



USING PHYSICAL GAMES TO IMPROVE THE PHYSICAL FITNESS OF YOUNG VOLLEYBALL PLAYERS

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ABSTRACT

This article is written on the topic "Using Active Games to Improve Physical Training in Young Athletes" and explores the importance of active games in the physical training process of young athletes. The article analyzes the role of active games in physical development, skill formation, and increasing athletes' motivation. The results of research conducted based on a questionnaire are presented, demonstrating the benefits of these games for young athletes. Additionally, the article provides recommendations on how to effectively incorporate active games into physical training programs. The findings of this research are of significant importance in the field of sports education and physical training, helping to further improve the training process for young athletes.

KEY WORDS

Physical training, active games, volleyball, coaches, questionnaire, physical qualities, teaching process, motivation, sports education, students, selection process, pedagogical approach, training sessions, learning, useful tool, athletes' development, educational programs, importance of games, research results.

Introduction

The social-economic and spiritual-educational reforms being carried out in the country are aimed at solving the issues outlined in the Action Strategy for the Development of the Republic of Uzbekistan. One of the key aspects of this is the preparation of highly qualified personnel with strong spiritual and moral potential. To achieve this, it is necessary to organize the educational and training process in institutions that prepare specialists with higher education based on the demands of the time, and to improve the effectiveness of education and training by organizing it on the basis of advanced pedagogical technologies. As noted by the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, "Today, as life rapidly changes and we face increasingly complex and important issues, we are convinced once again that their solution is directly related to education and training, and to shaping the worldview of young people based on modern knowledge, high spirituality, and enlightenment."

In the Republic of Uzbekistan, physical education and sports are being further developed to raise a well-rounded and healthy generation, with physical education and physical activity being widely promoted among school-age youth. In particular, in his address to the Parliament of our country on January 24, 2020, the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, specifically emphasized the importance of "broadly promoting a healthy lifestyle among the population," which has given a strong impetus to the accelerated development of reforms in this area.

Currently, volleyball is considered one of the priority directions in the development and popularization of children's sports in our country. "Increasing and realizing the creative and intellectual potential of the younger generation, promoting a healthy lifestyle among children and youth, and widely engaging them in physical education and sports are of great importance." Volleyball is not only one of the most popular sports in the world, but also in Uzbekistan. For many years, various competitions, such as championships, cup tournaments, and international competitions, have been regularly held in our country among boys and girls, teenagers, youth, and adults.

The careful application of special physical development exercises for young volleyball players is one of the most important qualities of the pedagogical process.

Because the excessive use of exercises beyond the norm can create a heavy load, leading to strain in the leg muscles and joints. Over time, this may result in pathological changes. On the other hand, exercises applied in insufficient amounts may fail to develop endurance or show poor development, which requires attention.

Therefore, in the process of training young volleyball players, particularly through the use of special exercises to develop their physical fitness, proving the effectiveness of this approach through research is one of the most pressing issues in volleyball practice. From this perspective, the relevance and importance of the topic we have chosen becomes clearly evident.

Literature Review and Methods

The issues of preparing highly skilled volleyball players, their training sessions, and the technical, special, and general physical preparation of volleyball players are addressed in L.R.Ayrepetyan's textbook "*Volleyball*" written for university students. The textbook primarily contains methodological materials related to the training process, mastering, reinforcing, and improving the technical elements of the game, as well as educational materials on planning this process. However, it mainly focuses on the educational training process.

Several authors, including V.M.Vidrin, A.A.Chujalovskiy, V.N.Kryazhev, and others, have shared their views on assessing the activities of sports coaches or their attitudes towards the sports training process. They attempted to categorize them as coaches of mass children's sports, mass youth sports, and elite sports coaches, but were unable to reach a unified conclusion. In other words, they had different approaches to evaluating and managing the model of a sports coach and their activities.

Therefore, in our research, the main focus and novelty of the study can be said to lie in the issue of sports training, its organization, and the monitoring of the coach's activities, as well as the model of the coach, which is addressed through a clear delineation.

