

The Role of Action Games in The Formation of Athletic Skills of Teenage Volleyball Players

Ochilov Sherzod Jumaniyazovich

Doctoral student of Samarkand State University named after Sharof Rashidov
sherzod4821@gmail.com

Abstract. This article analyzes the scientific basis for the formation of technical elements that can be performed by jumping using action games in the formation of jumping skills of teenage volleyball players in training sessions.

Keywords: volleyball training, technical-tactical combinations, action games, movement techniques, physical qualities, professional skills, formation of sports qualifications

Action games belong to a wide-ranging and colorful set of national values, and in terms of their essence and content, they are invented by different peoples and peoples in socio-economic, cultural-household, spiritual-educational conditions specific to certain stages of human development. done 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 being paid to the issues of restoration of folk movement games, their use as 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.

In this article, it was hypothesized that the use of games suitable for this type of movement or with similar movements can increase the useful coefficient of this process when training teenage volleyball players to a certain movement technique. In order to test this hypothesis, we have studied the effectiveness of using specialized movement games in training the technique of putting the ball into the game in the volleyball game.

Action games, with their content, essence and scope, have always attracted great interest in the lives of children of different ages, even adults. The priority and universality of games is that they can be adapted and changed depending on the age of children, gender readiness, and the place and conditions of the game. The advantages of games are not limited to these. In addition to the formation of vital skills, abilities, physical qualities, vocational skills and sports skills, they also develop intelligence, honesty, humanitarianism, cooperation, mutual assistance, attention, memory, emotions, imagination, and thinking. , has the power to sharpen speech, pronunciation and other such qualities.

The most basic, active games, unlike standard physical exercises, allow to open the "sparks" of genetic abilities, inner feelings, and invisible talent that are "deep" in the child's body.

It is known that the entrance and graduation tests, which are used in the selection of the initial training groups of sports clubs, in the control of the development of training types, and in the transfer from one training school year to another, are mainly the physical development of children and focused on assessing physical fitness. However, in modern volleyball, not only highly developed physical qualities, but also biopsychological qualities that determine the effectiveness of complex combinatory skills performed on the basis of these qualities, such as thinking, feeling, perception, attention, memory recall, analysis and decision making are also extremely important. It has been proven by many experts-scientists with studies that the mentioned feelings can be formed very effectively during action games. (L.V. Bileeva, I.M. Korotkov, 1982; T.S. Usmonxo'jaev, 1990; A.I. Lisitsa, 1991; T.S. Usmonxo'jaev, F.Xo'jaev, 1992; M.A. Qurbonova, 2006) [1,3,5]. From this it can be clearly said that during the performance of jump shots, blocking, passing, and receiving skills in volleyball, the feeling of time and distance, the position of one's partner and the opposing players, analyze, remember and make an effective decision according to the situation, agility and jumping endurance must be highly specialized, well-developed and coordinated.

That's right, jumping, vertical jump, diagonal jump, lateral and backward jump, jump speed, jump endurance qualities are simple standard physical exercises, weights (lead plates attached to arms, legs and waist) , can be developed rapidly with the help of devices and simulators. However, it is inevitable that the development of the qualities of bravery based on such an approach in the exercises conducted in the preliminary training and training groups will strain young children. Therefore, it is appropriate to use special action games, playful relays in the development of the qualities of savoir-faire.

A.I. Lisitsa (1991) emphasizes the advantage of developing jumping skills in teenagers with the help of action games, and emphasizes that it is necessary to choose game exercises depending on how jumping skills should be developed. For example, if it is necessary to develop accurate landing, "paratroopers" recommend a "fishing rod" game to develop the skills of a group of children at the same time. Long jump can be developed through the game of jumping to symbols drawn far from each other. "Who is higher", "who is farther", "who is more accurate" jumping exercises are among them. [3]

L.V. Bileeva and I.M. Korotkov (1982) revealed the content and essence of action games, which are not only aimed at developing different physical qualities, but also aimed at forming types of jumping qualities, performed individually, in pairs, and as a team. [1]

T.S. Usmonkhojaev and F.Khojaev (1992) revealed the importance of many exercises that form the ability to jump high, diagonally, lengthwise, sideways, backward in different directions. Especially their action games such as "Jumping over obstacles", "Jumping in circles", "Jumping from ice to ice", "Kangaroos", "Jumping with a rope", "Jumping over a circle" is very useful in developing the qualities of agility and jumping endurance. [4.5]

There are many games designed by other experts to develop these qualities.

It is very important to choose the right game and spend it in the right way. But the game does not always solve educational tasks. In order to achieve a good result in the field of education, action games should be organized and conducted in an educational spirit. The leader of the game should know the children's team well, be familiar with the content and rules of each game, and have high pedagogical skills. Only then will he be able to achieve the educational and educational goals of action games (T.S. Usmonkhojaev, F.Khojaev, 1992)[4,5].

