



METHODOLOGY OF VOLLEYBALL LESSON AND TECHNOLOGICAL FUNDAMENTALS

ВОЛЕЙБОЛ ДАРСИНИНГ МЕТОДОЛОГИК ВА ТЕХНОЛОГИК АСОСЛАРИ

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This article describes the initial and main purpose of the teaching process, teaching techniques, stages and tools of the teaching process. Determining, monitoring, and evaluating the effectiveness of methods, tools, and learning technologies used at different stages of the learning process is one of the key requirements of a multi-year sports training system.

Калит сўзлар: ўргатиш жараёни, тайёргарлик, мақсад, сифат, натижа, умумий ва махсус тайёргарлик, тайёргарлик босқичлари.

В этой статье написана начальные и основные цели преподавание, техника, степени и методика обучение. Уточнение результатов обучение и использование методов и ресурсов в разных степени обучении.

Ключевые слова: процесс обучения, подготовка, цель, качества, общий и специальный подготовка, степени подготовки

In this article enlightened primary and main aim of teaching period, teaching techniques, degrees and tools of teaching process. And specify teaching techniques results and using methods and resources in various stages of teaching. The main requirements of annual sport preparing are assessment and control.

Key words: teaching process, preparing, the aim, quality, result, common and special preparing, stages of preparing.

Initial training for sports skills is the foundation of a long-term sports training system. If the earlier the training is based of its organizational, methodological, scientific and logistical, and it will be more quality, the shorter, preparation will easier for sports substitutes. But this, of course, depends directly on the knowledge, professional skills and qualifications of the specialist. Therefore, one of the most important and key parts of the training program is the methodology and technology of elementary education. This article will describe the goals, objectives, methods and tools of the elementary education process, as well as relevant information. One of the main conditions for the successful performance of the tournament is the level of technical training and improvement of the volleyball player. So the first and the primary goal of the learning process is to learn the techniques of the game perfectly. Movement - (game) skills are acquired, improved, improved by certain techniques and tools in transferring, receiving (defending), throwing, striking, blocking the ball at certain stages. This process is carried out on the basis of pedagogical, psychological

and biomechanical laws. Teaching is a pedagogical process that requires a great deal of training and professional training from the trainer and teacher. However, training for performance (playing skills) also depends on other important reasons: child activity, number of training sessions, quality, duration of stay, auxiliary equipment, place of work, interest of the child, "wealth" of the movement, experience and so on. It is also important to note that the timing of mastering the movement techniques depends on the family status of the child, his / her social and economic potential, and his / her mental state. The information given above and the factors to be considered in the training process should be included in the planning documentation that is based on a specific methodology. In addition, the identification of the child's "mysterious" abilities and the presence of factors should be done through a selection program and exercises. Taken results should serve as a key factor in the application of teaching methods, stages and technology. Initial training is carried out in several stages, each of which has its own specific methods and tools. The overall developmental



exercises are used to refine the player's physical well-being and the skills and abilities needed for the player. All exercises are combined according to their specifications in the following sections of sports training: general physical, special physical, technical, tactical, game preparation. Each type of preparation has its own leading factors that help achieve its intended purpose. At the same time, all types of training are linked inextricably. For example, if a student is not physically well prepared, he or she will not be able to perform an attacking technique well. In this case, physical training of the student is more beneficial than repetition of the method of impact.

Stage one: - Acquaintance with the techniques of motion study. It uses methods of telling, demonstrating and explaining. In addition to showing the teacher in person, used also visual aids: film, feature film, scheme, plot model, and so on. The demonstration should be accompanied by explanations. The teachers' initial efforts give them a sense of primordial behavior.

Second stage: - Simplified learning of the technique. Success in this phase of the study is largely dependent on the correct selection of the adjunctive exercises.

They should be as close to the movement technique as they are in their structure, shape and learners. Movement (attack shock), which has a complex structure, is subdivided into the main components (components) that constitute it. At this stage, control methods are used (ordering, instructing, seeing and hearing, visualizing, technical equipment, etc.) and visual movement (direct assistance of the teacher, the use of auxiliary equipment), information (punching force, falling accuracy, light or sound).) such methods are of particular importance.

Stage three: - Teaching technology in complex conditions. The following methods are used: repetitive methods, complex exercises, game and evaluation techniques, joint methods, and circular exercises. The method of repetition is the most basic at this stage. Repetition is the only skill. Repetition for qualifications requires training in different conditions (changing behavior, gradual complication). Even when you're tired, the exercises are done, and the joint and play styles at the same time improve the technique and to address the issues of developing special physical attributes, as well as improving technical and tactical training and game skills. Training and learning games involve packing, improving and perfecting each method (skill). Competition is the most powerful tool for developing skills. Active teaching methods have great potential.

