

# 13-14-Year-Old (Adults) Children of The Quick Development of Methods and Tools for Power Quality

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**Annotation.** This article is focused on improving qualities of fast-strength of those who engaged in sports-schools 13-14 - years-old basketball children, in the basketball training

**Key words:** basketball, quick-power, sports school, 13-14 - year-old athletes, physical qualities

Aim of research: determining of effects complex special exercises of which are produced to improve fast-strength to 13-14 – year-old for teenagers in complex special exercises.

**The ways of research:** The level of children`s need to engage in mass sports and their interest in sports was identified by conducting pedagogical – psychological questionnaires. The following pedagogical methods were used in the research, based on the specific characteristics of the problems studied in the research, taking into account the provision of equipment and the level of professional training, the provision of scientific materials. Analysis of scientific literature materials, coefficients of variation, pedagogic observation, pedagogic method, mathematical statistical analysis.

Studying and developing physical qualities of sports school (sports school) students - athletes, such as quickness, strength, strength endurance, is the main foundation of training athletes who can achieve high sports results in the future.

Many scientists, including V.I. Konikov, O.M. Mirzoev, V. Borzov, A.N. Beglesov, N.G. Ozolin, V.N. Nikitushkin, N.T. Tokhtaboev, K.T. Shakirjanova and others have conducted a number of scientific studies on planning the process of training , organizing and conducting modeling training.

Nevertheless, there is no doubt that the rapid development of young athletes who are students in the sports-schools in different age groups, with the participation of contingents of athletes from different regions, and the methods and the tools which are used in this process, as well as the obtained results, their statistical analysis, conclusions and practical recommendations, are of great importance. Developing the physical qualities of 13-14-year-old children, such as quickness and agility, is one of the main duties of every coach. These physical qualities make it possible for each participant to be able to behave freely in any life situations, to determine their appropriate place in working life and sports earlier. The development of these qualities, in turn, determines the level of agility of students of this age. For this reason, it is important to develop special complex exercises and test their effectiveness in practice to improve the quick-strength qualities of 13-14-year-old teenagers.

In connection with this urgent issue, experimental groups were organized with the participation of 13-14-year-old teenagers in the primary training stage in sports schools located in the city of Samarkand and in the district of Samarkand. At the beginning of the pedagogical experiment, control group (participants in a control group =10) and experimental (participants in a experimental group=10) groups were formed from children with almost the same level of training at this age.

The following specific exercises were tested with an experimental group for 2 years.

- Bending the arms in front of the chest with a medicine ball, jumping up and down on the gymnastic table with the legs.
- with a 1 kg dumbbell, raise and lower the arms in order and jump back and change on the legs.
- While standing in pairs, tying sacks filled with 200 grams of sand to the hands, pass the ball to each other in front of the chest. Climbing up the stairs in a minute.
- running like a shuttle for 28 hours, tying 200-gram sacks which were filled with sand to the legs,
- Run 14-28 meters from a high-level start with the ball.
- Running 14-28 meters from a high-level start without the ball.

- Trainings were conducted with a special set of exercises, including exercises such as triple jumps from a standing position.

At the beginning of the pedagogical experiment, the results of the participants of the control group and the experimental group were determined on selected tests, and the obtained results were analyzed in order to study their capabilities at the beginning of the study. The results of this analysis are presented in Table 1, which shows the average arithmetic mean values ( $\sigma$ ), arithmetic mean or standard deviation ( $\bar{X}$ ), coefficients of variation (V), and absolute and control group arithmetic mean of the results shown by the participants in each test group. relative differences of their values were determined.

The analysis of the data presented in the table showed no statistical differences between the results of the participants of the control group and the experimental group at the beginning of the pedagogical experiment in terms of preparations of 13-14-year-old boys. At the same time, the values of coefficients of variation calculated on the basis of the results of these groups were found to vary between  $V=18.5\%$  and  $V=19.93\%$  in the control group, and between  $V=19.78\%$  and  $V=19.99\%$  in the experimental group.