According to L.R.Ayrapetyants and M.A.Godik, it is advisable to start volleyball-specific training at the age of 10-12. In their research, they revealed the possibilities of rapidly developing the physical and technical preparedness of children at this age.

It has been proven that selecting and applying test exercises that help identify the future potential of young volleyball players during the initial preparation stage is of great importance. A.A. Po'latov emphasizes the importance of including exercises that assess speed and agility in this regard. In the subsequent stages of preparation, it is recommended to increase the number of test exercises that allow for the evaluation of basic physical qualities, including special qualities.

Results and Analysis

Training young athletes is a multi-stage, complex pedagogical process that requires organizing sessions based on scientific principles. The volume and intensity of physical and technical-tactical exercises used in the sessions should be planned and applied according to the age, physical, and functional capabilities of the children. The volume, intensity, repetitions, and duration of these exercises must be based on biological principles. If the exercise load exceeds the child's capacity, such a load may have a negative impact on the child's organism. Conversely, if the load is too low, the development process will inevitably slow down.

Some coaches, in order to accelerate the development of physical qualities and prepare a skilled athlete more quickly, use special and specialized exercises forcefully within a short period of time. Indeed, in certain cases, if a child's hereditary and individual physical capabilities are abundant, such a child may quickly become a good athlete. However, in most cases, such high-intensity training can lead to the child becoming fatigued, overstrained, and even falling ill. In sports practice, there are cases where repetitive exercises, which are given regularly and are similar to each other, can reduce the interest of a child who has just started practicing sports. This causes the child's enthusiasm for sports to fade, and eventually, they stop engaging in sports altogether. Therefore, in the training of young athletes, especially in the initial stages of learning, using physical games to develop physical qualities and shape technical-tactical skills is highly beneficial and extremely important.

Table 1 Results of the survey conducted to determine the level of use of physical games (PG) in the training of young athletes, n = 30.

T/r	Questions	Yes	No	Partial y
1.	Do you use physical games (PG) when selecting students for the volleyball club?	6	20	4
2.	Do you use physical games (PG) during training sessions to develop physical qualities?	14	16	0
3.	Do you use physical games (PG) to develop physical qualities?	8	7	15
4.	Do you use physical games (PG) during the preparation phase of volleyball training?	11	13	6
5.	Do you use physical games (PG) during the main part of the volleyball training session?	3	18	9
6.	Do you use physical games (PG) during the final part of the volleyball training session?	7	21	1
7.	Do you use physical games (PG) to improve sports conditioning?	13	9	8

In order to study the extent to which physical games are incorporated into the training process of young volleyball players in current sports practice, we conducted a survey among coaches.

The results of the survey are presented in Table 1. As shown in the table, out of the 30 coaches who participated in the survey, 6 (20%) answered "Yes" to the question "Do you use physical games when

selecting students for the volleyball club?", 20 (66.7%) answered "No," and 4 (13.3%) answered "Partially."

These results indicate that the majority of coaches do not use physical games at all during the selection process. It is well known that each sport has its own specific physical games, which, when used during the selection process, help identify the child's movement abilities relevant to that sport. The key point is that during physical games, the resolution of specific movement tasks is carried out based on independent decision-making. The freedom given to the child in performing these actions creates a favorable environment for the manifestation of their abilities.

For the second question ("Do you use physical games during volleyball training to develop physical qualities?"), 14 coaches (46.7%) answered "Yes," and 16 coaches (53.3%) answered "No." No responses were recorded as "Partially."

Thus, the fact that nearly half of the coaches who participated in the survey answered "Yes" and "No" indicates that they conduct their training sessions based on two different pedagogical approaches. The first group uses physical games to develop physical qualities during volleyball training, while the second group does not use this approach and only relies on standard and traditional physical exercises in their sessions. Therefore, coaches in the second group either do not pay attention to the crucial practical significance of physical games in volleyball training, or perhaps they do not consider physical games to be an effective tool for developing physical qualities. The responses to the third question were observed in a similar pattern as mentioned above, but with a lower percentage (see the table). The number of those who answered "Partially" was higher, accounting for 50%.