Among them - problem-based learning (problem-solving) and self-assessment has an important meaning. Creating challenging tasks creates a situation and a situation that seeks to solve it, and self-esteem leads to further activism of the movement, which

increases the interest of the reader and encourages creative thinking.

How are active methods implemented?

After summarizing the meaning and importance of a particular game rule, the delivery of the ball with both hands from the top, the technique (technique) to perform it, and the students are given the opportunity to do the same. Then the problematic question is: "Where is the collision of the ball with the hand?" In many attempts to respond, we are likely to say the following: Then the new questions are asked, "Why do the hands bend slightly from the elbow while passing the ball? What determines the angle of their bending?"

In their search for answers to these questions, students will focus on biomechanics, accordingly, if the answer to the first factor of the question is to achieve the goal by choosing the shortest distance (from a space perspective), secondly, the strength and speed of the transmitter. In accordance with the above requirements, we propose to do one more transfer. We are not concerned that time is wasted, because it will justify itself in the future. Why is the player bent at the waist when the player is in the starting position? This includes the direction of the ball, the natural movement of the ball, and the speed-boosting support.

Self-Assessment: Getting Started by Gesture and Comparing the Teacher's Model or Movie Record: Movement. Problems:

1. What is the basic method of action? The position of the ball, player's position, the direction, speed, and trajectory of the ball.

2. What are the factors that ensure timely movement towards the ball? Observation, readiness, speed

Self-Assessment: Hold the ball of your partner or teacher-chef on the face or move it down with the right hand after moving in different ways in response to the sign.

Deliver of the ball with two hands from above. Problems:

1. Where the ball collides with the paws. Above the face, on the chest and chin.

2. What is the angle of the arm's elbow angle when passing the ball? With the developing quality of the arm's rapid strength.

3. What is the effect of the ball on the ball when it is rotating?

Self-Assessment: 1. Move the ball up to 1-2 kg after starting and moving in different directions.

2. Throwing (transmitting) the ball to the target on the wall at a distance of 20-30 cm (delivery). 3. Push the ball on the wall for precision marks (10 balls), the target is 10,30,50, and so on. The center of the target is 4 meters above the floor. The distance to the wall is 2.5 m. The score is 40 points (hitting the center of the target is 5 points, second turn 4 and so on).

Flight of the ball without rotation. Accepting the ball with both hands. Problems:



1. How should be the hands in front of the chest?
2. At what angle the ball is taken against the shoulder?

Self-Assessment:1. Throwing the arm at a distance of 6-8 m, without raising the arm above the shoulder height, with the right hand up and down.

2. Initial correction in response to visual and auditory signals after standing and following different directions.

3. Receive the ball on the wall with the ball returning the target, 30 points for accuracy. The distance to the wall is 3 m. 5 balls on the offensive field (zone 3-2).

Attack: Problems: 1. What role do hand movements play in depression? (Increasing pressure of the base).

Why should the hand be the right one when hitting the ball? Increases strength. How to beat the ball in the palm of your hand?

- Depending on the level of development of rapid strength of the arm and joint joints.

-What is the technical rationale for attacking? (Jumping height varies with the precision and strength of the palm impact.

Self-Assessment: Standing hands with and without arms, bumping two-legged hands, running down a tennis ball with one hand, and throwing it over the net.

Shooting the ball independently to height and taking a step after the hitting to the net.

Set up: Problematic issues:

1. What determines the inactivity and passivity of the blocking (the size of the arm held to the opponent by the set).
2. How to determine the jump time to block the attack (in terms of the transmission trajectory). When the ball is high, it is done after the striker jumps, and at mid-height, with the striker, if low, before the striker.
3. What factors determine the effectiveness of the barrier? (by jumping in time, finding out the direction of the strike and the long arms that are passed through the net to the opponent)

Self-Assessment:

1. When jumping from position to position and after jumping, the hand-held net can be 20 cm or more.

2. The impact of an obstacle on an independent throw of the ball should be 70-80% Thus, organizing the learning process based on the aforementioned problematic questions encourages children to think independently, to move freely, and to master various game skills. Determining methods, tools and techniques used in various stages of the learning process, control and assessment is one of the main requirements of the multi-year sports training system. This activity is carried out by the trainer at each stage of the training process and at all stages of training. Determining the effectiveness of the process, regular pedagogical supervision, monitoring, interpretation of assessment lessons, the extent to which the students have acquired the technical skills learned or their physical capabilities

are introduced through specified control and testing exercises. Occasionally, if possible, technical or physical training should be evaluated through special devices. The results are interpreted and presented at the discussion. If the results prove that the learning process or physical attributes are in the wrong direction, it includes the necessary adjustments and changes to the training process, planning documents, and then re-checked after a certain period of time. In addition to organizing physical education classes and students to do the assigned task faster (eg, training in sports technique), use of non-traditional pedagogical technologies in the learning process is of great practical importance for learning more easily and effectively.

