

## TRAINING AND METHODOLOGY IN VOLLEYBALL: METHODS OF TRAINING SPECIAL PHYSICAL QUALITIES IN VOLLEYBALL GAME

Ismailova Abadan

Senior Lecturer, Department of Physical Education,  
Karakalpak State University, Uzbekistan.

Tabynbaev Askar

Senior Lecturer, Department of Physical Education,  
Karakalpak State University, Uzbekistan.

### ABSTRACT

The article discusses the methods of training special physical qualities of athletes in volleyball, physical training consists of general and special physical training processes, which require the organization in accordance with the characteristics of the respective sport.

**Keywords:** Physical, sports, technique, tactics, qualification, skill, movement, exercise, method.

### INTRODUCTION

Physical training consists of general and special physical training processes, which require organization in accordance with the characteristics of the respective sport. The main goal of this process is to cultivate general and specific physical qualities.

The effective implementation of technical and tactical skills in sports and the achievement of high results in a particular sport is directly related to the formed physical fitness of athletes. Consequently, the purposeful formation of physical qualities (strength, agility, agility, endurance, flexibility) is one of the most important forms of sports training. The degree of development of general physical qualities depends on the effective or ineffective formation of specific physical qualities. Special physical training is aimed at increasing the functional capacity of the body of athletes and the development of special physical qualities.

In volleyball, as in all sports, the ability to play quickly, accurately and purposefully in relation to the situation depends primarily on special physical qualities. The main means of special physical training are game skills such as entering, receiving, passing, hitting, blocking, which are special exercises performed in different directions. It is known that in modern volleyball, all playing skills are performed in most cases in a non-support position at a very high speed (when jumping, falling on the chest and receiving the ball). Thus, in the organization of the process of special physical training, depending on the period and stage of sports training, jumping, running short distances in different directions, stopping the "fall", depressing exercises can be used separately or by performing game skills. Special strength development In volleyball, a number of game skills require a high level of ball-scoring, kicking, blocking-most strength qualities. Consequently, in order to effectively perform these skills, the muscles of the arms and legs, as well as the parts of the body in general, must be able to contract quickly and strongly. In other words, muscle contraction must be done with explosive force. Therefore, in the formation of volleyball strength, the main focus should be on special exercises to develop the quality of agility.

Applying these special exercises at the same time as playing skills gives good results. It is advisable to cultivate quick-strength qualities, especially with the help of weights (leg and waist lead device, wrist-mounted weight device) and various simulators in the general physical training phase. Here are some typical exercises that develop muscle strength in some parts of the body:

Exercises that develop wrist muscle strength:

- Holding dumbbells (1-3 kg) in the hands and making a right and left rotation in the wrist-palm joint;
- In this joint - move the dumbbell up and down;
- Throwing a stuffed ball (with the hands up, emphasizing the wrist-palm joint); - Pass the ball from above with both hands, etc. Shoulder muscles
- Throwing a filling ball at different distances from different situations;
- Imitation of shock skills in the shock absorber with the right and left hands;
- "Walking", "sliding", "jumping" with the hands while leaning on the hands;
- In this case - in different directions;
- Hitting with a ball (or a filling ball);
- Throwing the ball back and forth in a sitting position;

Jumping is performed in volleyball when most game skills are jumped. Therefore, this quality is a decisive factor in achieving a beneficial result.

Typical exercises:

- Sitting with 50-70% of their weight;
- Vigorously rising from a semi-sitting position with no more than 50% of the weight on the shoulders;
- Jumping with objects of different weights;
- Exercises for leg muscles on exercise machines;
- Jumping rope at different speeds;
- Jumping over obstacles of different heights, etc.

The special speed of a special speed volleyball player is determined by the fact that he moves around the field in a short time and effectively plays the game skills in accordance with the requirements of the situation.

Speed comes in three different forms in volleyball:

- Understand different signs and situations;
- speed (teammate's signal, change in the game situation and its assessment, location of the opposing player, etc.);
- Act promptly and purposefully in these situations;
  - speed of movement or repeated execution of several actions.

