

# BASICS OF DEVELOPMENT OF PHYSICAL FITNESS OF VOLLEYBALL PLAYERS IN SECONDARY SCHOOLS

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## **Abstract**

This article provides a summary of the basics of physical fitness development of volleyball players in secondary schools.

**Key words:** Sport, game, school, technique, strength, skill, skill, ability.

## **INTRODUCTION**

Effective performance of technical and tactical skills in sports and achieving high results in a specific sport directly depends on the physical fitness of athletes. Therefore, proper formation of physical qualities (strength, quickness, agility, endurance, flexibility) is one of the important conditions of sports training.

Physical training consists of general and special physical training processes and requires organization in accordance with the characteristics of the appropriate sport.

The main goal of this process is to develop general and special physical qualities.

The level of development of general physical qualities depends on the effective or ineffective formation of special physical qualities.

Special physical training focuses on increasing the functional capabilities of athletes' bodies and developing special physical qualities. As in all sports, quick, precise and situationally appropriate execution of game skills in volleyball depends primarily on special physical qualities.

The main means of special physical training are special exercises performed in different directions and consist of game skills such as throwing, receiving, passing, hitting, blocking.

It is known that in modern volleyball, in most situations, all game skills are performed at high speed without support (jumping, falling on the chest and receiving the ball). Therefore, in the organization of special physical training, depending on the period and stages of sports training,

jumping, running short distances in different directions, "falling", stopping, squatting exercises can be used separately or with the performance of game skills.

In the process of physical education, its main feature is the active movement of students. Physical and mental improvement of a person occurs through this interval. Students will have special knowledge about physical nature. Training in physical education is a process organized to acquire and impart a system of special knowledge about movement activities.

In social education, the result of teaching is physical knowledge. Movement skills are formed during training for movement activities,

at the same time, movement qualities, strength, speed and other qualities are also developed. (See the section "Adjectives of movement"). The two processes are not mutually exclusive. But his method is sometimes not the same according to the source of the job. Therefore, in the specific pedagogical process, attention is paid either to teaching (improvement of skills) or to the development of movement qualities. (See "Teaching content").

Teaching movement activities (or wrapping in physical exercises, if it is understood as specific movement activities) consists of a short pedagogical task. The term "motor activity training" is used when specific motor activities provide theoretical information as well as theoretical information. Because movement refers to the structure of movement in which activities are included, in this case, the term "transition to movements" is used, which has the same meaning.

In the process of moving to activities, not only educational and educational tasks are added, but also health care.

The task of health promotion has not been carried out so much in any other educational subject.

The task of education in teaching movement activities also has its own characteristics.

The component (structural part) of the process of mastering educational materials by the student consists of active movement activities of the students. Their educational work requires the use of potential physical forces. Therefore, in order to understand some laws of students' educational activities, it is necessary to take into account the individual work ability of a person. Ability to work depends on several factors: inherited, acquired in the course of life, and the way a person manages his full activity in specific conditions. The more developed these factors are, the more a person's ability to work increases. Under normal conditions, a person does not use his full working capacity, he keeps a part of it in reserve and uses it only when necessary.

Another feature of learning movement activities is the creation of the composition of movement and skills. Only the system of movement activities determines the physical fitness of the student. But there are many system options. They are chosen depending on the orientation of physical education and its specific task.

The development of the third feature-movement quality complex is carried out in two ways:

1. The formation of movement skills is continuously connected with the simultaneous development of movement qualities;

2. The specific development of the competence of movement qualities is carried out effectively at the same time as the development of other qualities. For example, when training to run short distances, speed is developed, but it happens through the effective development of speed's own strength and endurance.

The result of training in movement activities is determined depending on the level of physical education and physical development. Through the correct organization of the pedagogical process, it

is observed that the systematic acquisition of knowledge and movement activities, the physical development of the instructions will be observed.

Implementation of educational tasks is organically connected with educational tasks. The concept of the educational nature of physical education is used as one of the main principles of physical education.

Any specially organized exercise process will not have pedagogical value. Their educational effect is completely dependent on the pedagogical process. L.F. Lensgaft emphasized that special exercises are a source of strong influence on the human psyche and his whole personality.

It is necessary to always keep in mind the education of the young generation who are growing up as physical education teachers and teachers of other subjects of general education schools. However, the nature of educational science does not only require the methodical solution of the tasks of physical education, but also pushes forward some educational tasks that are most similar to physical education:

- inculcating the habit of regular physical exercise, this habit helps to solve the problem of lack of movement activity of a modern person, teaches to find opportunities for daily independent exercises; educates bravery and the ability to handle physical weight - educates hygienic skills and habits. The effectiveness of physical exercises depends on the correct use of hygienic factors.

Cultivates interaction between students:

- educates independence in movement activities.

Solving the health problem in teaching movement activities is carried out with the resources of the whole complex of physical education.

The teaching subject itself is related to the intensive impact on the physical and mental aspects of the student.

Training in physical exercises is differentiated based on the indicators of medical examination results, among which students are divided into three groups: basic, preparatory and special.

The content and age of the educational material given to students should be strictly differentiated according to their age, gender and physical fitness. Violation of this requirement leads not only to the failure to master the educational material, but also to the deterioration of students' health. The characteristics of teaching the listed movement activities require students to have a high level of not only psychological-pedagogical knowledge, but also anatomical-physiological and medical training.

Theoretical information teaching relies on existing and re-acquired knowledge in teaching each movement activity.

Special knowledge in physical education consists of a system of known facts and laws written on the basis of properly organized physical education.

The content and volume of theoretical information in general education schools is determined by the unified state program on physical education. The following points should be included in the approximate methodology used by the teacher.

1. Analysis of defined and required action activities.
2. An example of the volume of physical exercises taught and the content of information.
3. Determination of the general education subject of the curriculum.
4. Determination of the topics of the general education subject studied and studied by the students.

The volume of special information about physical education is conditionally divided into three groups:

- a) information about the social existence of physical education;
- b) about the rules of physical education;
- c) medical-biological information.

The multifaceted tasks of physical education include the ability to act and the embodiment of the skill system. Knowing the laws of this process increases the effectiveness of the stages of training for activities. Evaluating the teaching environment allows for more and deeper organization of the lesson system, giving auxiliary exercises, transferring skills, and working efficiently.

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