In this regard, The results of A.A. Pulatov research are remarkable. The author observed the methodology of more than 50 physical education teachers in volleyball. More than 72 percent of observers teach game skills to play volleyball, ball passing, and field passing skills, made a number of mistakes in using the methods of "explain", "show", "return" and demonstrated less effective teaching technology. For example, while teaching a volleyball player how to pass a ball, the following methods have been described: "explain", "show", and "return": the legs should be slightly bent at the knee, one should be placed forward and the other behind. Such a methodological guide is likely to distract students. Because one of the legs is in the foreground, the other cannot be placed in parallel. Here is one more another example for methodical style. "When moving from the first ball position to the right, the movement starts from the right foot and then moves to the left."

It is desirable to have the technique to perform this act from a technical point of view, and its accuracy is natural. Because, to make this movement skills in other way it may not be as effective. After all, moving the legs to the right is like starting the movement from the left foot to holding the left ear while moving the right hand from the back. Obviously, the skills of movement must be performed in the secondary, in the natural and specific ways. Increasing attention to these small parts of the movement during training may slow down the effectiveness of training and extend the duration. Therefore, the focus should be on training technology to focus on the parts and phases that address the meaningful purpose of the movement. The secondary parts of the movement, however, are subordinated to the main parts of the movement, and do not leave the entire "chain" of that movement. (AA Pulatov, Bogen).

In addition, the biggest methodological error noted by almost all observers is that, they correctly explained and demonstrated the classical technical copy of how well-meaning and purposeful movement performance is at a higher rate of volleyball movement, ball reception, and transmission. However, from the students were asked to repeat and execute the same



action when they did so. Consequently, the learner was not given the opportunity to freely choose the most effective method or to discover a whole new method, depending on the purpose of the particular skill.

It is well-known that a person can discover a new way of doing that action under the influence of circumstances, opportunities, needs and other causes when performing a purposeful action. The famous American track and field athlete, the Olympic champion Fos Byeley, discovered a way of jumping high, called the Fos Byel-flop, The new movement of pantomime Olympics and world champion, former Soviet athlete OLGA CORBUT, is named after him; the example of the Japanese volleyball player Morita is the "morita" fint and many others.

As you know, curricula, programs, manuals developed by the Center for training and research institutes of the Center during the Soviet period were compulsory for educational institutions in Central Asia, including Uzbekistan. It is a pity that in all educational institutions of the republic there are still cases of use of old educational documents. Of course, there are also difficulties in resolving this issue. But now the curriculum, curriculum manuals, and tests of physical exercise and sport control tests are adapted according to the climatic conditions of our localities, our traditions, customs, rituals, and ceremonies and it is desirable to implement it quickly. **Teaching** physical education and sports skills, developing physical qualities, as well as reviewing the selection and selection exercises used in the recruitment of boys and girls for sports, one of the most important issues in this process is the need to address the use of folk games for each sport. Because the classroom exercises and examinations used during the examinations are strictly limited and are performed in the same standard setting.

The selection, training, and exercise exercises that restrict the freedom of movement of trainees and, to a certain extent, reduce the scope for performing skills.

And the skills of movement used in folk games give the learner the opportunity to choose the course of action freely and independently, depending on their meaning. It was revealed who participated in Pulatov's observations that future physical education teachers, still organize lessons and classes in the old fashioned ways. The revised control exercises in assessing the level of physical activity, physical activity of teachers were not included in the tests. Theoretical requirements are also not included in the evaluation process. In addition to the practical tools in the physical education and training sessions, traditional games, motivated to the lessons or sports, are not used at all. Consequently, the intensity of physical training and sports training in the classroom, it is not feasible to independently discover the feasibility of a new or completely new way of performing the skills of the movement to improve their effectiveness. **So**, the aforementioned

results, comments and examples, practicing observers, physical education teachers use ineffective, even distracting, technology to use behavioral skills training.

In teaching and learning, it is important for students to be free to choose a particular course of action or to discover a whole new way of doing it.

Consequently, in schools, secondary special educational institutions, children's and youth sports schools and physical education teachers working in other institutions, trainers should be control according to the established plan of the special commission and, if necessary, improve their skills at existing training institutions.

Teaching and technical training is a multi-year pedagogical activity, it is a complex process that ensures that a specific set of actions or sets of actions is technically, in a certain orderly, orderly, complete and efficient manner. This process is an essential and integral part of sports training.