**1-table**

**Statistical description of the speed-strength indicators of 13-14-year-old boys included in the control group and the experimental group**

The test of the test	Control group			Experimental group		
	$\bar{X}$	$\sigma$	V, %	$\bar{X}$	$\sigma$	V, %
60 mist diagnosed to running time, s.	11,87	2,32	19,55	11,73	2,32	19,78
100 m diagnosis to running time, s.	17,69	3,42	19,33	17,52	3,48	19,86
4x10 m mokisimon running time, second.	14,96	the 2.77	18,52	14,81	2,81	18,97
1 minute for rope jump due to the number, times	93,88	18,71	19,93	91,44	18,28	19,99
30 second. during basketball ball in the basket strikes the number of, times	14,25	2,84	19,93	14,43	2,86	19,82

These facts indicate that the educational experience was properly organized, as the training level of the participants of the control group and the experimental group are close to each other.

At the end of the pedagogical experiment, the retest results of the 13-14-year-old boys on the learned tests, the statistical reliability of their changes during the experiment based on the critical values of the Student's distribution are presented in Tables 2 and 3.

**2-Table**

**Analysis of the results of the participants of the control group at the end of the experiment and the changes during the experiment**

Test	Experience at the end of			the growth		t	R
	$\bar{X}$	$\sigma$	V, %	absolute	relative, %		
60 mist diagnosed to running time, s.	10,18	1,91	18,762	1,69	14,24	1,78	>0.05 up to
100 m diagnosis to running time, s.	15,2	2,84	18,684	2,49	14,08	1,77	>0.05 up to
4x10 mist affected mokisimon running time, s.	12,91	2,32	17,971	2,05	13,7	1,79	>0.05 up to
1 minute for rope jump due to the number, times	113,56	21,95	19,329	19,68	20,96	was 2.16	<0.05 up to
30 second. during basketball ball in the basket strikes the number of, times	16,63	3,17	19,062	is 2.38	16,7	1,77	>0.05 up to

Comparing the initial results in Table 1 with the results at the end of the experiment in Tables 2 and 3, it can be observed that the values of the coefficients of variation change positively during the experiment, both in the control group and in the experimental group.

**3-the table**

**Analysis of the results of the participants of the experimental group at the end of the experiment and the changes during the experiment**

Test t	Experience at the end of			the growth		t	R
	$\bar{X}$	$\sigma$	V, %	absolute	Relative %		
60 m.to the running time, s	9,14	1,74	19,04	2,59	22,08	2,82	<0.05 up to
100 m.to the running time, s.	12,37	2,36	19,08	5,15	29,39	3,87	<0,01
m 4x10. mokisimon running time, s.	11,65	2,12	18,20	3,16	21,34	2,84	<0.05 up to
1 minute for rope jump due to the number, times	140,23	26,23	18,70	48,79	53,36	4,83	<0,001
30 s. during basketball ball in the basket strikes the number of, times	20,38	3,93	19,28	5,95	41,23	3,87	<0,01

In addition, the relative change of the results of NG and TG participants during the pedagogical experience (diagram 1) revealed more than twice large and statistically reliable positive changes in E(experimental) G (33.94 %) compared to C(control) G (relative increase of 15.94 %).

In short, at the beginning of the pedagogical experiment, there were no statistical differences between the results of the participants of the control group CG and the experimental group EG.

Therefore, it is appropriate to develop specific exercises for the development of quick-strength qualities of 13-14-year-old children. According to the results obtained in the experiment, CG is statistically reliable at the level of normal significance ( $P < 0.05$ ) in one test, and unreliable in the rest ( $P > 0.05$ ); And in EG, statistically reliable positive changes were observed at the level of significance in one of the five tests ( $P < 0.001$ ), good ( $P < 0.01$ ) in two, and normal ( $P < 0.05$ ) in two more.

If the developed special exercises are used regularly in 13-14-year-old basketball players, they are effective for developing and improving the quality of speed and strength

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