Typical exercises:

- Quick and clear response to the coach's different gestures with different movements: once the coach claps - imitates the ability to fall the ball, claps twice, jumps and punches, raises the ball with one hand, etc.
- Improving the speed of solving various tactical tasks in a short time (assessment and correct reception of the tactical task) in the layout of the volleyball court;

- In each zone to mimic the functional movement (skill) of a player in that zone (total speed is assessed). M: 1 zone - ball input; Zone 6 - falling of the ball directed by the opponent; Zone 5 - passing the ball from the opponent to 2 zones; Zone 4 - high jump ball; Zone 3 - short pass ball bounce; Zone 2 - Barriers in Zones 2, 3 and 4, etc.

Special endurance In modern volleyball, special endurance of different content (jump endurance, fast and fast-force endurance, game endurance) is recognized as a decisive factor. These qualities, especially in the last batches, show that he is 'T'. Because the concept of endurance, including the above-mentioned types of endurance - means to perform effectively at a high level of performance of the same quality or game skills without fatigue for a long time. This means the ability to move around the pitch and play game skills effectively many times at high speeds. The development of these qualities is achieved through the repeated repetition of special exercises performed at high speeds. In the development of these qualities, a single repetition of an exercise (or set of exercises) performed at great speed to prevent cases of extreme fatigue or exhaustion is 20-30s. It is desirable that the interval between exercises (rest) is 1-3 minutes, and the number of repetitions is 4-10 times.

Typical exercises:

- "moximon" running;
- "arched" running;
- "star-like" running;
- running on the field in a diagonal direction (X);
- perform these exercises with weights;
- 2, 3, 4
- imitation of barriers in zones;
- 2, 3, 4,
- imitation of impact in zones;
- Imitation of "getting" the ball in different zones, etc.

Game endurance - includes all the types of endurance mentioned above, and thus allows volleyball players to operate throughout the game without compromising the level of effectiveness of technical and tactical skills.

This quality is an integral quality, which can be achieved by developing it, usually by multiplying the number of game parties (6-9 parties) and organizing the game in full (6-6) and incomplete (5-5, 4-4, 3-3) content.

Special exercises that can be performed in a short period of time between parties of such games can be used.

**Typical Exercises:**

- Imitation of jumping on the right foot 15 times and passing the ball at the end of the exercise;
- 15 times on the left leg, jumping and imitating the transfer of the ball at the end of the exercise;
- These jumping exercises are repeated, and at the end of the exercise the skills of falling, receiving, kicking, blocking are imitated;
- "Moximon" running - at the end of the exercise to imitate the game skills;
- Imitation of "arched" running and playing skills;
- Specialized action games;

- Perform effective game skills (with the ball) as many times as possible over a period of time (20s, 30s, 45s, 60s), etc.

The importance of the quality of flexibility in the effective implementation of technical and tactical skills in volleyball plays a special role. The flexibility of the volleyball player must be developed at a specific optimal amplitude. Flexibility with more or less amplitude can negatively affect the performance of a game skill. M: Excessive amplitude flexibility when receiving a ball by falling with the chest is likely to result in injury. To cultivate special flexibility, you can perform exercises such as bending, bending, stretching, twisting and "stretching" the joints.

Typical exercises:

- When sitting, the body is bent and the forehead is as close to the knees as possible, the legs are not bent;
- Perform the exercise "bukir bridge";
- In a standing position, make a rotation (right and left) from the pelvis to the body;
- Two practitioners perform exercises of bending, bending, twisting, "writing" each other from different positions, etc.