The main task of training and technical training is to master the biomechanical regularities of gaming techniques, to make the ability to play a set of movements skillfully and effectively in any situation. Teaching and mastering new movement techniques is based on existing experience. Exercises that develop these qualities should be "synchronized" to the skills of continuous play.

The following guidelines should be followed in the training of movement techniques:

- First of all, it is necessary to train the most effective method of direct movement techniques from the beginning of the training process in order to put an end to the re-training of certain movement techniques.

- Secondly, theoretical lessons should be given special attention in teaching, so that the learner fully understands the order of performing the technique of movement, from the "thread to the needle", to remember well in memory and to "perform" correctly.

- Thirdly, in the learning process the learner will be able to use the technique of training in different situations, it is necessary to create a well-developed body of physical attributes that enables accurate and expedient execution at various speeds. Because when the learner is physically weak, the technique of action that is being taught is performed by mistakes and is ineffective, the intended purpose of the learning process is limited, error will be eliminated. The technical training implementation is related to the process of implementation, training and improvement and it includes several stages.(A. Pulatov. A.A. 2017)

In particular, the above four stages of teaching can be divided into more stages.

Stage I

To make the first idea about the order of execution of movement techniques and psychologically training of learners these techniques.



Stage II. Formation and training of initial skills and skills in the process of training in movement techniques. Gradual complications of assimilation.

Stage III. Complete and perfect performance of movement techniques. Avoid unnecessary movements.

Stage IV. Stable, accurate and fast performance of movement techniques.

Stage V. Performance of the technique of movement in various changing situations.

Stage VI. "Deep" is a complex learning and improvement process.

Stage VII. Ensuring the perfection of the skills and techniques, expansion, enrichment and improvement of methods of preserving and executing them.

Implementation of technical training goals and objectives is carried out using specialized tools.

In fact, "resource" are of a broader meaning and are of many types. The main ones are, of course, orientation exercises, technical exercises or basic exercises and a two-way volleyball game. However, in order to successfully and effectively solve the problem, it is advisable to use training and tactical exercises during training and improvement. In other words, developing physical and tactical skills in the training of techniques increases the ability of the volleyball player to use his or her technical abilities during the game. Thus, technical training is inextricably linked to physical and tactical training. The above mentioned means are used according to certain methods. Methods are a tool of teaching technology. Methods are conditionally divided into 3 types: explanatory, visual, and practical.

In the course of technical training, there may be advantages of a particular method, depending on the age, capacity, and training stage of the trainees.

Interpretation techniques include speaking, interviewing, instruction, analysis and discussion.

Demonstration techniques: training films, feature films, pictures, demonstration of techniques by trainers, watch games, and more.

Practical Methods

1. Completely training of movement techniques.
2. Teaching movement techniques in parts.
3. Management style.
4. Moving exhibition style.
5. Method of repetition.
6. Complication method.
7. How to play your game skills when you are tired.
8. Game style
9. Competition style
10. Combined method.
11. Workout in a circular fashion.

There are several factors that can improve the technical skills of a volleyball player: it is essential to consider them in planning, organizing and managing the training and training process. These include:

A) Special physical qualities and abilities should be in high level:

B) Technical skills of all game skills:

C) stable and perfect performance of moving game techniques in changing conditions and external and internal influences:

D) High level of professionalism in volleyball:

E) Demonstrate good judgment, playfulness, cunning and entrepreneurial qualities in accordance with the rules of the game and the discipline of the game:

Z) Volleyball player can effectively use his / her personal potential:

J) Ensuring high level of functionality of the body, enhancing its load resistance.

The above mentioned factors should not only be considered in improving technical skills, but are also the conditions and requirements for the athlete. Therefore, these factors should serve as a key element in the management of sports training.

Movement techniques training are carried out in the following order:

1. Acquaintance with the technique of action, the order of its execution and the copy of the trace in memory:
2. Mastering the skills in a simple environment:
3. Acquisition of skills in complex conditions:
4. Perfect acquisition and improvement of skills in the game.

The tools used in the learning process should be based on the following didactic principles:

- "from simple to complex":

- From light to heavy:

- From passed till "not passed on".

All teaching methods and tools should be based on the principles outlined. Improvement of technical skills of game techniques is associated with a significant increase in training equipment.

Because the game's skills will be widened according to their types, methods, speed and complexity. For example, just getting shot from different parts of the pitch in different ways and repeatedly requires a lot of physical training from the volleyball player. At this stage, you will be able to adapt your game skills to changing external and internal conditions: it is necessary to increase the athlete's ability to withstand load. For this purpose, the techniques and tactics used in training should be repeated over and over in situations of fatigue, noise, and heat.

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