

METHODS FOR DEVELOPING THE AGILITY OF VOLLEYBALL PLAYERS.

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Annotation: *The game of volleyball is a very effective means of promoting health and physical development. All movements in volleyball are natural, based on running, jumping, and throwing. Modern medical, biological and sociological studies show that systematic volleyball training causes significant changes in the activity of analyzers, the musculoskeletal system and internal organs and systems.*

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Agility in volleyball is manifested when performing all technical and tactical actions and is closely related to strength, speed, endurance, and flexibility. Agility in volleyball is “divided” into acrobatic (motor actions in attack, when blocking, during second passes in a jump) and game (the ability to anticipate the continuation of an action).

The components of a volleyball player's agility are:

1) coordination of movements - the ability to perform motor actions, proportioning them in time, space and according to conditions (the speed, accuracy and timeliness of performing a technical technique depend on the coordination of movements);

2) speed and accuracy of actions - the effectiveness of the entire game depends on them (to perform a technique correctly means to perform it quickly and accurately); the accuracy of the reaction to a moving object improves in parallel with the development of speed and depends on the mobility of nervous processes;

3) the ability to distribute and switch attention - a function that is ensured by the total activity of analyzers and the mobility of nervous processes;

4) the stability of vestibular reactions is an indispensable manifestation of dexterity in a game that is replete with falls, accelerations, jerks, jumps, and sudden stops; excessive excitation of the vestibular apparatus (analyzer) causes a decrease in the performance of others (visual, skin), which reduces the accuracy of movements, resulting in errors in the technique and tactics of the game.

The high mobility of nervous processes when demonstrating dexterity allows a volleyball player to navigate constantly changing situations and quickly move from one action to another. The level of agility development largely depends on how developed the volleyball player's ability to correctly perceive and evaluate his own movements and body position.

In developing agility in young volleyball players, special importance is attached to psychological preparation.

Such preparation begins with its planning, when the coach, knowing the individual characteristics of each player and the “character” of his team, as well as the current state, selects in advance a means of increasing or decreasing the mental stress of the last training sessions with a general tendency to reduce tension in the last days before the competition .

A special role in special psychological training is played by the formation in the training process of the moral qualities of volleyball players, which are in close connection with the specifics of volleyball - the collective nature of the game. The coach selects ways to mentally isolate “whiners” and strives to increase the activity of “optimists”, creates an atmosphere of calm, business-like confidence in the team, and pays special attention to the mental state of leaders and marginalized people.

During this period, the coach uses verbal (verbal) psychological and pedagogical means of hetero regulation (influencing the athlete from the outside).

Among them the following stand out:

1. Creation of internal mental supports. This technique is used in the last training microcycle; it is most effective in relation to sensitive, emotionally reactive, unbalanced athletes.

2. Rationalization. This universal remedy is suitable for any athletes, especially suitable for suspicious people, of which there are many in volleyball, and players with signs of mental satiety. It consists of a rational explanation by the trainer of the mechanisms of emerging unfavorable conditions with the aim of objectively assessing them and logically searching for ways not only to get out of the unfavorable condition, but also to use it to increase the level of activity.

3. Sublimation. The technique consists of artificially replacing one mood with another due to a change in motivation and reorientation in relation to the tasks being solved in the game. Athletes with a weak nervous system or who have lost faith in their abilities due to sports or everyday failures and injuries especially need sublimation.

4. Desensitization. Unfavorable mental states are simulated in the game (it is recommended to use one to two days before responsible gambling). After relaxation, the athlete mentally replays unfavorable situations that actually happened in other games, preferably with the opponent with whom he is to play.

5. De-actualization. It consists of artificially lowering the strength of the opponent in the upcoming game. There is direct actualization, when the real weaknesses of the opponent are shown, and indirect, when those strengths of a particular athlete or the entire team are deliberately highlighted, which the opponent has nothing to oppose.

Most means of psycho regulation at the stage of special psychological training are combined in the form of so-called mental (mental) training.

According to the definition of the Swedish psychologist L.E. Unestol, mental training is a complex of tools, including:

- 1) the athlete's ability to recognize and accurately assess the situation;
- 2) the ability to accurately control one's own psychophysical and behavioral reactions to a particular situation;
- 3) special techniques of suggestion and self-hypnosis. So, developing a volleyball player's agility means improving coordination of movements, and most importantly, the ability to quickly rearrange motor activity in accordance with constantly changing game situations and control of one's body in an unsupported position.

Means of developing agility in volleyball players: The main means of developing agility are physical exercises of increased coordination complexity and containing elements of novelty.

The complexity of physical exercises can be increased by changing spatial, temporal and dynamic parameters, as well as by external conditions, changing the order of arrangement of projectiles, their weight, height; changing the area of support or increasing its mobility in balance exercises. By combining motor skills, combining walking with jumping, running and catching objects; performing exercises on cue or within a limited time.

The widest and most accessible group of means for developing agility are general preparatory gymnastic exercises of a dynamic nature, simultaneously covering the main muscle groups. These are exercises, relatively simple and quite complex, performed in changed conditions, in different positions of the body or its parts, in different directions: elements of acrobatics (somersaults, various rolls, etc.), exercises in balance.

Mastering the correct technique of natural movements has a great influence on the development of coordination abilities: running, various jumps (long, height and depth, vaults), throwing, climbing.

To develop the ability to quickly and expediently rearrange motor activity in connection with a suddenly changing situation, highly effective means are outdoor and sports games, martial arts (boxing, wrestling, fencing), cross-country running, cross-country skiing, and alpine skiing.