## DISCUSSION

The role of the teacher is very important in the prescriptive-directive method and is centred on the hypothesis that he possesses knowledge and experience to be transmitted to his students or athletes and generally involves four phases: explanation, demonstration, implementation and correction. The teacher-coach, through the mixed-method, offers students an overview of the game or exercise, then analyses the individual parts and then puts it all back together. This allows you to acquire sports techniques in a short time and facilitates the individualization and correction of errors. The method of assigning specific motor tasks it involves an explanation of what will have to be done, a demonstration of the activity to be carried out and the execution by the athletes, independently, of the assigned tasks. There are risks of executive approximation if left very free, of low spontaneity of the athletes and excessive repetitiveness. The method of problemsolving would consist in the teacher's solution, motor situations and not well defined that could be faced by pupils (Gaetano, 2012b). It may happen that they will find different solutions to the problematic situation; furthermore, the teacher will not have to provide any executive model; his speech will be aimed at an intense and meaningful verbal interaction with the students-athletes. In a problem-solving context, the game embodies the cognitive aspects in sensory-motor action; they integrate body-mind into situated actions, that is real, non-standardized, in which they participate with personalized contribution, each according to their own means and their own possibility (Ceciliani, 2018). With the method of free exploration, students-athletes are the main protagonists of this inductive method, which essentially consists in the free search for motor experiences. The teacher-coach runs the risk of playing an almost irrelevant role; its task is to direct the attention and interest of the pupils to a specific motor situation from time to time. There is a serious risk of activating motor and behavioural anarchy. The method of guided discovery has notable similarities with the method of solving problems from which it differs in the "delimitation" of the solution hypotheses of the motor situations posed. The problems posed will therefore be determined by the objectives to

be achieved; on the other hand, the execution of the actions useful for achieving the objectives set will be left to the creativity, imagination and elaboration of the pupils. If it is true that there are no absolute answers in the choice of methods, as the discourse is linked to different situations and contexts, objectives, contents and means, it is equally true that no absolute method is to be preferred; perhaps this is true, unique, and correct methodological choice. In primary school, for example, the differences between pupils in the various classes are considerable and require careful reflections and choices (D'Isanto, 2019); in fact, in addition to the evident differences in age, growth and development, different needs emerge on a playful and motor, emotional and relational level (Altavilla & Di Tore, 2016).

### Operative Proposals

The teacher-coach must look for in his teaching activities, for the purposes of learning and development of specific motor skills in the volleyball (Ferrara et al, 2019), such as the serve or the bagher, the versatility and the multilateralism. Versatility (linked to methodological aspects), i.e. in the use of different methodologies, always trying to enhance the potential of each method and multilateralism (linked to teaching), i.e. planning and implementation of development activities for all motor skills and learning of the maximum. An example of a didactic exercise using a prescriptive teaching of the beaten from above in volleyball:

- a) Hold the ball in your hands, placing your right hand over the ball (Figure 1)
- b) Throw the ball upwards, placing the left foot slightly forward (if the hand that lifts the ball is the left)
- c) Bring the right limb back (loading)
- d) Hitting the ball, with the open hand, in front of the body
- e) Shift the weight of the body, from the right foot, forward onto the left foot, extending the right arm completely, forward, almost accompanying the ball in its trajectory.

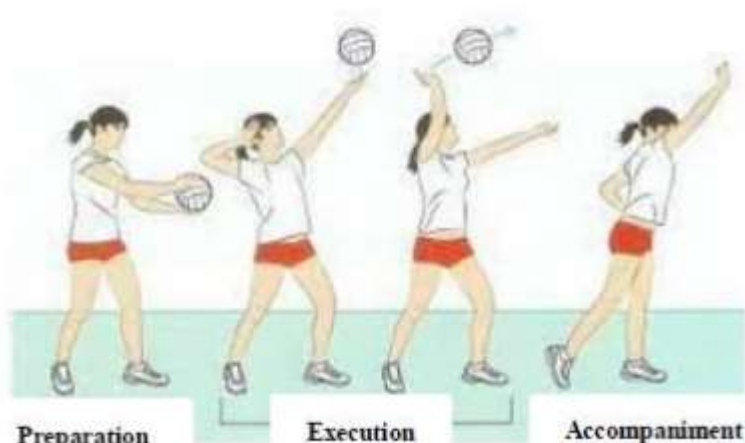


Figure 1. Serve from above.

