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The study of outdoor games in the formation of jumping skills among teenage volleyball players based on the analysis of literature

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Abstract

Purpose: Consists of a scientific analysis of the formation of technical elements of performing jumps using outdoor games in the formation of jumping skills among teenage volleyball players in training sessions.

Methods: The study used such methods as analysis of scientific and methodological literature, pedagogical observation, pedagogical testing, instrumental method, heart rate measurement, pedagogical experiment and methods of mathematical statistics.

Results: A teacher should be able to use didactic principles in the process of conducting games and constantly strive for their implementation. The teacher explains to the students the content, tasks and rules of each game. This allows them to consciously relate to the game, study it correctly, correctly understand their mistakes and achievements and analyze their actions in comparison with the actions of their friends. It is also impractical for a student to continue to blindly imitate the teacher when learning a game or some exercises. The actions that the teacher teaches and that students perform consciously should help children develop organizational skills. This is achieved by preparing the referees and their assistants from the students to conduct the game. The teacher needs the games conducted with children to be somewhat related to overcoming certain difficulties, so that each task performed during the game reaches its goal and becomes more complicated depending on how obstacles are overcome. It teaches children to work hard and builds up their willpower.

Conlcusion: The teacher should define games according to the rule from simple to complex, from easiest to hardest. Games that are easy to organize and that can be played without splitting into teams are considered simple games. The rules of such games will be very simple.

Keywords: Volleyball training, technical and tactical combinations, game actions, formation of movement techniques, physical qualities, professional skills, sports skills.

Introduction

Outdoor games belong to the category of comprehensive and multifaceted national values invented by various peoples and nationalities in socio-economic, cultural, spiritual and educational conditions, characteristic in their essence and content for certain stages of human development. Regardless of the evolutionary and ethnogenetic basis of these games, interest in them is growing. Especially during the period of independent development of our country, the state's attention is paid to the restoration of folk outdoor games and their use as a health, physical and mental well-being.

Today, the great importance of national action games is being studied as a scientific object among scientists of various fields.

This article hypothesizes that when teaching young volleyball players certain movement techniques, the use of outdoor games corresponding or related to this type of movement can increase the useful coefficient of this process. In order to test this hypothesis, we investigated the effectiveness of using specialized outdoor games in the game of volleyball, while teaching the technique of putting the ball into play.

Outdoor games, with their content, essence and breadth of coverage, have always aroused great interest in the lives of children of different ages, even adults. The priority and versatility of games lies in the fact that they can be adapted, the rules can be changed depending on the age, gender of children, as well as the location and conditions of the games. The advantage of games is not limited only to this. In addition to forming vital skills, abilities, physical qualities, professional skills and sports skills, they have the ability to hone wit, honesty, humanity, cooperation, mutual assistance, as well as attention, memory, emotions, imagination, thinking, speech, pronunciation and other similar qualities.

The simplest, active games, unlike standard physical exercises, allow to uncover the “sparks” of genetic abilities, inner feelings, invisible talents that are “deep” in the child’s body.

It is known that the *“entrance”* and *“graduation”* tests used in the selection of groups for the initial training of sports clubs, the control of the development of preparatory sports, the transfer from one academic training year to another, were mainly aimed at assessing the physical development and physical fitness of children. However, in modern volleyball, not

only highly developed physical qualities are extremely important, but also biopsychological ones, which determine the effectiveness of complex combination skills performed on the basis of these qualities: thinking, feeling, perception, attention, memory – memorization, analysis and decision-making. The research of most specialist scientists has proved that it is the recorded sensations that can be extremely effectively formed during outdoor games *(L.V. Bileeva, I.M. Korotkov, 1982; T.S. Usmonkhojaev, 1990; A.I. Lisitsa, 1991; T.S. Usmonkhojaev, F.Khojaev, 1992; M.A. Qurbonova, 2006)* [1,3,5]. Hence, it can be clearly stated that when making throws in jumping, blocking, transferring and receiving skills in volleyball, a sense of time and distance, the position of one's partner and the opponent's players is necessary, as well as in order to notice, analyze, remember and make an effective decision depending on the situation, dexterity and jumping endurance must be highly specialized well-developed and coordinated.

Results and discussion

However, the jumping qualities of vertical jumps, diagonal jumps, side and back jumps, jumping speed, jumping endurance can be intensively developed with the help of simple standard exercises, weights (lead plates that are attached to the arms and legs and waist), devices and simulators. But, the development of jumping qualities based on this approach in classes in pre-training and training groups inevitably tires young children, firstly, such exercises quickly tire them, interest fades, children think only about jumping. Therefore, in the development of jumping qualities, it is advisable to use specific special outdoor games, relay races in game forms.