Questions 4, 5, and 6 are directly related to conducting preparatory exercises, teaching, and the coaches' involvement in the training process in volleyball. They play an important role in enhancing the effectiveness of their activities, particularly in professional-pedagogical training. Specifically, in response to the question "Do you use physical games during the preparation phase of volleyball training?" 36.7% of the coaches answered "Yes," 43.3% answered "No," and 20% answered "Partially."

In the main part of volleyball training, only 3 coaches reported using physical games. To this question, 60% of the coaches answered "No," and 30% answered "Partially."

In the final part of volleyball training, the number of coaches using physical games was relatively higher (43.4%). 30% of the coaches answered "No," and 26.7% of the respondents stated that they used physical games partially in the final part of the training. The results obtained during the survey and their comparative analysis of physical games show that the majority of the respondent coaches focus more on standard general or special physical exercises, which are of a conventional nature, when preparing young volleyball players, especially in developing their physical qualities. In this regard, it was observed that physical games are given a secondary role as a convenient tool. During interviews with the coaches who participated in the survey, another significant point emerged: the majority of them were not fully aware of widely popular physical games, especially national folk games. Some coaches consider physical games merely as a tool for relaxation or to lift the mood of the children, which is a matter of serious concern.

The issue of the progressive formation of sports mastery and achieving high sports results highlights the necessity of organizing the physical training process on a scientific basis. This issue has been repeatedly proven by specialist scientists and coaches, not only from a scientific-theoretical perspective but also from a practical standpoint. At the same time, insufficient attention is paid to the

development of physical qualities starting from the initial preparation phase of volleyball players. Observations have shown that in sports schools operating in the regions, the issues of developing physical qualities according to the specific characteristics of the sport are carried out haphazardly. There are instances where exercises aimed at developing these qualities are applied superficially. Moreover, it is evident that most of the physical exercises used in training have a standard, stereotypical nature. The exercises provided do not always take into account the physical and functional capabilities of the participants. In this regard, especially in the development of strength qualities (absolute strength, explosive strength, strength endurance), the principles of didactics and the laws of applying loads are not followed. For example, in strength training, the use of weights and exercise machines often results in load application either exceeding the norm or falling short of the required level. One of the main reasons for this is that young coaches use normative exercises for evaluating the physical and functional preparedness of participants superficially during the selection process for this sport, or they admit players to the volleyball club without any selection at all. The second reason is that, during the initial and subsequent training sessions, the loads aimed at developing strength, either with or without weights, are not aligned with the physical and functional capabilities of the participants. In other words, the load and the participants' capabilities are not regularly monitored. The third reason is that these young coaches often exceed the normative standards for most of the standard and specialized weight training exercises in their volleyball training sessions. Exercises aimed at developing strength with or without weights in a non-standard, game, or relay format are rarely found in pedagogical practice, and if they are, they are not implemented under proper supervision. However, it is well known psychophysiologically that strength exercises presented in a game-relay format stimulate adolescents' emotional responses, boost their mood, and activate their emotional feelings [1,2]. As a result, such exercises prevent the premature onset of fatigue and tension in the body. The effects of the load are positive.

Conclusion

Therefore, coaches should apply the loads in their practice, especially in the development of young athletes' physical preparation, following the principles outlined above.

The analysis of the literature reviewed in the work indicates that, over many years of sports training, the preparation of highly qualified volleyball players is primarily dependent on the rate of development of physical qualities. In other words, the more developed these qualities are, the more effective the growth of technical-tactical skills will be, regardless of the age of the athletes. In this regard, the quality of agility is closely linked with the indicators of technical-tactical preparation, and it plays an essential role in the progressive development of sports mastery.

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