A special group of means consists of exercises with a primary focus on individual psychophysiological functions that provide control and regulation of motor actions. These are exercises to develop a sense of space, time, and the degree of muscle effort developed.

Special exercises to improve coordination of movements are developed taking into account the specifics of the chosen sport and profession. These are coordinationally similar exercises to technical and tactical actions in a given sport or labor actions.

Two groups of such means are used during sports training:

- 1) Leading, facilitating the development of new forms of movements of a particular sport;

2) Developmental, aimed directly at developing “coordination abilities” manifested in specific sports (for example, special exercises in difficult conditions - catching and passing the ball to a partner when jumping over a gymnastic bench, after performing several somersaults in a row on gymnastic mats, then overhead passing the ball and etc.).

Dexterity exercises are effective as long as they are not performed automatically. Then they lose their value, since any motor action mastered before the skill and performed under the same constant conditions does not stimulate further development of dexterity.

Coordination exercises should be planned for the first half of the main part of the lesson, since they quickly lead to fatigue.

Methods for developing agility in volleyball players:

When developing dexterity, the following basic, methodological approaches are used:

1) Learning new and varied movements with a gradual increase in their coordination complexity. This approach is widely used in basic physical education, as well as in the first stages of sports improvement. By mastering new exercises, students not only replenish their motor experience, but also develop the ability to form new forms of coordination of movements. Having extensive motor experience (stock of motor skills), a person copes with an unexpected motor task more easily and quickly.

2) Stopping learning new and varied movements will inevitably reduce the ability to master them and thereby slow down the development of dexterity. Development of the ability to rearrange motor activity in a suddenly changing environment. This methodological approach also finds wide application in basic physical education, as well as in team sports and martial arts.

3) Increasing the spatial, temporal and power accuracy of movements based on improving motor sensations and perceptions. This methodological technique is widely used in a number of sports (gymnastics, sports games, etc.) and professional applied physical training.

4) Overcoming irrational muscle tension. The fact is that excessive muscle tension (incomplete relaxation at the right moments of performing exercises) causes a certain incoordination of movements, which leads to a decrease in the manifestation of strength and speed, distortion of technique and premature fatigue.

Muscle tension manifests itself in two forms (tonic and coordination).

1. Tonic tension (increased muscle tone at rest). This type of tension often occurs when muscle fatigue is significant and can be persistent. To remove it, it is advisable to use:

- a) stretching exercises, mainly of a dynamic nature;
- b) various swinging movements of the limbs in a relaxed state;
- c) swimming;

d) massage, sauna, thermal procedures [36].

2. Coordination tension (incomplete relaxation of muscles during work or their slow transition to the relaxation phase). To overcome coordination tension, it is advisable to use the following techniques:

a) in the process of physical education, it is necessary for students to form and systematically update a conscious attitude towards relaxation at the right moments. In fact, relaxing moments should be included in the structure of all studied movements and this must be specially taught. This will greatly prevent unnecessary tension from arising;

b) use special relaxation exercises during classes in order to form in students a clear understanding of the tense and relaxed states of muscle groups. This is facilitated by exercises such as combining relaxation of some muscle groups with tension in others; controlled transition of a muscle group from tension to relaxation; performing movements with the intention of feeling complete relaxation, etc.

To develop dexterity in physical education and sports, the following methods are used:

- 1) standard-repetitive exercise;
- 2) variable exercise;
- 3) gaming;
- 4) competitive.

When learning new, rather complex motor actions, the standard-repetition method is used, since such movements can only be mastered after a large number of repetitions under relatively standard conditions.

The variable exercise method, with its many variations, has a wider application. It is divided into two submethods - with strict and non-strict regulation of the variability of actions and execution conditions. The first includes the following types of methodological techniques:

- strictly specified variation of individual characteristics or the entire mastered motor action (changes in power parameters, for example, long jumps or upward jumps from a place at full strength, at half strength; change in speed according to a preliminary task and a sudden signal of the tempo of movements, etc.);
- changing the initial and final positions (running from a squatting position, lying down; performing exercises with the ball from the starting position: standing, sitting, squatting; varying the final positions - throwing the ball up from the starting position standing - catching while sitting and vice versa);
- changing the methods of performing an action (running face forward, with your back, sideways in the direction of movement, long or deep jumps, standing with your back or side in the direction of the jump, etc.);
- “mirror” execution of exercises (change of push and swing leg in high and long jumps from the run, throwing sports equipment with the “non-dominant” hand, etc.);

— performing mastered motor actions after influencing the vestibular apparatus (for example, balance exercises immediately after rotations, somersaults);

- performing exercises with the exception of visual control -

wearing special glasses or with eyes closed (for example, balance exercises, with clubs, dribbling the ball and shooting hoops). Methodological techniques of not strictly regulated variation are associated with the use of unusual conditions of the natural environment (running, cross-country skiing), overcoming an obstacle course in arbitrary ways, practicing individual and group attacking technical and tactical actions in conditions of not strictly regulated interaction of partners.

An effective method of developing dexterity is the game method with and without additional tasks, which involves performing exercises either in a limited time, or under certain conditions, or with certain motor actions, etc. For example, when playing the game “Tag,” the task is to “spot” as many players as possible in 3 minutes, or “spot” with a volleyball, or “spot” in a certain area of the body. The game method without additional tasks is characterized by the fact that the student must solve emerging motor problems independently, relying on his own analysis of the current situation.

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