A.I. Lisitsa (1991), drawing attention to the advantage of developing jumping qualities in adolescents with the help of outdoor games, argues that it is necessary to select game exercises depending on which jumping skill needs to be developed. For example, if it is necessary to work out an accurate landing, “parachutists” recommend a “hook” exercise game while simultaneously developing jumps by a group of children. The long jump can be developed with the help of a game of jumping on marks drawn far from each other. Among them are jumping exercises "Who is higher", "who is further", "who is more accurate".[3]

In the works of *L.V. Bileeva and I.M. Korotkov (1982)*, the content and essence of outdoor games are revealed, intended not only for the formation of game exercises aimed at the development of various physical qualities, but also for the formation of types of jumping qualities performed alone, in pairs, in groups and in a team. [1]

In the works of *T.S.Usmonkhojaev* and *F.Khojaev (1992)* the importance of multiple exercises that form the skill of jumping high, diagonally, long, sideways, back in different directions has been revealed. Especially their outdoor games, such as “overcoming obstacles”, “jumping in a circle”, “jumping from place to place”, “kangaroo”, “jump rope”, “jumping over pommel horse”, playing various games with bags on their feet, are very favorable for the development of jumping qualities and Jumping endurance. [4.5]

There are many games developed by other professionals to develop the same qualities.

It is very important to choose the right game and take it in the right direction. But the game does not always solve educational tasks. To achieve a good result in the field of education, outdoor games should be organized and conducted in an educational spirit. The head of the game should know the children's team well, familiarize himself in detail with the content and rules of each game, and possess high pedagogical skills. Only then will he be able to achieve the goals of education and upbringing outlined by outdoor games *(T.S.Usmonkhojaev and F.Khojaev, 1992).*

During the game, children show their character and personality. From this, the educator can learn their various habits, negative and positive actions, outline appropriate activities, direct the game in a certain direction, cultivate in them qualities such as purity, courage, camaraderie, a sense of duty in a team. At the same time, she helps children in every possible way to show creative initiative without violating the rules of the game.

When preparing for the game, the teacher sets himself specific tasks that must correspond to the age of the children, that is, they must be able to perform.

When organizing and conducting the game, it is very important to encourage students to take the initiative and take an active part, as much as possible.

When children play creatively, games develop their organizational skills. Helping a

friend achieve a desired goal, come to a decision immediately on their own or together with friends is a creative initiative. If children have already mastered the game, their activity during the game may increase *(L.V. Bileeva, I.M. Korotkov, 1982).*

The activity of children during the game will also depend on how the teacher is prepared to conduct this game. The teacher himself must clearly and visually imagine the game, well understand the interaction of the players during the game. The head of the game should then, depending on how the children master the game, assign them captaincy, refereeing work, and after the children participate in the game in an organized manner, appoint assistants from among them. Even in this case, the supervisor must monitor the children's play. A figurative explanation of the game is one of the most important factors. This work is especially necessary when it comes to meaningful games, helping the participants of the game to perform their roles correctly. In order for students to thoroughly understand the content of the game, the presenter should always keep in mind his specific tasks, demonstrating a verbal explanation in practice, that is, when explaining the rules of the game, using methodological manuals to express actions.

When planning games, it is also necessary not to forget about their content and interrelation, to take into account compliance with the tasks of physical education of students of a certain age. For example, new knowledge and skills should be linked to existing knowledge and skills. Let's say you learned the basic rules of passing, catching, playing, carrying and throwing the ball into the basket during training. Here are some recommend games as “To‘p onaboshiga” or “ball games” with three options to consolidate the relevant knowledge and skills. It is also necessary to choose and conduct games that correspond to the height and level of physical fitness of the participants. Each game will have its own characteristics and challenges. Therefore, when choosing a game, it should be borne in mind that students can overcome difficulties in it with some effort.

A game that does not force you to overcome obstacles or difficulties, that is, to make enough effort, does not arouse any interest in children. But the game, which requires effort, should be within the reach of children. Only then it inspires children with self -confidence and have a positive effect on them. Games that are too light or too heavy are also not fun.

Games played simultaneously in teams are a bit complicated and are among the most difficult. The rules of such games are more complicated. The educator should also provide for the transition from familiar games to unfamiliar ones. This activity will help to get children interested in the game. It is desirable that the actions in the newly studied games be similar to those in familiar games and include rules and actions that are still unknown to children. For example, students know games such as “Oqsoq qarga”, “Qarmoqchoq”, “Relay race over obstacles”, after forming jumping skills based on these games, now they can use games in which, volleyball elements like performed in jumps are introduced. Because the rules of these two games are similar, only the second game is more difficult.

Conclusion

As the games being taught gradually become more complex, children develop new motor skills and improve previously learned movements. Thus, it is necessary to repeat the games regularly in order to achieve full assimilation of movement skills and previously acquired knowledge. But this does not mean that the same games need to be repeated, which means that the content consists in repeating a certain part of different games, ensuring that students master their game, continuously testing their knowledge and skills. This work helps to identify the shortcomings and mistakes of the participants of the game and correct them in time. Children's mastery of games also allows them to use these games independently in children's camps and other places. The teacher should be able to select for each lesson various exercises and outdoor games that have a comprehensive positive effect on the child's body, and use different methods when conducting them.

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