

ORGANIZATIONAL AND METHODOLOGICAL GUIDELINES FOR YOUNG VOLLEYBALL PLAYERS

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ABSTRACT

The methodological part of the program includes educational material on the main types of training, its distribution by year of study and in the annual cycle; recommended volumes of training and competitive loads and planning of sports results by years of study; organization and conduct of medical and pedagogical control; contains practical materials and guidelines for conducting training sessions, psychological training.

KEYWORDS: *Volleyball, Age, School Pupil, Type Of Training, Physical (General And Special), Technical, Tactical, Integral, Theoretical, Psychological.*

INTRODUCTION

The content and structure of the training process are largely determined by the content and structure of competitive activity, competitive actions of athletes and the conditions for their implementation. Volleyball is distinguished by a wide variety of competitive (technical-tactical) actions, their multiple performance in the course of one meeting (game) by individual players and in interaction with team members.

Everything as a whole makes up the system of competitive training activity, which includes: competitions, the content of competitive actions; training and its components - technical, tactical, physical, mental, theoretical and integral training; training sessions; training tasks; an arsenal of exercises: general developmental, preparatory, leading, technique, tactics, integral; educational, control and calendar games. From the arsenal of exercises, training tasks are formed, which are combined into training sessions, training sessions form microcycles - meso cycles, which are combined into macrocycles - an annual training cycle and long-term training cycles. [1]

Thus, training tasks are the most important initial structural component of the training process. Training tasks are a physical exercise or their complex, specially created to solve specific problems of the training process. The coach develops catalogs of training tasks for each type of training, for training sessions by direction, for different types of microcycles, by game functions (role) of volleyball players. [2]

Training sessions are divided according to their focus: on physical training (general, special); technical (training, improvement); tactical (training, improvement); combined (technical and

physical; technical and tactical; technical, tactical, physical); holistic-game (by type of combined) training; control; to warm up before the game.

Training tasks are grouped into separate blocks according to the principle of their predominant orientation. Each training task should have specific pedagogical and educational tasks; the content of the lesson (a set of exercises and the sequence of their implementation); the dosage of the load and the mode of its implementation (intensity, number of repetitions, series, weight of sports equipment, length of distances); duration and nature of rest breaks, etc.); methodological instructions (year of study, possible errors in the exercise and ways to eliminate them); organizational instructions (location of classes, necessary inventory and equipment). In the main part of the lesson, exercises of a specific predominant orientation are concentrated. [3]

The implementation of this program is an important condition for achieving the ultimate goal of long-term training of reserves of highly qualified volleyball players for teams of the highest ranks. The implementation of program requirements is highly dependent on effective planning and effective control. Fulfillment of program requirements is a prerequisite for a positive assessment of the work of coaches and the activities of the sports school as a whole.

The program serves as the main reference point in the organization of work. In some cases, in accordance with local conditions (professionalism of trainers, availability of material base, contingent of students, etc.) and the specific calendar of competitions, the pedagogical council of the school can make changes to the content of the current (annual) planning, while maintaining its main focus and guided by the recommendations according to the content of the program material and the sequence of its study. [4]

The content of work with young volleyball players over the course of many years is determined by three factors: the specifics of the game of volleyball, the model requirements of qualified volleyball players, the age characteristics and capabilities of 9-19 year old volleyball players.

Of primary importance is educational work to prevent negative phenomena associated with the selection and expulsion of “unpromising”, forced training “for results”, symptoms of “star disease”, etc.

Specialized volleyball classes begin at the age of 9-10, at the age of 17-20, girls and boys, after completing a course at the Youth Sports School, move to teams of the highest ranks. Athletes achieve their first great successes in volleyball at the age of 20-22 (girls a little earlier, boys later). The highest results are shown at the age of 23-25 years for women and 26-28 years for men. The experience from the beginning of volleyball lessons to the achievement of optimal capabilities (fulfillment of the standard of a master and master of sports of international class) is 9-10 years. [5]

The long-term period of training of young athletes is divided into stages:

The first stage ("preliminary training") provides for the education of children's interest in sports and their familiarization with volleyball; initial training in technique and tactics, rules of the game; development of physical qualities in general terms and taking into account the specifics of volleyball, the development of skills to compete individually (physical and technical training) and collectively (outdoor games, mini-volleyball). Age 9-11 years. This stage is combined with groups of initial training in the Youth Sports School.

The second stage (“initial sports specialization”) is devoted to basic technical, tactical and physical training, during this period the basics of technique and tactics are mastered (without an emphasis on specialization in game functions), the development of competitive qualities in relation to volleyball. Age 12-14 years. This stage is combined with the first and second years of study in the training groups of the Youth Sports School.