An example of a didactic exercise using heuristic learning for the acquisition of the bagher in variable situations:

- a) In pairs: one pupil throws the ball while the other sends it back, making it bounce on an elastic panel, in different directions (Figure 2).
- b) We are always looking for different forms of throwing and receiving.

- c) The pupil who returns the ball constantly changes direction and height of the ball, forcing the partner to adapt to adapt his position and his reception.
- d) The pupils stabilize when to rotate into positions.
- e) Each couple comes up with their own ideas on how to modify the exercise.

### CONCLUSIONS

Physical education and sports teaching concerns how to perform the functions that fall within the role of the teacher-coach, and more precisely defined as teaching styles. The methodological approaches analyzed present antithetical aspects, in directivity and non-directivity, different styles graduated in reference to the number of decisions and responsibilities assumed by both the teacher and the pupils, based on the planning of the process, the execution of the activities and the evaluation. There are no ideal styles and methods but choices suitable for achieving different objectives, in relation to the skills of the pupils and contextual situations. Summarizing, it is possible to add some other elements of analysis and reflection. In fact, it is possible to distinguish a teaching mediated by the teacher and a teaching mediated by the student, the former seems to correspond to the directive teaching, with the teacher organizing the activities for a group of students, explaining and demonstrating when necessary, and intervening to correct and encourage the learning of all. Pupil-mediated teaching seems to correspond to non-directive teaching, with the pupil taking on different functions of the teacher: it differs in teaching and tutoring among peers, small group and self-learning.

### REFERENCES

1. Ражабов, Ш. Б. (2016). Использование современных информационных и педагогических технологий в деятельности тренеров-преподавателей. Актуальные проблемы физической культуры и спорта, 424-426.
2. Kabilov, A., Rajabov, S. B., Urmanov, B. N. (2021). Problem of Optimum Control Connected with Environmental Problems. The 5th International Conference on Future Networks & Distributed Systems, 733-737.
3. Очилов, С., Раджабов, Ш. Б., Омонов, А. А. (2021). Оптимизация времени прохождения нелинейной системы с параметром через область. Современные проблемы дифференциальных уравнений и смежных разделов, 1(1), 340-342.
4. Xashimhodjayev, S. I., Sadinov, A. Z., Rajabov, S. B. (2021). Methods of automation and management of waste recycling in the digital economy. Academic research in educational sciences, 2(CSPI conference 3), 149-154.
5. Urinovich, K. A., Qobiljonovich, R. O., Baxtiyorovich, R. S., Abdulakhatov, M. M. (2021). Modern content and concept of digital economy. ACADEMICIA An International Multidisciplinary Research Journal, 11(11), 829-832.
6. Kobilov, A.U., Rikhsimboev, O.K., Rajabov, S. B. (2021). A global approach to assessing competitiveness digital economy. Экономика и бизнес теория и практика, 11-2, 115-119.
7. Кобилов, А. У., Тулаев, М. С., Ражабов, Ш. Б., Маматкодирова, Н. У. (2021). Правовая основа формирования цифровой экономики в республике узбекистан. Экономика и социум, 12(91), 96-104.

