includes consolidating the movement in the game process. This implies the use of interpretation methods for the movements being performed (pictures, tables, training films, illustrative films), technical-tactical and special training tasks during gameplay, as well as game and "competitive" methods.

Training sessions and training games are aimed at learning, improving, and refining each technique (skill). The final means of consolidating skills is competition.

CONCLUSIONS

Analysis of the literature, questionnaire results, pedagogical experience, and their comparative analysis made it possible to draw the following conclusions and recommendations:

1. Training young volleyball players is a priority task in forming a qualified volleyball reserve and ensuring the continuity of the national team, and the effective organization of this process serves as the basis for the rapid development of such game skills as passing and receiving the ball.

2. Based on the generalization and analysis of children's opinions, it was found that in some educational institutions insufficient attention is paid to passing the ball during volleyball classes, and special exercises using devices and equipment are not carried out for this purpose.

3. Training exercises (special exercises and equipment) not only contribute to the effective development of technical preparedness, but also positively influence the accuracy of tactical technique under the effect of these effectively developed qualities.

4. The inclusion of special exercises and special equipment in volleyball training, as well as their purposeful use, will create the basis for the faster development of passing accuracy and the effective execution of technical actions in young volleyball players.

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