Children show their character and personality during the game. From this, the teacher can learn about their various habits, negative and positive behavior, determine the appropriate activities, put the game in a certain direction, and educate them about the qualities of honesty, courage, friendship, and a sense of their duty in the team. At the same time, it helps children in every way to show creative initiative without breaking the rules of the game.

The teacher should use didactic principles in the process of conducting games and always achieve their implementation. The teacher explains the content, tasks and rules of each game to the students. This allows them to have a conscious attitude to the game, to learn it correctly, to understand their mistakes and successes, and to analyze their actions in comparison with the actions of their friends. It is not appropriate for the student to blindly imitate the teacher while learning a game or some exercises. The actions taught by the teacher and consciously performed by the students should help children develop organizational skills. This is achieved by training referees and their assistants from students to conduct the game. It is necessary for the teacher to ensure that the games with children are related to overcoming certain difficulties, that each task performed during the game is fulfilled, and that the obstacles are complicated according to how they are overcome. This work teaches children to be hardworking and increases their will power.

When preparing for the game, the teacher determines the specific tasks of the game, these tasks should be appropriate for the age of the children, that is, they should be able to perform them.

It is very important to encourage students to take the initiative and actively participate in the organization and conduct of the game.

When children play creatively, games develop their organizational skills. Helping a friend to achieve the desired goal, coming to a decision immediately on his own or with his 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) [1].

Children's activity during the game also depends on how the teacher prepares for this game. The teacher himself must have a clear and clear idea of the game and understand the interactions of the players during the game.

The leader of the game should assign captaincy and refereeing to the children, depending on how they master the game, and after the children participate in the game in an organized manner, he should appoint assistants from among them. Even then, the leader should monitor the children's play. Explaining the game figuratively is one of the most important factors. This work is especially necessary in narrating meaningful games, and it helps the participants of the game to perform their roles correctly. In order for the students to master the content of the game thoroughly, the leader should always keep in mind the specific tasks of the leader by showing the verbal explanation in practice, that is, when explaining the rules of the game and using instructional manuals to express the actions.

When planning games, it is necessary not to forget their content and interdependence, to take into account their compatibility 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 that the basic rules of passing the ball, catching it, playing it and throwing it into the basket have been learned. To strengthen knowledge and skills in this regard, it is possible to recommend the game "Ball for Mom" or three-variant "Ball Games". Also, it is necessary to choose and hold games suitable for the growth and physical fitness level of the participants. Each game has its own characteristics and challenges. Therefore, when choosing a game, it is necessary to assume that students can overcome the difficulties in it with a little effort.

A game that does not force you to overcome obstacles or difficulties, that is, to spend enough effort, does not arouse any interest in children. But a game that requires strength should be within the reach of children. Only then will it make children confident in their abilities and have a positive effect on them. Games that are too easy or too difficult are not fun.

The teacher should set the rules of the games from easy to difficult, from simple to complex. Simple games are games that are simple to organize and are played without division into teams. The rules of such games are very simple.

Games that are played in teams at the same time are a little more complex and are among the most complex games. The rules of such games are more difficult and more difficult. The teacher should also consider the transition from familiar games to unfamiliar games. This activity will help to get children interested in the game. It is desirable that actions in newly learned games are similar to actions in familiar games and include rules and actions unknown to children. For example, students know such games as "Lame Crow", "Karmokchak", "Relay Over Obstacles". Now they can use games that include jumps and jumping volleyball elements that are typical of volleyball players, after the skills of jumping are formed on the basis of games. Because the rules of these two games are similar, only the second game is more complicated. As the games learned in this way gradually become more complex, new movement skills are formed in children and previously learned movements are improved. In conclusion, it is necessary to regularly repeat the games in order to achieve thorough assimilation of movement skills and previously acquired knowledge. But this is not a statement that it is necessary to repeat the same games, but the meaning is to repeat a certain part of different games, to achieve thorough mastering of the games by students, and to continuously check 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 allows them to use these games independently in children's camps and other places. For each lesson, the teacher should choose different exercises and active games that have a positive effect on the children's body from all sides, and use different methods to conduct them.

References

-
1. Былеева Л.В., Коротков И.М. Подвижные игры // Учебное пособиу для ИФК. М., ФиС, 1982, 224 с.
 2. Курбанова М.А. Использование народных подвижных игр при отборе и тренировке юных волейболистов на этапе начальной подготовки. Автореф. дисс. к.п.н. Т., 2006, 23 с.
 3. Лисицина А.И. Игры: Аттракционы в школе. Т., Ўқитувчи, 1991, 87 с.
 4. UsmanhodjaevT.S., MelievX.A. Harakatlio'yinlar. Т., О'qituvchi, 2000, 168 b.
 5. UsmanhodjaevT.S., XujaevF.X. 1001 o'yin. Т., IbnSinonomidaginashriyot, 1990, 352 b.