8. Yo'lchiboyeva, D. (2021). Maktabgacha ta'lim tashkilotlarida bola shaxsiga yo'naltirilgan ta'lim dasturini amaliyotga tatbiq etishning samarali usullari. XALQ TA'LIMI, 1(maxsus), 115-119.
9. Юлчибоева, Д. (2020). Ёш авлодга иқтисодий тарбия бериш ва тежамкорликни тарбиялаш – долзарб вазифа. ORIENTAL ART AND CULTURE, 1(1), 143-146.
10. Ҳайдаров, О., Юлчибоева, Д. (2020). Рефлексия психологик феномен сифатида. ORIENTAL ART AND CULTURE, 1(1), 120-123.
11. Yulchiboyeva, D. E. (2020). Bo'lajak o'qituvchilarning psixologo-pedagogik bilimlarini integratsiya jarayoni. Toshkent davlat pedagogika universiteti ilmiy axborotlari ilmiy-nazariy jurnali, 2(1), 134-138.
12. Юлчибоева, Д. Э. (2020). Эмоционал соҳа психологик ҳодиса сифатида. SCIENCE AND EDUCATION, 1(3), 701-707.
13. Alievich, E. E., Ergashevna, Y. D., Murodjonovich, K. A. (2020). Psychological features of the formation of perceptions of the world of professions in children of preschool age. European Journal of Research and Reflection in Educational Sciences Vol, 8(4), 61-63.
14. Юлчибоева, Д. Э., Ҳайдаров, О. М. (2019). Оила билан олиб бориладиган ижтимоий-педагогик фаолиятнинг айрим жиқатлари. MODERN SCIENTIFIC CHALLENGES AND TRENDS, 2(2), 71-76.
15. Хайруллаева, Р. (2022). АДИБЛАР ЗИКРИЛА НЕЪМАТ ИЖОДИ ХАҚИДА. Муҳаррир нашриёти, 1(1), 1-64.
16. Хайруллаева, Р. Л. (2021). Она тили дарсликлариди о'қувчиларнинг луг'ат бойлигини оширishga samarali yondashilmoqda. Til ta'limining uzviyligini ta'minlashda innovatsion texnologiyalar muammo va yechimlar, 1(1), 155-158.
17. Khayrullayeva, R. L. (2021). Ways and functions of students speech development. ACADEMICIA An International Multidisciplinary Research Journal, 11(12), 389-393.
18. Azimova, F. P. (2019). Priority directions for development of the silk industry in the Republic of Uzbekistan. American Journal of Economics and Business Management, 2(4), 107-114.
19. Азимова, Ф. П., Қўзиев, С. А. (2022). Жаҳон мамлакатлари кластерлари ва Ўзбекистондаги кластерларнинг келгусидаги истиқболлари. Логистика ва иқтисодиёт илмий электрон журнал, 1(1), 87-94.
20. Azimova, F. P., Yuldashev, S., Akbarxujayeva, N. (2021). Analysis of the effectiveness of the textile industry tashkent institute of textile and light industry. Journal of Hunan University (Natural Sciences), 12(48), 1587-1597.
21. Azimova, F. P., Yuldashev, S., Akbarxujayeva, N. (2021). Analysis of the effectiveness of the textile industry. Vidyabharati International Interdisciplinary Research Journal, 2(13), 18-26.
22. Normuminovich, Y. S., Payziyevna, A. F., Azimdjanovna, A. N. (2021). Analysis of the effectiveness of the textile industry. 湖南大学学报 (自然科学版), 48(12), 1587-1597.
23. Payziyevna, A. F. (2020). Improving Methodology to Evaluate the Efficiency of Textile Enterprises. Asian Journal of Technology & Management Research (AJTMR), 10(2), 23-26.

24. Азимова, Ф. П. (2020). Тўқимачилик корхоналари фаолияти самарадорлигини бошқариш технологиясини такомиллаштириш. БИЗНЕС-ЭКСПЕРТ ЖУРНАЛ ИЛМИЙ-ЭЛЕКТРОН ЖУРНАЛ, 1(7), 88-90.
25. Азимова, Ф. П. (2020). Тўқимачилик корхоналари фаолияти самарадорлигини баҳолаш. ИҚТИСОДИЁТ ВА ТАЪЛИМ ИЛМИЙ ЖУРНАЛ, 1(5), 29-34.
26. Азимова, Ф. П. (2020). Тўқимачилик корхоналарида баланслаштирилган кўрсаткичлар тизимини қўллаш орқали фаолият самарадорлигини бошқариш. БИЗНЕС-ЭКСПЕРТ ЖУРНАЛ ИЛМИЙ-ЭЛЕКТРОН ЖУРНАЛ, 1(12), 46-49.
27. Mutalova, D. M., Azimova, F. P., Yuldasheva, M. (2020). Some issues on perfection of the tax system of the Republic of Uzbekistan. International Journal of Psychosocial Rehabilitation, 24(2), 637-642.