The third stage (“in-depth training”) is aimed at special training: technical-tactical, physical, integral, including game, competitive, elements of specialization in game functions (setters, attackers, libero) are introduced. Age 15-17 years. This stage is combined with the 3-5th years of study in the training groups of the Youth Sports School.

The fourth stage (“in-depth specialization”) of educational and training work in groups for improving sportsmanship is specialized training, which is based on the consideration of the game function (role), individual characteristics and inclinations of students, specialization is carried out on the basis of the universality of the training process at the previous stages. Age 18-20 years. This stage is combined with years of study in groups for improving sportsmanship of the Youth Sports School.

The indicated age limits are to a certain extent conditional, the main indicator is the level of preparedness and sports category. Therefore, athletes, taking into account the fulfillment of established requirements, are transferred to the next stage or year of training at an earlier age. [6]

In accordance with the main focus of the stages, tasks are determined, means, methods, training and competitive modes are selected, training is built in a yearly cycle, etc. In doing so, it is necessary to focus on the following provisions:

- Strengthening individual work on mastering the technique and improving the skills of performing techniques and their methods;
- increasing the volume of individual tactical training as the most important condition for realizing the technical potential of individual volleyball players and the team as a whole within the framework of selected game systems and group tactics in attack and defense;
- implementation at a high level of integral training through the organic relationship of technical, tactical and physical training, skillful construction of training and control games in order to solve the main tasks by type of training;
- improving the quality of selection of children with a high level of development of volleyball abilities and passing them through the entire system of long-term training;
- development of an effective system for assessing the level of sports preparedness of students of a sports school and the quality of work, both of individual coaches and the sports school as a whole; the basis of this assessment is, first of all, quantitative and qualitative indicators by type of training, the results of participation in competitions.

The program is based on the fact that the leading trend of long-term training is “educational” and the ultimate goal of the long-term process is the preparation of highly qualified volleyball players, and not the narrowly focused annual preparation of young athletes for the next competition. This principle underlies both the programming of the preparation process and the regulatory requirements. [7]

The program contains material for planning the process of long-term training of volleyball players, differentiated by years of study; material on the main components of long-term training: physical (general and special), technical, tactical, integral, theoretical, psychological; according to the system for assessing the level of preparedness of young volleyball players based on specific quantitative indicators by type of training at all stages of a long-term training process.

The fulfillment of the tasks assigned to the volleyball sports school includes: conducting practical and theoretical classes; mandatory implementation of the curriculum, admission, transfer and graduation control standards; regular participation in competitions and control games; implementation of rehabilitation and preventive measures; watching educational films, video recordings, film rings, cinematographs, competitions of qualified volleyball players; passing instructor and referee practice; creation of conditions for holding regular year-round classes; providing a clear, well-organized system for the selection of capable young athletes; organization of systematic educational work, instilling in young athletes the skills of sports ethics, organization, discipline, love and devotion to their team; a clear organization of the educational process, the use of science data and best practices as the most important conditions for improving sportsmanship and volitional qualities of students; involvement of the parent asset in regular participation in the organization of the educational work of the school.

Based on the specifics of volleyball as a sport, integral training is singled out as a separate type, the main goal of which is to teach students to implement training effects in game skills - the results of all aspects of training.

When determining training and competitive loads, developing the physical qualities of athletes, teaching them technique and tactics, it is necessary to take into account periods of puberty and sensitive (sensitive) phases of development of a particular physical quality.

Approximate sensitive (favorable) periods of motor qualities development:

Morphofunctional indicators, physical qualities	Age (year)										
	7	8	9	10	11	12	13	14	15	16	17
Growth						+	+	+	+		
Muscle mass						+	+	+	+		
Rapidity			+	+	+						
Speed-strength qualities				+	+	+	+	+			
Power						+	+	+		+	+
Endurance (aerobic capacity)		+	+	+					+	+	+
Anaerobic Capabilities			+	+	+				+	+	+
Flexibility	+	+	+	+							
Coordinating ability			+	+	+	+					

Equilibrium	+	+	+	+	+	+	+	+			
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It is necessary in sensitive periods to influence the development of relevant qualities with emphasis. However, one should not forget about the “lagging” qualities, attention should also be paid to their development, proportionality should be observed in the development of physical qualities, which are based on different physiological mechanisms (general endurance and speed qualities, general endurance and strength). So, the optimal periods for boys and young men for the development of aerobic capabilities will be at 8-10 and at 14 years; for the development of anaerobic-glycolytic mechanisms - the age of 11-13 years and 16-17 years; for the development of creatine phosphate energy mechanism - age 15-18 years. In girls and girls, sensitive periods of energy prerequisites for the formation of physical qualities come a year earlier.

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It is recommended to practice a comprehensive test: take into account the results of competitions in physical, technical, gaming training. Not an assessment, but often a misunderstanding of the essence of such competitive training significantly reduces the effectiveness of training young volleyball players.

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